



**Final Report of Project**

Project No. : 2008/0403

**Part A**

Project Title: Becoming an Emotion Coaching Parent Coupled with the Teaching of Social and Emotional Learning (SEL) in School

Name of Organization/School: The University of Hong Kong-Department of Psychology

Project Period: From 01/2010 (month/year) to 04/2012 (month/year)

**Part B**

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

*\* Final Report of Project prior to the 8<sup>th</sup> call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

*\* Final Report of Project under the 8<sup>th</sup> and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

1.3 To improve teacher's emotion awareness, as well as their understanding of children's emotional needs.	Three Emotion Coaching Teacher Seminars were held.	78% attained	Positive feedings were obtained from teachers and schools. The participated schools showed strong interest in having the workshop run in their schools.	NA
1.4 Through the series of workshops, the content for the emotion coaching parenting workshop will be developed and fine tuned to make it suitable for use within Hong Kong Chinese culture.	A series of Emotion Coaching Parenting Workshop were conducted through the 2 years period.	Fully achieved	Feedbacks from parents and schools, as well as our evaluation on the workshop were used to develop the delivery mode and content for the workshops. The developed workshop runs effectively and efficiently during the last round of the project. Positive feedbacks were received from the cooperative schools and organizations.	NA
1.5 The project materials and findings will be shared and distributed to other educational sectors, with the aim to promote the emotion understanding of both parents and children.	In addition to the two Emotion Coaching Teacher Seminars, a public seminar was organized at the end of the project for the dissemination of the findings and products of the project.	Fully achieved	The evaluation from the participants are positive.	NA

Intervention effect summary below.

A total of 152 parents who attended the Emotion coaching parenting workshop completed both pre- and post- workshop questionnaires. The pre- and post- questionnaires were identical in content. The questionnaires are intended to measure family demographic information, child behavioral problems, parenting style and parent's mental health well-being. In order to determine the intervention effect, comparison were made between pre- and post- questionnaires to examine the effectiveness of the emotion coaching parenting workshop in 1) improving parents' parenting skills, and 2) facilitate children's development of social and emotional competence.

*This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.*



After completing the workshop, parents rated themselves adopting a more emotion oriented approach in parenting. For example, they increased in level of awareness in emotion and they focused more on children's emotional needs in daily life. Parents rated themselves decreased in level of dismissal as they had lower tendency in rejecting children's negative emotion and problems. Parents also rated themselves decreased in authoritarian parenting style and favor less in controlling behavior. In terms of parent's thinking about their own parenting practices (meta-parenting), parents rated themselves less likely to ruminate over issues relating to their children. Finally, parents also rated themselves having higher satisfaction in parenting. As a consequence of these changes in parenting practices, parents reported that their children have more prosocial behavior toward peers and others, and their children have better understand in self and other's emotion as well as the ability to regulate their own emotion. In addition to the development of emotional intelligence in both parents and children, the present emotion coaching parenting program has several positive influences in parenting practices and child behavior outcomes.

## 2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

The ECP Project is primarily a parenting intervention that aims at improving parents' emotion coaching skills and we expect parents to change their parenting practices, to build better parent-child relationships and establish better communication with their children. With the endorsement and collaboration with school administrations, we deliver such intervention within the schools in which parents' children are studying. School heads treated the ECP Project as a school-family partnership program, in which parents received training helping students to get improvements in their social and emotional competence. As such, the ECP Project was also considered to be part of the schools' school development project.

The three ECP teacher seminars were held at the request of respective schools as part of their staff development programs. In these programs, we presented the model of social emotional learning and the emotion coaching framework to all the teachers in a school. In one of the seminars, we presented in a joint-school teacher training workshop organized by the School Head Association of the Hong Kong Buddhist Association. Thus, we have reached teachers from schools not directly participating in our project (i.e. schools not hosting our parenting workshops).

Parent's feedback:

We distributed the parent feedback form at the last workshop. Generally speaking, parents reported that the program content is appealing to them. Role-play scripts are adapted to daily scenarios which interested parents, and they reported increase in empathy on their children's emotion. Parents also commented the workshop style was interactive, motivating, and they were able to share daily life experiences. 93.5% of participants reported that they were able to use the emotion coaching skills in their daily interaction with their children. 97.8% parents mentioned that their own emotion awareness and regulation skill has been

strengthened and the parent-child relationship has improved. Parents become more encouraging to their children to express their emotions. They adopted emotion-focused approaches more frequently in interactions with their children.

### 3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

**Table 2: Budget Checklist**

<b>Budget Items</b> <i>(Based on Schedule II of Agreement)</i>	<b>Approved Budget</b> <b>(a)</b>	<b>Actual Expense</b> <b>(b)</b>	<b>Change</b> <b>[(b)-(a)]/(a)</b> <b>+/- %</b>
Staff Cost	\$1,413,120.00	\$1,314,983.61	-6.94%
Equipment	\$28,800.00	\$24,503.00	-14.92%
General Expenses	\$84,480.00	\$37,419.00	-55.71%
Contingency	\$3,400.00	0	-100.00%

In terms of resources, our staff shares the responsibility efficiently between the administration of the workshop, data collection, data analyses and the preparation of deliverable and the project release seminar.

The general expenses were originally budgeted primarily for the production of deliverables – CDs and booklets. Near the end of the project, we found a printing company that can print CD and booklets at a lower cost, and we chose to use their service.

### 4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

The Emotion Coaching Parent workshop material has been burnt into 300 CDs and booklets. The content of the CDs or booklets includes the introductory background of the emotion coaching parent training, key points of how to carry out emotion coaching, parents' responses to the workshop and workshop handouts. Our lab has drafted the content of the CD and the booklet during this project period. On 14<sup>th</sup> April 2012, we held a project release seminar at the University of Hong Kong, Rayson Huang Lecture Theatre. Teachers from local primary schools, social workers, psychologists, speech therapist etc. were invited to attend the final seminar and over 100 attendances. In the seminar, the principal investigator of the ECP project, introduced the rationale, background and the key content of the project. the senior research assistant of the project, reported on preliminary data analysis including parent participation,



their responses to our training, as well as parents' changes in their attitude and practices after receiving the training. Other than the project staff, one of the workshop trainers and 3 parents who previously attended the workshops were invited to share their learning experience gained from the workshops, as well as sharing their personal opinions/advice on emotion coaching parenting. After the seminar, the deliverable package which included CD and booklet were distributed to all audience and guests.

## 5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

**Table 4: Activity List**

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Emotion Coaching Parenting Workshops (completed)	2009-2012, Workshop, Local schools	HKAGE HKUGA SBCPS BCKPS BWYS BCWKMS TSAPS			666 Parents	Positive
Parent's pre-workshop questionnaires (collected)	2009-2012	HKAGE HKUGA SBCPS BCKPS BWYS BCWKMS TSAPS			732 Parents	N.A.
Parent's post-workshop Questionnaires (collected)	2009-2012	HKAGE HKUGA SBCPS BCKPS BWYS BCWKMS TSAPS			156 Parents	N.A.



Parent Recruitment workshop	18 June 2011	BCWKMS			150 Parents	Positive
Emotion Coaching Teacher Seminars (completed)	2009-2011	BCWKM, BWYS, BLKTMPS	188 Teachers			Positive
Emotion Coaching Parenting Workshops Booster Sessions	2009-2011	BCWKMS, BCKPS, BWYS			87 Parents	Positive

## 6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.

In the proposal, 4 primary schools were targeted for the emotion coaching parenting workshops. However, the participant pool was saturated after approximately 1 year after the project commenced. New local schools and parent participants were recruited in order to meet the proposed numbers of target parents and children.