

Special Issue

Social-Emotional Skills, Resilience, and Behavioral Problems in Children

Message from the Guest Editor

Childhood is a crucial period for the development of social-emotional skills. Optimal development in these areas during early life is associated with enhanced social and cognitive abilities, better academic performance, motivation, and social relationships, a reduced risk of behavioral problems (internalizing or externalizing) and social exclusion, and higher rates of overall well-being. This Special Issue aims to explore the role of protective factors like socio-emotional learning and resilience in promoting prosocial behavior in children. We believe that focusing on the emotional aspect of development is a key challenge for schools in the new millennium. In this Special Issue, we would like to focus on the active promotion of these skills through the implementation of educational programs. Articles that bring forth interesting insights and important contributions on children's development in the social-emotional domain are welcome. We invite authors to explore what schools can do to contribute to the social and emotional education of children and engage with how schools can develop these aspects.

Guest Editor

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About the Journal

Message from the Editor-in-Chief

You are invited to contribute a research article or comprehensive review for consideration and publication in *Children* (ISSN 2227-9067). *Children* is an open access journal—research articles, reviews, and other content are published online immediately after acceptance. The scientific community and the general public have unlimited free access to the content as soon as it is published. The journal focuses on sharing clinical, epidemiological, and translational science relevant to children's health. We would be pleased to welcome you as one of our authors.

Editor-in-Chief

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