Encouraging Playful Parenting through TotsPlay Programme in

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KeyChildren under the supervision of a KeyPerson

COLOURFUL represents the uniqueness of each child

Symbolises HOME & COMFY

KinderKaizen
Explore & Discover

KeyPerson is incharge of overseeing a group of KeyChildren

Explains What Children Do
WHAT MAKES US DIFFERENT

Traditional

Flexible Curriculum
Rigid Curriculum
Play-based throughout the session
Play sessions with limited time
Children are free to sit and play anywhere in the open space
Children are mostly seated at the table
to do academic work in a classroom
Assessment through Observations,
Anecdotes and Documentation based on a
holistic development towards a WholeChild
Assessment are usually based on tests
and exams - this only involves
assessment on academic abilities -
COMPETITION exists
Children gain good morale values
Limited exposure to social play
opportunities and experiential learning
due to focus on academic knowledge
Children gain good morale values
through Social Play and EXPERIENTIAL
LEARNING
Allows the child to learn at his/her own
pace
Child is free to explore and discover on
his/her own
Child chooses activities according to inner
needs
Children-centered learning environment
Self-education through self-correcting
materials - No punishment ONLY self-
reflection
Recognition of sensitive periods in each
child - Individually
Liberty to speak (without disturbing others)
as he/she pleases
Focus on developing the child's
wholesome personality
1 big open space (1600 sqft) = 25 children
Mixed aged group encourages older
children to serve as role models
Focus on imparting maximum
quantum of knowledge
"1 small classroom = 10-15 children
1600 sqft = how many children?"
Classes are based on age group

DESIGNED BY DRPAMZ
Introduction

• What is TotsPlay Programme at KinderKaizen?
What is TotsPlay?

- For 18 – 48 months
- On Saturdays Only
- Compulsory Parents’ Involvement
- 5 activities in 1 hour:
  - Sensory Play
  - Dad & Me Time
  - Mom & Me Time
  - Messy Play
  - Boogie Time
Objective of TotsPlay

• Parents learn Play Skills (hands on)
• Principals get to advocate Play

Similar to a Consultation Session for Parents to learn the Hows and theWhats in playing with their children
Background

• Encouraging playful parenting is not something new in Malaysia.
• However, many young parents are found clueless in handling their children including being playful.

Therefore, TOTSPLAY is aimed to encourage parents’ involvement in children’s play.
• Ainsworth, (1969) identified five variables as central to “high quality parent-child relationships:
  • responding sensitively and empathically to the infant’s signals
  • providing frequent physical contact
  • allowing the infant freedom to explore
  • helping the infant derive a sense of consequence of his or her actions
  • engaging in mutual enjoyable and reciprocal activities.”

• Ainsworth and Bell (1975) identified the responsiveness of the parent or primary caregiver as a reinforcement mechanism for infants and children.
Key Literature References

• Positive Parent-Child Interactions are powerful protective factors for children.
• Why? Because it produces:
  – Child focused
  – Responsive
  – Warm
  – Sensitive
• Followed by:
  – Clear expectations
  – Limits
  – Logical Consequences
  – Attention to safety

(Kimble, 2009)
Research Questions

• To find out how TotsPlay benefits parents and their children.

• To find out on the effects of Parenting Styles towards a child’s development.
Methods

- **Sample**
  - 28 mothers
  - 13 fathers

- **Measures**
  - Parents completed PSDQs (Parenting Styles & Dimension Questionnaire) (Kimble, 2009) to examine their Parenting Style
  - Principals completed Parent-Child Interactions Observation Checklist that supports:
    - Physical
    - Emotional
    - Intellectual
    - Social
    - overall strengths and challenges of the Parent - Child Relationship
RESULTS: Parenting Styles & Dimensions Questionnaire (PSDQs)
Possibilities of Moms & Dads having an Authoritative Parenting Style Traits

MOM
- NEVER: 18%
- ONCE IN A WHILE: 11%
- ABOUT HALF OF THE TIME: 31%
- ALWAYS: 68%

DAD
- NEVER: 8%
- ONCE IN A WHILE: 61%
- ABOUT HALF OF THE TIME: 31%
- ALWAYS: 68%
RESULTS: Parenting Styles & Dimensions Questionnaire (PSDQs)
Possibilities of Moms & Dads having an Authoritarian Parenting Style Traits

MOM
- 61% Never
- 28% Once in a While
- 11% About Half of the Time
- 15% Very Often

DAD
- 54% Never
- 31% Once in a While
- 15% About Half of the Time
- 6% Very Often
RESULTS: Parenting Styles & Dimensions Questionnaire (PSDQs)
Possibilities of Moms & Dads having a Permissive Parenting Style Traits

<table>
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<th>Never</th>
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<th>About Half of the Time</th>
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<tbody>
<tr>
<td>Mom</td>
<td></td>
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<td>8%</td>
<td>8%</td>
<td>43%</td>
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<tr>
<td>Dad</td>
<td>50%</td>
<td></td>
<td></td>
<td>8%</td>
<td>61%</td>
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</table>
Looking at this overall data, what conclusion can we make?
Parent-Child Interactions Observation Checklist – Moms

- Physical Supports
- Emotional Supports
- Intellectual Supports
- Social Supports
- Observe the overall strengths and challenges of the Parent-Child Relationship

Legend:
- NEVER
- ONCE IN A WHILE
- ABOUT HALF OF THE TIME
- VERY OFTEN
- ALWAYS
Parent-Child Interactions Observation Checklist – Dads

- Physical Supports
- Emotional Supports
- Intellectual Supports
- Social Supports
- Observe the overall strengths and challenges of the Parent-Child Relationship

DAD

Color Legend:
- NEVER
- ONCE IN A WHILE
- ABOUT HALF OF THE TIME
- VERY OFTEN
- ALWAYS
Parent-Child Interactions Observation Checklist
(What do you see?)

- Physical Supports
- Emotional Supports
- Intellectual Supports
- Social Supports
- Observe the overall strengths and challenges of the Parent-Child Relationship

MOM

DAD
Limitations of this research

• Parents are having difficulties to commit to the programme, although they want it, because of personal schedule on weekends.
• Because of this inconsistency, sometimes, only mom or dad attends the sessions.
Discussion/Conclusion

- Parents who repeats the programme finds that the programme is helpful for their bonding with their children.
- However, TotsPlay at this moment only focuses on educating parents by guiding them with the hands on implementations.
- There are still lots of rooms for improvements in the programme.
- More ongoing research is needed.
References


Contact Information

- kinderkaizen@gmail.com
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- IG: putriafzanmaria
1. Responsive to child’s feelings or needs
7. Encourages child to talk about the child’s troubles.
12. Gives comfort and understanding when child is upset.
14. Gives praise when child is good.
27. Has warm and intimate times together with child.
5. Explains to child how we feel about the child’s good and bad behavior.
11. Emphasizes the reasons for rules.
25. Gives child reasons why rules should be obeyed.
29. Helps child to understand the impact of behavior by encouraging child to talk about the consequences of his/her own actions.
31. Explains the consequences of the child’s behavior.
3. Takes child’s desires into account before asking the child to do something.
9. Encourages child to freely express (him/herself) even when disagreeing with parents.
18. Takes into account child’s preferences in making plans for the family.
21. Shows respect for child’s opinions by encouraging child to express them.
22. Allows child to give input into family rules.
2. Uses physical punishment as a way of disciplining our child.
6. Spanks when our child is disobedient.
19. Grabs child when being disobedient.
32. Slaps child when the child misbehaves.
13. Yells or shouts when child misbehaves.
16. Explodes in anger towards child.
23. Scolds and criticizes to make child improve.
30. Scolds and criticizes when child’s behavior doesn’t meet our expectations.
4. When child asks why (he)(she) has to conform, states: because I said so, or I am your parent and I want you to.
10. Punishes by taking privileges away from child with little if any explanations.
26. Uses threats as punishment with little or no justification.
28. Punishes by putting child off somewhere alone with little if any explanations.
8. Finds it difficult to discipline child.
15. Gives into child when (he)(she) causes a commotion about something.
17. Threatens child with punishment more often than actually giving it.
20. States punishments to child and does not actually do them.
24. Spoils child.