



CULTURAL ADAPTATIONS IN THE ASIAN CONTEXT: EXPERIENCES IN HONG KONG

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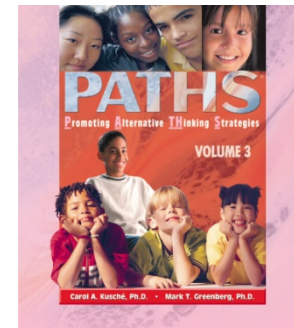
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A FEASIBILITY TRIAL OF PATHS IN HONG KONG

- Teachers from three elementary schools each in three different districts in Hong Kong were invited to participate.
- PATHS lessons were taught to 12 first-grade classrooms with 317 students (51.6 % males).
- In the trial, PATHS materials got first translated into Chinese and the teachers also taught in Chinese.
- Teachers received training from a certified PATHS trainer before the intervention and received continuous technical support from our educational consultant.
- The intervention went on for a brief period of 4 months (mainly on the lessons on emotions and self control), in the second term of the schools.
- The study adopted a simple pre-post-test design.



TRANSLATING AND TRANSPORTING PATHS CONCEPTS INTO CHINESE

- Overall majority of population in Hong Kong is ethnic Chinese, and most of us speak Cantonese, a Chinese dialect spoken in the southern part of China.
- PATHS lessons and materials was translated into Chinese, and some parts also into Cantonese.
- The cross-cultural transportation of PATHS involves not just language translation, but transportation of PATHS concepts, e.g. emotion words ... and actually the name of the project
- During the translation, we found that sometimes we did not have the equivalents for emotion states in Chinese e.g. disgust



SEL, CHINESE CHILDREN AND THEIR PARENTS

- Chinese children and US children has similar patterns of effortful control and emotionality (Eisenberg et al, 2007).
- Chinese and other Asians tend to dampen their emotional expressions in the interests of maintaining group harmony (Tsai, et al. 2002)
- Similar to children in the West, both aggressive and withdrawn Chinese children were at-risk for social isolation and peer rejection (Chen et al, 2005). This is also generally true for Chinese children in Hong Kong (Chang et al., 2005; Duong et al., 2009).
- Chinese parents wants to raise their children to be “good” boys and “good” girls – well behaved, good manner, and obedient. They also want their children to achieve in school. (Observations I made in my emotion coaching project).
- Mothers are generally warm but at the same time responsible for “guanqiao” (direct and teach) their children.



SCHOOLS IN HONG KONG AND THE RECENT SCHOOL REFORM

- Schools in Hong Kong ,like other Confucian heritage cultures schools (Ho, 1991; Biggs, 1997), focus tremendously on students' academic learning, and pay less attention to students' personal development.
- The situation started to change 10 years ago, when the HK government initiated a comprehensive overhaul of the educational system. Whole person development and life-long learning have become the central curricular objectives for all the schools in the territory (Education Commission, 2000).
- Schools are urged by the Education Bureau to see the all round development of their students as their major educational aim. It becomes more likely that schools will welcome the incorporation of SEL and primary prevention programs in their curricula.



SOME RESULTS

Average Pre-Post Differences		
	Adjusted Mean Diff	S.E.
Pro-social Behaviors	0.14**	0.04
Externalizing Problems	0.10*	0.03
Internalizing Problems	- 0.00	0.04
Emotion Understanding (ACE)	1.51**	0.14
Emotion Regulation	0.14*	0.03

- The overall student risk before the intervention (in terms of student problem behaviors and lack of social competence) were found to be different among the three school.
- On the other hand, in term of intervention outcome, the only school difference we found was in the level of pro-social behaviors. In school 1, there is nil increase in pro-social behaviors among students, whereas there is significant increase in the other two schools.



Participating Teachers' View on PATHS

	Mean rating	% Teachers rating 4 or above
PATHS Components		
1. Complimenting	4.43	93.3%
2. Self-Control	3.72	33.3%
3. Feeling Lessons	3.95	66.7%
4. Communications with Parents	3.32	49.3%
Training, Implementation & Support		
5. Quality of the Training Workshop	3.64	64.2%
6. Quality of Support received	3.93	73.3%
7. Encouragement from Principal	3.87	73.3%
8. Fit between PATHS and teaching style	4.13	73.3%
Perceived PATHS Impacts		
9. Improvement in communications about feelings with students	4.07	86.7%
10. Improvement in discussion of problems with students	4.00	80%
11. Improvement in proactive classroom management	3.87	80%
12. Improvement in Classroom Climate	4.10	60%
13. Improvement of Students' Social Competence	4.10	66.7%



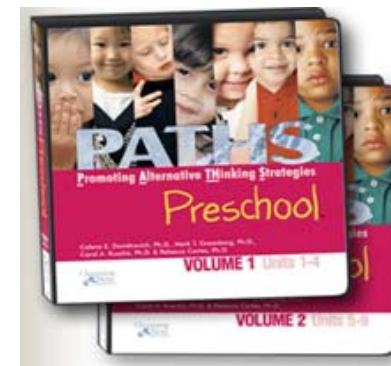
SOME RESULTS FROM THE FEASIBILITY TRIAL

- Even with a brief intervention, we find positive effect of PATHS on social competence and emotion understanding among young children in Hong Kong, China
- Schools in Hong Kong used to emphasize heavily on academic achievement, and their curricula tightly packed. It is quite challenging to “insert” social and emotional learning teaching activities into the existing curriculum. There is a need to study ways to infuse the PATHS lessons into the regular curriculum
- A lot of variability found among the three schools. Future studies have to take into account school differences
- Need to further investigate the effect of dosage and implementation quality
- Attention also needed to be paid to the translation of PATHS objectives and concepts into goals and concepts cherished by Chinese teachers and parents, and understood by children.
- Trying out PATHS in kindergartens (i.e. preschool PATHS) might be a viable options since there will be more flexibility in the kindergartens’ curricula and teaching.



A PILOT IMPLEMENTATION OF THE PATHS CURRICULUM IN HONG KONG

- Objectives:
 - feasibility study
 - get connected and familiar with the preschool setting and sector (principal/teachers)
 - study how a SEL program can be adopted in HK kindergarten
- Tentative Schedule: 2011-2012
- Research plan:
 - Phase I: translation and adaptation of PATHS Preschools Curriculum
 - Phase II: pilot implementation of local Chinese SEL program



A PILOT IMPLEMENTATION OF THE PATHS PRESCHOOL CURRICULUM IN HONG KONG

○ Research Design:

- Matched-group design
- **Four kindergartens** randomly assigned to treatment and control conditions (2 kindergartens each)
- **Four** 2nd grade classrooms (**K2**) will participate
- **Teachers Training**: scheduled around Aug, 2011
- **Pre-intervention measurements**: held in Aug & Sep, 2011
- **Intervention** :
 - Local SEL program will be taught by teacher for 2011-2012 academic year
 - Around 33 lessons
 - Weekly or Bi-weekly consultations will be given by curriculum consultant
- **Post-intervention measurements**: scheduled around Jul, 2012



PHASE II: Pilot Implementation

