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EAP 508 – Research Synthesis | Matrix

Research Question – What are causes of early occurrence of disorders and emotional problems in early childhood and how can teachers enhance and deal with student who have social – emotional problem in school?

Object of study – early childhood's social and emotional, Teachers, Family

Key Concept > Sources	Relationship Teacher - student	Children Social - Emotional	Depression symptom	Family	Role of Teacher
1. Sutherland, K. S. Conroy, M. Abrams, L. Vo, A. (2010). Improving Interactions Between Teachers and Young Children with Problem Behavior: A Strengths-Based Approach. <i>Exceptionality</i> . Retriever from http://dx.doi.org/10.1080/09362831003673101	Improving relationship teacher - children	problem behavior in early childhood			
2. Poulou, M. S. (2015). Emotional and Behavioral Difficulties in Preschool. <i>J Child Fam Stud</i> . Springer Science Business Media. New York.		Emotional and Behavioral Difficulties (EBD) – internalizing and externalizing problems	phobias, anxiety and depression		
3. Meagher, S. M. Arnold, D. H. Doctoroff, G. L. Dobbs, J. and Fisher, P. H. (2009). Social–Emotional Problems in Early Childhood and the Development of Depressive Symptoms in School-Age Children, <i>EARLY EDUCATION AND DEVELOPMENT</i> . Psychology Department, University of Massachusetts. Taylor & Francis Group, LLC. 20(1), 1–24.		Social–Emotional Problems externalizing problems	Development of Depressive Symptoms		

4. McLaughlin, A. E. Campbell, F. A. Pungello. E. P. Skinner, M.(2007). Depressive Symptoms in Young Adults: The Influences of the Early Home Environment and Early Home Environment. <i>Child Development</i> . 78-3. P746 – 756			Anxiety	Home environment- Low income family	
5. Cole, D. A. (1990). Relation of Social and Academic Competence to Depressive Symptoms in Childhood. <i>Journal of Abnormal Psychology</i> . Vol. 99, No. 4, 422-42			Social and Academic Competence to Depressive Symptoms		Observation from teacher Teacher rating
6. Onchwari, J. (2010). Early Childhood Inservice and Preservice Teachers' Perceived Levels of Preparedness to Handle Stress in their Students. <i>Early Childhood Educ J</i> . 37:391–400. DOI 10.1007/s10643-009-0361-9	Teacher provide services to students *inservice and preservice teacher		Stress in children	How teacher make a connection with student's family	How to deal with students
7. Fallin, K. Wallinga, S. & Coleman, M. (2001). Helping children cope with stress in the classroom setting. <i>Childhood Education</i> , 78(1), 17–29.			Childhood stress,		Teachers, Cognitive-Transactional Model

8. . Denham, S. A. Bassett, H. & H. Zinsser, K. (2012). Early Childhood Teachers as Socializers of Young Children's Emotional Competence. <i>Early Childhood Educ J.</i> 40:137–143.		Young Children's Emotional Competence		The role of family to help children's emotion	Early Childhood Teachers as Socializers
9. Denham, S. A. Brown, C. A. & Domitrovich, C. E. (2010). "Plays nice with others": Social-emotional learning and academic success. <i>Early Education and Development.</i> 21, 652–680. doi:10.1080/10409289.2010.497450.		social-emotional learning (SEL)			Helping student with emotion knowledge
10. Powell, D., Son, S., File, N., & Juan, R. (2010). Parent-school relationships and children's academic and social outcomes in public school pre-kindergarten. <i>Journal of School Psychology</i> , 48(4), 269-292.	Teacher Interaction with children			Parent involvement - school	Teacher responsiveness
*Note	Across the sources, these relationship between teacher and children in school seem to be a first priority in this project because children with social and emotional problem are lacking of social skill- how teacher improving this skill	These sources above showing how to identified Children social-emotional problems because they have different that is why we should find out the cause of these problems	Across the sources, these disorders sometimes include both anxiety and depression students, sometimes just one or the other, and many disorders do not mention (but that seems important) such as language delay and bipola	Family is one of the key word. How can teacher collaborate with student's family in positive way because students come from different family. This seem to be one of the cause of social-emotional problems	These sources above indicate how teachers make a progress to deal with student