

The global COVID-19 pandemic that took hold from early 2020 is likely to have had an impact on at least some participant and family/carer outcomes, such as employment and community participation.

The nature and extent of the impact to 30 June 2020 has been investigated using multiple regression models, the results of which are summarised in this report. Baseline and longitudinal outcomes are considered, for both participants and their families and carers.

Comparing outcomes before the start of the pandemic with those during the pandemic identified a number of indicators potentially affected by the pandemic. For example, analysis of baseline outcomes showed that:

- For participants aged from birth to before starting school, participation in community, cultural or religious activities declined from the start of the pandemic. However, parents and carers were more likely to think their child fits in with the everyday life of the family during the pandemic.
- Participants aged 25 and over were more likely to choose who supports them during the pandemic. However, they were also more likely to say they would like to see their family more often during the pandemic.

Longitudinal analysis showed that:

- Participants aged 15 to 24 were less likely to deteriorate between baseline and second review in relation to wanting to do certain things in the last 12 months but being unable to, when the later response occurred during the COVID period. They were also less likely to change their response from “Yes” (wanting to see their friends more often) to “No” (not wanting to see them) in all transitions from baseline.
- Families and carers of participants aged 0 to 14 were more likely to deteriorate over two years with respect to having a paid job. However, they were less likely to deteriorate in having people they can ask for practical help.

Note: the information on these pages is subject to a [Data disclaimer](#).

- [COVID-19 impact on participant and family/carer outcomes as at 30 June 2020 \(PDF 559KB\)](#)