



Programs

You Can Do It!

Program Overview

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Program name

You Can Do It!

Country of Origin

Australia

Other Countries

United Kingdom, Ireland, Spain, Romania, Greece, Estonia, Vietnam, New Zealand, Singapore, Japan

Implementation level of the program

Organization

Type of Program

Evidence-based intervention

Description

The You Can Do It (YCDI) program is a school-home collaborative approach for developing the social and emotional capabilities of students of all ages. It is a preventive education program, based on Cognitive Behavioral Therapy (CBT), that promotes socio-emotional learning and maximizes success, positive relationships, resilience and well-being.

With this program, children receive explicit instruction in five essential socio-emotional competencies (Five Foundations):

Confidence (work confidence; social confidence; non-verbal confidence);

Persistence (work persistence; chore persistence);

Organisation (goal orientation; active listening; time management; taking care of things);

Getting Along (Peer Interaction; Behaviour Responsibility; Conflict Resolution; Positive Classroom Behaviour; Social Responsibility);

Resilience (Emotional Self-Regulation; Behavioural Self-Control).

The program also encourages students develop 12 positive “Habits of the Mind” (e.g., self-acceptance, high frustration tolerance, acceptance of others) and eliminate negative “Habits of the Mind” (e.g., self-depreciation, low frustration tolerance, lack of other acceptance) as well as teaches students how by changing their thinking, they can influence their emotions and behaviors.

Format:

The program has some components, such as:

the YCDI Social and Emotional Learning Curriculum, which consists of several structured classes, adopting specific instructional activities and practices;

the use of puppets to explain and illustrate ideas for young children;

four songs for children to sing that contain lyrics in support of what children learn in class;

several colorful posters characterize each character;

good classroom practices to establish a social and emotional learning environment.

The program consists of tasks in which various areas are worked on, such as art, motor development, dramatic play, use of manipulative activities, concept and language development, and for some, but not all children in their early years of learning, pre-reading and pre-mathematics instruction.

Methods and materials:

The program includes:

32 weekly lessons (8 lessons per school term) - the lessons teach children the Personal and Social Skills, as described in the learning continuum and are listed at the beginning of each lesson;

2 short digital animations that introduce students to the 5 socio-emotional skills;

5 hand puppets;

15 posters;

6 songs;

Parent education program - showing parents how to support their children's social and emotional learning (4 sessions);

New and updated book lists of characters that demonstrate the 5 socio-emotional skills;

Revised and introductory teacher's guide to introducing the program.

Age Range

3-7 years

Age Range Information

Teachers of young children 3-6 years in Early Learning, Kindergarten, Preschool.

SEL Skills Targeted

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

Sequenced Activities

Skills targeted:

Independence

Confidence

Trust

Persistence

Organization

Relationship

Emotional resilience

All sessions have the following sequence of work:

- i) review the challenges of the previous session;
- ii) involve students;
- iii) communicate learning intentions and success criteria;
- iv) explicit teaching.

Active Learning

The program includes several activities that allow active learning, such as role plays, discussions and also tasks that are assumed and implemented in the group context.

Outcomes / Results

The Early Childhood Education Program has been an effective way to improve the social and emotional competence of young children.

In their study, Ashdown and Bernard (2012) showed that teaching essential social and emotional skills, in the YCDI format, was an effective way to improve students' socio-emotional well-being.

According to teacher evaluations, after the YCDI program, students in YCDI classes were considerably more able to control their emotions, live with others, and engage in their academic learning, than students in non-YCDI classes.

There was a reduction in problematic behaviors (externalization, internalization and hyperactivity problems) and an increase in reading performance (text decoding) for students with lower performance.

The results of Bernard's (2008) study suggested that the YCDI program contributed to increasing emotional resilience (students and teachers' perceptions).

Strengths and Weaknesses

YCDI (in various formats) is an effective way to teach essential social and emotional skills.

Additional Information

<https://www.youcandoiteducation.com.au/early-childhood-education/>

<https://www.youcandoiteducation.com.au/about/#overview>

References

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