

Title of project: **Young Children's Social-Emotional Skills in High and Low DAP
Indonesian Preschools**

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Brief Summary of the Study:

Three dimensions of children's social-emotional development (assertiveness, aggressiveness, and submissiveness) were studied in 32 Indonesian preschools varying on structural Developmentally Appropriate Practice (DAP) measures. The following research questions were examined: (1) Do children enrolled in high DAP preschools show more advanced social-emotional skills than children enrolled low DAP classrooms? (2) Are teachers' and mothers' ratings of children's social-emotional development related? (3) Do boys and girls differ significantly in their social-emotional skills?

Four subscales of the *Early Childhood Environment Rating Scale revised edition (ECERS-R; Harms, Clifford, & Cryer, 1998)* were used to measure the environmental/school quality. The *Caregiver Interaction Scale (CIS; Arnett, 1989)* was the measure of teacher interaction quality with children. An adapted version of the *Children Action Tendency Scale (CATS; Deluty, 1979)* was used to assess three dimensions of children's social-emotional development.

Data were collected in Jakarta, Indonesia in fall 2004. Programs were classified as high or low DAP. Thirty two classroom teachers, one from each preschool, reported

245 children's behavior. One hundred and fifty seven mothers returned questionnaires that could be used in the analysis (64%). Children ranged in age from 4-0 to 5-11 years ($M = 4.8$ years), 98% of them come from two-parent households. During a two- to three-hour classroom observation using the ECERS-R and the CIS (inter-rater agreement above .90 for each scale), program quality were assessed. Eight children in each school, with as close to an equal number of boys and girls as possible, were randomly selected. After giving voluntary informed consent, mothers and teachers were asked to rate each child's skills.

Results of Hierarchical Linear Modeling revealed that children in high DAP preschools showed more advanced social-emotional skills than children in low DAP classrooms. The results show that students in higher levels of DAP classrooms were rated by teachers as more assertive, even after controlling family SES and gender. Mothers' and teachers' ratings of children's social-emotional development were also correlated. There was no significant difference in boys and girls social-emotional skills. Overall, results of the present study support the expansion of DAP as one strategy to support the development of social-emotional skills, including conflict resolution, among Indonesian children.