

Special Issue

Social–Emotional Development and Learning in Early Childhood across Cultures

Message from the Guest Editors

Early childhood is a critical period for the development of social–emotional skills. Young children’s social–emotional development relates to their other developmental areas. As such, early childhood programs and interventions that emphasize or target children’s social and emotional learning are gaining attention in research and practice. However, children’s social–emotional development is not necessarily linear and it is culturally relevant. Therefore, caution must be taken when a practice is considered evidence–based to avoid implicit bias towards a specific culture. This Special Issue is focused on the programs, interventions, strategies, and practices that demonstrate support for children’s social–emotional learning and development across the early childhood epoch (ages 0–8 years) within different cultural contexts. The impact of the COVID–19 pandemic on children’s social–emotional development is also addressed.

Guest Editors

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Message from the Editor-in-Chief

Addressing the environmental and public health challenges requires engagement and collaboration among clinicians and public health researchers. Scientific discoveries and advances in this research field play a critical role in providing a rational basis for informed decision-making toward control and prevention of human diseases, especially the illnesses that are induced from environmental exposure to health hazards.

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Editor-in-Chief

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