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An Assessment Of The Deped's Philippine Early Childhood Development Program: Basis For A Proposed Teachers'eccp Enhancement Program

SHARMINE A. HALLEGADO, LYNDON A. QUINES, GERALDINE D. RODRIGUEZ

Ramon Magsaysay Memorial Colleges
Pioneer Avenue, General Santos City, Philippines
giediolarodriguez@gmail.com

Abstract. The study was conducted to assess the implementation of Philippine Early Childhood Development Program on kindergarten pupils of New Society Central Elementary School as basis for a proposed teachers' ECCP enhancement plan. It is important to note that due to the limited participants in this study, the results of this research may not necessarily be generalizable to all schools with kindergarten curriculum for this is only focused on kindergarten students of New Society Central Elementary School during school year 2020-2021. The selection of participants was done through universal sampling and all kindergarten pupils of New Society Central Elementary School during the school year 2020-2021 were onboarded as subjects of the study. Data-gathering permissions were secured from department head of the graduate school of RMMC, as well as from the school administrator where the study was conducted. This research utilized the assessment of ECCD of the respondents, specifically assessment 1 and assessment 2. Based on the result, it was found out that the implementation level of Philippine Early Childhood Education Development Program was generally high for all domains, namely: gross motor; fine motor; self-help; receptive language; expressive language; cognitive; and socio emotional. Thus, a proposed teachers' ECCP enhancement plan was designed by the researcher based on the results of the study, which focused on three least-improved domains.

Keywords: Educational management, kindergarten, Philippine early childhood development program, Philippines

1. Introduction

Early childhood development has received increased focus in low and middle-income developing nations in recent years, paralleling the increased attention in developed countries. Problems in schooling, such as excessive repetition, early dropout rates, poor learning, and bad health of youths and adults, are increasingly being linked to malnutrition, poor health, and abuse early in a child's life. For example, accumulated evidence supports that nutritional and health status, as well as cognitive and psychosocial skills measured at a young age, are linked to later educational attainment, incomes, and employment outcomes (Yoshikawa, Wuermli, Britto, Dreyer, Leckman, Lye, Ponguta, Richter & Stein, 2020). Accordingly, governments in several countries have introduced preschool programs for improving nutrition and providing children with a home and other environments conducive to learning. International agencies like World Bank have also devoted resources to help such efforts. In addition, the challenges facing Filipino children today relate to poor health and nutrition, limited early education and or lack of appropriate psychosocial care and stimulation, inadequate protection – and, more recently, climate change. These major threats to young children's optimal well-being have implications for children's rights to survival, growth, and protection. The problems are intertwined, implying that a deliberate and comprehensive effort is required to support the optimal development of children aged 0 to 6 (Grantham-McGregor, Adya, Attanasio, Augsburg, Behrman, Caeyers, Day, Jervis, Kochar, Makkar, Meghir, Phimister, Rubio-Codina & Vats, 2020; ECCD Council, 2017). However, one of the elements of successful early childhood care and development education depends on efforts geared toward the appropriation of cultural, linguistic, and indigenous perspectives. Specifically, teachers had expected to plan learning experiences and environments and use local resources and appropriate socio-cultural activities. In early childhood education settings, important play is crucial to the learning process. International studies show that active play improves children's learning. They should value diversity, promote nondiscrimination, and communicate in child-friendly languages including English, Filipino, and Mother Tongue. In short, the more significant challenge is developing a culturally responsive pedagogy with teachers open to the children's various cultures. Such competencies are relevant to Philippine ECCD teachers (Bagiati, Yoon, Demetra & Ngambeki, 2019; Yoshikawa, Wuermli, Britto, Dreyer, Leckman, Lye, Ponguta, Richter & Stein, 2020). Also, the Philippines has long had Early Childhood Care and Development programs and services. The administration's concerns for children ages 0 to 6 and their families have been initiated in its many line departments, including health, nutrition, early education, psychological care, parenting education, and other social services (ECCD Council, 2017). Furthermore, the Kindergarten Curriculum Framework of the Philippines demonstrates unstructured characteristics of Kindergarten Curriculum Standards and Competencies to provide the necessary readiness skills for the Filipino child to successfully navigate kindergarten and complete Grades 1 to 12 Basic Education. It is a positive step forward if all children have the opportunity to engage in the most pleasurable learning that is necessary for their developmental needs. In the Philippines, teachers' perspectives are critical in building a school-facilitated parental participation framework (ECCD Council, 2017; Bartolome, Mamat & Masnan, 2020). To continually improve the ECCD framework to ultimately benefit the development of learners, especially

in their formative years, the researchers deemed it appropriate to look into and assess the ECCD implementation in the Philippines. This way, the researchers can help identify areas for improvement. The numeracy environment at home is often assumed to play a role in early numeracy development if it exists, which can help guide school administrators and teachers (Bagiati, Yoon, Demetra & Ngambeki, 2019). Anchored on these premises, the researcher aims to conduct this study which only focused on the implementation level of the Philippine Early Childhood Development program for kindergarten pupils citing its local respondents, the kindergarten pupils in New Society Central Elementary School.

1.1. Research Questions

The study aimed to determine the Philippine Early Childhood Development Program implementation level for kindergarten pupils of New Society Central Elementary School, General Santos City, for the School Year 2020-2021. Specifically, this study sought to attain the following research objectives:

1.To determine the Philippine Early Childhood Development programs level of implementation for kindergarten pupils of New Society Central Elementary School in terms of:

1.1 gross motor
1.2 fine motor
1.3 self-help
1.4 receptive language
1.5 expressive language
1.6 cognitive and
1.7 socio-emotional

2.To determine the teachers' enhancement program that can be proposed based on the study results.

1.2. Theoretical Framework

This study was anchored on the theory of multiple intelligence by Gardner (1983) which states that an individual possesses at least eight discrete bits of intelligence, each with different strengths and preferences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligence. Howard Gardner proposed the theory of multiple intelligence in his 1983 book "Frames of Mind," which broadens the definition of intelligence and distinguishes numerous types of intellectual skills. Curriculum building, instruction planning, course activity selection, and related assessment procedures can all benefit from Gardner's multiple intelligence theory. He goes on to say that everyone has strengths and limitations in different aspects of intelligence, which is why educators, particularly those who work in early childhood care and development, should consider how best to offer course content based on the subject matter and individual learners. Indeed, training designed to assist students to acquire the information in a variety of ways can help them develop confidence in areas where they are weak. Students' learning is boosted when they are taught utilizing a range of relevant and suitable methods, activities, and evaluations. Educators in the arts, sciences, history, and math should provide opportunities for students to study material in a variety of methods. Teachers may explain and express everything they know in a variety of ways, and their mastery of a topic is tested when students ask for the material to be presented in a new way. As a result, providing material in a variety of ways aids both students and teachers in better understanding the subject (Gardner, 2013). Gardner's idea of multiple intelligence can be applied to curriculum development, lesson planning, course activity selection, and assessment methods. Gardner believes that educators should evaluate how to best deliver course knowledge based on the subject matter and the specific class of students. Indeed, giving children training in diverse strategies for acquiring information might help them gain confidence in areas where they currently lack it. Finally, students benefit from an education that involves a variety of appropriate and acceptable methodologies, activities, and assessments (Andrew, Attanasio, & Fitzsimons, Grantham-McGregor, Meghir, & Rubio-Codina, 2018). Gardner (2013) claims that no matter what subject you teach—"the arts, sciences, history, or mathematics," you should present learning material in a variety of ways because "everything you are familiar with may be described and conveyed... in several ways." "We, teachers, discover that sometimes our mastery of a topic is tenuous when a student asks us to convey the knowledge in another way, and we are stumped," Gardner says.

1.3. Conceptual Framework

The conceptual framework demonstrates that this study used the Philippine Early Childhood Development Program, which is used to develop an intervention program based on the findings gathered. The researcher believes that because ECCD is an early predictor of a child's overall development, it should be revisited and examined on a frequent basis. Furthermore, because the ECCD assessment is the Department of Education's sole evaluation instrument, it is critical to regularly monitor and evaluate its implementation. The Philippine Early Childhood Program for Kindergarten students at New Society Central Elementary School uses evaluation analysis to verify that the program's stated goals, objectives, and outcomes have been skilled through its proper, efficient, and effective execution.

Figure 1 presents the conceptual framework employed by the researcher

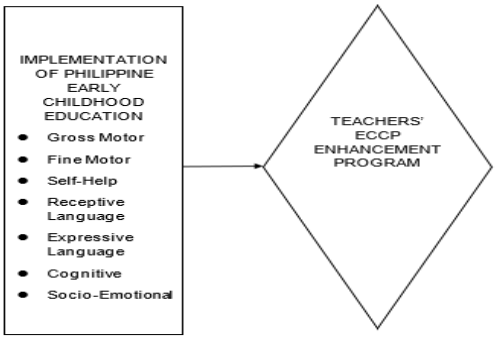

Figure 1. The Conceptual Paradigm of the Study

2. Method

The study used the descriptive-evaluative survey method of research. This method is appropriate for this study because its purpose is to assess the implementation level of the Philippine Early Childhood Development Program for the kindergarten pupils in New Society Central Elementary School during the school year 2020-2021. The descriptive study provides a unique example of real people in actual situations, allowing readers to grasp the concepts more clearly than if they were represented by abstract theories or principles. Its goal is to characterize a population, scenario, or phenomenon methodically and accurately. It can answer queries about what, where, when, and how, but not why. It aims to comprehend the uniqueness of a single case in all of its complexities. The study ensured that the participants' experiences were adequately represented (Cohen, Manion & Morrison, 2018).. Furthermore, the descriptive research design is a study that focuses on the current situation and seeks to uncover the truth. It is commonly used by graduate and undergraduate students to study, interpret, and report on the current state of their subject matter or topic. It examines a cross-section of current events. It collects data through a questionnaire or other instruments, organizes it, and presents it in a systematic way to arrive at valid and accurate conclusions. (Calmorin, 2016). The study respondents were the kindergarten pupils in General Santos City Division, specifically in New Society Central Elementary School. A total of 49 kindergarten students were used as participants. The study used the universal sampling in which the entire population of one section of kindergarten pupils in New Society Central Elementary School was employed as respondents. Forms 1 and 2 of the Early Childhood Development Assessment were employed in the study. The checklist's items are divided into seven categories: gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and 7social-emotional. For the Department of Education's kindergarten students, Child Record 2 was used. After a brief training session, service providers such as teachers, rural health midwives, child development and daycare professionals, and parents/caregivers can readily administer the Philippine Early Childhood Development (Phil. ECD) Checklist. By using the checklist, they will be able to determine whether a child is developing normally or is at risk for developmental delays. To assure the success of this study, the following steps were followed by the researcher:

First, the researcher sent a letter to the principal of New Society Central Elementary School informing her and seeking her approval on the conduct of the study. After receiving all of the essential documentation in black and white, the researcher began preparing all of the appropriate ECD assessment forms.

Also, to ensure the ethical conduct of this study, the researcher ensured that the pupils' right to confidentiality and data privacy, as mandated by the Data Privacy Act, was given top priority in this study. They won't be required to give their true names, and they can even adopt code names to keep their identities hidden.

The researcher and respondents followed all health protocols established by the Department of Health while conducting the study. The completed ECCD assessment forms were then verified, checked, and tallied. After the results had been tallied and validated, they were analyzed and interpreted to address objectives of this study.

Towards a more comprehensive interpretation and analysis of the data, the following statistical tool was utilized. Mean is the average of the numbers: a calculated "central" value of a set of numbers was used to assess New Society Central Elementary School's degree of ECCD implementation among the kindergarten pupils.

3. Results

3.1. Level of Implementation of Early Childhood Development Program

Data gathered from this study revealed the results for the following developmental domains:

Table 1. Summary of Raw Scores of Subjects on Gross Motor Domain

Respondents	Raw Score (Assessment 1)	Raw Score (Assessment 2)	Difference	Percent (-/+)
Male	12.50	12.95	0.45	3.98%
Female	12.96	13	0.04	0.30%
Average	**12.73**	**12.98**	**0.24**	**2.14%**

Respondents' raw scores on the gross motor are significantly high for both males and females. Females have a perfectly average score of 13 for post-test and 12.96 for post-test, or a 0.04 average increase (0.30%). Male respondents have an average raw score of 12.50 for assessment 1 and 12.95 for assessment 2, marking a 0.5 (3.98%) point increase. Overall, the average scores for the gross motor are 12.73 for assessment 1 and 12.98 for assessment 2, with an average increase of 0.25 points (2.14%).

Table 2. Summary of Raw Scores of Subjects on Fine Motor Domain.

Respondents	Raw Score (Assessment 1)	Raw Score (Assessment 2)	Difference	Percent (-/+)
Male	10.05	10.80	0.75	8.90%
Female	10.54	10.93	0.39	4.09%
Average	**10.29**	**10.86**	**0.57**	**6.50%**

Subjects' raw scores for the fine motor are high, with males at 10.05 average points during assessment 1 and 10.80 during assessment two, posting a 0.75 point difference (8.90%). Females, on average, have higher raw scores in the fine motor domain, with a 10.54 average raw score during assessment one and a 10.93 average raw score for assessment 2, or a 0.39 (4.09%) difference. Although male subjects have a higher improvement rate, females have a higher raw score average for the fine motor domain. On average, respondents' raw assessment score is 10.29, and their score for assessment 2 is 10.86, a 0.57 difference in average point (6.50%).

Table 3. Summary of Raw Scores of Subjects on Self-help Domain

Respondents	Raw Score (Assessment 1)	Raw Score (Assessment 2)	Difference	Percent (-/+)
Male	23.25	24.75	1.5	6.52%
Female	24.39	25.32	0.93	3.91%
Average	**23.82**	**25.04**	**1.21**	**5.22%**

Female respondents also posted a higher average raw score for the self-help domain at 24.39 for assessment 1 and 25.32 for assessment 2, with a 0.93 point average difference (3.91%). On the other hand, Males got an average raw score of 23.25 during assessment 1 and 24.75 during assessment 2, marking a 1.5 average-point difference (6.52%). Overall, subjects posted an average score of 23.82 for assessment 1 and 25.04 for assessment 2, marking a 1.21 average point difference (5.22%).

Table 4. Summary of Raw Scores of Subjects on Receptive Language Domain

Respondents	Raw Score (Assessment 1)	Raw Score (Assessment 2)	Difference	Percent (-/+)
Male	4.6	5	0.4	25.83%
Female	4.93	4.96	0.03	0.89%
Average	**4.76**	**4.98**	**0.22**	**13.36%**

Female subjects posted a higher raw score average during assessment one at 4.93 than male subjects at 4.6. Male respondents, however, scored a perfectly average score during assessment 2, in contrast to female subjects at 4.96. Male subjects had a higher difference in points at 0.4 (25.83%) than females at 0.03 (0.89%). On average, respondents scored 4.76 during assessment 1 and 4.98 during assessment 2, with a difference of 0.22 or 13.36%.

Table 5. Summary of Raw Scores of Subjects on Expressive Language Domain

Respondents	Raw Score (Assessment 1)	Raw Score (Assessment 2)	Difference	Percent (-/+)
Male	7.40	7.85	0.45	7.76%
Female	7.68	7.86	0.18	2.55%
Average	**7.54**	**7.85**	**0.31**	**5.16%**

For the expressive language domain, male respondents scored lower in assessment one at 7.40 than females at 7.68. Conversely, male subjects scored better during assessment two at 7.85, while female respondents scored 7.86. In terms of point differential, male subjects showed better improvement at 0.45 (7.76%) point difference than females at 0.18 (2.55%). On average, respondents scored 7.54 during assessment 1 and 7.85 during assessment 2, with 0.31 or 5.16% difference. In the cognitive domain, respondents scored 17.82 during assessment 1 and 19.22 during assessment 2, marking a difference of 1.40 points or 8.86%.

Table 6. Summary of Raw Scores of Subjects on Cognitive Domain

Respondents	Raw Score (Assessment 1)	Raw Score (Assessment 2)	Difference	Percent (-/+)
Male	17.35	18.90	1.55	10.47%
Female	18.29	19.54	1.25	7.24%
Average	**17.82**	**19.22**	**1.40**	**8.86%**

Aggregate data show females scoring higher during assessment 1 (18.29) and assessment 2 (19.24), with a 1.25 or 7.24% difference. Male subjects scored significantly lower for assessment 1 (17.35) and assessment 2 (18.90), although male subjects showed a better improvement rate at a 1.55-point difference or 10.47%.

Table 7. Summary of Raw Scores of Subjects on Socio-Emotional Domain

Respondents	Raw Score (Assessment 1)	Raw Score (Assessment 2)	Difference	Percent (-/+)
Male	21.85	23.45	1.60	7.74%
Female	22.89	23.86	0.96	4.31%
Average	**22.37**	**23.65**	**1.28**	**6.03%**

Female respondents scored higher in assessment 1 (22.89) on the socio-emotional domain than male subjects (21.85). They also flared better, scoring 23.86 during assessment two compared to male respondents at 23.45. Although male respondents improved significantly between assessment one and assessment 2, marking a 1.60 score difference (7.74%) compared to female respondents at 4.31%/0.96. On average, respondents scored 22.37 during assessment 1 and 23.65 during assessment 2, 1.28 or 6.03%. Based on the results of the study, the researcher discovered three (3) least-improved domains:

Table 8. Summary Results of 3 Least Improved Domain

Domain	Average Raw Post-test Score	Highest Possible Score	Point Difference
Gross Motor	12.98	13	0.02
Fine Motor	10.86	11	0.14
Self-help	25.04	27	1.96
Receptive Language	4.98	5	0.02
Expressive Language	7.85	8	0.15
Cognitive	19.22	21	1.78
Socio-Emotional	23.65	24	0.35

4. Discussion

4.1 Level of Implementation of Philippine ECD Program

Overall, in the gross motor domain, the average gross motor scores are 12.73 for assessment 1 and 12.98 for assessment 2, with an average increase of 0.25 points (2.14%). The importance of physical education throughout the primary school years in supporting the mastery of gross motor skills has been reinforced as a result of these

findings, which point to a level of gross-motor development that appears to be dependent on the children's overall development rather than their physical characteristics. This point is critical because proper gross motor skill development boosts habitual physical activity, improves general well-being, and reduces diseases associated with being overweight or obese. This result has also been seen as an upgrade of the current literature because it contains fresh information concerning the level of gross motor proficiency in kindergarten (Sgrò, Quinto, Messana, Pignato & Lipoma, 2017). Respondents' raw assessment score in the fine motor domain is 10.29 on average, and their score for assessment 2 is 10.86, a 0.57 difference on an average-point basis (6.50%). It corresponds to the development of fine motor skills in the same way as gross motor skills do. Writing, which is a fine motor skill that leads to the development of receptive and expressive language domains, is an example of how fine motor skill development can lead to the development of other domains. The findings also emphasize the need to closely evaluate the viability of such abilities in terms of learners' overall growth (Huffman & Fortenberry, 2017). Overall, in the self-help domain, subjects posted an average score of 23.82 for assessment 1 and 25.04 for assessment 2, marking a 1.21 average point difference (5.22%). The results are consistent with early childhood improvement in adaptive/self-help skills. They consider this development as one of the early childhood period's most important cognitive stages. The child makes significant progress in managing arousal and emotional responses, obtaining adaptive control of behavior in familiar contexts, and learning to govern mental processing and problem-solving during these years. Children develop motivational patterns throughout this period, which dictate the direction and strength of their self-control efforts. During this period of maximum plasticity in the child's brain, millions of neural networks supporting higher-level functioning are produced and pruned, allowing for this advancement (Bronson & Bronson, 2001). On average, in the receptive language domain, respondents scored 4.76 during assessment 1 and 4.98 during assessment 2, with a difference of 0.22 or 13.36%. The results support prior findings that a child has used his or her language abilities (hearing and speaking) since childhood before learning to read and write. Furthermore, between the individual norms, children's response propensity and stimulus role have improved receptive language development. Learning materials that are recognizable to children, such as magnified letters/alphabets, pictures, and vocabularies, may increase their interest in participating in activities during the learning process (Fitriani, Fajriah & Rahmita, 2019). On average, in the expressive language domain, respondents scored 7.54 during assessment 1 and 7.85 during assessment 2, with a 0.31 or 5.16% difference. According to the results, children's early capacity to effectively communicate with others may aid in the development of healthier social ties after they enter formal education. When expressive language is also a targeted component of the toddler's skill development, programming attempts to improve positive behavioral growth and social abilities in the toddler years are more likely to be successful. Early infancy is a critical time for language acquisition and social skill development. These two processes may have an impact on one another, notwithstanding their differences. By the age of five years, better expressive language was linked to more prosocial conduct (Girard, Pingault, Doyle, Falissard & Tremblay, 2017). Overall, respondents scored 17.82 in the cognitive domain during assessment 1 and 19.22 in assessment 2, a difference of 1.40 points or 8.86 percent. The results support prior findings that brain development is rapid in the first few years of life and that environmental variables can modify brain architecture and biological function. The environment of nutrition, drug ingestion, infection, pollutants, and stress levels influence how genes are represented and how the brain's architecture and function are set as early as gestation and during the first years of life. Early in life, the brain is still relatively malleable, therefore young children are more accessible to learning and enriching experiences that affect regular cognitive development. Developing brains, on the other hand, are more prone to poor and sub-optimal learning settings. The process of brain maturity is linked to critical periods for cognitive growth. Sensory inputs (vision, hearing, touch, and smell) and adult-child interactions are important for brain development. Basic circuits in the brain are wired first, followed by progressively complicated circuitry. Hearing and visual sensing pathways develop before language, while language sensing pathways develop before cognition. When important phases in brain development are ignored, the potential for ordinary cognitive growth in language, thinking, and vision might be lost (Rao, Mirpuri, Sincovich & Brinkman, 2020). On average, in the socio-emotional domain, respondents scored 22.37 during assessment 1 and 23.65 during assessment 2, 1.28 or 6.03%. It is relatively high and considered within the range of average development among the subjects. The past century of human development theory has attributed a great deal of responsibility for adequate socio-emotional development to childhood social interactions. The ability to function well within the family and later in the community, classroom, sentiments, and attitudes about oneself and others. Important positive features of the construct of social competence, such as effective functioning in social environments characterized as prosocial orientation, social initiative, popularity, and other good social behaviors, must be focused on during early childhood development (Wysłowska & Slot, 2020).

4.2 Conclusion

Based on the results of this study, the following conclusions were drawn:

1. The subjects scored relatively high on the ECCD assessment and overall, the development was average.
2. Female subjects have significantly higher scores in the ECCD than males.
3. The three domains which need focus are self-help, cognitive domain, and socio-emotional domain.

4.3 Recommendations

Based on the finding and conclusions presented, the following recommendations were suggested:

The researcher recommends that the Department of Education may regularly revisit the ECCD assessment tool to keep track of the development or progress and on its implementation, The ECCD monitoring will not be entirely dependent on one assessment tool only. Further, conceptualization and the use of domain-specific assessment tools can considerably improve the monitoring and evaluation of learners' overall growth. lthough subjects show average overall development, the researcher recommends to the school administrators and teachers specializing in early childhood education that constant monitoring and evaluation be made to ensure and maximize any opportunities for further learner development. Lastly, the researcher recommends that the participation of parents, especially in the development of learners in their formative years, is equally vital and be encouraged further, providing proper consideration to the impact of parents and their environment on the overall development of the young learners.

5. Intervention Program

Based on the results of the study, the researcher proposed an ECCP enhancement program to help learners improve their self-help, cognitive, and socio-emotional domains. Enhancement programs are effective methods for school administrators and teachers who want to specialize in early childhood education. The first five years of life provide the foundation for a child's long-term development, and skills acquired before entering school can influence scholastic success. It's vital to check children throughout this vulnerable period to see if they're developing normally and, if not, to come up with remedies. For a better understanding of the short- and long-term impacts of such interventions, as well as guiding policy and practice, reliable measurement of a young child's abilities is crucial (Fernald, Prado, Kariger & Raikes, 2017; Shonkoff, 2017). Many early childhood interventions have been implemented to influence children's later development, based on scientific findings that early development sets the foundation for later development. Researchers should look into a test's predictive validity, especially when selecting tests that assess something now while also informing them about the future. One of the most crucial issues to consider when evaluating an early childhood program or intervention is whether the children who participate benefit in the long run. Most program evaluations and research studies, on the other hand, can only assess short-term developmental outcomes (Britto, Lye, Proulx & Yousafzai, 2017; Matthews, Vaivada, & Lancet, 2017). Based on the results of this study, the following conclusions were drawn:

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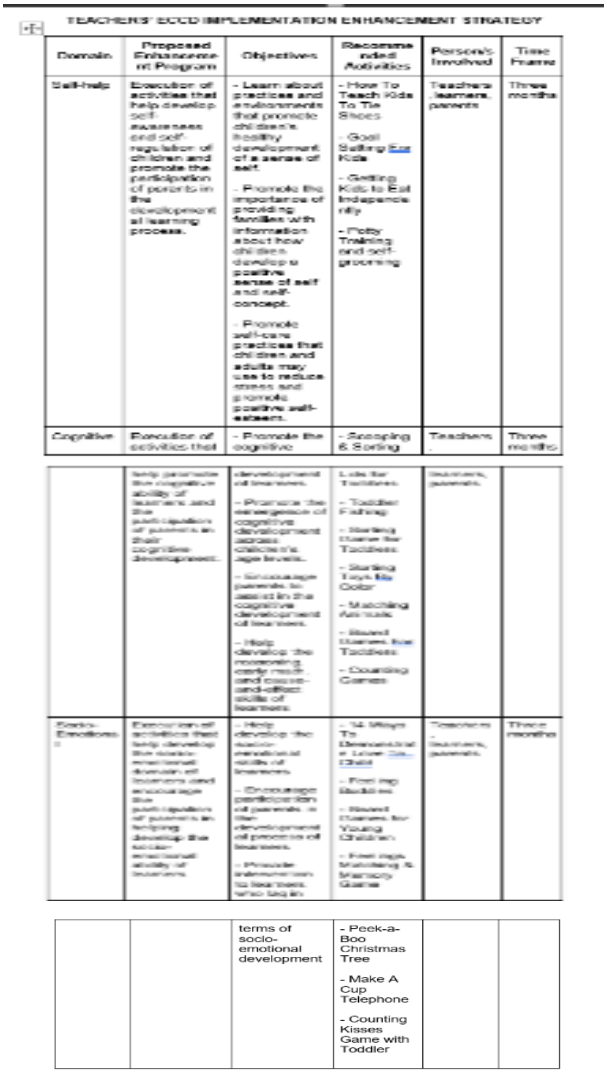
5.1 Proposed Teachers' ECCP Program


TEACHERS' ECCD IMPLEMENTATION ENHANCEMENT STRATEGY

Domain	Proposed Enhancement Program	Objectives	Recommended Activities	Person/s Involved	Time Frame
Self-help	Execution of activities that help develop self-awareness and self-regulation of children and promote the participation of parents in the development of learning process.	- Learn about practices and environments that promote children's healthy development of a sense of self. - Promote the importance of providing families with information about how children develop a positive sense of self and self-concept. - Promote self-care practices that children and adults may use to reduce stress and promote positive self-esteem.	- How To Teach Kids To Tie Shoes - Goal Setting For Kids - Getting Kids to Eat Independently - Potty Training and self-grooming	Teachers, learners, parents	Three months
Cognitive	Execution of activities that	- Promote the cognitive	- Scooping & Sorting	Teachers	Three months
	help personalize the cognitive ability of learners and the participation of parents in their cognitive development.	development of learners. - Promote the convergence of cognitive development across children's age levels. - Encourage parents to assist in the cognitive development of learners. - Help develop the moment, early math and science-and-other skills of learners.	- Lids for Toddlers - Toddler Fishing - Sorting Game for Toddlers - Sorting Toys By Color - Matching Animals - Board Games for Toddlers - Counting Games	Teachers, parents	
Socio-Emotional	Execution of activities that help develop the socio-emotional skills of learners and encourage the participation of parents in helping develop the socio-emotional ability of learners	- Help develop the socio-emotional skills of learners. - Encourage participation of parents in the development of learners. - Provide information to learners who begin	- 12 Ways To Demonstrate Love to Child - Feel Up Buddies - Board Games for Young Children - Feel Jars Mindfulness & Sensory Game	Teachers, parents	Three months
		terms of socio-emotional development	- Peek-a-Boo Christmas Tree - Make A Cup Telephone - Counting Kisses Game with Toddler		

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