

Preparing for the Aftermath of the Coronavirus Crisis and the Impact on Social and Emotional Competence

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Abstract

In the field of psychology, there have been studies concerning how the social environment plays a causal factor in brain modification that can shape the capacity for learning. A traumatic life event impacts someone, an accident, or maltreatment; it causes variations in brain structure and function. Whether it is what other people deliberately do to someone of an unfortunate event, your brain gets mucked up.

Keywords: Psychology • Environment • Brain

Introduction

This abnormal functionality within the brain can manifest itself in emotional instability and social awkwardness. It is this damage that impacts the individual's capacity for future learning and social and emotional competence. The purpose of this paper is to establish awareness for what is most likely to follow the current Coronavirus crisis. The environment may be mightier in influencing the brain than you might think. Consider a person who, in their childhood, was exposed to maltreatment, violence, or death of a loved one. Imagine the child who is unprotected from the mental anguish of repeated reminders of the current CORONAVIRUS crisis [1].

Description

The child may hear the information about increasing numbers of infected people and the rising death rates in their state, city, or community. Identified the impact of living in a neighborhood where violence is more frequent than normal. Noted studies done by Patrick Sharkey evaluating approximately one thousand children in the Chicago project on human development [2]. Sharkey found that if a homicide happened in the same block four days before an assessment, it decreased reading scores by ten points. It also abridged vocabulary marks by 50% of a standard deviation. This phenomenon should be considered as we refer to the virus as the "invisible enemy." Children may internalize this concept in a more personal nature. Examined the impact of trauma among school-aged children and how they influenced educational outcomes. One in four children experience a traumatic life event before their third birthday

noted that by age nine, 13% of children had had four or more traumatic life events.

A traumatic life event is an incident that can result in physical, emotional, spiritual, or psychological suffering. An individual could experience a distressful event that could make them feel threatened, fearful, or terrorized as a result of the phenomenon of the lived experience they endured. In this case, the individual will need support and time to recoup from the traumatic life event and reestablish their emotional and social permanence [3]. There are three significant types of trauma:

- Acute: Trauma experienced from one distressing event.
- Chronic: Trauma that is reduplicated or prolonged.
- Complex: Trauma from various or multiple events.

The traumatic life event can have a consequential impact on child's potential behavior, learning, emotional stability, mental well-being, and physical health. The children who experience traumatic life events are at a higher risk of developing clinical symptoms of post-traumatic stress. There is substantial evidence to suggest that the symptomology of individuals who experienced early childhood traumatic life events are different from individuals who experience traumatic life events later in life.

As we reflect on our current environmental event, it is critical to understand what children are being exposed to. We should consider how the information is impacting the school-age children of our communities. It will be crucial how educators support the needs of children after the passing of the Coronavirus crisis that have experienced trauma. This phenomenon will require a range of knowledge concerning the biosocial predispositions of children and

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how these events can influence brain structure and function. However, most educators are limited in their training on promoting social and emotional competence and biosocial risk factor, which are essential in learning. This limitation of potential biosocial risk factors and the numerous ways in which childhood traumatic life events manifestations could lead to involuntarily triggering stress outcomes in children. Thus, provoking the symptomology of post-traumatic stress, atypical behavioral issues, and emotional and social deficiencies [4]. Teachers will need to be skilled in the following areas to identify risk factors of maladaptive components of social and emotional behaviors:

- The impact of traumatic life events on childhood cognitive development.
- Identification of emotional and behavioral patterns of children who have experienced a traumatic life event.
- Supporting coping mechanisms for the social and emotional well-being of children in the school setting, partnership techniques, and family support for children exposed to traumatic life events.

Conclusion

It will be essential for further research on the effects of the Coronavirus crisis and traumatic life events in the social and emotional development of school-age children. Experiencing trauma in childhood could result in a severe and prolonged effect in

behavioral, cognitive, and emotional development. When childhood trauma is not addressed, a sense of fear and learned helplessness could proceed into adulthood, setting the stage for further predisposition to trauma. Therefore, training educators to identify the risk factors and to confront them can assist in the adjustment of the child's social and emotional competence.

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