

Special Issue

Promoting Social–Emotional and Academic Support in Educational Settings

Message from the Guest Editors

There is an urgent need for evidence-based strategies to enhance academic and social–emotional support. This Special Issue will highlight innovative research, theory, and practice aimed at fostering academic or social–emotional development across diverse educational settings. We encourage contributions that examine a wide range of topics, including but not limited to evaluations of academic and social–emotional interventions implemented in the schools, universities, or other educational contexts; research on using teacher coaching or consultation to facilitate the implementation of intervention support; examination of the impacts of educators' well-being or stress on their ability to provide effective support to students; exploration of the role of school psychologists, counselors, and educators in enhancing students' emotional resilience and academic achievement; research on instructional methods that promote academic growth and emotional well-being; and how social–emotional and academic support systems can be tailored to meet the needs of diverse populations, including students from historically marginalized backgrounds.

Guest Editors

Dr. Jiayi Wang

Department of Psychology, University of Houston, Houston, TX 77204-5029, USA

Prof. Dr. Yi Ding

Graduate School of Education, Fordham University, New York, NY 10023, USA

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Behavioral Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
behavsci@mdpi.com

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Message from the Editor-in-Chief

With warm greetings, it is a pleasure to invite you to contribute a research article or comprehensive review for consideration and publication in *Behavioral Sciences*. *Behavioral Sciences* is an international, scientific, open access journal providing an advanced forum for discussions and research regarding the intersection between psychiatry, neuroscience, psychology, cognitive and behavioral sciences, and behavioral biology. More information are available at: <https://www.mdpi.com/journal/behavsci>. We would be pleased to welcome you as one of our authors and have the opportunity to consider your work for publication.

Editor-in-Chief

Prof. Dr. Jerrell Cassady

Department of Educational Psychology, Ball State University, Muncie, IN 47306, USA

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