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

Guest Editor:

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Deadline for manuscript submissions:

closed (5 January 2026)

Message from the Guest Editor

Dear Colleagues,

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.



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Special Issue



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Editor-in-Chief

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Message from the Editor-in-Chief

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