

EJ764620 - Effects of the Nurturing Curriculum on Social, Emotional, and Academic Behaviors in Kindergarten Classrooms

 [Help With This Page](#)
[ERIC Home](#)
 0 items in My Clipboard | [Add record to My Clipboard](#)

Record Details

Full-Text Availability Options:

[Help Finding Full Text](#) | [Find in a Library](#) | [Publisher's Web Site](#)

Related Items: [Show Related Items](#)

Click on any of the links below to perform a new search

ERIC #: EJ764620

Title: Effects of the Nurturing Curriculum on Social, Emotional, and Academic Behaviors in Kindergarten Classrooms

Authors: [Vespo, Jo Ellen](#); [Capece, DeeAnn](#); [Behforooz, Bitá](#)

Descriptors: [Maturity \(Individuals\)](#); [Kindergarten](#); [Intervention](#); [Prosocial Behavior](#); [Emotional Development](#); [Creative Thinking](#); [Nontraditional Education](#); [Academic Achievement](#); [Urban Education](#); [Curriculum Evaluation](#); [Elementary School Curriculum](#); [Curriculum](#); [Comparative Analysis](#); [Teacher Attitudes](#)

Source: Journal of Research in Childhood Education, v20 n4 p275-285 Sum 2006

Peer-Reviewed: Yes

Publisher: Association for Childhood Education International. 17904 Georgia Avenue Suite 215, Olney, MD 20832. Tel: 800-423-3563; Tel: 301-570-2111; Fax: 301-570-2212; e-mail: headquarters@acei.org; Web site: <http://www.acei.org>

Publication Date: 2006-00-00

Pages: 11

Pub Types: Journal Articles; Reports - Research

Abstract: Researchers and educators argue that social and emotional development affect academic success, and therefore should be targets for intervention. It is strongly suggested that such intervention begin during kindergarten. The purpose of this study was to evaluate the effectiveness of the Nurturing Curriculum, which is designed to improve emotional and social behaviors in the classroom. Eight kindergarten teachers conducted the Nurturing Curriculum throughout the school year. Aggression, dominance, disruptive behavior, socially immature behavior, and academic immaturity decreased significantly over time. Prosocial behavior increased significantly over time. Comparison to a cohort not exposed to the Nurturing Curriculum indicated that these improvements are not simply due to normal developmental changes in emotional and social behaviors. Collectively, the emotional and social behaviors measured accounted for 82 percent of the variance in academic immaturity at the end of the school year. Thus, the Nurturing Curriculum positively influenced social, emotional, and academic behaviors in kindergarten classrooms. (Contains 3 tables.)

Abstractor: Author

Reference Count: 21

Note: N/A

Identifiers: United States

Record Type: Journal

Level: N/A

Institutions: N/A

Sponsors: N/A

ISBN: N/A

ISSN: ISSN-0256-8543

Audiences: N/A

Languages: English

Education Level: Elementary Education; Kindergarten

[ERIC Home](#)

Related Items

- [Perceptions of Teachers' and Parents' regarding School Readiness](#)
- [Practical Implementation of "Soka" Education: A Dialogue with Monte Joffe](#)
- [Helping Adolescent Mothers to Achieve in School: An Evaluation of the Taking Charge Group Intervention](#)
- [Examining Associations between Effortful Control and Teacher-Child Relationships in Relation to Head Start Children's Socioemotional Adjustment](#)
- [Including Children with Special Needs: Are You and Your Early Childhood Program Ready?](#)

[More Related Items](#)

Microfiche to Megabytes



Help ERIC expand online access to nearly 340,000 documents indexed 1966–1992, now available only on microfiche. [Click here to learn about our digitization project.](#)