



Promotion of Children's Social-Emotional Learning and Development

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Message from the Guest Editors

Health and wellbeing are the bases for learning and adaptation to multiple present-day demands. Health and wellbeing are partly shaped by energy-balance-related behaviors (EBRBs). Evidence suggests that self-regulation (SR)—the ability to regulate stress-induced behavior during emotionally loaded moments—is linked to EBRB well. In addition, SR is linked to behavior needed in learning throughout life. Genetically programmed development of SR skills is closely intertwined in environmental inputs. Social environment in particular molds behavior toward increasing the ability to monitor and manage emotions during a diversity of stressors.

The purpose of the current Special Issue is to increase knowledge about interconnections between EBRBs and SR and to share evidence on environments that boost or jeopardize the development of EBRB and SR abilities. In an optimal environment, responsible adults can recognize children's emotional messages and respond to signs of emotional overload adequately.





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Message from the Editor-in-Chief

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