



THE OFFICIAL JOURNAL OF THE
INTERNATIONAL CONGRESS
OF INFANT STUDIES

The Impact of COVID-19 on Infant Development

Infancy invites manuscripts for a Special Issue on the impact of COVID-19 on infant development.

Guest Editors: Vanessa LoBue (Rutgers University), Natasha Kirkham (Birkbeck, University of London), Koraly Pérez-Edgar (The Pennsylvania State University), and Jane Herbert (University of Wollongong)

In March 2021, the COVID-19 pandemic entered its second year. There have been over 163 million people infected, and over 3 million deaths worldwide due to COVID-19. In addition to the devastating health impacts, the pandemic has also had substantial impacts on cognitive, social, and emotional functioning. In many countries, educational settings were forced to rapidly adapt to new modes of learning provision, with early evidence suggesting a negative impact of remote learning on the educational attainment of school aged children (Kuhfeld, Tarasawa, Johnson, Ruzek, & Lewis, 2020). Adults and children are experiencing higher than usual levels of depression and anxiety (e.g., Duan et al., 2020; Ettman et al., 2020; Orgilés et al., 2020; Yeasmin et al., 2020; Zhou et al., 2020), likely changing the interactions that happen within families and communities. Although infants are less likely to suffer severe health outcomes from COVID-19 infection, the pandemic experience has also changed the lives of our youngest population. The nature and extent of the impact of COVID-19 on infants around the globe is still unknown.

This special section is focused on capturing the range of impacts—both positive and negative—of the COVID-19 pandemic on the lives of infants. Papers across developmental domains, including (but not limited to) physical, motor, perceptual, cognitive, brain, social, and emotional development are welcome. In addition, we would consider papers on the impact of the pandemic on the parents or caregivers of infants (although some infant data would need to be reported). Finally, we are also interested in papers examining the impact of COVID-19 on the enterprise of *studying* infants. We especially welcome papers that consider infants from a variety of cultures, and on how the pandemic has differentially affected infants from a diverse range of backgrounds.

Authors wishing to submit a manuscript for the special issue are asked to submit a letter of intent by September 15, 2021, that includes 1) a tentative title; 2) contact information and corresponding author; 3) names and affiliations of anticipated authors; and 4) a brief description of the paper (500 words or less).

The guest editors will review letters of intent for fit with the special issue and work to provide the broadest representation of high-quality papers. A subset of manuscripts (8 to 12) will be invited to submit a full manuscript. Letters of intent should be sent electronically to vlobue@psychology.rutgers.edu. Please include in the subject line "Special Issue on the Impact of COVID-19 on Infant Development". Following a review of received letters (roughly 6 weeks), potential contributors will be contacted by October 15, 2021, to submit full manuscripts. Invited manuscripts will be due by January 15, 2022, via Infancy's submission site (<https://mc.manuscriptcentral.com/hifc>) and will be subjected to full peer review.

Questions concerning the substance of submissions should be directed to Vanessa LoBue (vlobue@psychology.rutgers.edu), Natasha Kirkham (n.kirkham@bbk.ac.uk), Koraly E. Pérez-Edgar (kxp24@psu.edu), or Jane Herbert (herbertj@uow.edu.au).