

Encouraging Playful Parenting through TotsPlay Programme in

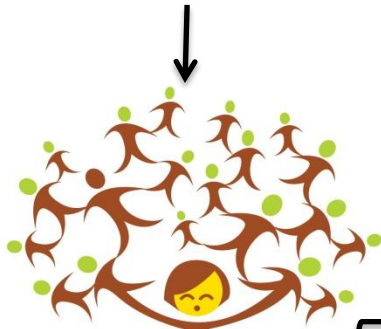


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KeyChildren under the supervision of a KeyPerson



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



KinderKaizen™
Explore & Discover

Flexible Curriculum

Play-based throughout the session

Children are free to sit and play anywhere in the open space

Assessment through Observations, Anecdotes and Documentation based on a holistic development towards a WholeChild - This means NO COMPETITION amongst CHILDREN

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 (1600sqft) = 25 children

Mixed aged group encourages older children to serve as role models and help for younger children

Traditional

Rigid Curriculum

Play sessions with limited time

Children are mostly seated at the table to do academic work in a classroom

Assessment are usually based on tests and exams - this only involves assessment on academic abilities - COMPETITION exists

Limited exposure to social play opportunities and experiential learning due to focus on academic knowledge
Progresses at Teacher's Pace

Constant Guidance by the Teacher

Teacher decides what the child has to learn

Teacher-centered environment
Use of reward & punishment to motivate

All children are treated alike

Silence is enforced on many occasions

Focus on imparting maximum quantum of knowledge
"1 small classroom = 10-15 children
1600sqft = how many children?"
Classes are based on age group

CHAMPIONING CHILDHOOD™

DESIGNED BY DRPAMZ

Anda mengenali

		APPROACHES				
		KinderKaizen	High/Scope	Montessori	Waldorf	Reggio Emilia
CLASSROOM	Learning Areas that supports a holistic development and integration of all components involved including to balance the domains of learning	Y	Y	Y	Y	Y
	Open Space Concept with a small number of children suitable to physically move around in developing their psychomotor domains	Y	Y	Y	Y	Y
	Homelike and Cosy Environment	Y	Y	Y	Y	Y
	Small Group Time	Y	Y		Y	Y
DAILY ROUTINE	Large Group Time	Y	Y		Y	Y
	Circle Time	Y		Y		
	Outdoor/Gross Motor	Y	Y	Y	Y	Y
	Self Directed Work	Y	Y	Y	Y	Y
	Quiet Time	Y	Y	Y	Y	Y
	Open Ended Activities	Y	Y	Y	Y	Y
	Creative Play	Y	Y	Y	Y	Y
	Work/Project Time	Y	Y	Y	Y	Y
	Observation Only	Y	Y	Y	Y	Y
	Observation & Anecdotes	Y		Y	Y	Y
ASSESSMENT	Include Children's Say / Documentation	Y			Y	
	NO COMPETITION	Y	Y	Y	Y	Y
	NO EXAMS	Y	Y	Y	Y	Y
	Mixed Age Classroom	Y	Y	Y	Y	
UNIQUE FEATURES	No Textbooks	Y	Y	Y	Y	Y
	Self-Correcting Learning Materials	Y	Y	Y	Y	Y
	Student Choice of Activity	Y	Y	Y	Y	Y
	Shared control	Y	Y	Y	Y	Y
	Converse as Partners	Y	Y	Y	Y	Y
	Offer Support	Y	Y	Y	Y	Y
	Encourage Children's Problem Solving	Y	Y	Y	Y	Y
	Long Term Project Based Learning	Y	Y		Y	Y
	Experiential Learning	Y	Y	Y	Y	Y

PIC•COLLAGE

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 the Whats 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.



Key Literature References

- 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

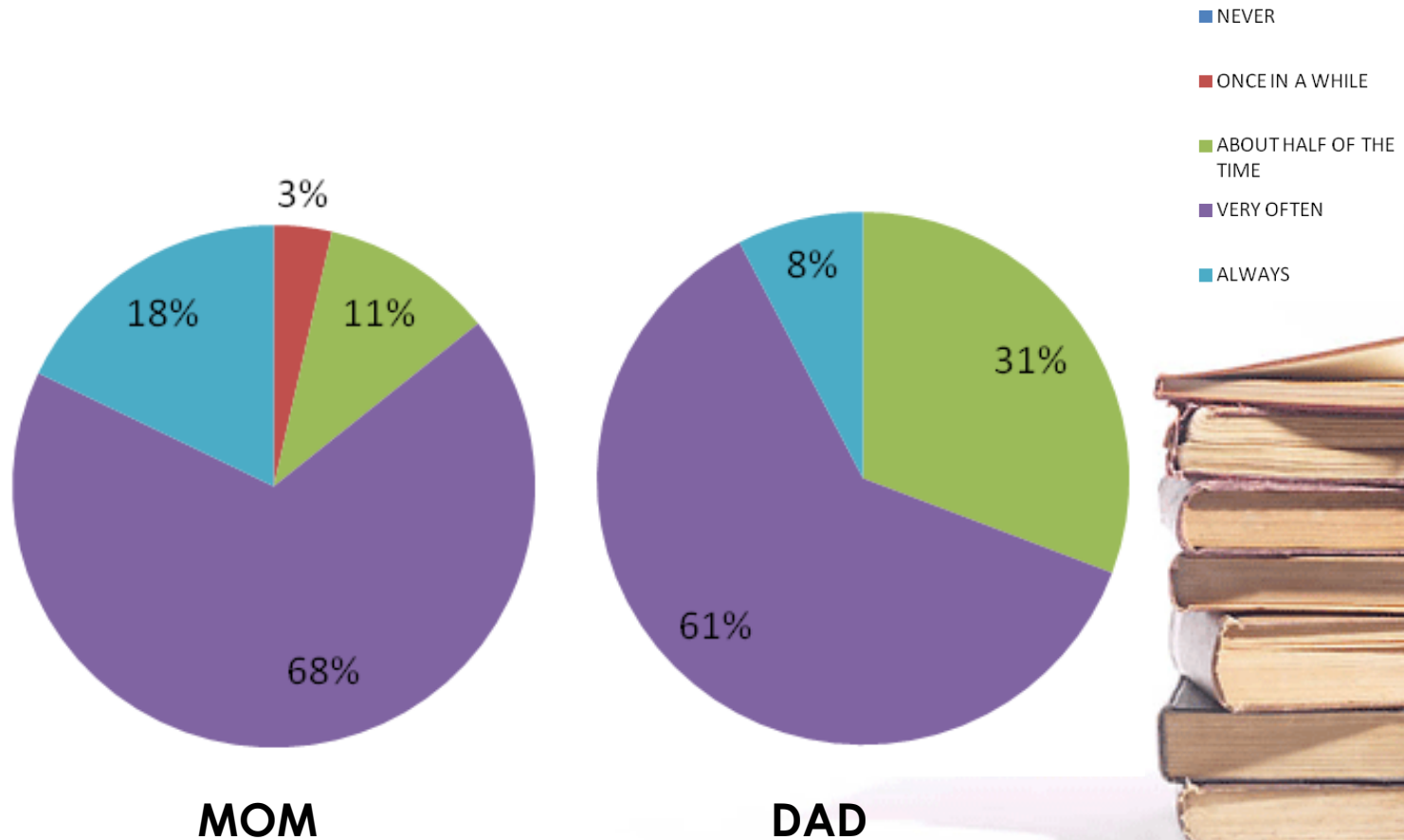
Age Group	Mothers (28)	Fathers (13)
25-30	9	2
30-35	14	7
35 and above	5	4

■ Measures

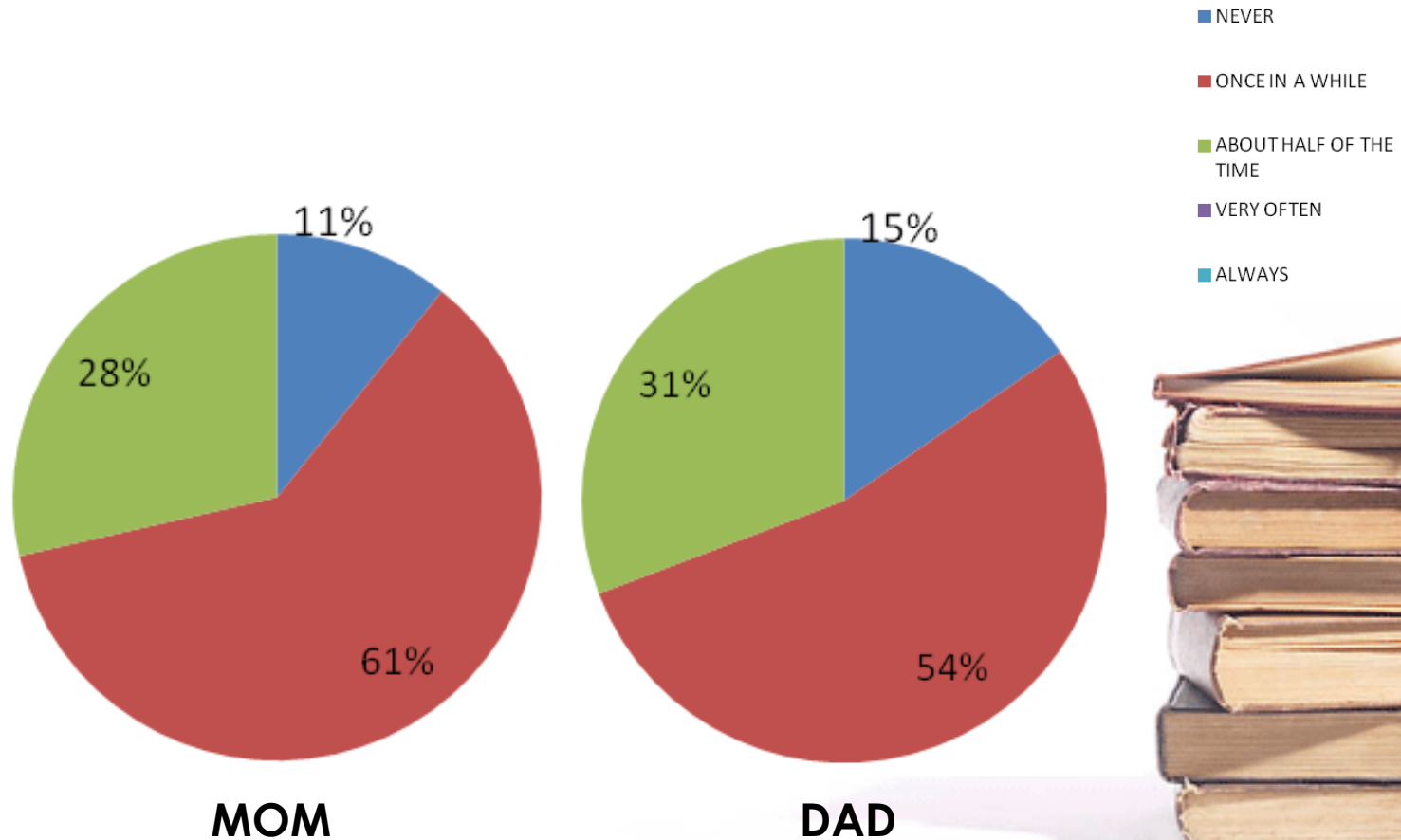
- Parents completed PSDQs (Parenting Styles & Dimension Questionnaire) (Kimble, 2009) to examine their Parenting Style
- Principals completed Parent-Child Interactions Observation Checklist that supports:
 - Physical
 - Emotional
 - Intellectual
 - Social
 - overall strengths and challenges of the Parent - Child Relationship



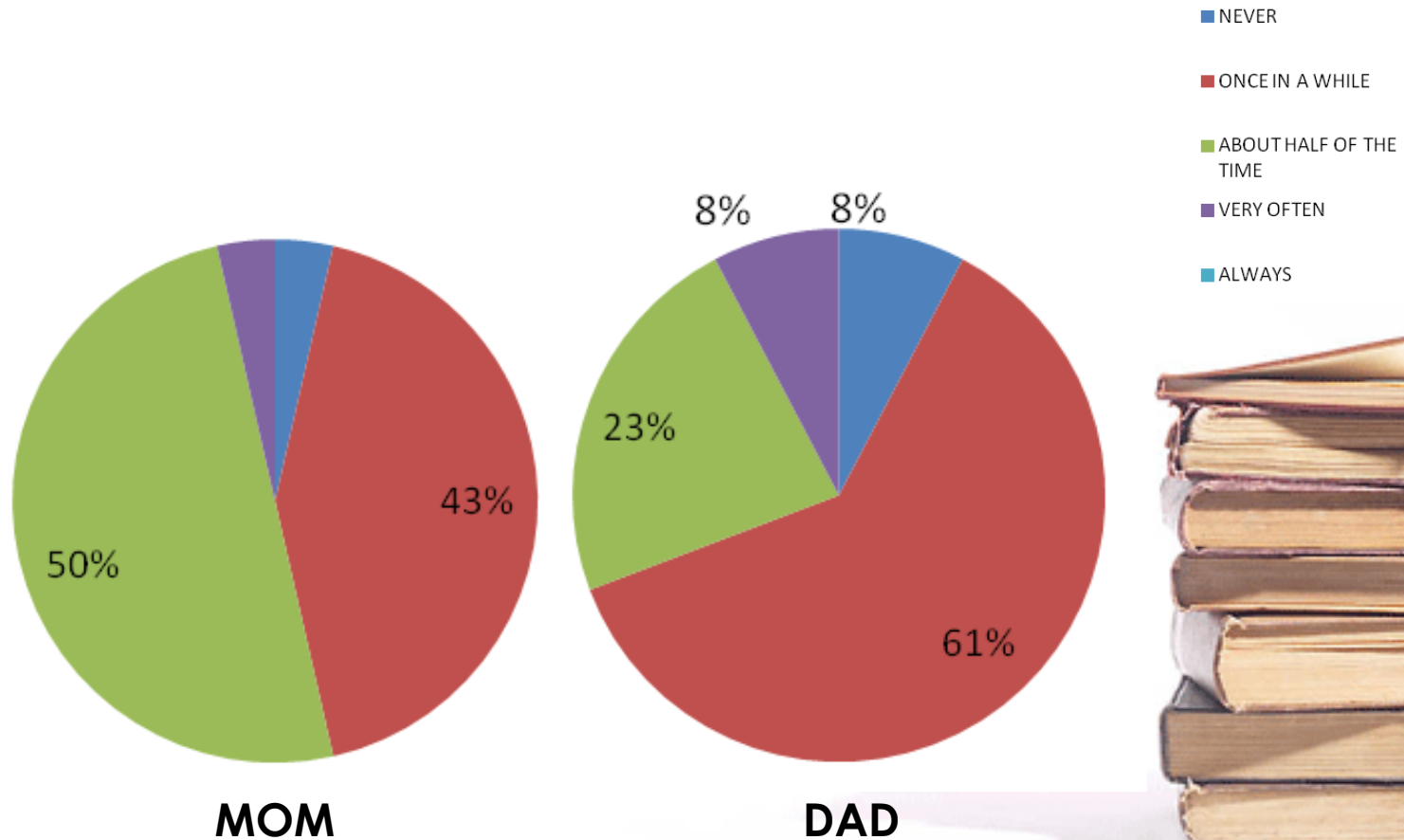
RESULTS: Parenting Styles & Dimensions Questionnaire (PSDQs) Possibilities of Moms & Dads having an Authoritative Parenting Style Traits



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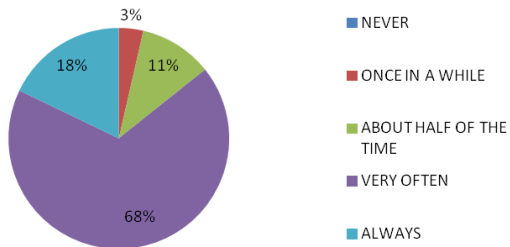


RESULTS: Parenting Styles & Dimensions Questionnaire (PSDQs) Possibilities of Moms & Dads having a Permissive Parenting Style Traits

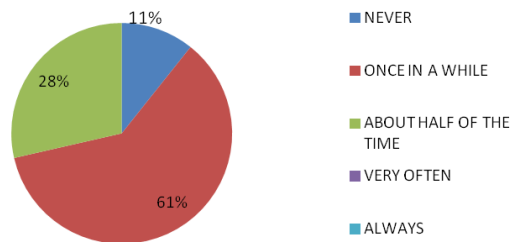


Looking at this overall data, what conclusion can we make?

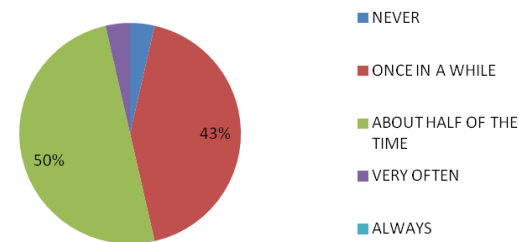
Possibilities of Moms having an Authoritative Parenting Style Traits



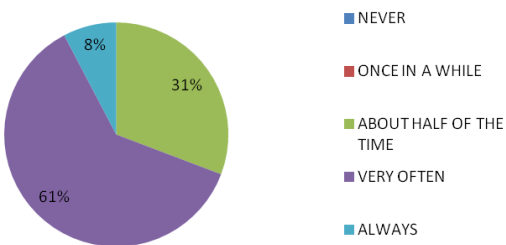
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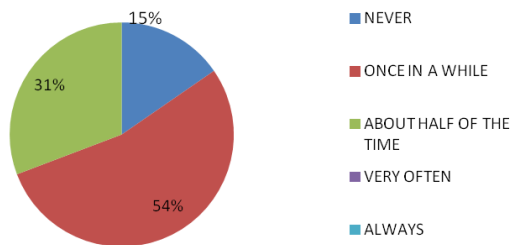
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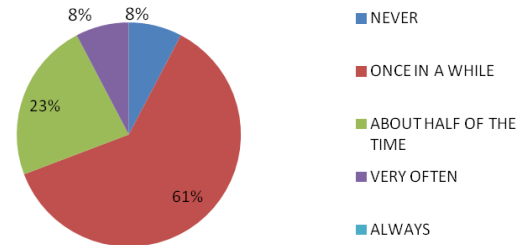
Possibilities of Dads having an Authoritative Parenting Style Traits



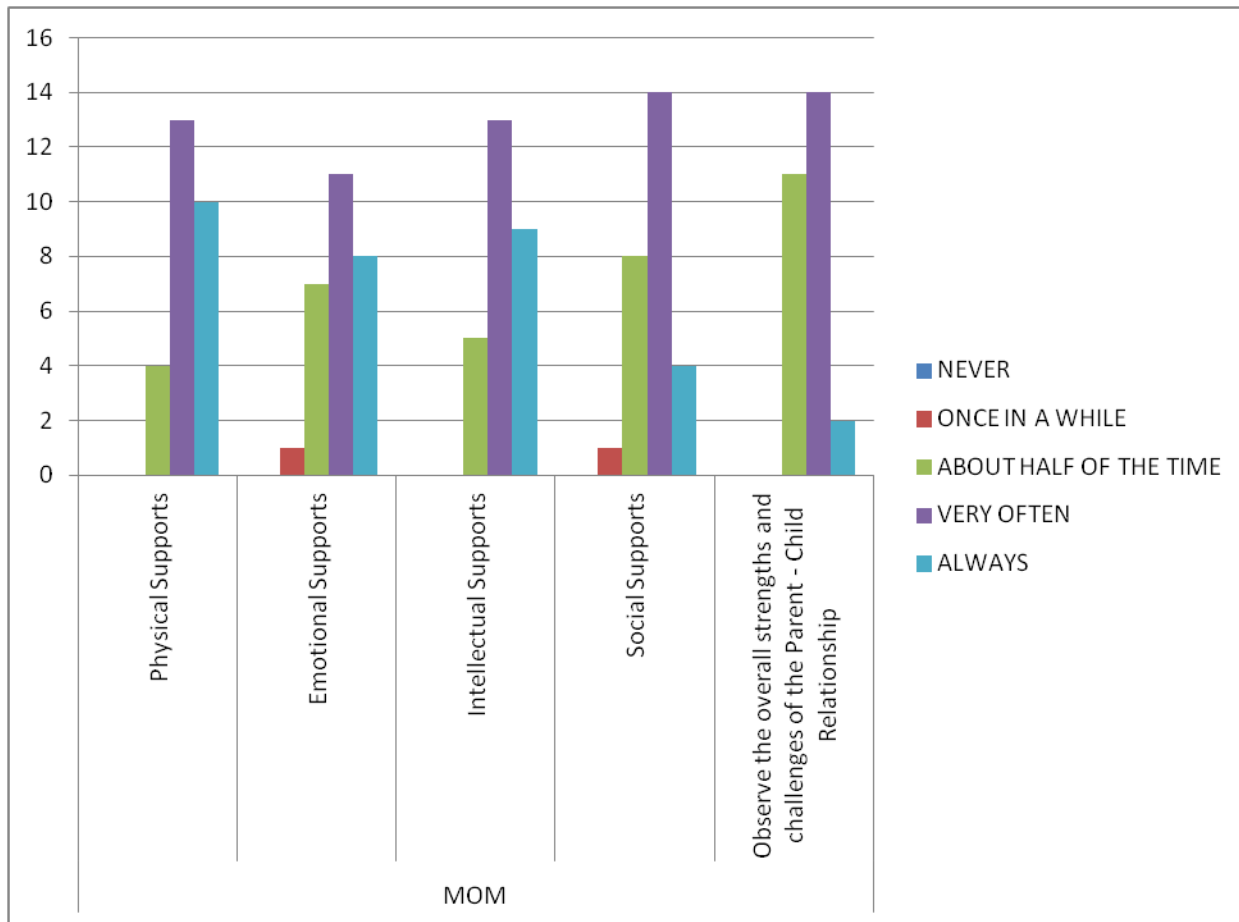
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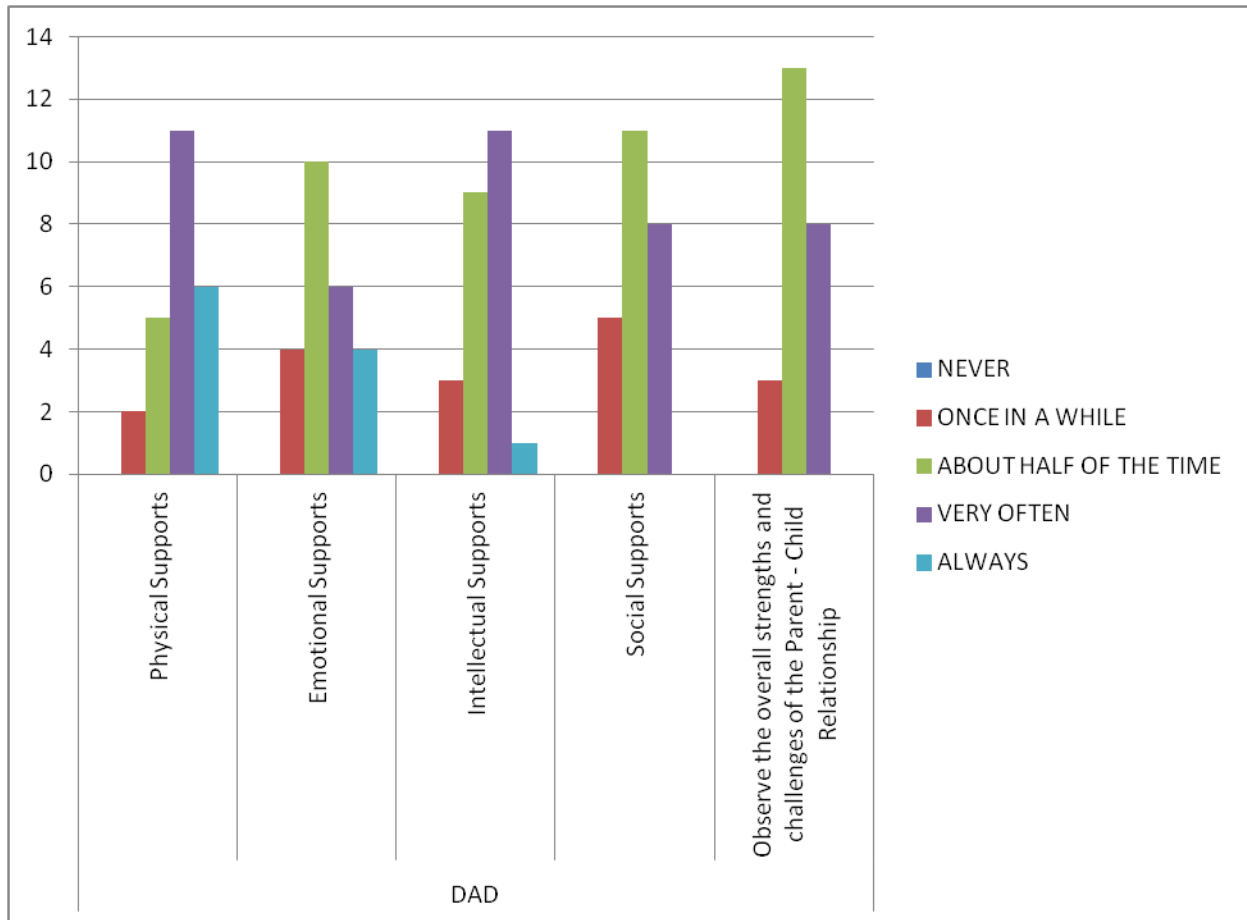
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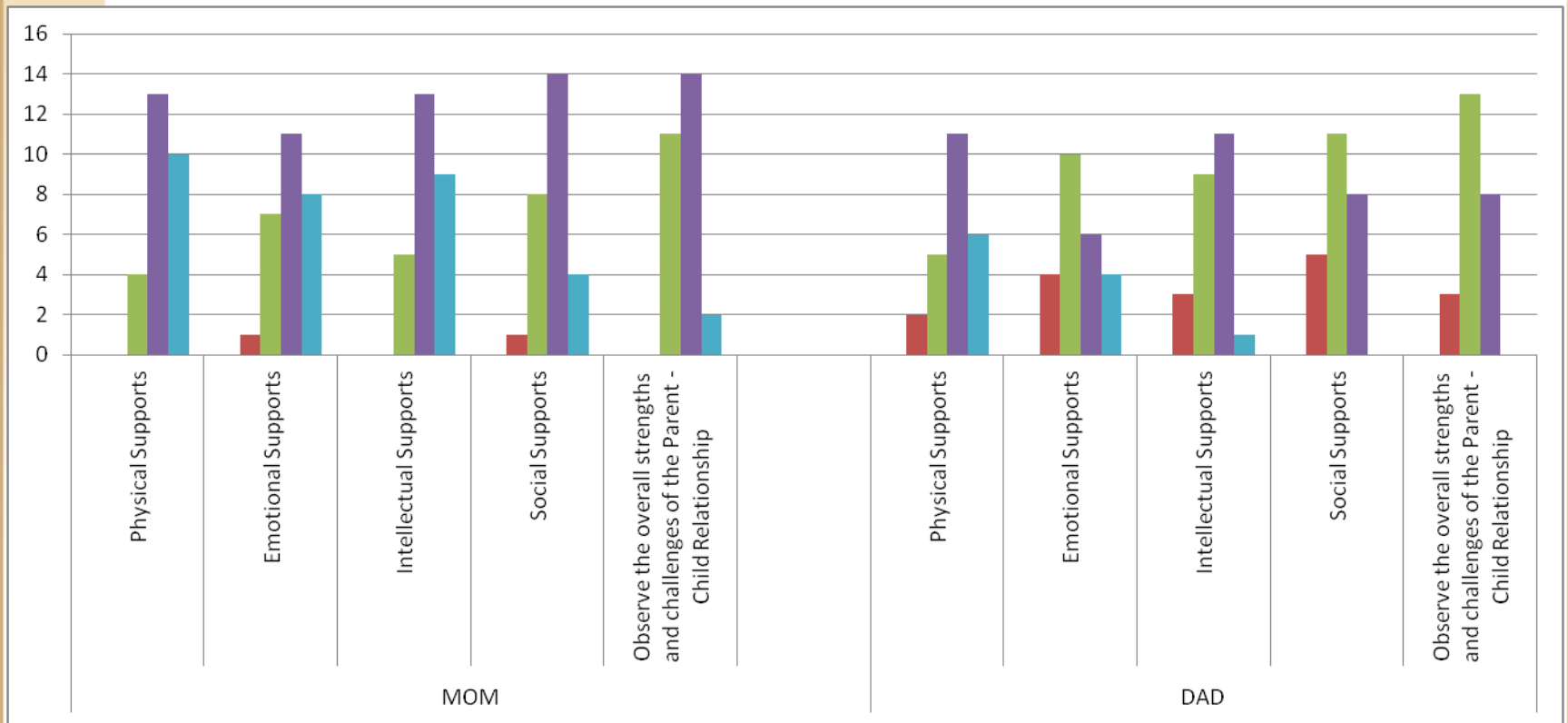
Parent-Child Interactions Observation Checklist – Moms



Parent-Child Interactions Observation Checklist – Dads



Parent-Child Interactions Observation Checklist (What do you see?)



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

- *Parent-Child Interactions - A Home Visitor's Guide (REV)* [PDF]. (n.d.). Alberta: Alberta Home Visitation Network Association.
- A. B., Kimble. (2009). *The Parenting Styles and Dimensions Questionnaire: A Reconceptualization and Validation*. In *The Parenting Styles and Dimensions Questionnaire: A Reconceptualization and Validation*. Stillwater, OK: Oklahoma State University.



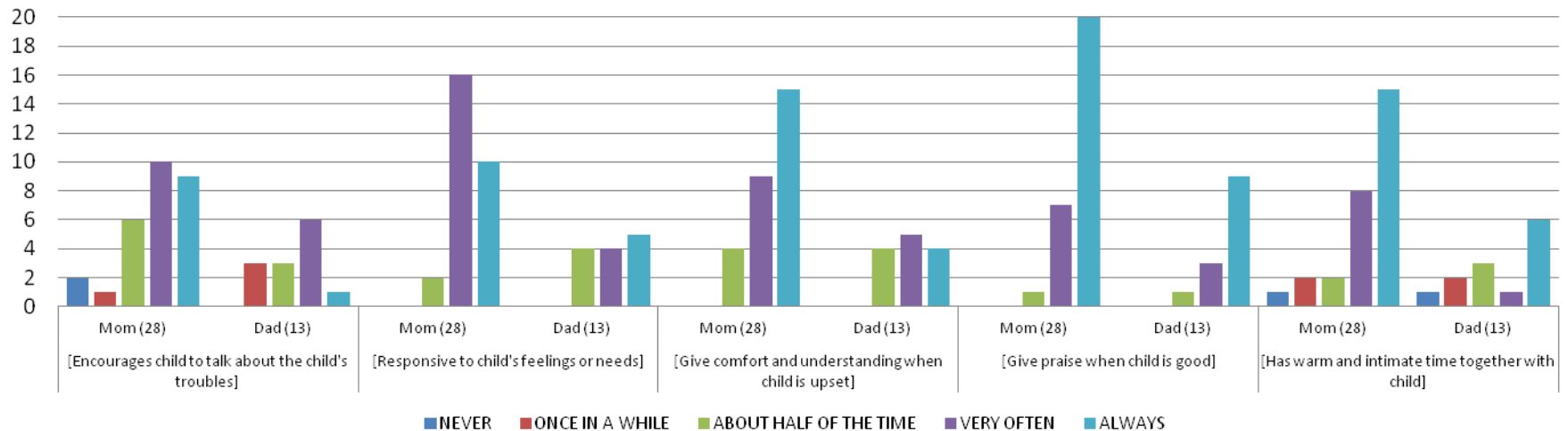
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PSDQ: AUTHORITATIVE PARENTING STYLE

Subfactor 1 - Connection Dimension (Warmth & Support)

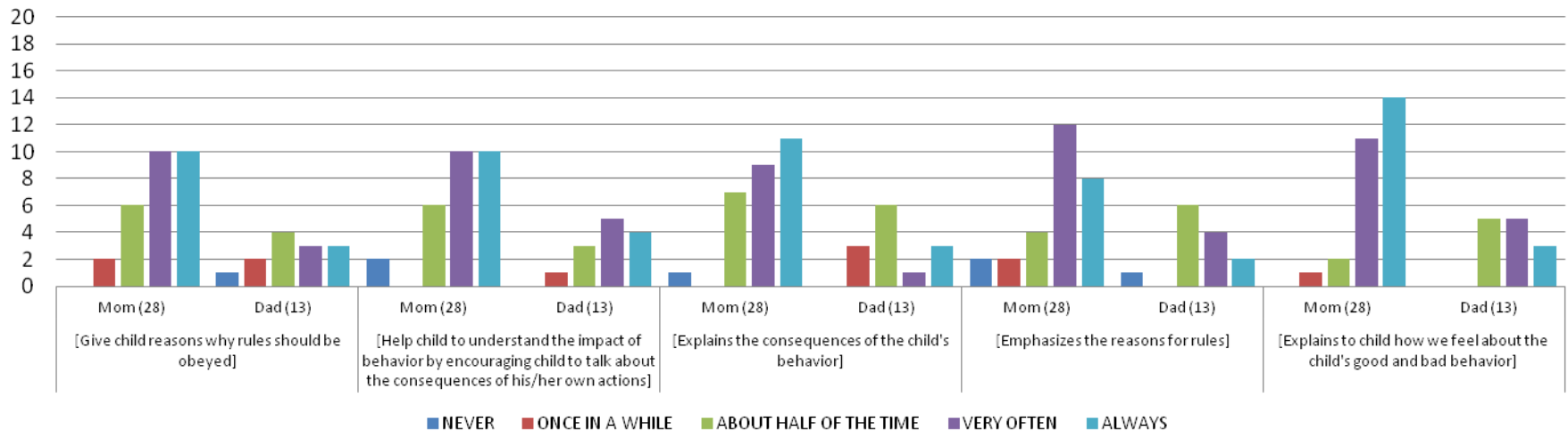


1. Responsive to child's feelings or needs
7. Encourages child to talk about the child's troubles.
12. Gives comfort and understanding when child is upset.
14. Gives praise when child is good.
27. Has warm and intimate times together with child.



PSDQ: AUTHORITATIVE PARENTING STYLE

Subfactor 2 - Regulation Dimension (Reasoning/Induction)



5. Explains to child how we feel about the child's good and bad behavior.

11. Emphasizes the reasons for rules.

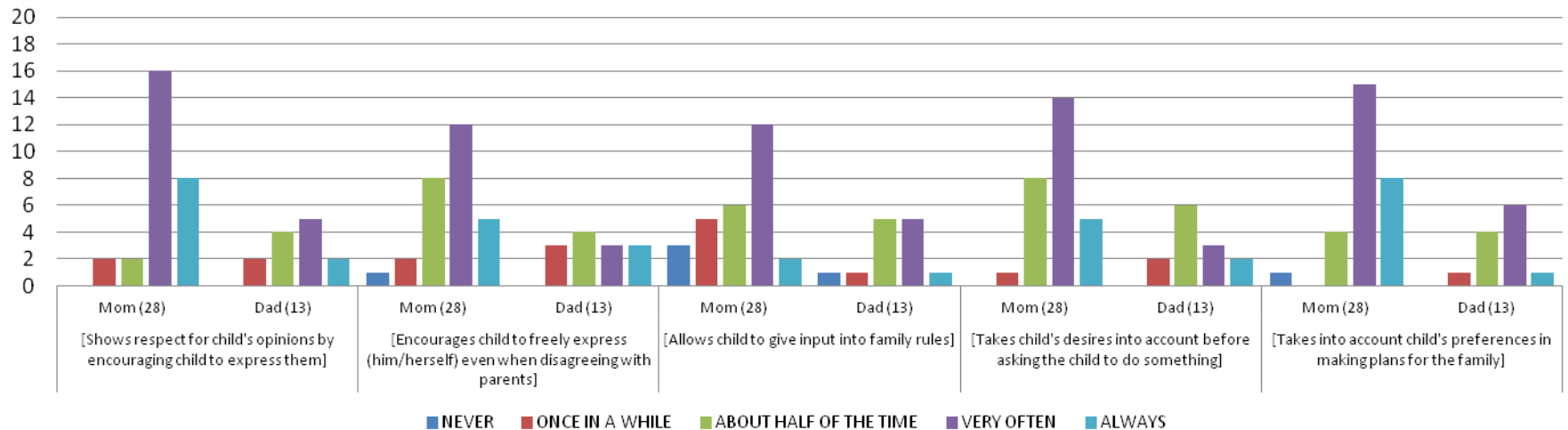
25. Gives child reasons why rules should be obeyed.

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.



PSDQ: AUTHORITATIVE PARENTING STYLE Subfactor 3 – Autonomy Granting Dimension (Democratic Participation)



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.

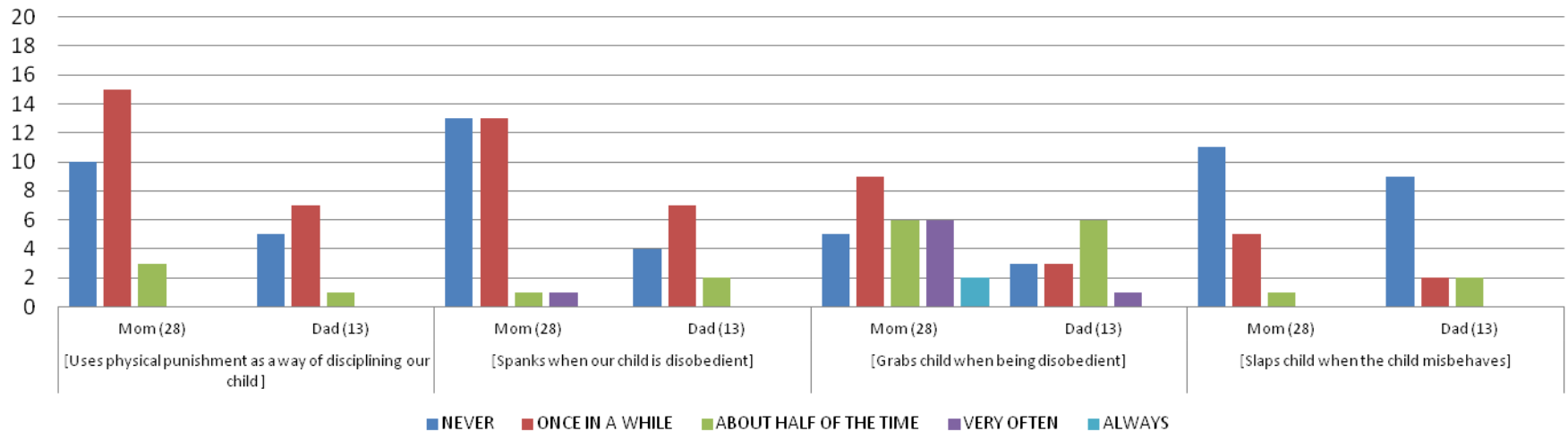
21. Shows respect for child's opinions by encouraging child to express them.

22. Allows child to give input into family rules.



PSDQ: AUTHORITARIAN PARENTING STYLE

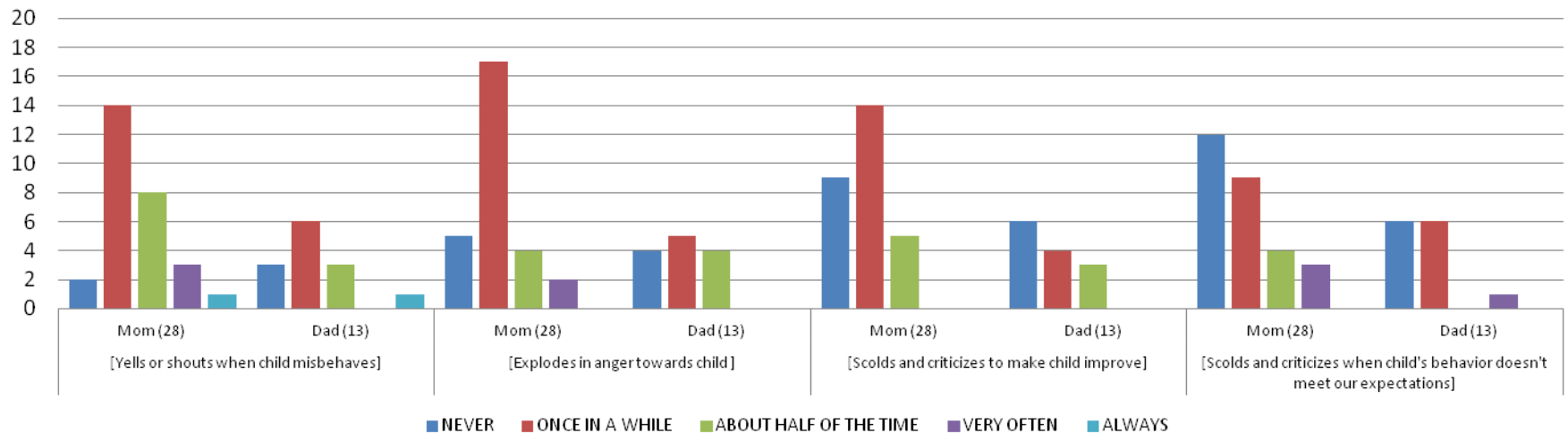
Subfactor 1 - Physical Coercion Dimension



- 2. Uses physical punishment as a way of disciplining our child.
- 6. Spans when our child is disobedient.
- 19. Grabs child when being disobedient.
- 32. Slaps child when the child misbehaves.



PSDQ: AUTHORITARIAN PARENTING STYLE Subfactor 2 - Verbal Hostility Dimension

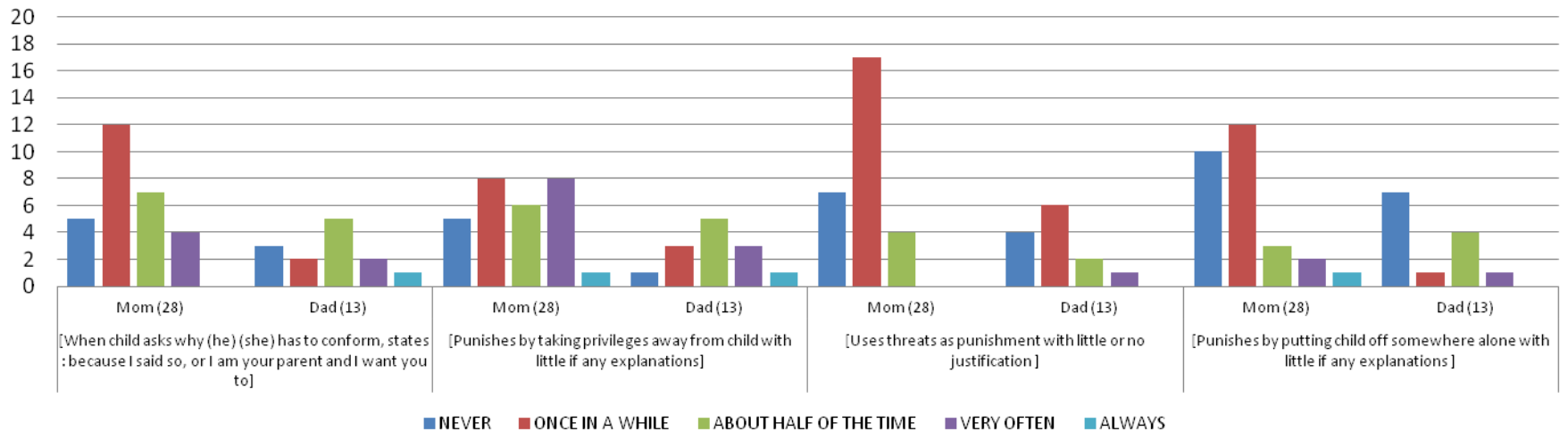


- 13. Yells or shouts when child misbehaves.
- 16. Explodes in anger towards child.
- 23. Scolds and criticizes to make child improve.
- 30. Scolds and criticizes when child's behavior doesn't meet our expectations.



PSDQ: AUTHORITARIAN PARENTING STYLE

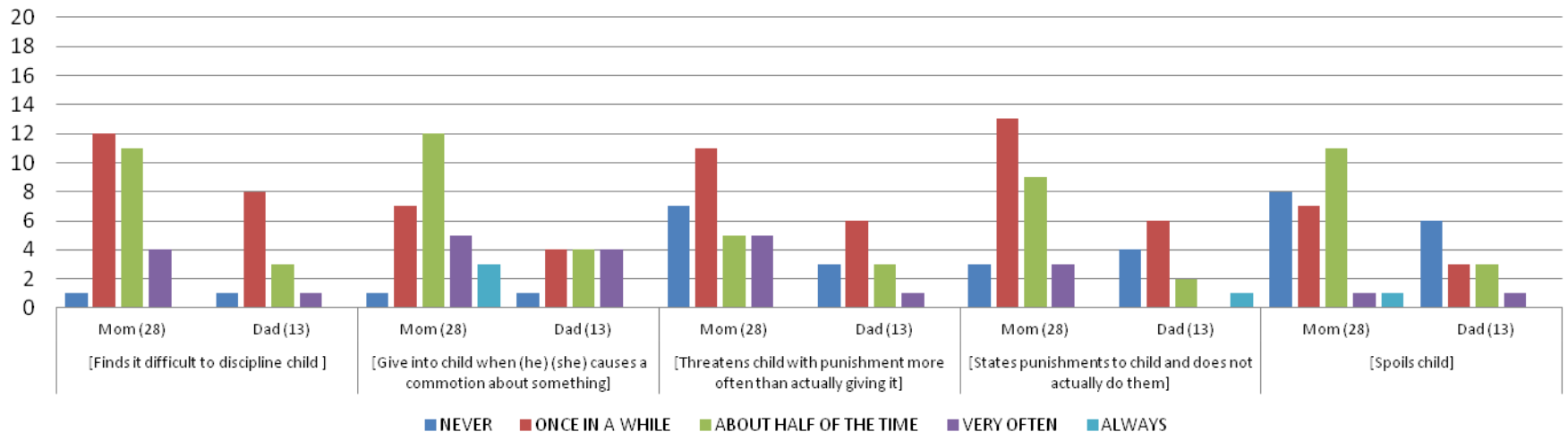
Subfactor 3 - Non-Reasoning Dimension



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.



PSDQ: PERMISSIVE PARENTING STYLE Indulgent Dimension



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.

