Part II

In developing countries, many parents neglect their children’s socio-emotional development because of the stressful conditions of low socio-economic statuses and challenging country situations. Thus, teachers play a particularly important role in child development.

Child socio-emotional competence is multidimensional and includes self-efficacy, pro-social behavior, early cognitive development, pre-academic skills and social competence (Fox et al., 2011; Scott et al., 2012).

Ineffective and unpredictable teacher behaviors and interactions might divert children’s attentions away from academic tasks and cognitive & socializing learning patterns (Kaplan & Berman, 2010).

Forming positive and strong relationship with the teacher may operate as a protective factor against risk for a range of problem outcomes and can also indirectly promote the child’s resilience skills (Werner, 1955).

An intervention would not be a quality improvement if it only focuses on teacher training without direct effort to improve responsively and cognitively stimulating daily interaction quality between teacher and child (CLASS, Hamre et al., 2009).

The goal of this program is to build teachers’ capacities through the child-teacher interaction to promote children’s socio-emotional development and pre-academic skills in our pre-school level using CLASS early childhood framework, Teaching Pyramid Model and Banking Time Intervention.

The model has three steps of activities including universal promotion of high quality supportive for all children, secondary prevention for child who needs additional guidance in socio-emotional support and tertiary intervention for child who with special needs.

In developing countries, many parents neglect their children’s socio-emotional development because of the stressful conditions of low socio-economic statuses and challenging country situations. Thus, teachers play a particularly important role in child development.

Part I

There will still be a challenge for teachers to provide learning opportunities for their children with limited materials supports even after promoting their skills and knowledge from the training.

Structural change (increasing the number of teachers or reducing child-teacher proportion) is one of the factors which are beyond of our effort.

Program outcome results will have to be assessed just within a short period after intervention.

Program design and curriculum will not be able to cover accessibility of our children with special needs and children at risk.

Expected outcomes: Increased teachers’ creativity, higher emotional involvement and child directed approach in early childhood development will be seen through their positive and meaningful interactions with children.

Current Intervention is based on three existing training programs.

DAY – 1

CLASS program for early childhood classroom quality framework (Hamre et al., 2009)

This program is mainly designed in coordinated approach on three domains and ten dimensions of emotional, classroom organization and instructional supports.

DAY – 2

Comprehensive Teaching Pyramid Model for promoting early childhood positive socio-emotional outcomes and preventing children’s challenging behaviors (Fox et al., 2011)

The model has three steps of activities including universal promotion of high quality supportive for all children, secondary prevention for child who needs additional guidance in socio-emotional support and tertiary intervention for child who with special needs.

DAY – 3

Banking Time intervention program for fostering supportive and effective teacher child relationships (Driscoll et al., 2011)

This program is a school based intervention during child-teacher one by one session. In this session, child and teacher participate together in an activity chosen by child and can allow child to lead the whole activity. There are 4 parts of teacher role in this activity including observing, narrating, labeling and developing rational themes on child emotional actions.

Introduction

Teaching Pyramid Model

Measures

Targeted Participants

Teachers’ trainers

Teachers in Rural Pre Schools

Intervention Procedure

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Limitation & Challenges

Teachers in my country do not get enough training on child socio emotional development. Being based on evidence based models of three well known interventions, integrating them, and adapting them to our culture, this intervention will support teachers’ knowledge and skills in our early childhood education system.

Carefully designed to ensure the efficacy of intervention for teachers’ sustained and intensive improvements in their life practices.

A continuous monitoring process upon program implementation will be needed.

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