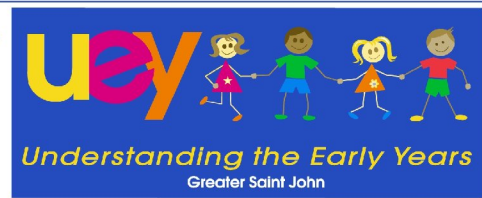


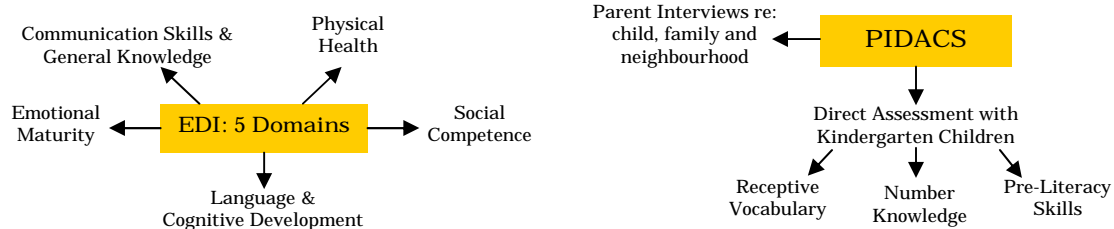
# Social / Emotional Brief



Understanding the Early Years (UEY) is a 3-year national research initiative which allows communities to gather data around these important questions:

1. Are our children ready for school? If so, great! If not, why not?
2. Which family and community factors influence our children's school readiness?
3. Are current programs and services adequately supporting young families in our area?

## How are the data collected?



## Playing nicely with others: Interpersonal aspects of school success

A child's ability to relate well to peers and teachers is key to success inside and outside the classroom—and there are some important social and emotional skills that are needed:

- Cooperating with classmates on school projects and during social time
- Being willing to share ideas with others as well as respond to their ideas
- Expressing positive emotions (e.g., care, concern, empathy) toward other students
- Demonstrating responsibility and respect in the classroom and on the playground

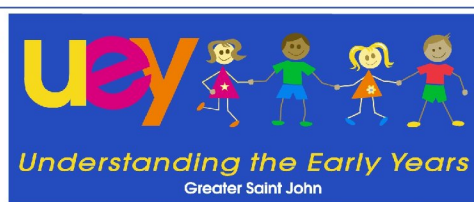
## How did teachers perceive our children's social and emotional development?

In 2006, teachers of kindergarten-age children in the Greater Saint John area evaluated their students' emotional maturity and social competence as part of the Early Development Instrument (EDI). The results of the EDI showed that:

- Our kindergarten-age children scored significantly lower on both the emotional maturity and social competence domains when compared to a national sample.

Specifically, in 6 of the 8 neighbourhoods assessed under the EDI, teachers reported that at least 10% of children were not ready for school with respect to their social and/or emotional development. These "vulnerable" children may have difficulty following rules or helping others, or may struggle to control aggressive or hyperactive tendencies. These behaviours may change over time as the child matures, or may continue to be a challenge for them as they grow older.

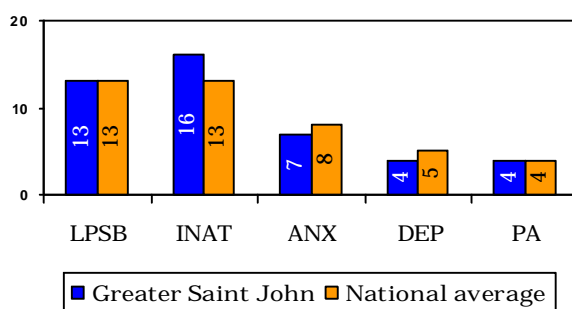
## Social / Emotional Brief (pg. 2)



### How do parents perceive their children's social and emotional development?

In the 2006-7 PIDACS interview, parents were asked to comment on whether their child showed any of the following: low positive social behaviour (LPSB), inattention (INAT), anxiety (ANX), depression (DEP), and physical aggression (PA). The graph at right compares Greater Saint John average scores to those of the national sample.

2006-2007 PIDACS Behavioural Outcomes



Overall, 13% of kindergarten-age children in Greater Saint John showed low positive social behaviour, while 16% demonstrated inattention, similar to the national sample.

### Positive parenting practices and children's behaviours...

A secure and loving relationship with your child is a critical factor in their social and emotional development. No surprise then that parent interview results showed that positive parenting practices were associated with positive child behaviours:

Is related to...	More Love & Support	More Authority	More Engagement	More Empowerment
More positive social behaviours?	✓	✓	✓	✓
Less inattention?	✓	✓	✓	✓
Less physical aggression?	✓	✓	✗	✓
Less depression?	✗	✓	✗	✓
Less anxiety?	✗	✓	✗	✓

Parents obviously have a very important role to play in preparing children socially and emotionally for school and life! Creating positive experiences early in a child's life helps promote in them a confidence that the world is a wonderful place to live and grow and flourish!

♥ Find out more at Growing Healthy Canadians: [www.growinghealthykids.com](http://www.growinghealthykids.com)

For more information, visit [www.uey-sj.org!](http://www.uey-sj.org!)



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