

POKI – Development and Evaluation of a Program aiming at the Promotion of Positive Development in Kindergarten



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ABSTRACT

Positive Development focuses on the question, how children and adolescents develop into socially competent, motivated and empathetic adults. Therefore, the focus of positive development is not only on being problem-free, but also on “prepared for life”. Against this background, the program POKI was developed, implemented and successfully evaluated.

THE PROGRAM POKI (Positive Kids)

- For the developmental context kindergarten (3-6 years)
- Is based on positive development theory (Fig.1)
- Combination of different strategies (context- and child-centered strategies, and strategies focusing on the promotion of responsibility and engagement)

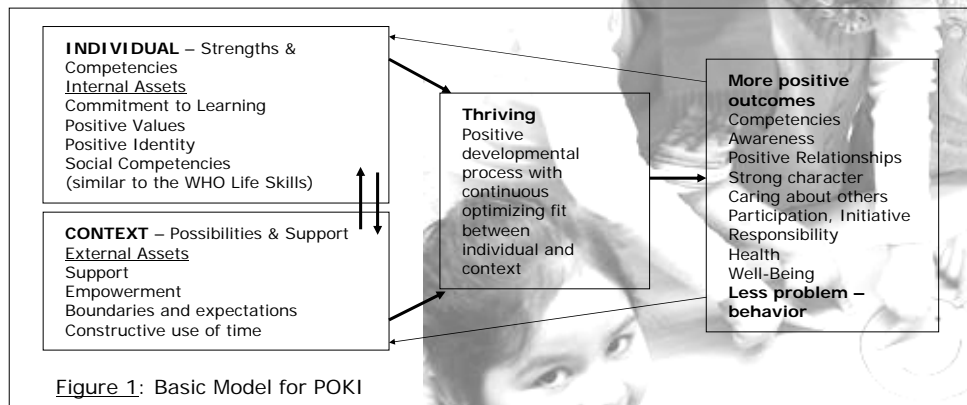


Figure 1: Basic Model for POKI

AIMS

- Development, implementation and evaluation (process and outcome) of a program aiming at the promotion of positive development in kindergarten
- Promotion of responsibility and participation, development of positive intra- and interpersonal competences/skills, and positive influence on the social and emotional development of children

PROGRAM EVALUATION

- First implementation of the program in 2 kindergarten (Weimar, Erfurt); comparison of effects of the program POKI implemented by caretakers with control group (N=112); data collection from parents, caretakers and children (T1 and T2); Quasi-experimental design, longitudinal study

Process Evaluation

- High acceptance of the program among caretakers and children; high quality of implementation
- Caretakers improved in their methodological repertoire after taking part in the training and teaching of the program

General Intervention Effects

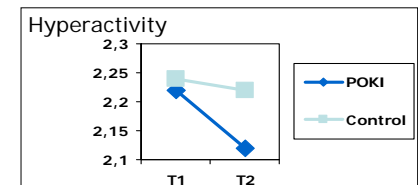
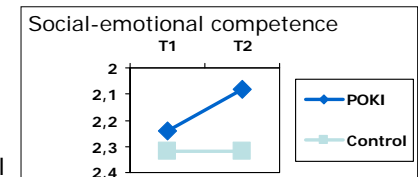
- POKI-children increase in their social-emotional competence, and decrease in hyperactivity
- POKI-caretakers increase in their job-related self-efficacy and positive caretaker-style
- Thus, internal and external assets were promoted on the short run

Differential Intervention Effects

- Differential effects for age (younger children profited more from POKI) and ingroup-homogeneity of age (children in heterogeneous groups profited more from the program)
- No differential effects for sex and socio-economic status

FUTURE PLANS

Continuation of pilot evaluation.
Analysis of follow up data are on its way (investigation of long-term effects)



Project team:

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