

Behaviour Training in Kindergarten (Verhaltenstraining im Kindergarten)

Program Overview

Generated: 2024-12-01 10:46:12



Author of this description

Radostina Stoyanova-Shyrayeu, Radostl – School of Emotional Development

Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András Faculty

Program name

Behaviour Training in Kindergarten (Verhaltenstraining im Kindergarten)

Country of Origin

Germany

Other Countries

Luxembourg, Bulgaria

Implementation level of the program

National

The program in Germany is intended for national level of use, is available in bookstores and is available for use by educators if they wish. In Bulgaria is implemented only on organizational level.

Type of Program

Evidence-based

Description

The goal of this program is to reduce disruptive behavior as well as socially insecure behavior and to promote socio-emotional competencies. It is recommended that 2 units per week should be carried out, with up to 18 participating children. There are three leading figures for the training: the hand puppet Finn, a dolphin, and Sina and Benny, the sea children whose story is told by Finn.

The content is conveyed in discussion groups (the circle of chairs), movement and role plays. A variety of materials are used: pictures, the "emotional rap", a board game, game and rule cards, stickers, worksheets. Images and worksheets can be found on an enclosed CD; Other materials (such as the Dolphin Finn or the board game) can be found in a box with game materials, which must be obtained separately from the test center.

Age Range

3-7 years

Age Range Information

3-6 years old

Group Size

Up to 18 children

SEL Skills Targeted

Responsible decision-making, Relationship skills, Social awareness, Self-awareness, Self-management

Sequenced Activities

The program contains two main blocks (support for emotional development and building prosocial behavior) and six modules:

basic emotions,

social emotions,

emotional cognition,

perception and interpretation of conflicts,

finding alternatives to action and reaction,

recognizing and assessing the consequences of one's own actions.

Activities:

Frame story,

Hand puppets,

Image templates:

role play rules and reminders cards, token system

1* Parents club

Active Learning

In this program, the children learn to perceive their own emotions and those of others, to recognize and understand the expression of emotions and to perceive differences.

The children will learn about situations that trigger emotions, the causes of emotions and the regulation of emotions. They can also learn to perceive conflict situations in a differentiated manner, to evaluate them, to consider the consequences of action and to develop appropriate and effective solutions to problems.

An important form of communication is the circle of chairs in which the basic elements are worked out. It is based on the experiences of the children. Concrete behaviors are practiced in role play.

The children are encouraged to transfer what they have learned into everyday life and the parents are informed about the training.

Kindergarten everyday situations are used in the training and there are three main fairy-tale figures for easier perception by the children. The hand puppet Finn, who is a leader in activities and tells stories about her friends - mermaids Benny and Sina, who live in the sea and experience many interesting situations in their kindergarten. The program includes many discussions provoked by photos with Benny and Sina, moving and role-playing games, puzzles, stories, drawing, etc. The desired behavior of children is encouraged by a symbolic system with stickers. All necessary materials in the form of cards, pictures, puzzles, stickers, etc. are included in the kit, which includes a detailed guide.

Outcomes / Results

“Verhaltenstraining im Kindergarten” is scientifically evaluated program from Prof. Dr. Ute Koglin and Prof. Dr. Phil Franz Petermann.

The statistical parameters for evaluating the effectiveness of the Verhaltenstraining in Bulgaria are comparable to the first two studies of its effectiveness in Luxembourg and Germany (netto effect $d = 0.20$), as well as with the parameters of

meta-analysis to evaluate other universal prevention programs implemented in Europe and Germany (Koglin & Petermann, 2006).

Quality / Effectiveness

The program is evaluated in such a way that at least short-term successes are documented. It is to be hoped that this will stabilize if the topic remains present in the kindergarten even after the program has been carried out and the learned behaviors are consistently demanded.

Additional Information

<https://www.hogrefe.com/de/shop/verhaltenstraining-im-kindergarten-66446.html>

References

Koglin, U., & Petermann, F. (2006). Verhaltenstraining im Kindergarten: Ein Programm zur Förderung sozial-emotionaler Kompetenz. Hogrefe

Stoyanova-Shyrayeu, R. (2015). Evaluation of a universal prevention program for the acquisition of social and emotional competencies. XIV International Scientific Conference „Applied Psychology and Social Practice” (pp. 589-602) Varna Free University publishing house: Collection of scientific reports.

Стоянова-Ширяев, Р. (2015). Оценка на универсална превенционна програма за придобиване на социални и емоционални компетенции. Приложна психология и социална практика, сборник към XIV международна научна конференция. Варна: Университетско издателство на ВСУ "Черноризец Храбър", 589-602.

Citation

This document was generated from the database used to create the Programs Compendium:

Koltcheva, N., Wastijn, B., Achten, M., Van Rossem, L. & Costa, I. S (2022). Programs for Social and Emotional Skills Development for Early and Preschool Children Applied in European Countries. Compendium. EU-SELF Project. ISBN 978-619-233-211-2 (can be downloaded from <https://euself.nbu.bg>)