

Efficacy of Social-emotional Learning Programs Amongst First-generation Immigrant Children in Canada and The United States- A Scoping Review

Authors : Maria Gabrielle "Abby" Dalmacio

Abstract : Social-emotional learning is a concept that is garnering more importance when considering the development of young children. The aim of this scoping literature review is to explore the implementation of social-emotional learning programs conducted with first-generation immigrant young children ages 3-12 years in North America. This review of literature focuses on social-emotional learning programs taking place in early childhood education centres and elementary school settings that include the first-generation immigrant children population to determine if and how their understanding of social-emotional learning skills may be impacted by the curriculum being taught through North American educational pedagogy. Research on early childhood education and social-emotional learning reveals the lack of inter-cultural adaptability in social emotional learning programs and the potential for immigrant children as being assessed as developmentally delayed due to programs being conducted through standardized North American curricula. The results of this review point to a need for more research to be conducted with first-generation immigrant children to help reform social-emotional learning programs to be conducive for each child's individual development. There remains to be a gap of knowledge in the current literature on social-emotional learning programs and how educators can effectively incorporate the intercultural perspectives of first-generation immigrant children in early childhood education.

Keywords : early childhood education, social-emotional learning, first-generation immigrant children, north america, inter-cultural perspectives, cultural diversity, early educational frameworks

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