# 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

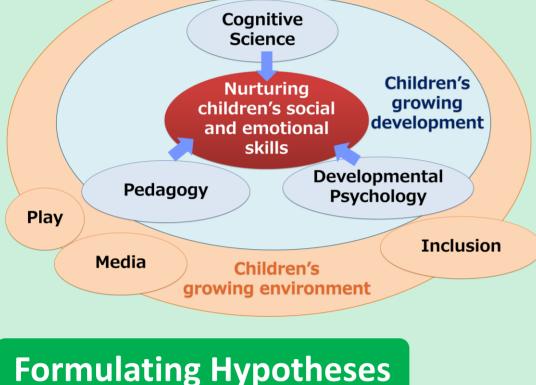
CRNA\* hosted the CRNA International Conference held in March 2018, which was planned to discuss from the viewpoint of children's growing development and growing environment on nurturing social and emotional skills of children. Such an interdisciplinary perspective was introduced by Noboru Kobayashi,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

◆ From viewpoint of children's growing development: to

<Framework of program>

- 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)

## 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 First, the core statement of the presentation was extracted from the keynote

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

speakers' lecture contents.

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

memories you can refer to all through your life."

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 Contents related to the hypotheses were extracted and organized from each

presentation in the concurrent sessions.

of Education)

growing environment

growing development

S.C. -Taiwan (Professor, M.H. – Japan (Professor S.Y. –Malaysia (National National Taipei University Emerita, Jumonji University) Child Development

Play

Social

Effects obtained through moving your hands and using your brain through play coincides with the goals set in ECEC. Play also leads to motivate oneself to make passionate efforts toward a certain goal. K.H. –Japan (Professor, The University of Tokyo)

Children's play has innate potentialities to nurture social and emotional skills. When children play driven by their self-motivation, they build multilateral diverse relationships, to which adults are questioned how to support them. T.S. -Japan (Associate Professor, Addressing the factors Aichi Shukutoku

Research Centre, UPSI) Free play is attained when the full potential of children are brought about. Extending play hours will develop their social skills, creativity, and imagination. H.S. -Japan (NHK **Educational Corp.**) Making TV programs that

& **Emotio-**Media nal Skills

that create "warmth," presented that it is possible for robots and Artificial Intelligence to operate with "warmth" if those factors are implemented in the system. P.T. -Malaysia De la Salle University) (Pediatrician) It is important how to enhance Since every child interpersonal relationships and has hidden

University) Effective use of digital media will help improve parentchild relationships and social and emotional skills. T.M.-Philippines (Assistant Professor,

stimulate children's imagination and boost them to take proactive and positive attitudes after watching, will contribute to strengthen parent-child ties, as well as enhancing children's activeness. M.O. -Japan (Director, daycare center) Rather than making special childcare even

adverse **Inclusion** experiences, they each need individualized support.

socialize, as well as how to maintain self-esteem (in inclusive settings). Inclusion is about being able to feel both the advantages of children with

or without special needs, and to be able to stand in each others' positions.

more special, or shifting from integrative childcare to inclusive childcare, it is essential to merge both systems into one.

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.