

Multi-Domain Approach to Nurture Social and Emotional Skills—Play, Media, and Inclusion

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【Objective】

Nurturing adequate social and emotional skills is now known to be equally important as cognitive skills for all children to become competent adults.

The objective of this study is to make a narrative analysis of the minutes taken at the **CRNA*** International Conference held in March 2018, in order to discuss the **environment to nurture children's "social and emotional skills"** from the following three perspectives, **taking in consideration the aspect of their growing development**:

- 1- **Play**, which has been and will always exist around children.
- 2- **Media**, which has become an inevitable part of children's daily lives in the midst of evolving digital technology.
- 3- **Inclusion**, in search for a way of living together for children with and without special needs.

【Method】Hosting CRNA International Conference and Formulating Hypotheses

CRNA* hosted the CRNA International Conference held in March 2018, which was planned to discuss from the viewpoint of children's growing development and growing environment on nurturing social and emotional skills of children. Such an interdisciplinary perspective was introduced by Noboru Kobayashi, the founder of **CRN****. Participants came from 8 countries and regions in Asia.

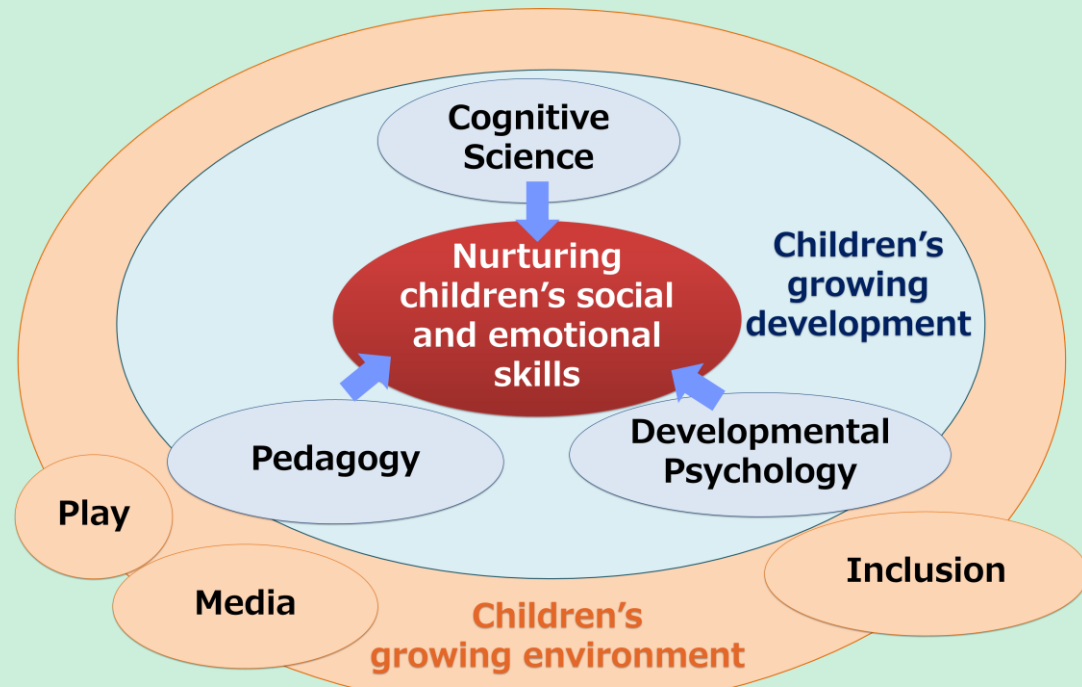
*CRNA (Child Research Network Asia)

- Network that promotes research activities in search for solutions to issues that affect children in Asia.
- Operated by **CRN****. Board members from 8 countries and regions in Asia are currently active.

**CRN (Child Research Net)

- Research institute of interdisciplinary "child science", founded in Japan in 1996 to solve issues that affect children.
- Has website in three languages, Japanese, English, and Chinese, which introduce wide-ranging papers written by researchers, practitioners and guardians from around the world. Hosts symposia and international conferences.

Conceptual Diagram of CRNA International Conference



<Framework of program>

◆ **From viewpoint of children's growing development**: to cultivate a shared understanding of children as biological beings
→ the importance of "social and emotional skills" from three fields; Cognitive Science/Early Childhood Education/Developmental Psychology (3 keynotes)

◆ **From viewpoint of children's growing environment**: to study the environment which nurtures "social and emotional skills"
→ **Play/Media/Inclusion** (3 concurrent sessions)



Formulating Hypotheses

We formulated hypotheses for each environmental field as below, based on the outcomes of the CRN's research activities up until now.

[Play] Self-motivated play will facilitate the development of social and emotional skills, and thus promote self-motivated learning.

[Media] Children's social and emotional skills are influenced by their digital media environment. There are the good, the bad, and the unknown influences.

[Inclusion] Inclusive approach to children with special needs will lead to the promotion of social and emotional skills.

【Analysis】Narrative Analysis of Presenters' Lecture Contents and Verification of Hypotheses

At the CRNA International Conference, minutes were taken of the three speakers for keynote lectures and the nine presenters at the concurrent sessions.

Perspective of growing development

First, the core statement of the presentation was extracted from the keynote speakers' lecture contents.

Y.A. –Japan (Japan Society for the Promotion of Science)

Social and emotional skills are enhanced through "connection with others who care for each other," "existence of those who support you," "a place you can return to with secure feelings," and "warm memories you can refer to all through your life."

F.J. –Indonesia (Professor, State University of Jakarta)

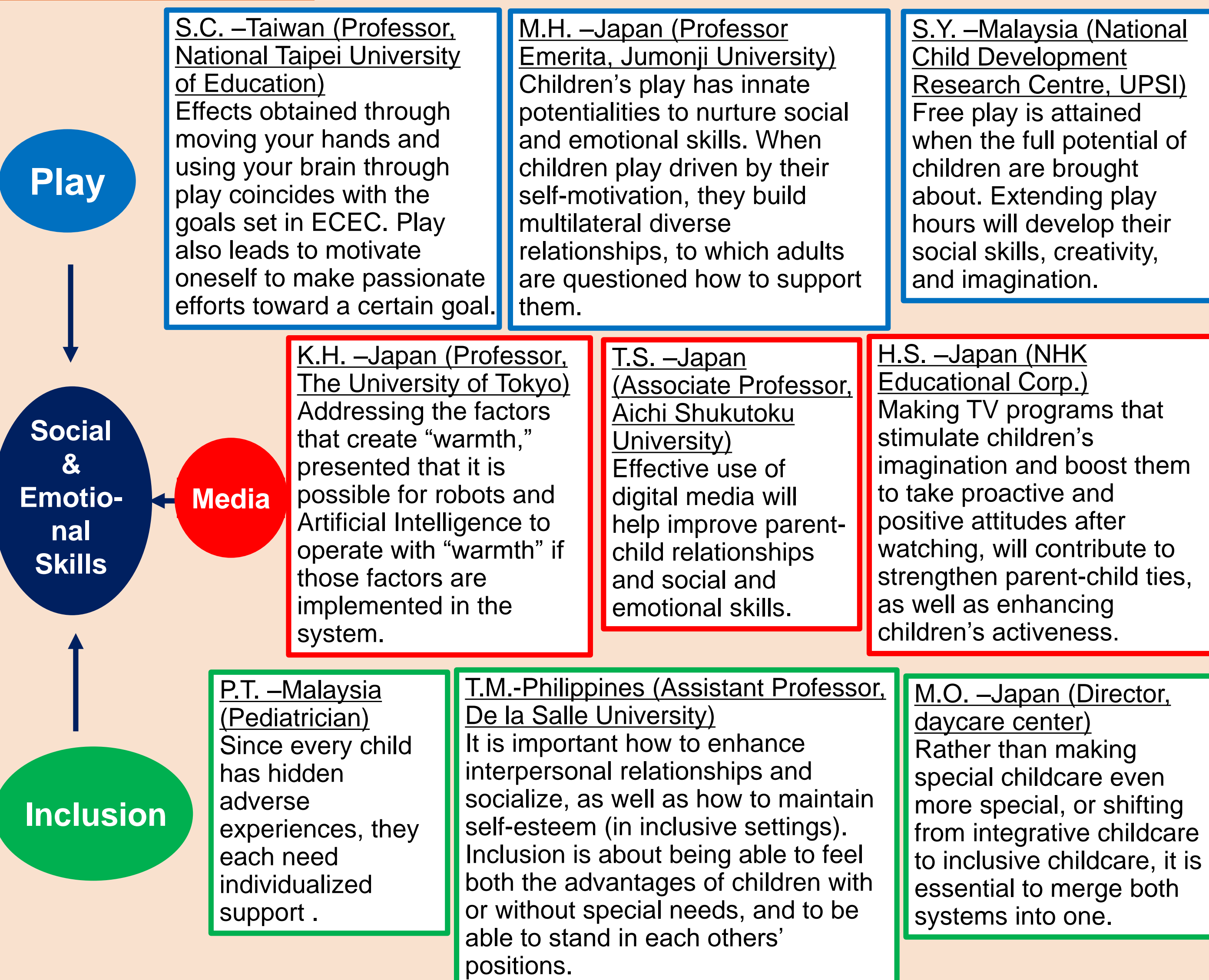
Access to adequate early childhood education and care from early stages to nurture social and emotional skills largely influence children's well-being and cognitive skills.

M.S. –Japan (Professor, Ochanomizu University)

Social and emotional skills and cognitive skills both develop concurrently deeply relating to each other within the children. Major growth constraints of social and emotional skills include poverty, parental discord, domestic violence, etc. Thus it is essential to support parents under such situations.

Perspective of growing environment

Contents related to the hypotheses were extracted and organized from each presentation in the concurrent sessions.



Revised hypotheses were formed by integrating the aforementioned lecture contents on "Perspective of growing development" into the presented lecture contents on "Perspective of growing environment."

【Conclusion】Revised Hypotheses from Analysis

【Growing Environment】 Free play leads to the development of children's social skills, creativity and emotions, while also leads to motivate children to make passionate efforts toward a certain goal. Effective use of digital media will improve children's social and emotional skills and promote good parent-child relationships. Regardless of their special needs, inclusive approaches to children will let them obtain social skills and nourish self-esteem.

【Growing Development】 In all growing environments, appropriate ECEC which helps develop children's social and emotional skills are essential; it shall become warm memories you can refer to all through your life, and feel interpersonal connections and a sense of belonging. Such enhancement in social and emotional skills shall effect cognitive skills as well.