

香港教育大學  
The Education University  
of Hong Kong

Department of  
Early Childhood Education  
幼兒教育學系

Brown Bag Sharing Session IV

**3Es: Early Prevention, Early Identification  
and Early Intervention:**  
A School-Based Support Model of Social-Emotional  
Development for Kindergarten Children





fppt.com

**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


2

**命名情緒**



憤怒 害怕 噁心  
驚訝 開心 哀傷


The Paul Ekman Group. Facial Action Coding System. Retrieved from:  
<http://www.paulekman.com/product-category/facs/>



fppt.com

**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.

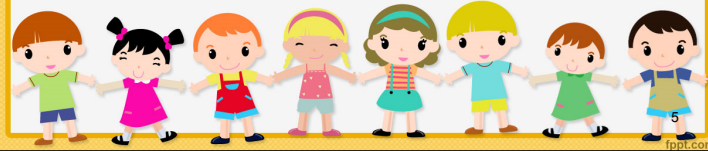


4

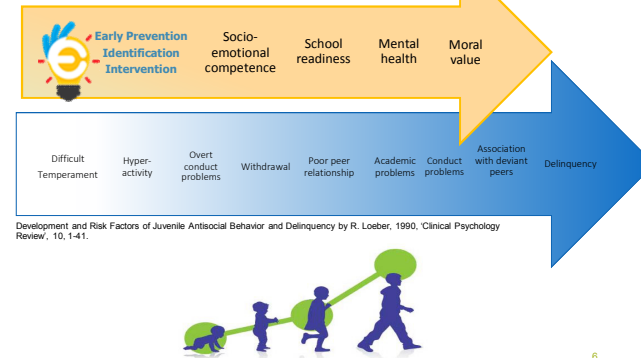
fppt.com

## 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).



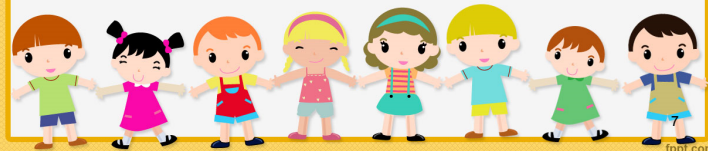
## Why CSE is important?



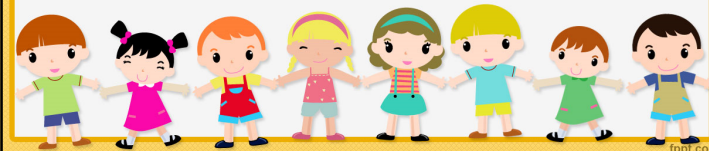
Early Prevention  
及早預防

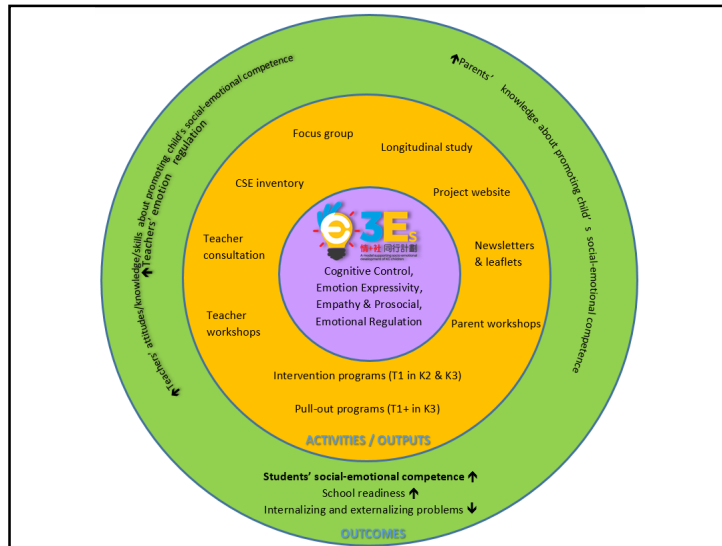
Early Identification  
及早識別

Early Intervention  
及早介入



## A quick look of 3Es project





## 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.



## Local Element 1 - Harmony

識得見人講人話咁樣囉。即係見到你，會講一啲啲你聽嘅說話。見到第二個呢，又會啱個個人聽嘅說話。



見到婆婆就話，「婆婆，我好掛住你呀，好耐冇見你呀」.....轉頭對住我講「媽咪呀，好想返屋企」咁樣。



- "Other-enhancement", "social grooming"
- Harmony in social relationships > personal feelings and genuineness
- Chinese preschool children use flattery
  - when they are familiar with the person receiving praise
  - when this person is present and able to hear them
  - when they are older

## Local Element 2 – Leadership

帶動成個活動嘅氣氛，又有好多好主意，又可以分配工作，又可以引領大家做啲嘢。

- Descriptions and attitude to leadership as a socialization goal similar to Western cultures
- Defies collectivist – individualist dichotomy with a dynamic, East-meets-West value system

佢自己個圈搞掂咗喇，去人地個圈幫人數囉。會提人你爭一個、多咗咁樣囉。



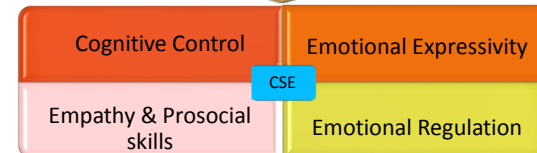
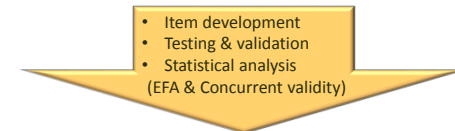
“Fit in but stand out”



## The curriculum is scientifically evidence-based

### ➤ Longitudinal study

- Data were collected from 540 children, 950 parents, and 65 teachers in 10 local preschools, covering a wide range of indicators such as children's CSE competences, parenting/teaching styles, and parent/teacher-child relationship.

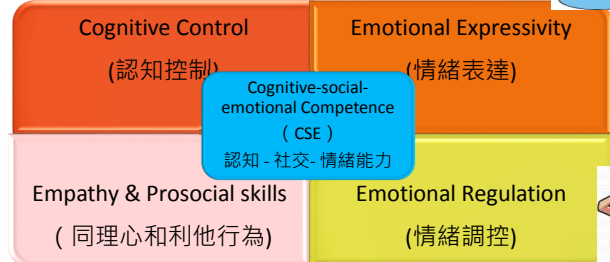


## Curriculum Framework



認知列車

情緒演奏家

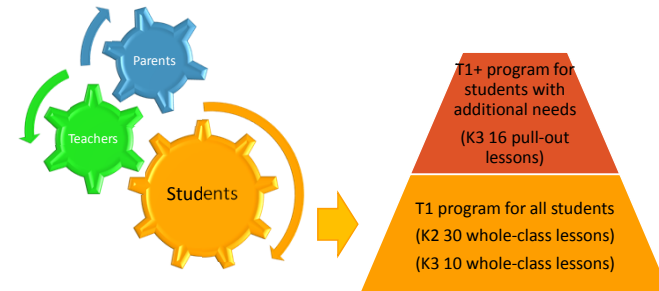


社交達人

情緒管理員



## 2-year Tiered Programs (分層課程)




## 5 Key Features of the Program Design

```
graph TD; A[Play-based approach  
遊戲方式] --- B[Multi-sensory  
多元感官]; B --- C[Child-centered approach  
兒童為本]; C --- D[Home-school collaboration  
家校合作]; D --- E[Continuous Assessment  
持續評估]; E --- A;
```


The diagram illustrates the five key features of the program design, arranged in a circle around a central lightbulb icon. The features are:

- Play-based approach (遊戲方式)
- Multi-sensory (多元感官)
- Child-centered approach (兒童為本)
- Home-school collaboration (家校合作)
- Continuous Assessment (持續評估)

# Curriculum Framework




認知列車




情緒演奏家

<b>Cognitive Control</b> (認知控制)	<b>Emotional Expressivity</b> (情緒表達)
<b>Empathy &amp; Prosocial skills</b> (同理心和利他行為)	<b>Emotional Regulation</b> (情緒調控)

**Cognitive-social-emotional Competence (CSE)**  
認知 - 社交 - 情緒能力



社交達人



情緒管理員

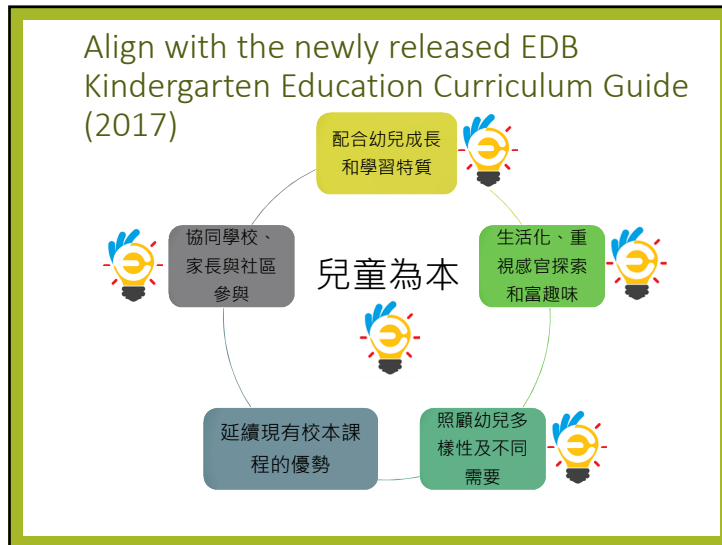
CSE 4 factors	Tier 1 K2 Program Content	Lesson Objectives of each factor domain (Students will be able to ...)
<b>Cognitive Control</b> 認知列車	<ul style="list-style-type: none"> <li>➢ Establish routines of 3Es lessons</li> <li>➢ Following implicit social rules</li> <li>➢ Inhibitory control</li> <li>➢ Direct attention</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a set of 3Es classroom rules</li> <li>• Make use of 3Es classroom set-up</li> <li>• Learn listening skills</li> </ul>
<b>Emotion Expressivity</b>	<ul style="list-style-type: none"> <li>➢ Understanding feelings and their causes</li> <li>➢ Verbal expression of feelings</li> <li>➢ Verbal expression of wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Name different feelings</li> <li>• Identify the cause of emotion</li> <li>• Express their wants and needs verbally</li> </ul>
<b>Emotion Regulation</b> 情緒演奏家 情緒管理員	<ul style="list-style-type: none"> <li>➢ Emotion management</li> <li>➢ Identifying good behaviors</li> <li>➢ Problem-solving</li> <li>➢ Making choices (cognitive flexibility)</li> <li>➢ Accept alternatives</li> </ul>	<ul style="list-style-type: none"> <li>• Regulate emotions</li> <li>• Identify the conflicts and social problems</li> <li>• Generate a variety of appropriate solutions</li> <li>• Know how to make a good choice</li> <li>• Seek help from adults</li> </ul>
<b>Empathy and Prosocial Behaviors</b> 社交達人	<ul style="list-style-type: none"> <li>➢ Understanding others' emotion and needs</li> <li>➢ Making friends and compliments</li> <li>➢ Expressing gratitude</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and predict others' thoughts, feelings, and actions</li> <li>• Initiate social interaction</li> <li>• Use a variety of courtesy words</li> <li>• Give compliments</li> <li>• Cooperate and share</li> </ul>

	活動	數量	備註
引起動機 (5分鐘)	1. 老師出示思考紙，讓幼兒專心觀察，之後告訴全班該看到什麼東西。 2. 之後老師將思考紙大力搖晃後放在桌上，待思考紙內的物品完全沉澱。 3. 老師問幼兒：「你剛剛看到什麼？」 4. 老師出示思考紙大力搖晃至完全沉澱後將的圖卡及加入其他圖卡，讓幼兒指出觀察到看到了什麼東西。	思考紙、思考紙內的物品 圖卡的圖卡	如下位紙觀察圖卡的繪景
主題 (20分鐘)	1. 老師將思考紙上的圖片逐張出示，並問幼兒：「你覺得可以將何が分類呢？」 (開心、得意、快樂、害羞、擔心、害怕、其他等，根據狀況……) 2. 口訣確認幼兒： 大眼睜，望住我； 小耳朵，聽清楚； 兩片嘴不停發聲。 3. 老師說：「讓小朋友玩一個遊戲，根據遊戲以『如果你覺得你 are happy』，要專心先玩到……」 4. 遊戲：全班同學將『you are happy』音節作連續的拍手。 5. 老師每句每次拍手動作不重複動作圖片的動作，如拍手、拍腿等……讓幼兒觀察圖片動作的變化，繼續跟讀。 6. 老師讓當者根據圖片的幼兒，說：『我認真好開心。』	思考紙 小耳朵 Quiet Hands	口訣有動作幼兒記憶 專注、觀察能力、工作記憶 (attention, inhibitory control, working memory) 音節作連續動作 (sensory)一體、語、音、身體動作 讓認真幼兒give comment

學・玩・思設計數學活動(2016年10月)

第六頁





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	✓	✓		•	•	•	•
Toots of Mind	K2 - K3	n/a		✓	✓	•	•	○	•
I Can Problem Solve	K2 - P4	59-83 lessons	✓	✓		•	•	○	26•

Our website: [3esproject.eduhk.hk](http://3esproject.eduhk.hk)

Newsletters

Acknowledgement

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

28

