

FILIORUM resource

From research to practice

FILIORUM Centre for Research in Early
Childhood Education and Care
University of Stavanger

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of Stavanger

Shy children's well-being in childcare

Attending childcare for the first time can be extra challenging for shy children. To support shy children's well-being as best as possible, the staff needs to recognize children's needs in different situations. A good collaboration between parents and childcare staff is extra important when there are shy children in the group.



Illustrated by Tilde Hoel Torkildsen

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Why is this important?

Shy children can show wariness, anxiety, and reticence in new situations like starting in childcare. These children have an increased risk for missing out in social interactions, especially in an environment such as childcare, where there is a large focus on play and friendship. A lot is already done to support children's needs when they start in childcare, but shy children often need a bit more help to have a good start in childcare.

The video presents challenges shy children may face in childcare, how shy children can express well-being and what childcare staff can do to support shy children during their first year in childcare. Childcare staff who have knowledge of children's temperament and needs can create a good environment where shy children's well-being is also supported.

Professional development

Aim: By using this resource, teachers and childcare staff will gain knowledge about the challenges shy children may face throughout their first year in childcare and how to promote the well-being of shy children.

Useful for: Early childhood in-service teachers, early childhood preservice teachers (students), and university teachers in early childhood teacher education.

Recommended use of time: 45-60 minutes.

Tips for using this resource:

1. Watch the video.
2. Discuss the reflection questions, preferably in groups.
3. Carry out the activity together with colleagues (see Activity).
4. Share experiences with each other at the next staff meeting or lecture.



QR-code to the
video and the
resource

Central elements in the video

- Children who were more shy at the start were thriving less than other children in the group by the end of the first year in childcare. There was no difference between boys and girls.

Questions for reflection

- What new thoughts about children's well-being and the role of being shy have you gained after watching this video?
- How are the children expressing their well-being in your group? Try to reflect on children who you think are thriving very well and children who thrive less.
- How are the children expressing their shyness in your group? Try to reflect on children who you think are very shy and children who are not shy.
- In which situations in childcare is it more easy for shy children to thrive and when is it difficult? What can you do to support children who are more shy?

Activity

Reflect on what you do to support children's well-being and especially for the shy children. Create a concrete goal for how you can support shy children and create a comfortable environment for these children. Share your experiences with your colleagues in the next staff meeting or lecture.

Early childhood research from FILIORUM

This FILIORUM resource draws on the results from the following research article:

Van Trijp, C. P. J., Lekhal, R., Drugli M. B., Rydland, V. & Solheim Buøen, E. (2023). Examining the longitudinal association between toddlers' early shyness and their well-being during their first year in Norwegian early childhood education and care. *Early Child Development and Care*.



QR-code to the article

Aim: To gain knowledge of how shy children thrive during their first year in childcare.

Research question:

- Is there an association between toddlers' early shyness during the starting period in childcare and their well-being by the end of their first year in childcare?

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