



# **ECDA-HPB Research Guidance Programme**





# **PRESENTATION OVERVIEW**

**FOCUS**

**THEORIES**

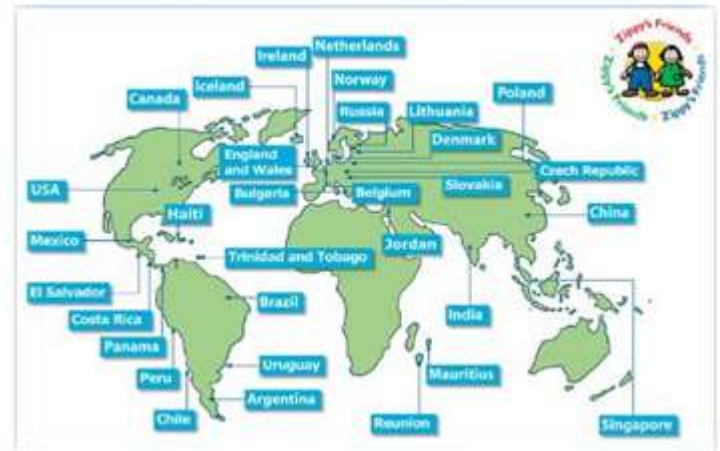
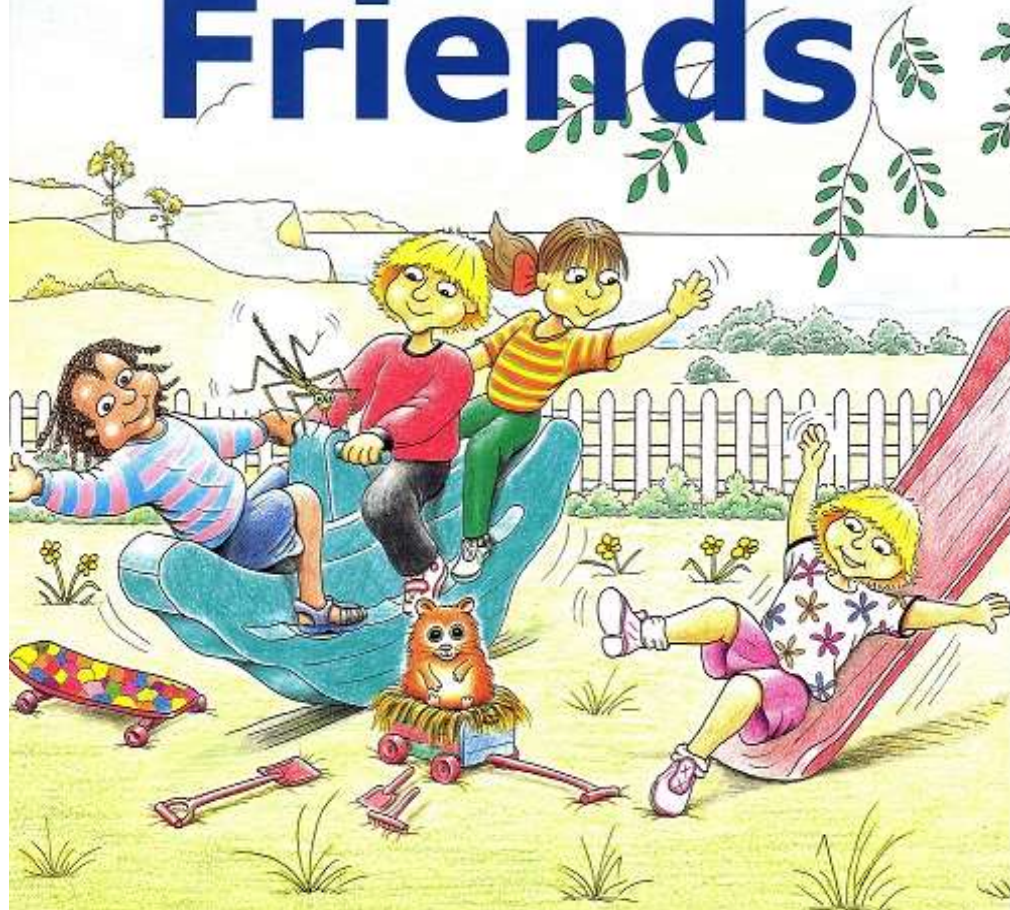
**RESEARCH QUESTIONS**

**COLLECTING DATA**

**ANALYZING THE DATA**

**IMPLICATIONS**

# Zippy's Friends





# PCF SPARKLETOTS PRESCHOOL

@ Tampines Changkat Bk 273



## Mission

To nurture confident and responsible learners through an engaging curriculum through effective facilitation.

## Core Values

**C** - onfident

**A** - ctive

**R** - esponsible

**E** - mpathetic



# PCF SPARKLETOTS PRESCHOOL

@ Tampines Changkat Blk 112



## Mission

- Provide quality programmes
- Promote and nurture good moral and educational values
- Prepare and equip children for life-long skills and knowledge

## Core Values

**C** - onfidence  
**A** - ccountability  
**R** - esilience  
**E** - nthusiasm



# ECDA RESEARCH GUIDANCE PROJECT

## AIMS OF PROJECT

- ❖ Understanding the effectiveness of improving socio-emotional well-being in young children
- ❖ Exposure to research processes and methodologies
- ❖ Encourages peer sharing and learning in a research based context
- ❖ Collaborate with partners to collect data to inform practices, programme or policy in the EC sector





# UNDERSTANDING SOCIAL EMOTIONAL DEVELOPMENT IN PRESCHOOLERS

## SEL Approaches

- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
- Teacher Instructional Practices



SEL Skill Acquisition:  
Five Competence Areas

Improved Attitudes  
about Self, Others, and  
Schools



Positive Social Behavior

Fewer Conduct Problems

Less Emotional Distress

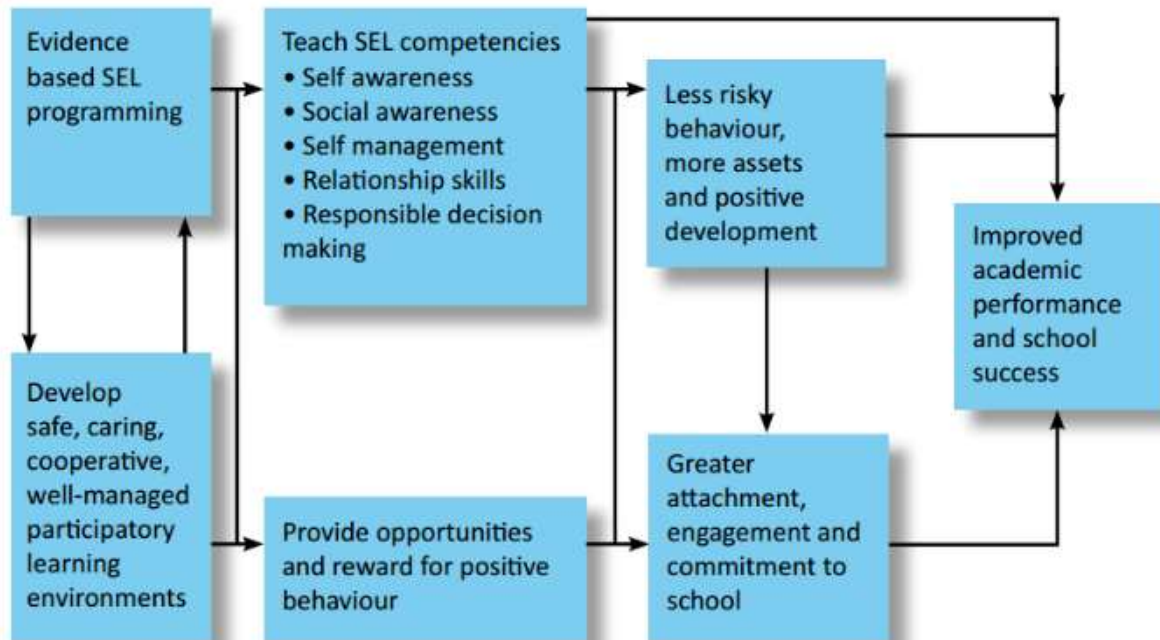
Academic Success



# UNDERSTANDING SOCIAL EMOTIONAL DEVELOPMENT IN PRESCHOOLERS



Fig 1: Adapted from CASEL (2003) The role of social and emotional learning in academic achievement



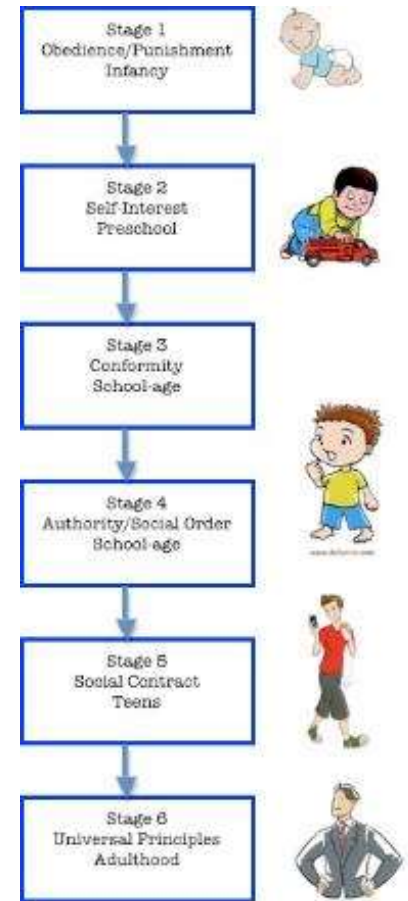




# UNDERSTANDING SOCIAL EMOTIONAL DEVELOPMENT IN PRESCHOOLERS

## THEORETICAL CONNECTIONS

- ❖ Piaget's Stages of Moral Development
- ❖ Kohlberg's Stages of Moral Development
- ❖ Eisenberg's Model of Pro-Social Reasoning
- ❖ Hoffman's stages of Empathy Development
- ❖ Developing Resilience





# BENEFITS FOR PRESCHOOLERS

- ❖ Encourage independent problem solving skills
- ❖ Develop a sense of empathy
- ❖ Improved attitudes towards self and others
- ❖ Reduce challenging behaviours
- ❖ Coping with emotional distress – stress and depression
- ❖ Improve academic performance





# Zippy's Friends Programme



FEELINGS



COMMUNICATION



MAKING AND BREAKING  
RELATIONSHIPS



CONFLICT RESOLUTION



DEALING WITH CHANGE  
AND LOSS



WE COPE



# Let us share a story of Zippy's Friends





# DEALING WITH CHANGE AND LOSS



1





# DEALING WITH CHANGE AND LOSS



2





# DEALING WITH CHANGE AND LOSS



## Objectives of the module – Dealing with loss and change

- To improve the children's abilities to cope with change and loss
- Recognize that change is part of the normal process of life



# DEALING WITH CHANGE AND LOSS

Think of good memories of Zippy and share them



Listen





# DEALING WITH CHANGE AND LOSS

Think about how they feel and how are you going to help them



Draw out those actions and share your drawings



Annexe 21

## Ways to help a friend who has experienced a loss

- Listen to your friend
- Respect them
- Tell them that you care about them
- Spend time with your friend
- Do something kind for them



# Zippy's Friends Programme



FEELINGS



COMMUNICATION



MAKING AND BREAKING  
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CONFLICT RESOLUTION



DEALING WITH CHANGE  
AND LOSS



WE COPE



# We Cope



## Objectives of the module – We Cope

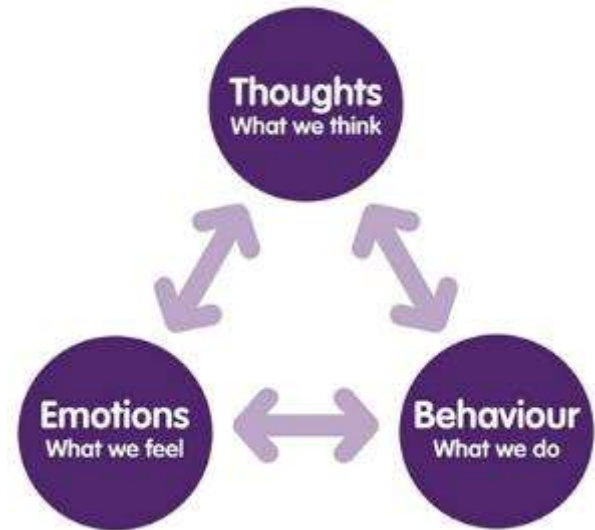
- Explore how you can help your child manage and adapt to adversities
- Consolidate and practise their newly acquired skills in different situations



# We Cope

## What are coping skills?

Coping skills are what we think and what we do to help us get through difficult situations.





# We Cope

Different ways to cope



How to help others



Adapting to new situations



Celebrating together





# We Cope

## CHILDREN'S RESPONSES

### Situations we cannot change

Song Ze: When someone dies, we cannot bring them back to live.

Skylar: When we move houses, we can't go and live at our old home.

### Situations we can change

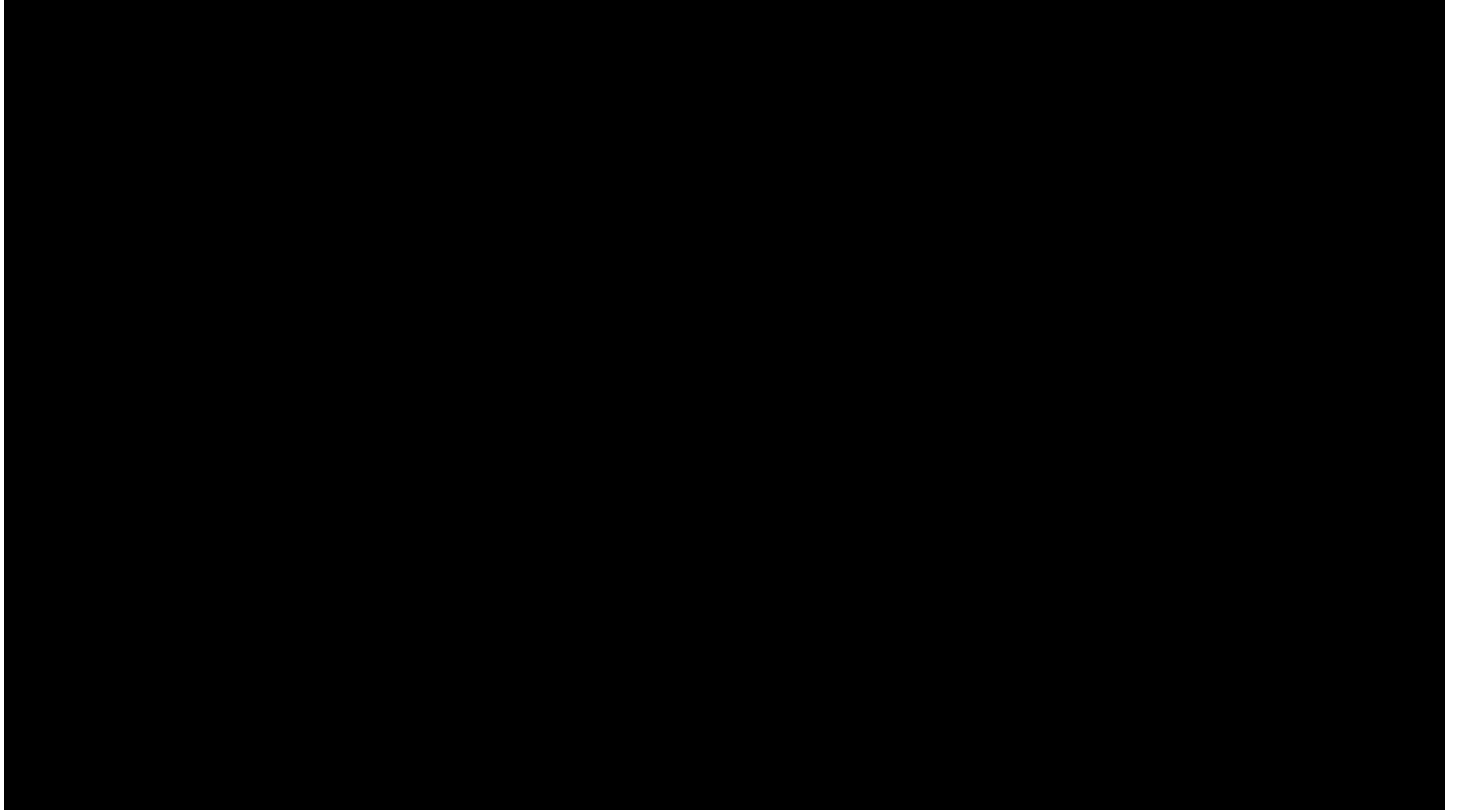
Zi Qian: When cars and robots are broken we can send them for fixing.

Celest:

+ Celest: When someone is bullied, we can change the sad and angry feeling by talking nicely to them.



# We Cope





# We Cope

## CHILDREN'S RESPONSES

10 ways to cool down

Which one works best for you?

1. Breathe deep!
2. Think it through - Aryah
3. Ask for help - Sean
4. Take time out - Celest
5. Rest - Celest
6. Count to 10 close your eyes - Megan
7. Draw - Sean
8. Talk to your friends - Cayden
9. Drink water - warm or cold plain water
10. Laugh or tell a joke - HA! HA! HA!

Different ways to cope

Megan & Celest: calm down  
Sean & Skyler & Aisyah: Think of another way respectfully  
Cayden: Distract yourself from being angry.  
Jun Hong: Ask yourself ("Are you ok?")  
Zi Qian: Smile and be happy





# We Cope

## CHILDREN'S RESPONSES





# We Cope

## CHILDREN'S RESPONSES





**We Cope**

# **Hands On Activities!**





# SETTINGS

## Care Café





# MATERIALS

## Zippy Shelf





# POSITIVE OUTCOMES

- ❖ Children were able to express themselves more appropriately in terms of gestures and choice of words.
- ❖ Prevalent displays of assertiveness, cooperation, empathy and resilience at work and play
- ❖ Attempts of children applying knowledge, skills and dispositions were widely observed in and outside classroom settings
- ❖ Teachers need to carefully plan for the acquisition of these skills through children's everyday experiences by making use of the teachable moments that occur in the child's daily experiences to teach children the concept of self-regulation





# **BENEFITS FOR EDUCATORS**

- ❖ **Knowing the children's temperament and personality better**
- ❖ **Improving the classroom learning environment for Socio-emotional learning**
- ❖ **Integrating the skills learnt in different settings and context**
- ❖ **Understanding own emotions better as an adult**
- ❖ **Motivating ourselves to reflect on our professional development**









