

Special Issue

Innovative Directions in Young Children's Social and Emotional Learning: Casting a Wider and Deeper Net

Message from the Guest Editors

Social and Emotional Learning (SEL) has emerged as a critical component in fostering lifelong well-being and success by equipping children with essential skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. As early child care and education (ECCE) systems adapt to serve diverse populations and settings, the time is ripe to re-examine and advance early childhood SEL.

We welcome submissions that

- Challenge dominant SEL frameworks or propose alternative paradigms;

- Center the cultural assets and lived experiences of the Global Majority;

- Examine SEL implementation in diverse or disinvested ECCE settings;

- Connect research, practice, and policy to promote equitable and sustainable SEL.

- Explores SEL during transitions or challenging classroom moments;

- Highlights practices in family child care or infant-toddler care;

- Addresses SEL during crises (e.g., pandemics and conflict);

- Investigates culturally aligned or community-driven SEL;

- Examines the role of play and overlooked caregivers (e.g., grandparents and siblings);

- Provides system-level perspectives on sustaining SEL.

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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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