

ABSTRACT

An Investigation Into Teachers' Preparedness to Teach Social-Emotional Skills to Students With Challenging Behaviours in Little Lamp Early Childhood Care and Education Centre (ECCE)

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This study investigated the extent to which three early childhood educators were prepared to teach social-emotional (SE) skills to students with challenging behaviours. Data were collected through interviews and observations. The findings of the study confirmed that strategies employed to teach students with behavioural problems were ineffective. In addition, unaddressed behaviours led to teacher frustration and the use of punitive measures. Though the participants had a thorough theoretical knowledge about teaching SE skills to typically behaving students, their theoretical and practical expertise were inadequate to teach SE skills to students with challenging behaviours.

Keywords: Early childhood care and education; Case studies; Behaviour problems; Preschool children; Skill development; Preprimary teachers; Teaching skills; Teacher effectiveness; Trinidad and Tobago.