



KK Women's and  
Children's Hospital  
SingHealth

# Project SELECT

Social Emotional and Language Learning  
in Early Childhood Teaching

# Brief Description of Project

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*'Innovative ideas and activities'*

*'Opportunities and resources to implement these ideas'*

*'Daily routines and curriculum'*

*'Positive dispositions for a conducive learning environment'*



# Social Emotional and Language Learning in Early Childhood Teaching (SELECT)

**Serangoon North  
Centre 1**



***Social Emotional Learning***

**Haig Road Centre**



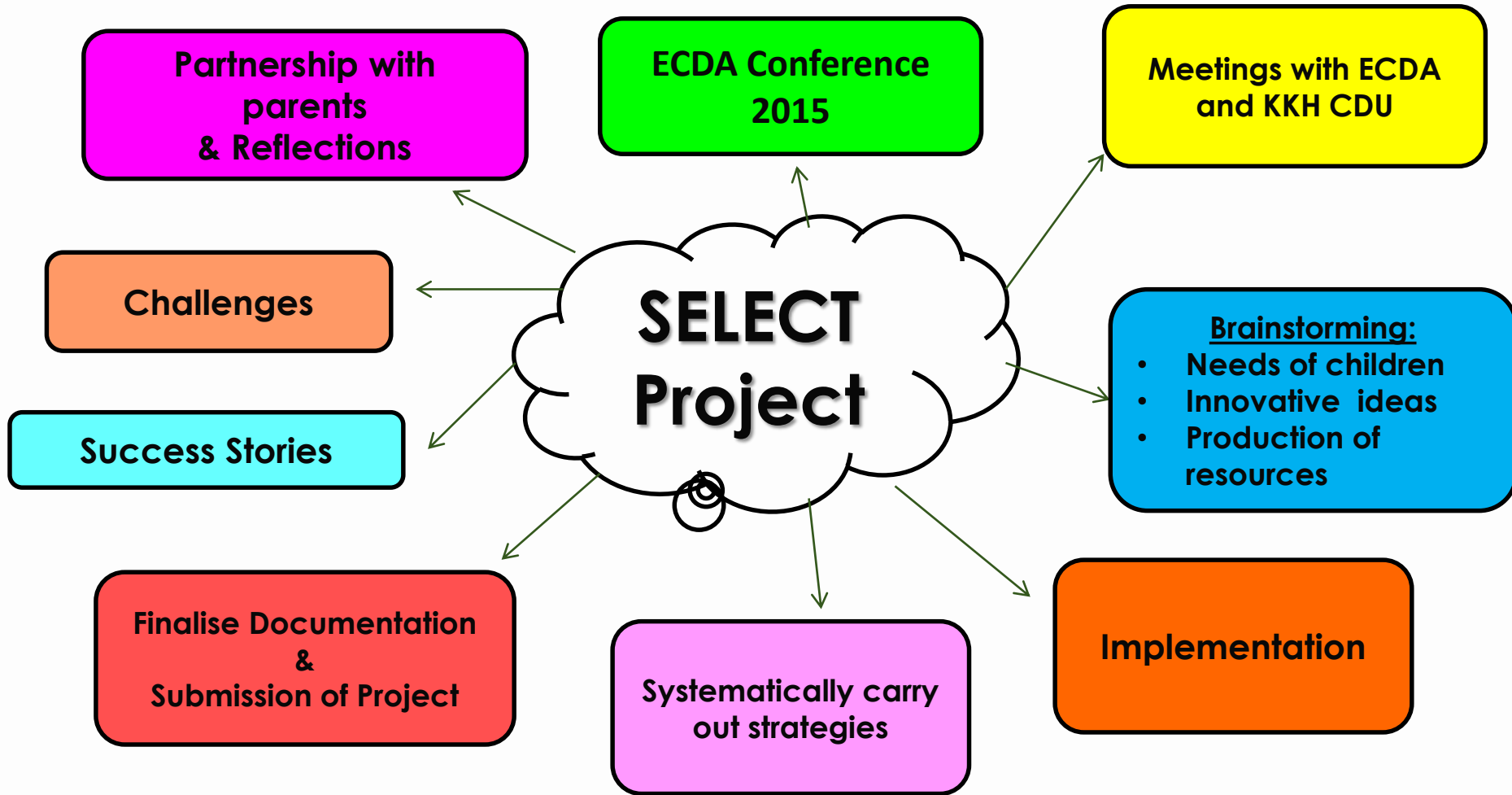
***Language Learning***

# Presentation Overview

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- ❑ Sharing by Serangoon North 1 Centre
- ❑ Sharing by Haig Road Centre
- ❑ Our Challenges
- ❑ Our Reflections
- ❑ Q & A

# The Process in a Nutshell



# Serangoon North Centre 1

## *Social Emotional Learning*

**Team Leader:** Brig Dharmapala

**Co-Leader:** Zhu WenWen

**Team Members:** Hassana, Shareena &  
Sharon

**Principal:** Ms Wendy Ong Kwee Lan

# Objectives

- Adopt **strategies** to help children regulate themselves
- Use a **structured** model/approach to introduce skill sets

## Strategies

Why did we  
decide on  
these  
strategies?

Use Volume Line to  
**adjust volume** of  
voices according  
to situation/context

**Take turns** during  
activity time

Practice **Good  
Hands & Good Feet**

# Targeted Group of Children (2014)

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- *29 Nursery children*



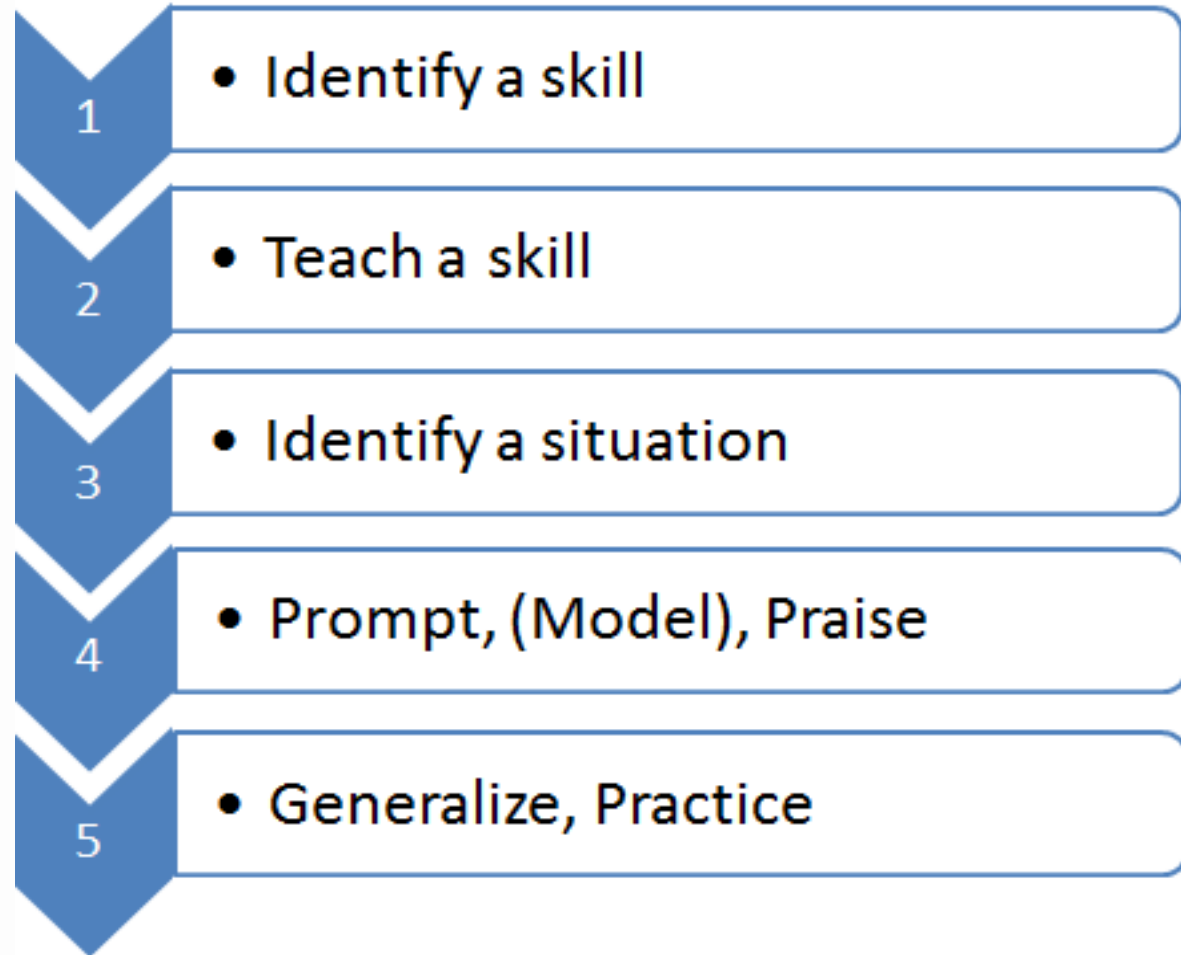
- *31 K1 children*



# Approach

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## 5-Step Model



# 5-Step Model (Volume Line)

1

- Identify that children need to control the volume of their voices to situation/context

2

- Teach the skill using visuals & activities

3

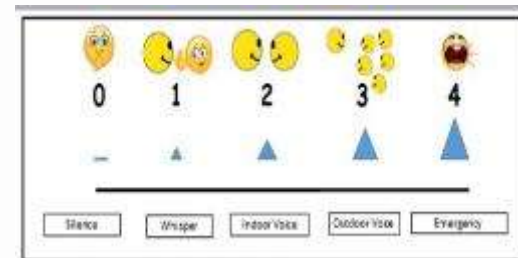
- Identify situations where children can practice the skills

4

- Prompt (visuals, hand gestures), Model (voice), Praise (specific to behaviour)

5

- Generalize, Practice



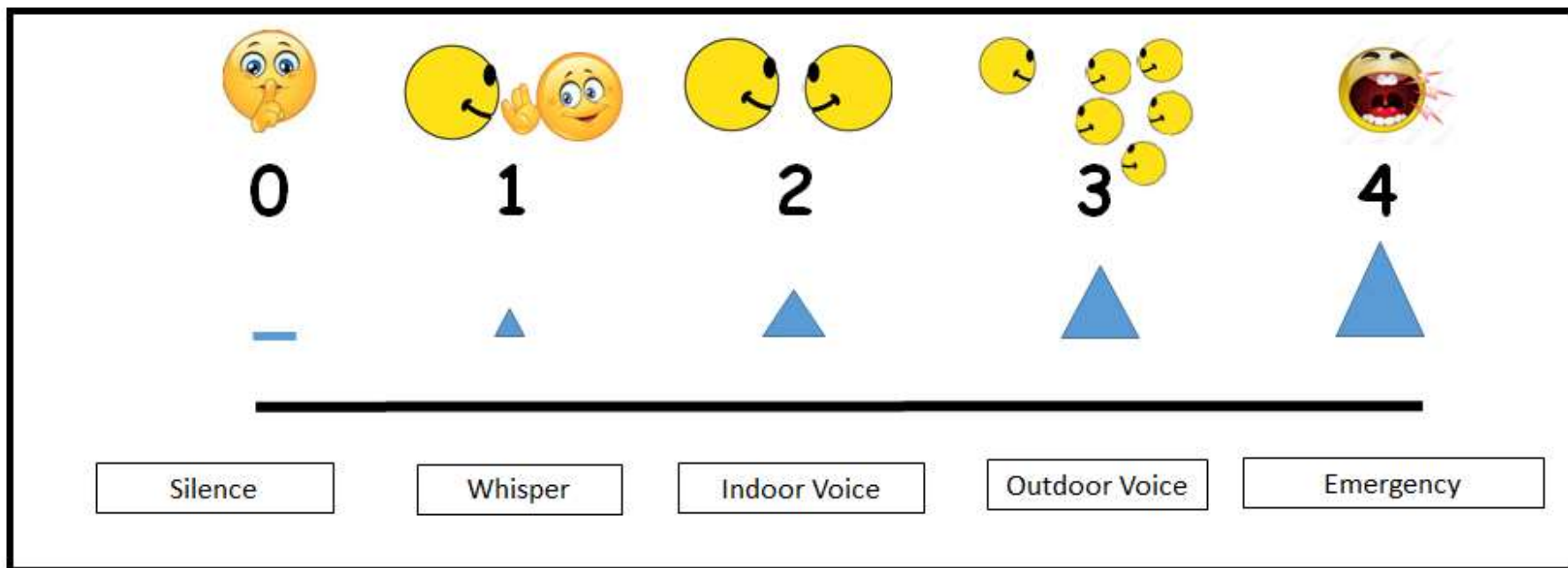
# 5-Step Model (Volume Line)

**1. Identify that children need to control the volume of their voices to situation/context**



# 5-Step Model (Volume Line)

**2. Teach the skill** using visuals & activities



# 5-Step Model (Volume Line)

**3. Teach the skill** using visuals & activities





# Video: Teaching the Skill



# 5-Step Model (Volume Line)

**4. Identify situations** where children can practice the skills

- Curriculum time, transitions, lunch time, naptime, outdoor



# 5-Step Model (Volume Line)

**5. Prompt** (visuals, hand gestures), **Model** (voice), **Praise** (specific to behaviour)





# 5-Step Model (Turn Taking)

1

- Identify that children need to practice turn taking to situation/context

2

- Teach the skill using visuals & activities

3

- Identify situations where children can practice the skills (curriculum time, outdoor)

4

- Prompt (visuals, hand gestures & specific phrases e.g. 'After you finish, can I have a turn?'), Model (physical modelling), Praise

5

- Generalize, Practice

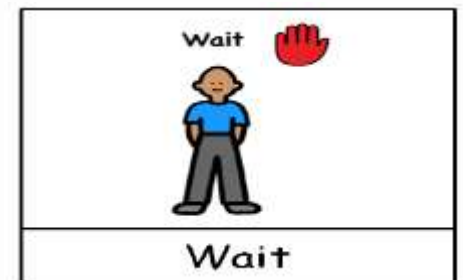


Raise your hands



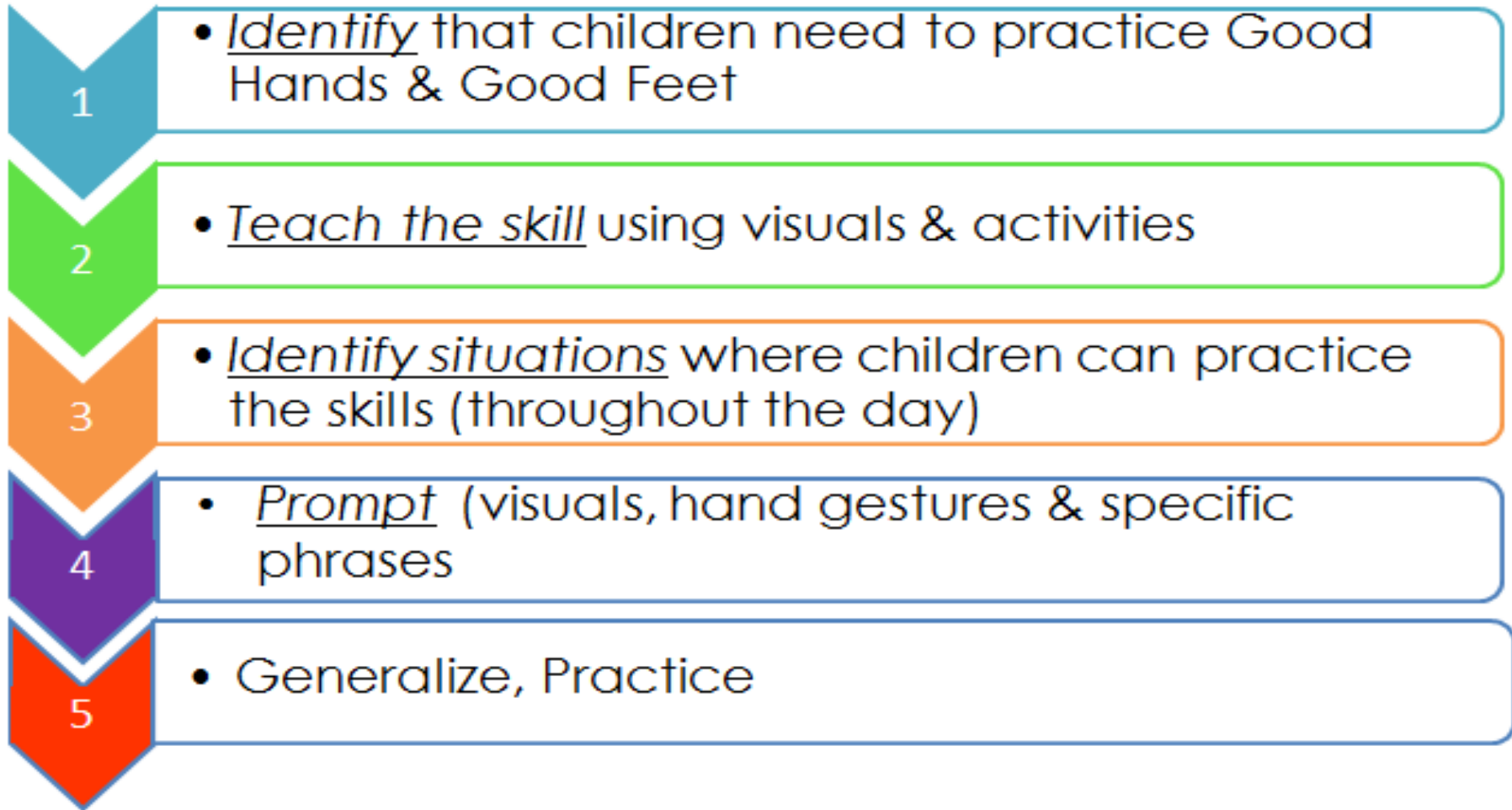
Wait

# 5-Step Model (Turn Taking)



# 5-Step Model (Good Hands & Good Feet)

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# Video: Teaching the Skill



# Success Stories:

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2014

2015



# Success Stories:

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2014



2015



# Success Stories:

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2014

2015

# Haig Road Centre

## *Language Learning*

**Project Leader:** Ms Nurulhuda Rahmat  
**Principal:** Mdm Siti Salmiah Bte Saiyadi



# Targeted group of the Children (2014)



Nurul

- **K1 class**
- **3 children with language learning difficulties**

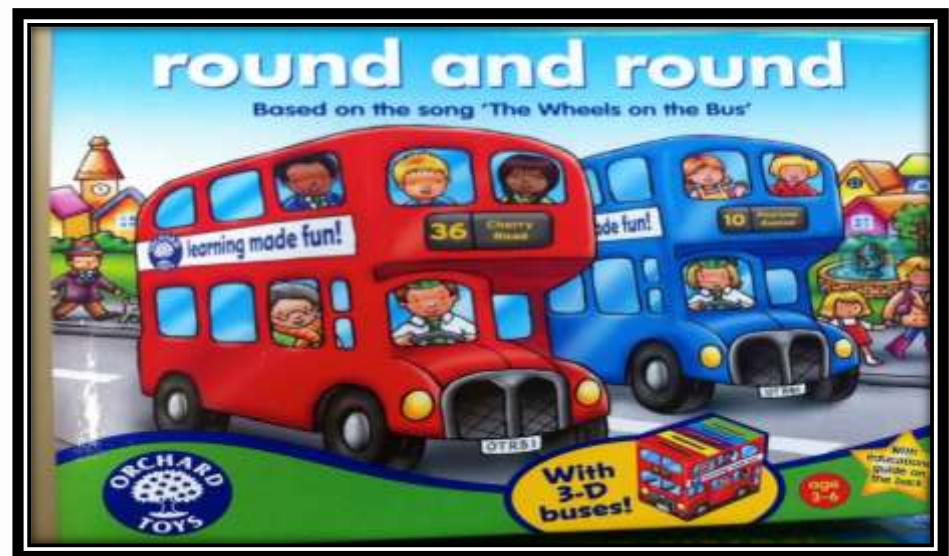
# Approaches used:

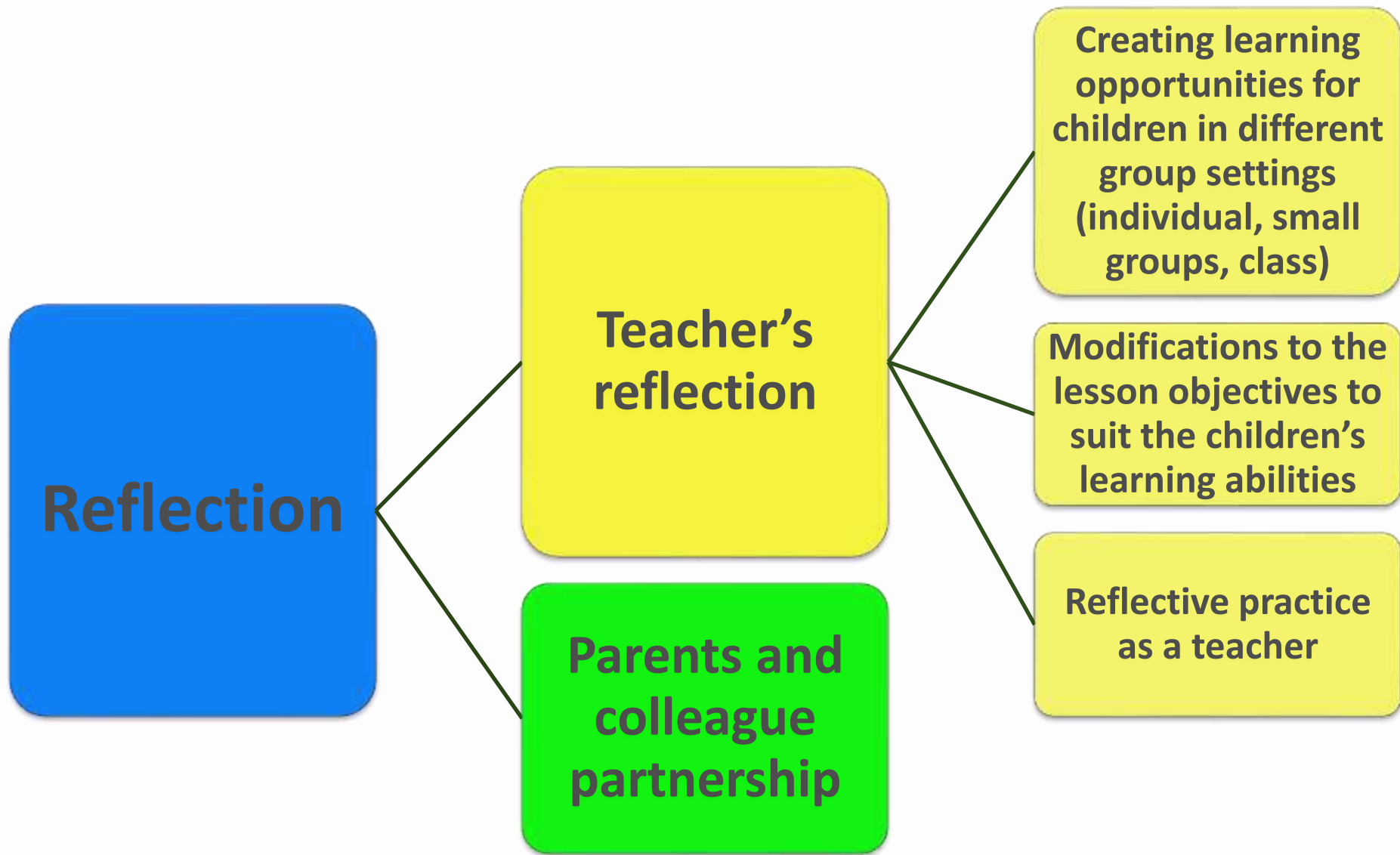
- 1 • Leadership Opportunities
- 2 • Small group learning
- 3 • Peer to Peer learning
- 4 • Group discussion and presentation
- 5 • Dramatization of the story based on the book
- 6 • Simplified lesson objectives
- 7 • Integrating language in Gross Motor
- 8 • Interactive games

# Strategies used

- Information strategies
  - **Highlight language**
    - **Observe, Wait, Listen (OWL)**
    - **Go slow (talk at an appropriate pace)**
    - **Usage of picture cards**
    - **Teacher demonstrations**
    - **Repetition**
- Improvements:
  - **Expansion**
  - **Labelled praise**

# Interactive games





# Q&A



Thank you!