#	Full Citation (APA)	Paper Title	Where did you find this (database, catalog etc...)?	Search String/Terms	Research Question(s)/ Hypotheses	Methodology	Analysis & Results	Conclusions	Limitations	How could this be used in a paper?
Research Question: What is the effect of librarians wearing face coverings on child patron perceptions when seeking search assistance in a public library?										
1	Caldeira-Kulbakas, M., Parekh, R. S., Maguire, B. R., Carroll, S., Anthony, S. J., Bitnun, A. & Xie, J. (2022). Effect of Wearing a Face Mask on Hand-to-Face Contact by Children in a Simulated School Environment: The Back-to-School COVID-19 Simulation Randomized Clinical Trial. *JAMA pediatrics*, *176*(12), 1169-1175.	Effect of Wearing a Face Mask on Hand-to-Face Contact by Children in a Simulated School Environment	ScienceDirect	"children" AND "mask wearing" AND "comparison" AND ("school" OR "school library")	How does the use of face masks affect the frequency of face-touching behavior in children in a primary school environment? ---------- Null Hypothesis (H0): There is no significant difference in the frequency of face-touching behavior between children wearing face masks and those without face masks. Alternative Hypothesis (H1): Wearing face masks is associated with a significant reduction in the frequency of face-touching behavior among children in a primary school setting.	Prospective randomized clinical trial design, conducted in two schools in Toronto, Canada. Randomized to either a mask or control class. Participants observed during a 2-day school simulation, Primary outcome: the number of hand-to-face contacts per student per hour.	Mixed Poisson regression model adjusted for age and sex, with a random intercept for class. The results indicated that the rate of hand-to-face contacts did not significantly differ between the mask and control groups.	In a simulated school environment, wearing face masks did not increase hand-to-face contacts in children, mask wearing encouraged to reduce COVID-19 transmission in schools	Cannot blind coders to treatment allocation, potential bias due to some students in the control group wearing masks for variable periods, focus is a simulated school environment, which may not fully replicate real-world situation.	This study could be used as a reference and model for how to video-record observational data and present it. Also, the "effect" of masks here focusing on hand to mouth contacts could be used to justify a gap in research on the effect of masks on interpersonal communication.
2	Tronick, E., & Snidman, N. (2021). Children's reaction to mothers wearing or not wearing a mask during face-to-face interactions. *Available at SSRN 3899140*.	Children's Reaction to Mothers Wearing or Not Wearing a Mask During Face-to-Face Interactions	PsyArXiv (Pre-print server for psychology)	("mask-wearing" OR "face covering" OR "facial expressions" OR "child-adult interaction" OR "infant interaction") AND ("preprint"	What is the effect of mothers' wearing or not wearing a mask on infant reactions? _____ The null hypothesis is that there will be no reaction because	No study design mentioned as we studied structured methods, but study recruited 23 infant/mother pairs through	The overall finding was that there was no disruption in the ongoing interaction between mothers and infants when mothers were	The study concludes that despite infants noticing the mask, it did not lead to a disruption in the mother-infant interaction. The results contradict the hypothesis that covering the mouth with a mask would disrupt the interaction.	Wide age range of infants, small sample size makes it hard to extrapolate findings, video recordings that were collected with a smart phone and then	This paper could support the null hypothesis that face processing is not disrupted by mask wearing and provide the explanation that other parts of the face might

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				OR "research paper" OR "study")	the rest of the face	social media during the COVID-19 pandemic. Mothers were instructed to engage in face-to-face play with their child with and without a mask, and the interactions were recorded using smartphones. Video tapes were coded using a system established for coding the Face-to-face Still-face experiments.	wearing masks. Infants often showed reactions when the mask was put on or taken off, but these reactions were short-lived. Most infants displayed no change in affect or the quality of their social engagement over the three episodes.		coded may have bearing on recording quality that would then affect results.	compensate in then not being able to see an effect in interpersonal relations. The paper also bring up a point that the reaction is earned by the child at the point of change – when the mask goes on or comes off.....so that could be presented in an argument that it's not mask WEARING that has an effect but the change....
3	Carbon, C. C., & Serrano, M. (2021). The impact of face masks on the emotional reading abilities of children—A lesson from a joint school–university project. i-Perception, 12(4), 20416695211038265.	The Impact of Face Masks on the Emotional Reading Abilities of Children—A Lesson From a Joint School–University Project	PubMed	Terms: "emotional communication" AND "child" and "face covering"	What is the impact of face masks on the recognition of facial emotions in children during the COVID-19 pandemic. General Hypothesis: There will be a significant impact of face masks on the recognition of facial emotions in both children and adults. Specific Hypotheses: Children's recognition of	Comparative, comparing the recognition performance of children (aged 9 to 11) and adults in identifying facial emotions with and without masks. Emotion recognition task was used to compare child and adults without masks, comparative study, also	Liner Mixed models and signal detection theory was used for analysis; Children performed well in recognizing emotions, with a notable impact of face masks. Disgust recognition was significantly affected, while anger recognition	Children are largely good at recognizing emotions, masked, although disgust is harder, and anger is easier with a mask. The conclusions suggest that body language bears the emotion processing burden in masked circumstances	Study focused on single age range, 9-11 years old, generalize results with caution.	This paper raises explicitly what many papers imply in noting that there needs to be more collaboration between STEM and schools and naturalistic research settings. This could justify in a paper, working more with children in research and too in live settings like libraries.

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					specific facial emotions (e.g., disgust) will be more significantly affected by face masks compared to adults. Certain emotions (e.g., anger) may be recognized better in faces with masks, potentially due to increased attention to the eyes region.	used a confusion matrix to help breakdown the kinds of errors made and quantify errors.	was better in faces with masks.			
4	Vergara, D., Antón-Sancho, Á., Maldonado, J. J., & Nieto-Sobrino, M. (2022). Impact of using facemasks on literacy learning: the perception of early childhood education teachers. *European Journal of Investigation in Health, Psychology and Education*, *12*(6), 639-654.	Impact of Using Facemasks on Literacy Learning: The Perception of Early Childhood Education Teachers	ERIC Database	Terms: "face covering" AND "perception" AND "early childhood" AND "interactions"	Research Question: How has the COVID-19 pandemic, specifically the use of facemasks, impacted literacy learning in early childhood education classrooms in Spain? Hypotheses: Differences in perceptions exist based on the position occupied in the classroom, with specialists expressing lower importance for literacy work. The method used to learn to read (synthetic or analytical)	ECE specialists were surveyed to assess their perceptions of the impact of the COVID-19 pandemic, specifically the use of face masks, on literacy learning in young children. The participants were differentiated by their roles in the classroom, such as Bilingualism Specialists, Speech/Hearing Specialists, Support Technicians, etc. The study	-Educators generally provide intermediate to high assessments of literacy learning in early childhood education, (higher evals when digital resources are introduced) -COVID-19 pandemic has led to a significant increase in the perceived need for speech-language intervention in the classroom	The study concluded that there needed to be more training for education professionals to get around the perceived barriers to face mask use in instruction. Also, as a secondary conclusion, the study highlights how perceptions vary among early childhood education professionals, particularly regarding the importance of literacy learning. Generalist teachers tend to attribute greater importance to literacy work compared to specialists, revealing potential gaps in understanding and priorities. The findings emphasize the influence of educators' own learning methods on their assessment of literacy importance.	Descriptive study with small sample size limits generalizability. Sample size and composition may limit generalizability. Lack of analysis on psychological and medical aspects linked to children's language development, especially emotions of children and how they play into any of these variables. Potential biases in self-reported surveys that were used.	This paper mentions a "critical age hypothesis" to note that there are age ranges that determine when language learning is more difficult and laborious. This could be extrapolated to suggest that there is also a kind of critical developmental age where children's information intermediation is affected by the information professional's masking. Also, this paper raises how the premise of the

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					influences educators' assessments of literacy and the negative impact of facemasks.	collected data on the participants' assessments of literacy learning, the need for speech-language intervention, and the perceived impact of face masks. The analysis included mean values, standard deviations, ANOVA, and correlations.	<u>Regarding impact of face masks:</u> -Participants believe that the pandemic has negatively affected literacy learning because of face masks -Study identifies strong correlation between assessments of face mask impact at visual and phonological levels, when speech is broken down by visual and phonological elements. -Bilingualism specialists attribute a greater negative impact to face masks (aligning with studies that emphasize the importance of visual and phonological aspects in second		Sample isn't that diverse	paper (that literacy instruction is important in early childhood classrooms) can be questioned, which brings up that it could be questioned or raised as a counterargument in the library paper context whether information intermediation is even important in libraries for children.....this paper can be a start in addressing this counterargument in an introduction before it arises.

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							language learning) <u>Also....</u> The method by which teachers learned to read plays a role in their perceptions. Those who learned with the synthetic method generally attribute a greater negative impact of face masks on literacy learning.			
5	Chelton, M. K. (1997). *The "Overdue Kid": A Face-to-Face Library Service Encounter as Ritual Interaction*. *Library & Information Science Research, 19*(4), 387-399.	The “overdue kid”: A face-to-face library service encounter as ritual interaction	JSTOR	Not applicable, was a reference within one of the other listed references	To what extent is the institution of library fines more an exercise in authority and control versus librarianship and service work	Seems a study that uses N of 1 or single case design, functional discourse analysis within the theoretical frameworks of Erving Goffman and Michael Lipsky. The video recording is also analyzed qualitatively	The analysis reveals that the interaction follows a conventionalized ritual or routine, maintaining asymmetrical institutional control over the student. The clerk identifies the student's offense of keeping books overdue, provides an offering to hold desired	The study suggests that service encounters in libraries, particularly those involving overdue materials, often follow institutionalized frameworks that prioritize control over genuine service.	Focus on a single encounter reduces generalizability	The video recordings used in this study were analyzed for gesture, taking into account body language as a part of communication. For this project proposal, if we could find a way to measure gestures as indicators of comfort, or body language more generally, this paper may be good to ‘point to’ as an exemplar of where this was done.

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							books until the overdue ones are returned, and retains control over the interaction.			
6	Prendergast, T. (2016). Seeking early literacy for all: An investigation of children's librarians and parents of young children with disabilities' experiences at the public library. *Library Trends*, *65*(1), 65-91.	Seeking Early Literacy for All: An Investigation of Children's Librarians and Parents of Young Children with Disabilities' Experiences at the Public Library	JSTOR	"child" AND "library qualitative interview"	What are the experiences of librarians in serving children with disabilities, and what are parents experiences with children in libraries.	Interpetative case study analysis	The case study found that parents of children with disabilities feel restricted and uncertain about bringing children to libraries because of worries that the children will not be accepted, especially during crowded or noisy events. The study also found that librarians find it "rare" that they encounter children with disabilities in their clientele and feel they need more training on how to serve effectively.	The case study identifies that parents feel children and adults have "superficial contact" with librarians and do not always know the role of a librarian in a library.	This case study had a small sample size. Also, many of the participants described were dual language speakers and learners but the paper does not address how this could influence responses.	The absolute difference in perspective around the same interaction between the librarian and the parent, almost reciprocal perspectives that are indicated here, could justify including multiple perspectives in a paper from multiple professional points to determine children's experiences in libraries. Also, the "superficial contact" identified in this paper between librarians and patrons as perceived by parents can justify any research that furthers better understanding this dynamic.

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7	Joo, S., & Cahill, M. (2019). The relationships between the expenditures and resources of public libraries and children's and young adults' use: An exploratory analysis of Institute of Museum and Library Services public library statistics data. *Journal of Librarianship and Information Science*, *51*(2), 307-316.	The relationships between the expenditures and resources of public libraries and children's and young adults' use: An exploratory analysis of Institute of Museum and Library Services public library statistics data	Via a Search Alert from University of Kentucky Library Department (Emailed)	N/A, in this case, but would probably be found with "public library", "child" and "user testing"	1.How are expenditures and resources related to children's and YAs' use of public libraries? 2.What are the proportions of children's material circulation in public libraries? 3.What are the proportions of children's and YAs' programs and program attendance in public libraries?	comparative method of inductive analysis Data Collection: - The IMLS has been collecting standardized data since 1988 from approximately 9,000 public libraries across the U.S., compiling it into a single dataset. - The dataset used in this study is from Fiscal Year 2013, representing the most recent available data at the time of the research. Library Size Classification: - Public libraries are grouped into three categories based on the Population of the Legal Service Area (PLSA), a measure of	- The study employs correlation analysis using Pearson r correlation coefficients to explore relationships between expenditures/ resources and children/YA use (Research Question 1). - Proportions of library circulation and programming associated with children or YAs are calculated, and differences among the three library size groups are examined using analysis of variance (ANOVA) (Research Questions 2 & 3). Large-size Libraries: Significant correlations are found between expenditures/ resources and	Significant correlations between library expenditures/resources and children's/young adults' use in public libraries. Children's programs dominate public library offerings, with higher attendance rates compared to young adult programs. Library expenditures on "other materials" are associated with children's attendance and book circulation, reflecting investments in tools and resources for literacy promotion.	imperfections in the quality of the data, given its scope and the time lag between collection and publication. Data from IMLS doesn't allow you to consider space use and online resource use in library	This paper really highlights that storytime is a unique and separate interaction between librarians and children, and it makes me think if in a paper that considers "information instances" between librarian and child as one thing could have that as a limitation, and the instances, plural, story time, reference desk, chance encounter in shelves, may need to be separated out. This paper also brings up that there are individual differences in libraries themselves, not just in patron use of libraries that could affect perception, which justifies that any study around library perception would best be replicated across libraries.

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						the number of people served by a library. - Classification criteria: - Large-size libraries (PLSA ≥ 50,000) - Middle-size libraries (PLSA < 50,000 and PLSA ≥ 2,500) - Small-size libraries (PLSA < 2,500) - The dataset includes 1,144 large-size libraries, 5,569 middle-size libraries, and 2,582 small-size libraries. Selection of Variables: - The study focuses on two groups of variables: expenditures/ resources and children's/young adults' (YAs') use. - Expenditures/ resources include various financial and staff-related variables,	children's/young adults' use, with specific variables like staff, budget, and multimedia resources showing higher correlations. Middle-size Libraries: Similar patterns are observed, with higher correlations between expenditures/ resources and children's circulation and programs. Small-size Libraries: The circulation of children's materials is closely related to library expenditures and resources, while correlations with young adult programs are relatively low.			

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						while children's and YAs' use variables measure the circulation of materials and program attendance. - Nine expenditures variables, 11 resources variables, and three children's and YAs' use variables are selected for analysis. Standardizatio n: - To control for the influence of library size on expenditures and resources, all variables are standardized by the Population of the Legal Service Area (PLSA).				
8	Andrew, S., & Dixon, P. (2004). The development of young people's information-seeking behaviour. *Library and Information Research*, *28*(90), 31-39. Assathiany, R., Salinier, C., Béchet, S., Dolard, C., Kochert, F., Bocquet, A., & Levy, C. (2021). Face masks in young children during the COVID-19 pandemic: Parents' and pediatricians' point of View. *Frontiers in Pediatrics*, *9*, 676718.	The development of young people's information-seeking behaviour.	Web of Science	"information seeking" AND "young children" AND "face cover"	What are the methods that children use to meet their information needs? The argument presented is a developmental	Exploratory survey of the literature, some qualitative analysis from observation, but mostly sort of like a	Article seems more focus on narrative, not really analysis.	The article mentions some implications for practice in librarianship around the developmentally-oriented nature of information search in children but makes no other specific conclusions.	No specific ones mentioned in this study, but the little qualitative	The paper notes, "Other people play a key role in meeting first schoolers' information needs, and an interpersonal approach may be

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					one but there isn't a clear hypothesis formulated and tested.	scoping review				the first method that comes to mind for many youngsters, partly perhaps because conversation has become a natural means of communication by this point and partly because children are so dependent generally on others" and this can be cited to underscore the importance of the librarian-child perception in how this interdependent relationship determines children's experiences.
9	Barriage, S. (2022). Young children's information-seeking practices in center-based childcare. *Journal of Librarianship and Information Science*, *54*(1), 144-158.	Young children's information-seeking practices in center-based childcare.	ERIC	"Child" AND "information behavior"	How can we understand and synthesize children's information-seeking practices in a center-based environment?	Qualitative research methods, including observation, semi-structured individual interviews, child-led photo tours, and unstructured individual photo-elicitation interviews to understand the information-	Qualitative – comparative analysis and content analysis - Young children may not be familiar with the term "information" but demonstrate an understanding of information-seeking strategies.	Guided participation is important in children's learning and development, which facilitated information search can support. Child-focused information practice is less-studied and important.	The specified age group of 3 years to 5 years old can make this hard to generalize.	This paper underscores the importance and need of information studies from child perspectives and can support that premise. Also, interesting that this was an information search paper that was done in an early childhood classroom setting, and it may be a link to more LIS research around

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						seeking practices of young children.	Results suggest that non-verbal cues may be important in understanding children's communication in this context.			classroom libraries.
10	Breslin Davda, F., & Buchanan, S. (2022). Exploring the early manifestation of information poverty in young children. *Journal of Librarianship and Information Science*, 09610006221131078.	Exploring the early manifestation of information poverty in young children	Web of Science	"information seeking" AND "child" AND "needing support", "parent involvement"	What are the early signs of information poverty in children aged 6-8 in information-seeking behaviors, using sources of information, perceived success in obtaining information, and potential secrecy regarding information and/or information needs?	The study involved children aged 6-8, parents, and teachers. Data collection - fieldwork design informed by general principles and guidelines for conducting research with young children. The research process was explained to the children in understandable terms by both teacher and researcher, and age-appropriate activities were designed to engage the children.	Thematic analysis of interview transcripts and exercise materials (citing the approach of Braun and Clarke)	Children aged 6-8 exhibit early signs of information poverty, including challenges in obtaining information, perceived success in information seeking, and barriers such as literacy skills and adult mediation roles approximately half of the child participants considered themselves to be generally unsuccessful information seekers, parent mediation of child information use is problematic.	Age range is specific so results may be less generalizable. There was a lot of parent mediation in the fieldwork which may have affected results.	The idea of information poverty is unique and curious
11	Borgman, C. L., Hirsh, S. G., Walter, V. A., & Gallagher, A. L. (1995). Children's searching behavior on browsing and keyword online catalogs: The science library catalog	Children's searching behavior on browsing and	Web of Science	"child" and "information seeking" and "library"	How do children search in an automated catalog?	Page 11: "At the end of each session, children were	Children were successful in finding topics on both the	children can successfully search for information using online catalogs, and the design of the catalog system	Small sample size: The study had a small sample size,	The focus on how the visual nature of searching is preferred by

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	project. *Journal of the American Society for information Science*, *46*(9), 663-684.	keyword online catalogs: The science library catalog project.				interviewed for their opinions and knowledge about that system." Page 14: "Focus group interviews were conducted with a subset of the sample during several weeks following the experiment."	Science Library Catalog (SLC) and keyword online catalogs. The number of search topics matched was comparable across all systems and experiments. Search times were comparable, although they varied among the different versions of the SLC and the keyword online catalogs. Older children had higher search success rates on the Orion system compared to younger children. Younger children preferred the SLC due to its graphics and lack of need for spelling and keyboard skills. Older children, who had more computer	can greatly impact their searching behavior – each catalog also had a specific category that was helpful. Dewey Decimal for its hierarchy for example, and Science Library Catalog for reduced keyboard skills being required and topic support.	with only 32 to 34 children participating in each experiment. This limited sample size may not fully represent the diverse population of children and may affect the generalizability of the findings. Limited range of tasks: The study only included a small range of tasks, with 4 to 6 tasks per system per child. This limited scope may not capture the full range of children's searching behavior and may not provide a comprehensive understanding of their abilities. Ceiling effect on search performance: Due to the small number of searches on each system	younger children is interesting and could be used to justify more visual-based questions to elicit interview responses or the topic search being helpful for providing terms, could be incorporated into interview methods in a word bank for delivery when working with children?

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							experience, preferred the familiar direct routes to topics provided by the Orion system.		and the generous measurement of success, there may have been a ceiling effect on search performance. This means that the study may not have been able to identify the full extent of children's search capabilities. Lack of explicit instruction for the Science Library Catalog (SLC): While children were provided explicit instruction and reference materials for the keyword systems, they did not receive the same level of instruction for the SLC. This may have influenced their performance on the SLC and introduced a potential bias in the results. But, also a question is, does SLC have instructions explicitly like	

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									this being a graphic platform? Limited focus on specific systems: The study focused primarily on the Science Library Catalog and two keyword online public access catalogs (OPACs). The findings may not be applicable to other types of online catalogs or search systems. Lack of consideration for other factors: The study did not explore other factors that may influence children's searching behavior, such as their prior knowledge, cognitive abilities, or familiarity with technology. These factors could have an impact on their performance and were not	

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									fully accounted for in the study.	
12	Poole, D. A., & Dickinson, J. J. (2014). Comfort drawing during investigative interviews: Evidence of the safety of a popular practice. *Child abuse & neglect*, *38*(2), 192-201.	Comfort drawing during investigative interviews: Evidence of the safety of a popular practice.	N/A – was cited in another article listed here, snowball search found this one.	"doodle" OR "draw" AND "child" AND "story extension" AND "saturation"	What effect does allowing a child to draw have on a the veracity of output for investigative interviews	Children who were 5-12 years old and had partaken in a memory study, experienced a new event and then were asked to recall it, when placed in either a 'drawing condition' or a condition without provided art materials	Regression analyses Drawing, when analyzed across 20 specifications (i.e. size, color, nature of art, etc), did not affect quality of response that was measured by content, accuracy, and need for prompting.	"comfort drawing did not impair the amount of information recalled, the accuracy of children's answers, or even the extent to which interviewers needed to prompt for answers."	Study notes that results cannot be extended to younger children or children with cognitive impairments. It seems limited that task difficulty was measured by distance from event experience to when children were interviewed on it. That assumes that in this age group distance from an event is difficulty in recalling it which may not be.	This could inform research methods when working with children to facilitate expression. Doodling or drawing doesn't affect response quality and calms participants. Also interesting that "need for prompt" was measured as a part of response completeness. May be something to consider when measuring child response.
13	Stajduhar, A., Ganel, T., Avidan, G., Rosenbaum, R. S., & Freud, E. (2022). Face masks disrupt holistic processing and face perception in school-age children. *Cognitive Research: Principles and Implications*, *7*(1), 1-10.	Face masks disrupt holistic processing and face perception in school-age children	PubMed	"face mask", "children", "emotion processing"	Do school-age children demonstrate a similar impairment in face perception abilities caused by face masks as previously found in adults.	The study used the Cambridge Face Memory Test-Kids (CFMT-K) as a measure of face perception performance in school-age children. The researchers generated an adjusted	Presented computing accuracy scores for upright and inverted faces in both the masked and non-masked conditions. The dependent variable was the accuracy scores ranging	wearing face masks has a significant impact on face perception abilities in school-age children. The inclusion of face masks led to a profound deficit in face perception abilities, and this decrement was more pronounced in children compared to adults. The study also found that children's face perception is more negatively impacted by the inclusion of masks compared to adults.	Some of the extrapolations seem to not make sense, for example, the face inversion task that was used was extrapolated out to be a meaningful applied finding around real human faces, and real human	If trying to make the argument that masking affects face perception, this paper supports that, but also provides questions in the methods that could be interrogated in a paper.

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						version of the test that included faces with masks. Children were asked to recognize children's faces with and without masks, and the difficulty level of the test increased gradually. The performance of children in recognizing masked faces was compared to their performance in recognizing non-masked faces. The study also compared the performance of children to that of adults who completed the CFMT-K or CFMT. The effects of face masks on face perception abilities were analyzed quantitatively and qualitatively. (From page 2 in the paper)	from 0% to 100%. The data was processed using Python, and statistical analyses were conducted using JASP software. The specific results are mentioned, just general themes around face recognition.	Additionally, there were qualitative changes in the processing of masked faces among school-age children, including a reduced holistic processing of masked faces (From page 7)	faces are not inverted as is that task, so there was a break in the logic.	