



SIG 5 Symposium

Classroom quality and social-emotional
competence in early childhood

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Classroom quality and social-emotional competence in early childhood

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Integrative Statement:

There is growing awareness of the importance of social-emotional development for early school success. Children's positive emotional expressiveness, close peer relationships, and ability to regulate emotions and behaviors are crucial for children's well-being as well as for learning in school (Denham, 2006; Denham et al., 2012). For this reason, there is growing interest in understanding better how to facilitate young children's social-emotional development. This symposium brings together studies that examine the quality of interactions between teachers and children and its associations with social and emotional skills in early childhood. The first study examines the associations between classroom quality and children's self-control in Dutch early childhood settings. The second study investigates the extent to which classroom quality dimensions are associated with children's social competence in Finnish preschool classrooms. The third study examines the associations between preschool classroom quality and children's emotion regulation among Portuguese children. The fourth study focuses on the interactions between child care quality and quantity in the prediction of children's problem behaviors and prosocial skills. The four studies share the same observational classroom measure, providing a consistent and comprehensive insight into the quality of teacher-child interactions. Furthermore, these studies tap dimensions central to emotional and social competence in several European countries, helping to gain a culturally sensitive understanding of young children's social-emotional development and teacher support.

Keywords: Classroom quality; Social-emotional development; Early childhood

Effects of Dutch ECEC quality on children's self-regulation development between age two and three

Pauline Slot, Hanna Mulder, & Paul P. M. Leseman

The social competence in relation to observed classroom quality in Finnish preschool classrooms

Jenni Salminen, & Eija Pakarinen

Observed classroom quality and emotional regulation among preschoolers in Portugal

Joana Cadima, Teresa Leal, Karine Verschueren, & Carolina Guedes,

Effects of early child care quality on child social-emotional outcomes; Does quantity of care matter?

M. L. Broekhuizen, M. A. G. van Aken, J. S. Dubas, & P. P. M. Leseman