

# **EFFEKT: Entwicklungsförderung in Familien: Eltern-und Kinder Training Development support for families: parents and children training**

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## **Program Overview**

Generated: 2024-12-01 10:46:13



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## Program name

EFFEKT: Entwicklungsförderung in Familien: Eltern-und Kinder Training

Development support for families: parents and children training

## Country of Origin

Germany

## Other Countries

Finland, Türkiye, Romania

## Implementation level of the program

National

## Type of Program

Evidence-based intervention

## Description

EFFEKT promotes parenting skills as well as children's social skills.

EFFEKT consists of a parenting course "Promotion of parenting skills" and a children's course "I can solve problems".

The parenting courses consist of 6 groups' sessions of 90 to 120 minutes which take place in the kindergarten of the respective institution. The content is conveyed by the course's leaders in lectures, group discussions, with an exchange of experience, role plays, homework etc.

## Age Range

3-7 years

## Age Range Information

4-7

## Group Size

Maximum 20 children

## SEL Skills Targeted

Self-awareness

## Sequenced Activities

Targeted topics are:

How can parents strengthen their child's self-confidence?

How can I effectively meet the expectations of society?

How do parents explain clear rules? How can they deal with difficult parenting situations?

How can stress in parenting be better coped with?

How can parents support their child's friendships best?

Parents receive detailed materials for each appointment. The children learn to perceive feelings in themselves and other to evaluate them. Depending on the course the children's content is 10-20 units of 45 minutes.

## Active Learning

The instructor uses hand puppets, singing and movement games, picture templates, role playing games, question and answer session. The children also receive folders to collect the picture template, hand and finger puppets.

## Outcomes / Results

The program is evidence based, partly randomized study with, behavioral assessment by teachers and parents, before and 3 months after training, evaluation taking into account the differences in the initial values. Further survey one year after the training.

## Quality / Effectiveness

The effectiveness was examined among 127 preschool children and was compared with 129 children in the control group before and after training on the basis of the teacher's judgment. For the group as a whole positive effects of the social and emotional competences were achieved. The effect of the children's behavior problems were significantly less. However, for the children at risk good effects were found (Lösel, Stemmler & Bender, 2013).

Effekt and its components have been evaluated over ten years and demonstrated significant positive effects on child development and antisocial behavior (Lösel et al., 2013).

## Strengths and Weaknesses

(...) the effectiveness of the school-based prevention program "Verhalten-straining in der Grundschule" for improving social competencies and reducing behavior problems in third and fourth grade pupils. 23 classes (n = 372) from 12 schools in Bremen and Lower Saxony participated in this quasi-experimental study as intervention or comparison classes. Data were collected prior to training and directly after training was completed, using teacher and child questionnaires. From pre-to posttest, social-emotional problems decreased significantly in intervention classes; further, social behaviour improved significantly among part of the intervention group. Gender-specific effects were found for social behavior: Boys improved more during training than girls did. (...) (Lösel et al., 2013).

## Additional Information

<https://www.effekt-training.de/evaluation>

## References

Lösel, F., Runkel, D., Beelmann, A., Jaurusch, S., & Stemmler, M. (2008). Das präventionsprogramm entwicklungsförderung in familien: Eltern- und kinder-training (EFFEKT). In Bundesministerium des Innern (Hrsg.), Theorie und praxis des gesellschaftlichen Zusammenhalts (pp. 199-219). BMI.

Lösel, F., Stemmler, M., & Bender, D. (2013). Long-term evaluation of a bimodal universal prevention program: Effects on antisocial development from kindergarten to adolescence. *Journal of Experimental Criminology*, 9(4), 429–449. <https://doi.org/10.1007/s11292-013-9192-1>

von Marées, N., & Petermann, F. (2010). Effektivität des “Verhaltenstrainings in der Grundschule” zur Förderung sozialer Kompetenz und Reduktion von Verhaltensproblemen = Effectiveness of the “Verhaltenstrainings in der Grundschule” for promoting social competence and reducing behavior problems. *Praxis Der Kinderpsychologie Und Kinderpsychiatrie*, 59(3), 224–241. <https://doi.org/10.13109/prkk.2010.59.3.224>

## 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>)