

COGNITIVE DEVELOPMENT

INDICATOR #46 Pro-social Behaviour Skills

DEFINITIONS

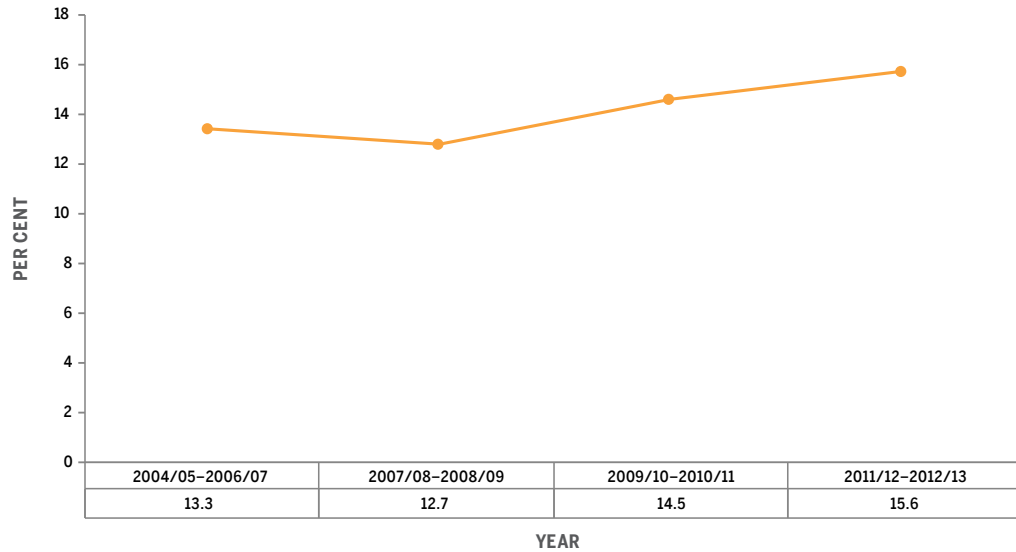
INDICATOR #46A — Percentage of BC kindergarten students (enrolled in public school) identified as “vulnerable” based on the Social Competence domain of the Early Development Instrument.

INDICATOR #46B — Percentage of BC kindergarten students (enrolled in public school) identified as “vulnerable” based on the Emotional Maturity domain of the Early Development Instrument.

KEY MESSAGES

- ▶ **Pro-social behaviour** is behaviour or acts that are intended to benefit others (e.g., sharing, assisting others, cooperation).¹ The development of pro-social behaviours in early childhood is associated with social and emotional competence throughout childhood, and is also associated with academic performance, problem-solving, and moral reasoning.² The social and emotional skills developed in the early years of life are foundational to lifelong positive mental health and functioning.³
- ▶ The ability to use certain skills appropriately in social situations is the basis for “**social competence**.” Often this concept is broadened to include the emotional underpinnings of positive and negative social interaction, or narrowed to specific problem behaviours in social contexts, including aggression, shyness/withdrawal, and attention deficits.⁴
- ▶ Studies of personal social behaviour skills—and social competence more broadly defined—have shown correlation between social behavioural skills and outcomes of health and well-being.⁵ While results may vary, adverse social behaviours such as aggression and attention deficits generally were correlated with poor academic outcomes, while positive social behaviours were correlated with better achievement in school.^{6–9}
- ▶ As shown in Figures 46A.1 and 46B.1, from 2004/05 to 2012/13, there has been an increase in the percentage of kindergarten children who are classified as “vulnerable” in the Early Development Instrument subdomain areas of Social Competence and Emotional Maturity.

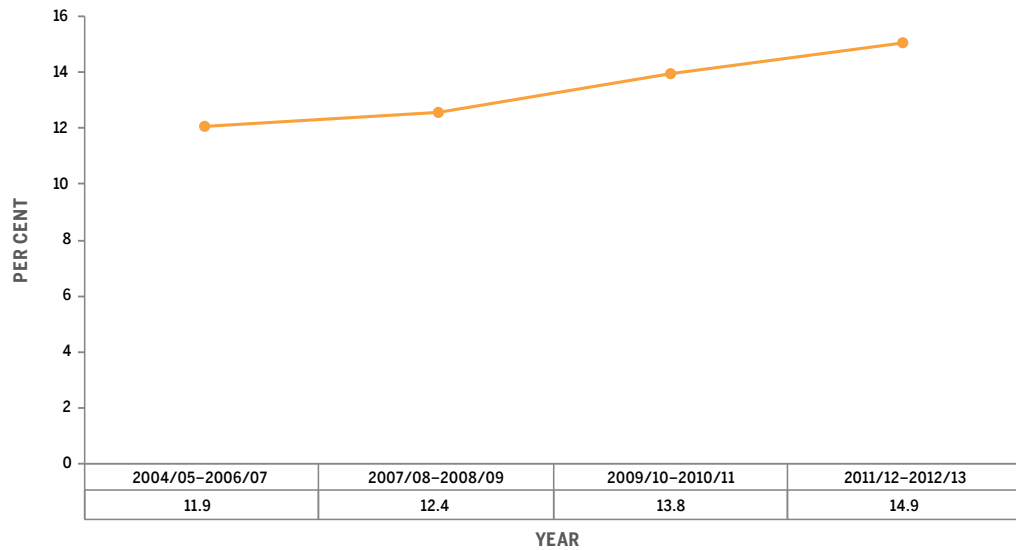
FIG 46A.1 Percentage of Kindergarten Children Vulnerable on the Social Competence Domain, BC, 2004/05-2006/07 to 2011/12-2012/13



Notes: "Vulnerable" means receiving a score below the cut-off on this domain of the Early Development Instrument. See Appendix B for more information about this data source.

Source: Human Early Learning Partnership, Early Development Instrument, 2004/05-2012/13. Prepared by the Surveillance and Epidemiology Team, BC Office of the Provincial Health Officer, 2016.

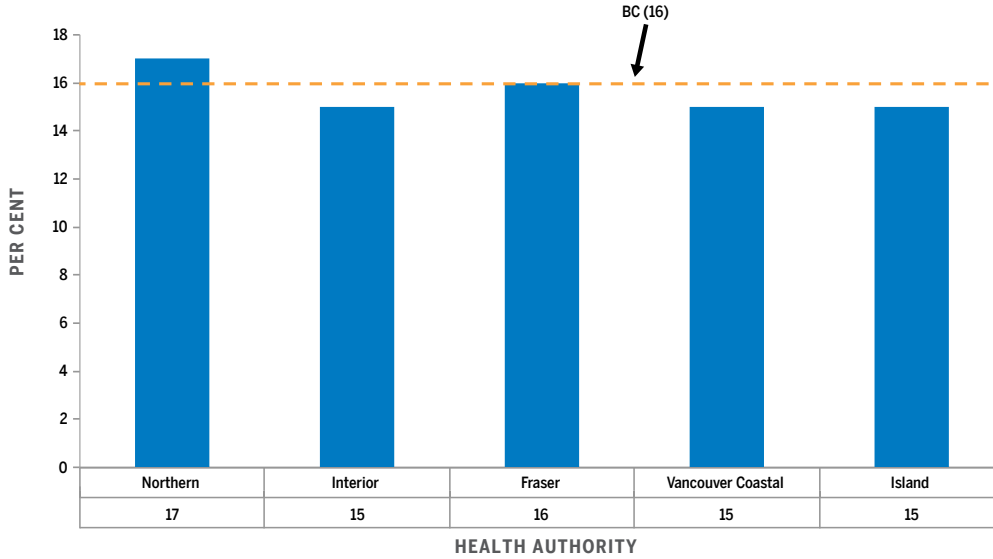
FIG 46B.1 Percentage of Kindergarten Children Vulnerable on the Emotional Maturity Domain, BC, 2004/05-2006/07 to 2011/12-2012/13



Notes: "Vulnerable" means receiving a score below the cut-off on this domain of the Early Development Instrument. See Appendix B for more information about this data source.

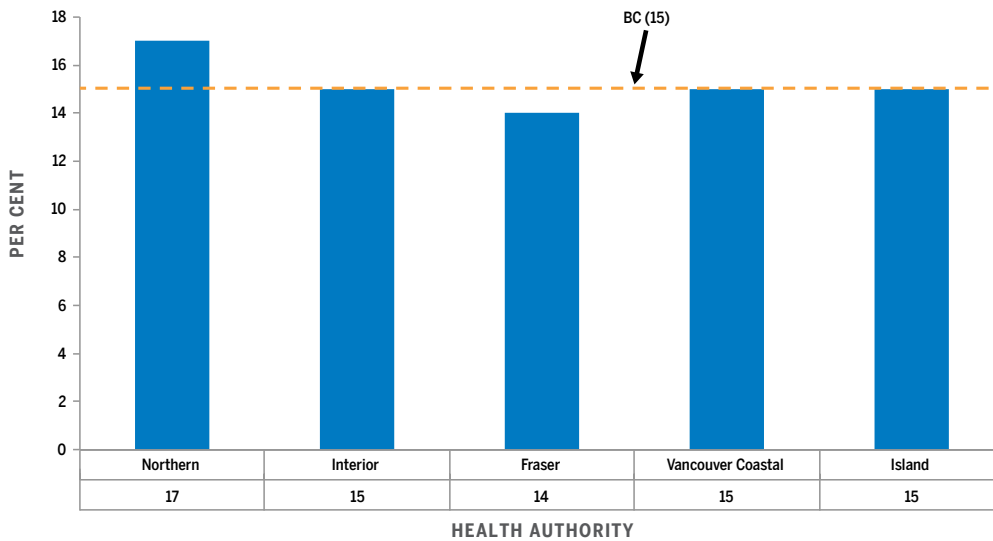
Source: Human Early Learning Partnership, Early Development Instrument, 2004/05-2012/13. Prepared by the Surveillance and Epidemiology Team, BC Office of the Provincial Health Officer, 2016.

FIG 46A.2 Percentage of Kindergarten Children Vulnerable on the Social Competence Domain, by Health Authority, BC, 2011/12-2012/13



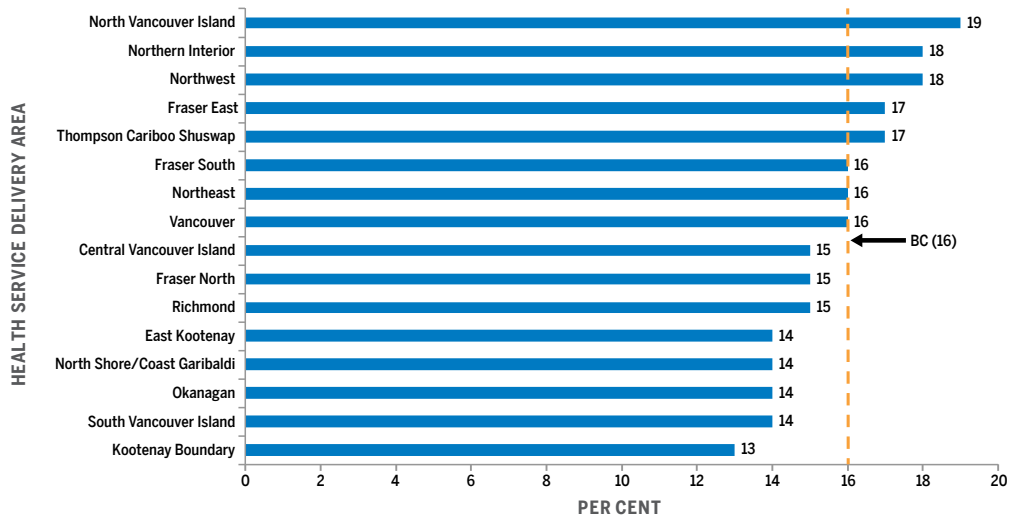
Notes: "Vulnerable" means receiving a score below the cut-off on this domain of the Early Development Instrument. Health authority is based on the residence of the child. See Appendix B for more information about this data source.
Source: Human Early Learning Partnership, Early Development Instrument, 2011/12-2012/13. Prepared by the Surveillance and Epidemiology Team, BC Office of the Provincial Health Officer, 2016.

FIG 46B.2 Percentage of Kindergarten Children Vulnerable on the Emotional Maturity Domain, by Health Authority, BC, 2011/12-2012/13



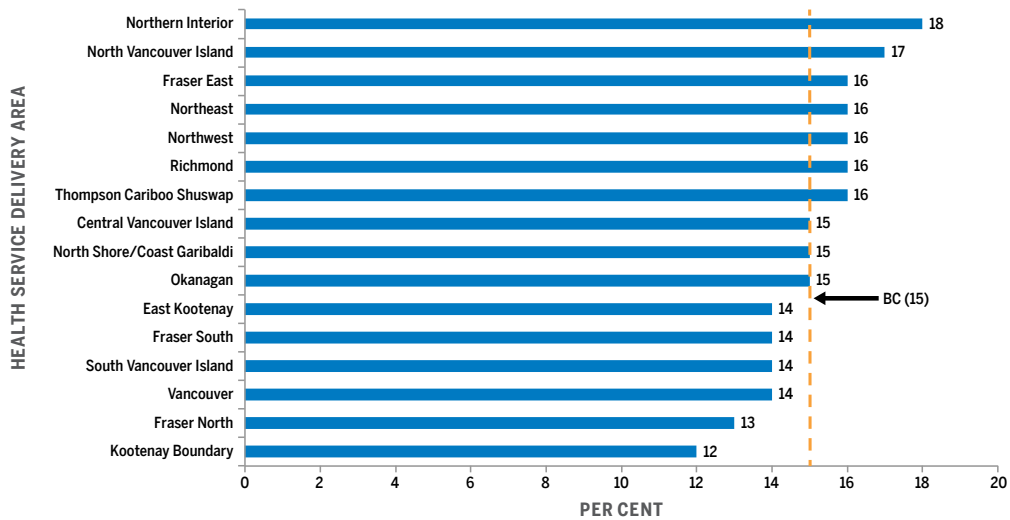
Notes: "Vulnerable" means receiving a score below the cut-off on this domain of the Early Development Instrument. Health authority is based on the residence of the child. See Appendix B for more information about this data source.
Source: Human Early Learning Partnership, Early Development Instrument, 2011/12-2012/13. Prepared by the Surveillance and Epidemiology Team, BC Office of the Provincial Health Officer, 2016.

FIG 46A.3 Percentage of Kindergarten Children Vulnerable on the Social Competence Domain, by Health Service Delivery Area, BC, 2011/12-2012/13



Notes: "Vulnerable" means receiving a score below the cut-off on this domain of the Early Development Instrument. Health service delivery area is based on the residence of the child. See Appendix B for more information about this data source.
Source: Human Early Learning Partnership, Early Development Instrument, 2011/12-2012/13. Prepared by the Surveillance and Epidemiology Team, BC Office of the Provincial Health Officer, 2016.

FIG 46B.3 Percentage of Kindergarten Children Vulnerable on the Emotional Maturity Domain, by Health Service Delivery Area, BC, 2011/12-2012/13



Notes: "Vulnerable" means receiving a score below the cut-off on this domain of the Early Development Instrument. Health service delivery area is based on the residence of the child. See Appendix B for more information about this data source.
Source: Human Early Learning Partnership, Early Development Instrument, 2011/12-2012/13. Prepared by the Surveillance and Epidemiology Team, BC Office of the Provincial Health Officer, 2016.

REFERENCES

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- ⁴ H. Krueger & Associates. Child and youth health and well-being indicators project: appendix J – cognitive development evidence review [prepared for the Office of the Provincial Health Officer and the Canadian Institute for Health Information]. Ottawa, ON: Canadian Institute for Health Information; 2011.
- ⁵ Temcheff CE, Serbin LA, Martin-Storey A, Stack DM, Ledingham J, Schwartzman AE. Predicting adult physical health outcomes from childhood aggression, social withdrawal and likeability: a 30-year prospective, longitudinal study. Int J Behav Med. 2011 Mar;18(1):5-12.
- ⁶ Pagani LS, Fitzpatrick C, Archambault I, Janosz M. School readiness and later achievement: a French Canadian replication and extension. Dev Psychol. 2010 Sep;46(5):984-94.
- ⁷ D'Angiulli A, Warburton W, Dahinten S, Hertzman C. Population-level associations between preschool vulnerability and grade-four basic skills. PLoS One. 2009;4(11):e7692.
- ⁸ Miles SB, Stipek D. Contemporaneous and longitudinal associations between social behavior and literacy achievement in a sample of low-income elementary school children. Child Dev. 2006 Jan-Feb;77(1):103-17.
- ⁹ Algozzine B, Wang CA, Violette AS. Reexamining the relationship between academic achievement and social behaviour. J Posit Behav Interv. 2011;13(1):3-16.