

Papilio-U3

Program Overview

Generated: 2024-12-01 10:46:15

Author of this description

Mart Achten, Erasmus Brussels University of Applied Sciences and Arts

Kaat Verhaeghe, Erasmus Brussels University of Applied Sciences and Arts

Program name

Papilio-U3

Country of Origin

Germany

Other Countries

Finland

Type of Program

Evidence/practice-based intervention

Description

Papilio is a social-emotional learning program focused on the prevention of behavioral problems and the development of social-emotional competences.

The program is developed for nurseries (Papilio-U3) and for pre-primary schools (Papilio-3to6).

The Papilio program follows a holistic approach to fundamentally support the development of children. It is a pedagogical approach that can be implemented as part of the daily routine of an ECEC center. The program strengthens children's social-emotional skills at the individual and group level. Through teacher training the pedagogical staff of ECEC centers are trained to create a positive class environment using art-based methodologies to discuss emotions. The methodology is essentially based on inspiring children's imagination and interest by various means such as fairy tales, songs and the puppet characters (Koivula, Laakso, Viitala, Neitola, Hess, & Scheithauer, 2020). It is described as an art-based program (Saarikallio, 2019). The principle of order and balance is taught by the rules of Papilio for children as well as through daily and seasonal rituals, which promote a feeling of safety and assurance for the children (Eeckert & Anheyer, 2018).

According to the principles of Papilio, children learn how to interact with themselves and others in a respectful way, how to contribute their own matters, and how to be considerate of others (Eeckert & Anheyer, 2018).

Three central principles:

- 1) learn how to play with others and how to make yourself happy without the use of specific toys
- 2) learn social rules and awareness in a playful way
- 3) teach children about emotions to learn to recognize these in themselves and others (emotion-Goblins) (Eeckert & Anheyer, 2018)

Age Range

0-3 years

SEL Skills Targeted

Sequenced Activities

Skills targeted are: Emotional competence: self-awareness (identifying emotions), self-management (regulation of emotions), social competence: social relationship skills, social awareness

In the 0-3 the focus is on trustworthy relationships and secure attachment. In training of professionals in-service training.

Teacher training is a very important aspect of the program. The training consists of basic and advanced modules. Educators get information on early social-emotional development, attachment and child temperament. Further the practical training includes sessions where educators can reflect, have video feedback and learn child-oriented communication strategies.

Papilio provides a curriculum and materials to promote social and emotional competences.

The child-focused component includes the following components (examples):

1. Toys-on-holiday

Children learn to play creatively on their own and with others without conventional playing material.

2. Mine-yours-ours game

In a playful way, children practice and learn positive behaviour in line with agreed group rules

3. Box imp lessons

These include skill presentation lessons (with modelling story, puppets, pictures) based on an interactive story dealing with four imp-like characters representing basic emotions.

Papilio cooperates with the famous puppet theatre "Augsburger Puppenkiste" and other artists. Together they developed several materials:

the puppet play "Paula and the pixies in the box" songs and music,

two children's picture books, including education information for parents,

a radio play "Paula and the pixies in the box", and

a DVD "Paula and the pixies in the box".

Active Learning

The program uses different kinds of active learning activities like interactive stories, songs, play and games

Outcomes / Results

Through a large-scale intervention study, the Augsburg Longitudinal Evaluation Study of the Programme Papilio-3to6 (ALEPP), the effectiveness of the Papilio 3to6 has been proven. The effectiveness has been proven using a randomized controlled trial. Children (n=627), ECE teachers, and parents participated in the intervention study. Compared to the waiting-control groups, children in the Papilio intervention groups displayed increased prosocial behavior and significantly decreased problem behavior (Zerra-Nezhad et al., 2019)..

Papilio-U3: Prevention program for nurseries with under 3 year old (crèches); development 2017 - 2019.

Also, the cross-cultural research on the implementation of Papilio of Koivula et al. (2020) provides evidence on the cross-country and cross-cultural adaptation and implementation of Papilio in

Finland.

Most of the evidence is based on 3-6 year old children. No specific research found with the 0-3 age range.

Strengths and Weaknesses

danger of a primarily developmental psychology and prevention perspective that can install a deficit model onto children. Creating a behavioristic view on learning, forgetting a more holistic and contextual model.

A narrow interpretation of art-based methods

Very hand-on and practical tool, little attention given to 'attitudes and child-image of professionals'

Additional Information

<https://www.papilio.de/ueber-papilio.html>

<https://www.gruene-liste-praevention.de/nano.cms/datenbank/programm/35>

<https://www.papilio.de/files/papilio/red/download/papilio-englisch.pdf>

References

Eeckert, M., & Anheyer, M. (2018). Applied pediatric integrative medicine: What we can learn from the ancient teachings of Sebastian Kneipp in a kindergarten setting. *Children*, 5(8), 102. <https://doi.org/10.3390/children5080102>

Koivula, M., Laakso, M.-L., Viitala, R., Neitola, M., Hess, M., & Scheithauer, H. (2020). Adaptation and implementation of the German social-emotional learning programme Papilio in Finland: A pilot study. *International Journal of Psychology*, 55(S1), 60-69. <https://doi.org/10.1002/ijop.12615>

Saarikallio, S. (2019). Access-Awareness-Agency (AAA) Model of Music-Based Social-Emotional Competence (MuSEC). *Music & Science*, 2, 1-16. <https://doi.org/10.1177/2059204318815421>

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>)