



香港教育大學

The Education University
of Hong Kong



Department of
Early Childhood Education

幼兒教育學系

Promoting Young Children's Socioemotional Competence: A Culturally-informed, Play-based Curriculum Model

Kevin K H CHUNG



提升幼兒的社交情緒能力
——具香港特色以遊戲為本的課程模式

情緒社交能力的重要性

凡不論性別、家庭經濟背景及早期學習能力

凡情緒社交能力較好的幼兒長大後：

- ✍ 較大機會完成大學
- ✍ 較大機會找到理想工作
- ✍ 較少機會行差踏錯
- ✍ 較少機會有精神病



Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*, 2283-2290.

What is CSE?

- Cognitive-social-emotional competence (CSE) (認知-社交-情緒能力) -allows individuals to establish and maintain relationships with others and achieve desirable goals in a social group (Denham, 2006).
- CSE is typically reflected by children's positive regulated emotions and sustained positive engagement with peers.

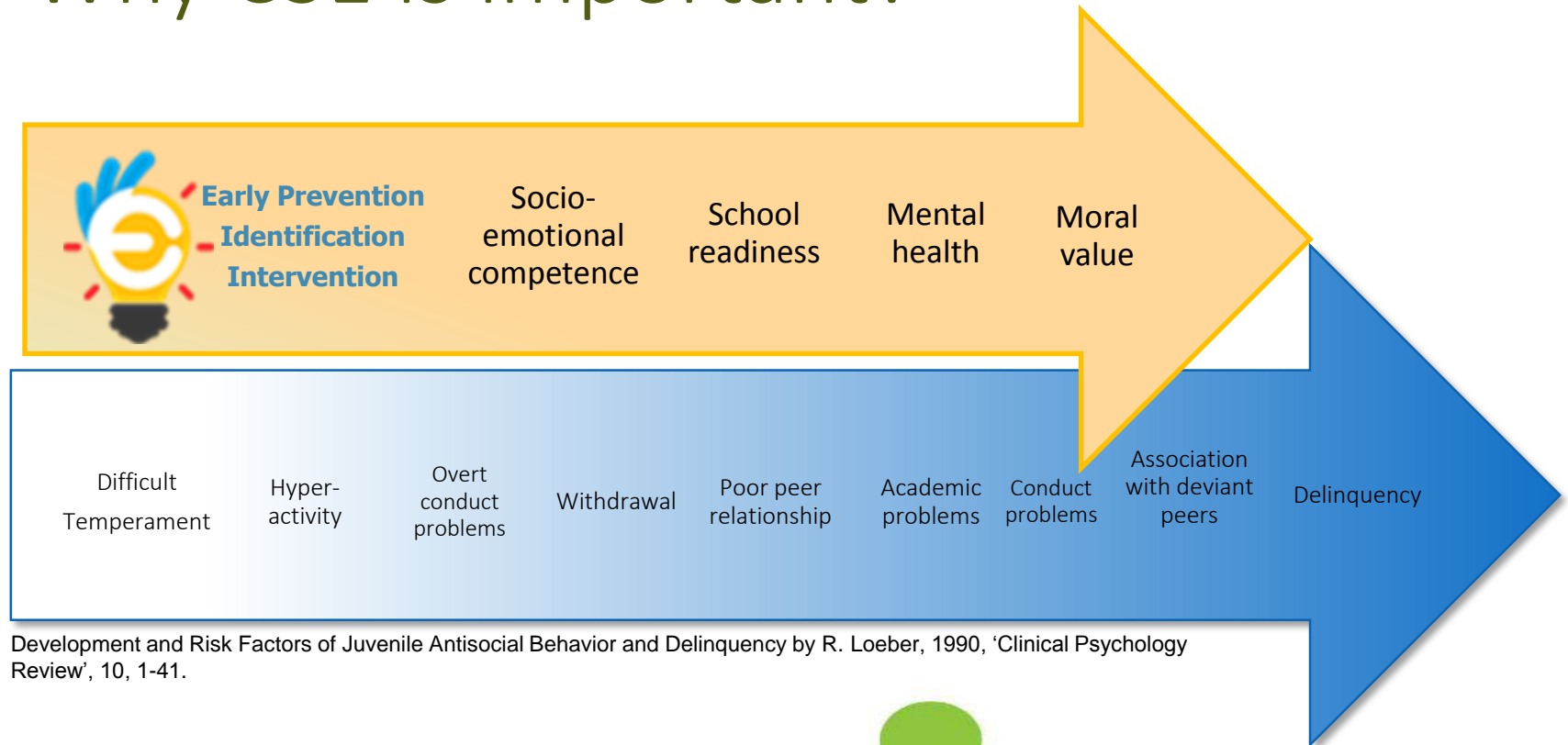


Why is CSE important?

- Research shows that CSE develops rapidly.
- CSE is predictive of a wide range of positive adjustment outcomes, e.g. psychological well-being and academic achievement (Jones, Greenberg, & Crowley, 2015).
- Children with CSE development delay are likely to experience various difficulties, e.g. peer rejection, poorer literacy outcomes, and later clinical diagnoses of mental disabilities, e.g., ADHD (Briggs-Gowan et al., 2006).



Why CSE is important?



Development and Risk Factors of Juvenile Antisocial Behavior and Delinquency by R. Loeber, 1990, 'Clinical Psychology Review', 10, 1-41.





Early Prevention

及早預防

Early Identification

及早識別

Early Intervention

及早介入



A quick look of 3Es project



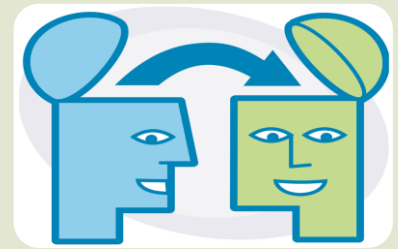
Focus Group
聚焦小組



Longitudinal
Study
追蹤研究

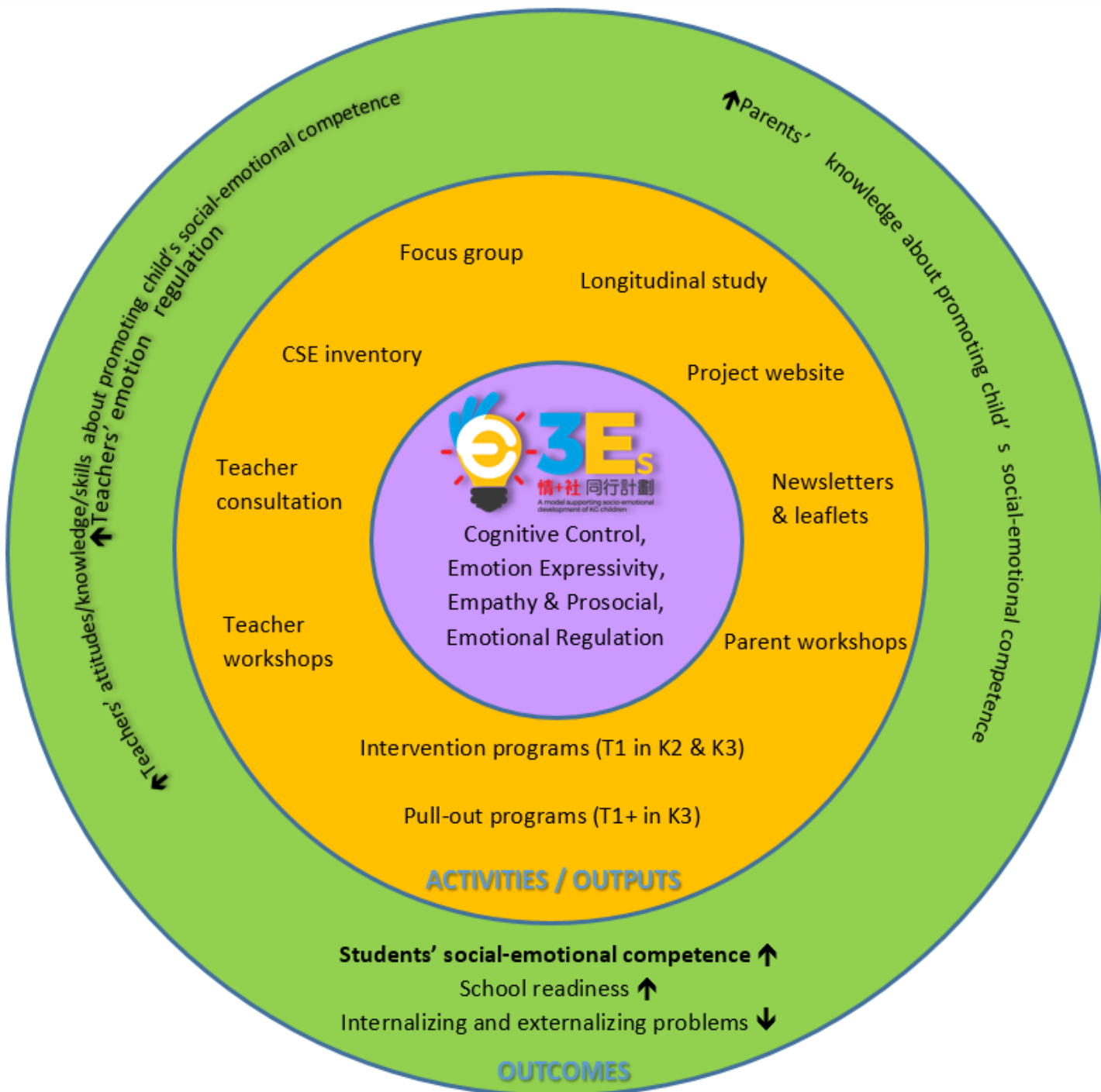


Curriculum
Development
課程發展



Knowledge
Transfer
知識轉移





The curriculum is culturally informed

➤ FOCUS GROUPS

- Interviews with 20 parents and 18 teachers from 3 local preschools about their views on children's social-emotional competences.



Curriculum Framework



認知列車



情緒演奏家

Cognitive Control

(認知控制)

Emotional Expressivity

(情緒表達)

Cognitive-social-
emotional Competence
(CSE)

認知 - 社交 - 情緒能力

Empathy & Prosocial skills

(同理心和利他行為)

Emotional Regulation

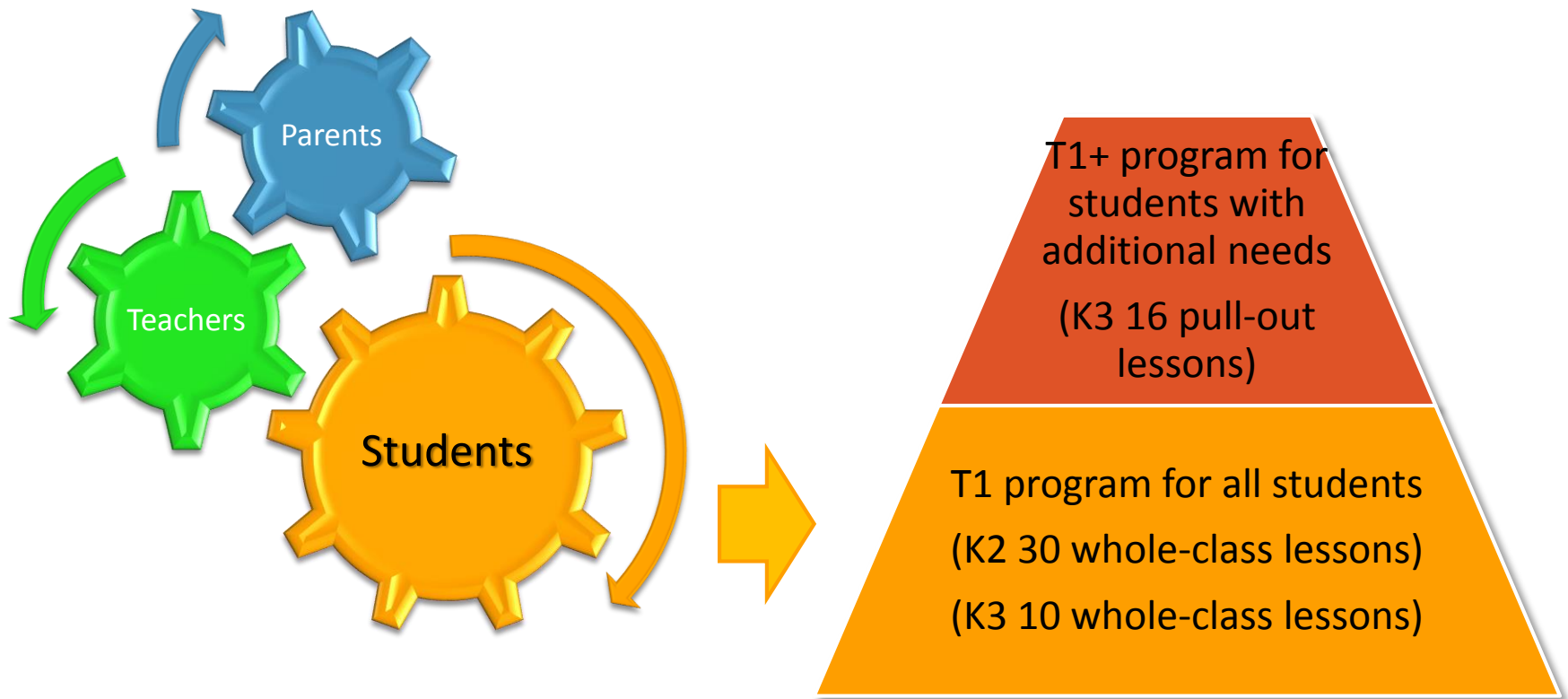
(情緒調控)

社交達人

情緒管理員



2-year Tiered Programs (分層課程)



5 Key Features of the Program Design

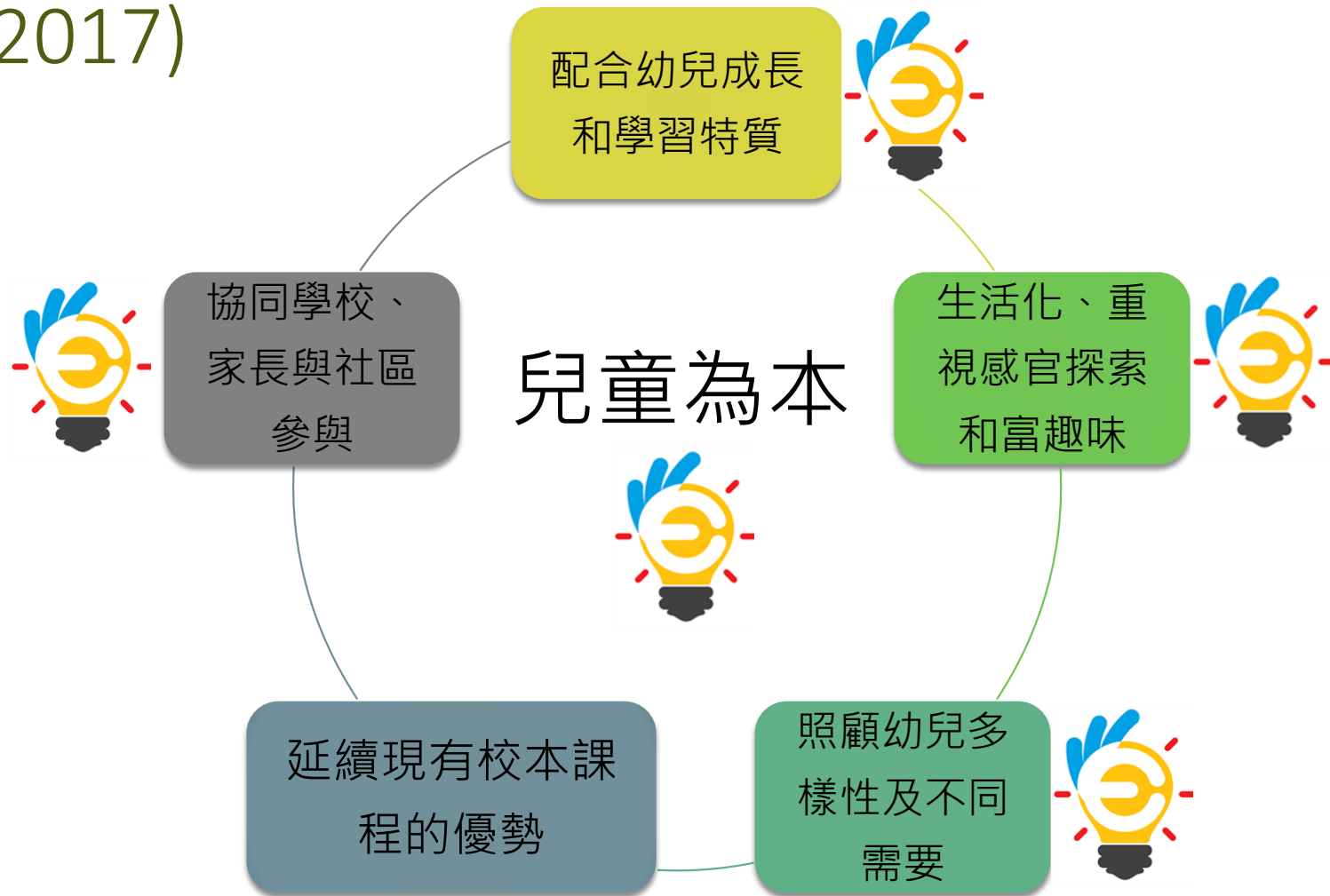


Play-based approach in developing social-emotional competence

- Games with rules
- Socio-dramatic play



Align with the newly released EDB Kindergarten Education Curriculum Guide (2017)



Comparison of preschool SEL program design and implementation support

Program Name	Grade Range Covered	Average Number of Sessions per year	Classroom Approaches to Teaching SEL			Opportunities to Practice Social and Emotional Skills	Contexts that Promote and Reinforce SEL		
			Explicit Skills instruction	Integration with Academic program Areas	Teacher Instructional Practices		Classroom-wide	School-wide	Family
3Es	K2 - K3	T1 30 + 10 lessons (K2 + K3) T1+ 16 lessons	✓	✓	✓	●	●	●	●
The Incredible Years Series	K2 - P1	64 lessons	✓	✓		●	●	○	●
PATHS	K2 - P5	40-52 lessons	✓	✓		●	●	●	●
Tools of Mind	K2 – K3	n/a		✓	✓	●	●	○	●
I Can Problem Solve	K2 – P4	59-83 lessons	✓	✓		●	●	○	15●

Newsletters



Multidisciplinary team



Principal Investigator
Prof. Kevin CHUNG



Co-Investigator
Dr. Ian LAM



Co-Investigator
Prof. Cynthia LEUNG



Educational
Psychologist
Miss Anna AU



Educational
Psychologist
Mr. Ryan Cheung



Post-doctoral Fellow
Dr. Nicky LI



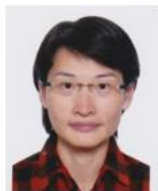
Project Officer
Miss Sonya YIM



Project Officer
Miss Kit WONG



Project Officer
Miss Pearl LAI



Project Assistant
Miss HY MIAO



Research Assistant
Miss Gigi TSUI



Research Assistant
Miss Candace CHAN

Acknowledgement



Simon K.Y. Lee
Children's Fund
李國賢兒童基金

