



## THE EFFECTS OF “RESILIENCE PROGRAM FOR PRESCHOOL CHILDREN” ON 5-YEAR-OLD CHILDREN’S SOCIAL SKILLS<sup>1</sup>

Fatma Özge ÜNSAL<sup>2</sup>, Gülden UYANIK BALAT<sup>3</sup>

### Abstract

The aim of the study is to find out the effects of the “Resilience Program for Preschool Children” (RPPC) on 5-year-old children’s social skills. The RPPC was adapted from *Building Resilience in Preschool Children* written by Baum & Anchor in 2005. “Social Skills Evaluation Scale (SSES)” developed by Avcioğlu (2007), and “Personal Information Form” (PIF) developed by the researcher were employed as data collection tools. These tools were applied to 67 children 5 years of age in total at second semester of 2014-2015 academic year, which comprises of 18 children who take education at Marmara University Prof. Dr.Ayla Oktay Preschool Education Unit; 23 children who take education at Goztepe Semiha Sakir Social Services and Child Protection Institution(SSCPI) Kindergarten; and 26 children who take education at Münevver Şefik Fergar Primary School Kindergarten. Pre-test and post-test experimental control group was used, in order to investigate the effect of “The RPPC” on the dimensions of social skills. Findings show that the experimental group children who took special training sessions received meaningfully higher scores than the control group children who did not undergo any special education, and social skills of the experimental group children are developed more than the control group children’s ( $p>0,05$ ).

### Keywords

Preschool  
Resilience Program  
Social Skills  
Children Early  
Childhood Education

### Article Info

Received: 06.15.2016  
Accepted: 07.22.2016  
Online Published: 08.01.2016

## Okul Öncesi Çocuklar İçin Psikolojik Dayanıklılık Programı’nın 5 Yaş Çocuklarının Sosyal Becerilerine Etkisi

### Öz

Bu araştırmada Okul Öncesi Çocuklar İçin Psikolojik Dayanıklılık Programı (OÖÇİPDP)’nin 5 yaş çocuklarının sosyal becerilerine etkililiğinin belirlenmesi amaçlanmıştır. OÖÇİPDP Baum ve Anchor tarafından 2007 yılında geliştirilen Okul Öncesi Çocuklar için Psikolojik Dayanıklılığın Yapılandırılması Programı’ndan Türkçe’ye uyarlanmıştır. Avcioğlu (2007) tarafından geliştirilen “Sosyal Becerileri Değerlendirme Ölçeği, Merrill (1994) tarafından geliştirilen Özbey (2009)’da Türkçeye uyarlanan “Anaokulu ve Anasınıfı Davranış Ölçeği Problem Davranışlar Alt Ölçeği” ve araştırmacı tarafından geliştirilen “Kişisel Bilgi Formu” veri toplama araçları olarak kullanılmıştır. Çalışma grubunu 2014–2015 Eğitim-Öğretim yılı ikinci yarısında Marmara Üniversitesi Prof. Dr. Ayla Oktay Okul Öncesi Eğitim Uygulama Birimi’nde eğitim gören 9’u kontrol, 9’u deney 18 çocuk; Semiha Şakir Çocuk Yuvası’nda eğitim gören 12’si kontrol, 11’i deney 23 çocuk; Münevver Şefik Fergar İlkokulu Anasınıfı’nda eğitim gören 10’u

### Anahtar Kelimeler

Okul Öncesi  
Psikolojik Dayanıklılık Programı  
Sosyal Beceriler  
Erken Çocukluk Eğitimi

### Article Info

Gönderim Tarihi: 15.06.2016  
Kabul Tarihi: 22.07.2016  
E-Yayın Tarihi: 01.08.2016

<sup>1</sup> This Project is supported by Marmara University Scientific Research Projects (No: EGT-C-DRP-080415-0150)

<sup>2</sup> Arş.Gör., Marmara Üniversitesi, Atatürk Eğitim Fakültesi, ozge.unsal@marmara.edu.tr

<sup>3</sup> Arş.Gör., Marmara Üniversitesi, Atatürk Eğitim Fakültesi, gbalat@marmara.edu.tr

kontrol, 16'sı deney 26; toplamda 67, 5 yaş grubu çocuk oluşturmaktadır. Programın etkililiğini ölçmek amacıyla ön test son test kontrol grup yöntemi kullanılmıştır. Bulgular deney grubunda OÖÇİPDP'na dahil edilen çocukların herhangi bir özel eğitim almayan çocuklara oranla daha yüksek puanlar aldığını göstermiştir. Sonuç olarak Okul Öncesi Çocuklar İçin Psikolojik Dayanıklılık Programı (OÖÇİPDP) çocukların sosyal becerileri üzerinde etkili olduğu bulunmuştur.

---

## Introduction

Over the years, considerable evidence has accumulated regarding the direct relationship between children's early difficulties in establishing positive peer relationships and negative outcomes in adolescence and adulthood (Beitchman et al., 1996; Botting & Conti-Ramsden, 2000; Cohen et al., 1998). A growing body of evidence confirms that serious and persistent challenging behaviors in early childhood directly relate to later problems in school success, social relationships, educational and vocational success, and social adjustment because early childhood period is associated with profound development across cognitive, social, emotional and physical domains (Nelson et al., 2000; Thompson et al., 2003). Early childhood mental health is characterized by social-emotional competence within healthy and supportive relationship contexts (Zeanah, 2000). For instance, the contexts, such as anxiety, fear, insecurity, aggressiveness, emotional barriers, bullying, rage, joy, surprise and sadness are a part of our daily life from childhood to adulthood. From the tenderest age we can learn how to deal with our own emotions and those of others, see the world from different points of view, which may help improve our quality of life, health, personal and professional success, which is one of the challenges of the 21st Century. It is a fact that the development of social skills combined with cognitive development is key to success in school and throughout life (Cró et al., 2013). Therefore all children need to learn appropriate social skills.

There are different definitions of social skills available in the literature such as Liberman et al. 1975; Hersen and Bellack, 1977; Wiemann 1977; Trower, 1982; Quinn et al., 2000; Sainato & Carta, 1992; Honig & Wittmer, 1996; Zirpoli & Melloy, 1997; Zins, Weissbert, Wang, & Walberg, 2004. Although consensus on the definition of social skill is not obvious (Trower 1982), it is commonly agreed that social skills is the ability to interact with other people in a way that is both appropriate and effective (Segrin 1992; Segrin 2000; Spitzberg 1985; Spitzberg 1989). In this perspective initiate interaction, maintain and skills related to termination, coping with unpleasant situations, conflict resolution and assertiveness skills related is classified as social skills (Jenson, Slone ve Yough, 1988; Bacanlı, 1999). Another part of children's social skills is their peer relations (Walker, 2004; Szewczyk vd, 2005: Akt. Gulay, 2008). While under stressful situations, peers relieve each other by supporting to each other. Supporting by peers, children's coping with stressful situations, from bullying, protection from exposure to violence, provide increased academic achievement (Gulay Ogelman & Erten, 2013).

Another fact that affecting academic achievement are emotions. It is common knowledge that emotions affect how and what we learn, that affectionate relationships are the basis for lasting education and that important skills can be taught simultaneously with the academic content. In order to achieve success throughout life, it is essential to reduce the risk of poor adjustment, failed relationships, interpersonal violence, substance abuse and unhappiness (Elias et al.1977; Zins et al., 2004, Cró et al., 2013). In fact, for some people, even if people are exposed to stress in the same way, it is quite difficult to adapt to stressful life event (Kurt, 2010). For these reasons nowadays experts focuses on the concept of resilience which is defined as the ability to cope or 'bounce back' after encountering negative events, difficult situations, challenges (Block ve Kremen, 1996; Bernard, 2004; Baum, 2005; Lee, 2013).

Many researchers address the interactive effects between personality characteristics and various forms of social and cultural determinants. More positive personality characteristics such as easy temperament, capacity to respond flexibly, capacity to search for solutions, and effective decision making, are associated with high resiliency (Lee, 2013). At an education level, a number of programmes have been implemented which aim to promote resilience, the indicators of a healthy life in its various stages, from infancy to adulthood. According to Alves (2008), the first years of life are of extreme

importance for the child as the development (Cró et al., 2013), in other words early years are very critical years for communication, social interaction, language skills, development of self-esteem. In early childhood, education programs, for the exchange and development of their children's behavior patterns, offer adequate models for adaptive behavior to develop amenities such as social interaction, imitation, friendship game (Balat et al., 2008). Hence, there are lots of early resilience programs for children. For instance Fun Friend, Penn Resiliency Program, The Inner Resilience Program, Strong Not Though, Deca Program, Resilience For Life and etc.

Also this study highlights a programme involving resilience for preschool children which is name RPPC was adapted from Building Resilience in Preschool Children written by Baum & Anchor in 2005. According to Baum (2005), resilience is not an inborn trait. Like the body's immune system, it is affected by our mood and by the amount of help we receive from others. Also similar to our immune system, it also has high and low periods and sometimes during long stretches of difficult times our natural resilience is faced with more challenges than usual. Based on this idea the programme aims to boost children's own emotional immune system and increase their resilience.

As a result of the studies reflecting the relation between social skills and resilience, the aim of the study is find out the effects of «The Resilience Program For Preschool Children» on 5 years of children's social skills.

## Methods

### *Research Design*

In this study, pre-test and post-test experimental control group which is used to determine the effect of a new thing such as a program, a new approach (Büyüköztürk, 2007; Büyüköztürk et al., 2012) was used, in order to investigate the effect of “The RPPC” on the dimensions of social skills.

### *Research Group*

Study group consists of 67 children five years of age in total at second semester of 2014-2015 academic year, which is 18 children (9 in control and 9 in experimental group) who take education at Marmara University Prof. Dr. Ayla Oktay Preschool Education Unit; 23 children (12 in control and 11 in experimental group) who take education at Goztepe Semiha Sakir Social Services and Child Protection Institution (SSCPI) Kindergarten; and 26 children (10 in control and 16 in experimental group) who take education at Münevver Şefik Fergar Primary School Kindergarten.

Marmara University Prof. Dr. Ayla Oktay Preschool Education Unit is an implementation preschool affiliated to Marmara University Atatürk Education Faculty in Kadıköy Istanbul. Goztepe Semiha Sakir Social Services and Child Protection Institution (SSCPI) Kindergarten is an institution affiliated to the Turkish Republic Social Services and Child Protection Institution in Kadıköy Istanbul. Münevver Şefik Fergar Primary School Kindergarten is an kindergarten affiliated to Turkish Republic Ministry of Education in Kadıköy Istanbul.

### *Instruments*

#### *Personal Information Form*

Personal Information Form developed by researcher was used to determine personal information of children of sample group.

#### *Social Skills Evaluation Scale (SSES)*

“Social Skills Evaluation Scale (SSES)” developed by Avcıoğlu (2007) is used to identify social skill in 4-6 year old children. It is a five-point Likert scale and comprised of 62 items. The scale developed by Hasan Avcıoğlu in 2007 consists of nine subscales. The subscales of the scale are named as follows; Interpersonal Skills, Anger Management and Adaptation to Changes Skills, Coping with Peer Pressure Skills, Self-Control Skills, Verbal Explanation Skills, Outcome Accepting Skills, Listening Skills, Purpose Forming Skills, Task Completion Skills. Cronbach's alpha reliability

coefficient of the scale was calculated as 0.98; two half reliability was calculated as 0.89, test-retest reliability coefficient was calculated as 0.83. (Avcioglu, 2007).

### *Resilience Program For Preschool Children*

Resilience Program for Preschool Children was adapted from Building Resilience in Preschool Children written by Baum & Anchor in 2005. It combines 24 play based classroom activities and information letters include strategies about how to develop resilience on themselves for teachers and families. The program was implemented to children in experimental group for 12 weeks in total, as two days in a week and an activity lasted 30 minutes in a day. Activities are grouped under five titles. Each title contains four activities. Titles are; Relaxation, Expressing Feelings, Coping with Fears, Developing Personal Resources, Meaning Making and Hope for the Future.

### *Data Collection*

Pre-test was applied to each child in both control and experimental group one-to-one by class teacher before implementation of "RPPC" was implemented to children in experimental group for 12 weeks in total, as two days in a week and an activity lasted 30 minutes in a day. Not any program was implemented to children in control group. They continued to their standard education program. Post-test was applied to both control and experimental group right after implementation of the program.

### *Data Analysis*

Mann Whitney U Test, Wilcoxon Analysis, Kruskal Wallis-H Test and Lawshe were used to analyze the data. Nonparametric Mann Whitney U test which was conducted to test the significance of the difference between pre-tests and post-tests. Wilcoxon analysis was conducted to determine whether there is a difference between pretest-posttest scores of scales of children in control and experimental group from schools. Kruskal wallis-h test was conducted to determine whether scale scores differed by school variable. All the analyses were carried out by the SPSS for Windows 16.0 package program. The .05 level was established as a criterion of statistical significance for all statistical performed.

### *Limitations of the Study*

Study group is limited to all five years old girls and boys at the Marmara University Prof.Dr. Ayla Oktay Preschool Education Unit, Goztepe Semiha Sakir SSCPI Kindergarten, Münevver Şefik Fergar Primary School Kindergarten in Kadıköy district of İstanbul, in 2014-2015 academic year.

The evaluations (assessments) of "The RPPC" is limited to problem behavior and social skills.

## **Findings**

This section presents the findings of the study which aim is to find out the effects of the "Resilience Program for Preschool Children" (RPPC) on 5-year-old children's social skills.

**Table 1. The Results of Nonparametric Mann Whitney U Test which was conducted to Test the Significance of the Difference between SSES Pre-test Scores of Children in Marmara University Preschool Education Unit in Terms of Control and Experimental Group Variable**

|                           |                    | N | S.O.  | St     | U    | p    |
|---------------------------|--------------------|---|-------|--------|------|------|
| SSES<br>Pretest<br>Scores | Control Group      | 9 | 11,28 | 101,50 | 24,5 | ,157 |
|                           | Experimental Group | 9 | 7,72  | 69,50  |      |      |

When table 1 is examined, it was found that there was no significance difference between groups according to result of nonparametric Mann Whitney U Test which was conducted to determine whether SSES Pre-test scores of children in Marmara University Preschool Education Unit differ significantly in terms of control and experimental groups ( $U=24,5$ ,  $p<.05$ ).

**Table 2. The Results of Nonparametric Mann Whitney U Test which was conducted to Test the Significance of the Difference between SSES Pre-test Scores of Children in Goztepe Semiha Sakir SSCPI Kindergarten in Terms of Control and Experimental Group Variable**

|      |               | N  | S.O.  | St    | U | p |
|------|---------------|----|-------|-------|---|---|
| SSES | Control Group | 12 | 13,17 | 158,0 |   |   |

|                |                    |    |       |       |      |      |
|----------------|--------------------|----|-------|-------|------|------|
| Pretest Scores |                    |    |       |       | 52,0 | ,389 |
|                | Experimental Group | 11 | 10,73 | 118,0 |      |      |

When table 2 is examined, it was found that there was no significance difference between groups according to result of nonparametric Mann Whitney U Test which was conducted to determine whether SSES Pre-test scores of children in Goztepe Semiha Sakir SSCPI Kindergarten differ significantly in terms of control and experimental groups ( $U=52,0$ ,  $p<.05$ ).

**Table 3. The Results of Nonparametric Mann Whitney U Test which was conducted to Test the Significance of the Difference between SSES Pre-test Scores of Children in Münevver Şefik Fergar Primary School Kindergarten in Terms of Control and Experimental Group Variable**

|                     |                    | N  | S.O.  | St    | U    | p    |
|---------------------|--------------------|----|-------|-------|------|------|
| SSES Pretest Scores | Control Group      | 12 | 13,17 | 158,0 | 52,0 | ,389 |
|                     | Experimental Group | 11 | 10,73 | 118,0 |      |      |

When table 3 is examined, it was found that there was no significance difference between groups according to result of nonparametric Mann Whitney U Test which was conducted to determine whether SSES Pre-test scores of children in Münevver Şefik Fergar Primary School Kindergarten differ significantly in terms of control and experimental groups ( $U=52,0$ ,  $p<.05$ ).

**Table 4. The Results of Wilcoxon Analysis which was conducted to Determine whether there is a difference between Pretest-Posttest Scores of SSESof children in control group from Marmara University Preschool Education Unit**

| Score            | Groups         | N | S.O. | St    | z      | p    |
|------------------|----------------|---|------|-------|--------|------|
| Posttest Pretest | Negative ranks | 0 | ,00  | ,00   | -2,023 | ,043 |
|                  | Positive ranks | 5 | 3,00 | 15,00 |        |      |
|                  | Equal          | 4 |      |       |        |      |
|                  | Total          | 9 |      |       |        |      |

When table 4 is examined, according to results of Wilcoxon analysis which was conducted to determine whether there is a difference between pre-test and post-test scores of SSESof children in control group from Marmara University Preschool Education Unit, the difference between mean ranks was found to be statistically significant as  $p<.05$ . This difference has occurred in favor of post-test scores. In other words, as a result of applied program, social skills of children in control group have increased significantly.

**Table 5. The Results of Wilcoxon Analysis which was conducted to Determine whether there is a difference between Pretest-Posttest Scores of SSESof children in experimental group from Marmara University Preschool Education Unit**

| Score            | Groups         | N | S.O. | St    | z      | p    |
|------------------|----------------|---|------|-------|--------|------|
| Posttest Pretest | Negative ranks | 0 | ,00  | ,00   | -2,524 | ,012 |
|                  | Positive ranks | 8 | 4,50 | 36,00 |        |      |
|                  | Equal          | 1 |      |       |        |      |
|                  | Total          | 9 |      |       |        |      |

When table 5 is examined, according to results of Wilcoxon analysis which was conducted to determine whether there is a difference between pre-test and post-test scores of of SSESof children in experimental group from Marmara University Preschool Education Unit, the difference between mean ranks was found to be statistically significant as  $p<.05$ . This difference has occurred in favor of post-test scores. In other words, as a result of applied program, social skills of children in experimental group have increased significantly.

**Table 6. The Results of Wilcoxon Analysis which was conducted to Determine whether there is a difference between Pretest-Posttest Scores of SSES of children in control group from Goztepe Semiha Sakir SSCPI Kindergarten**

| Scores | Groups | N | S.O. | St | z | p |
|--------|--------|---|------|----|---|---|
|--------|--------|---|------|----|---|---|

|          |                |    |      |       |        |      |
|----------|----------------|----|------|-------|--------|------|
| Posttest | Negative ranks | 1  | ,00  | 11,00 |        |      |
| Pretest  | Positive ranks | 10 | 5,50 | 55,00 | -1,957 | ,050 |
|          | Equal          | 1  |      |       |        |      |
|          | Total          | 12 |      |       |        |      |

When table 6 is examined, according to results of Wilcoxon analysis which was conducted to determine whether there is a difference between pre-test and post-test scores of SSES of children in control group from Goztepe Semiha Sakir SSCPI Kindergarten, the difference between mean ranks was found to be statistically significant as  $p < .05$ . This difference has occurred in favor of post-test scores. In other words, as a result of applied program, social skills of children in control group have increased significantly.

**Table 7. The Results of Wilcoxon Analysis which was conducted to Determine whether there is a difference between Pretest-Posttest Scores of SSES of children in experimental group from Goztepe Semiha Sakir SSCPI Kindergarten**

| Scores   | Groups         | <i>N</i> | S.O. | st    | <i>z</i> | <i>P</i> |
|----------|----------------|----------|------|-------|----------|----------|
| Posttest | Negative ranks | 0        | ,00  | ,00   |          |          |
| Pretest  | Positive ranks | 11       | 6,00 | 66,00 | -2,936   | ,003     |
|          | Equal          | 0        |      |       |          |          |
|          | Total          | 11       |      |       |          |          |

When table 7 is examined, according to results of Wilcoxon analysis which was conducted to determine whether there is a difference between pre-test and post-test scores of of SSES of children in experimental group from Goztepe Semiha Sakir SSCPI Kindergarten, the difference between mean ranks was found to be statistically significant as  $p < .05$ . This difference has occurred in favor of post-test scores. In other words, as a result of applied program, social skills of children in experimental group have increased significantly.

**Table 8. The Results of Wilcoxon Analysis which was conducted to Determine whether there is a difference between Pretest-Posttest Scores of SSES of children in control group from Münevver Şefik Fergar Primary School Kindergarten**

| Scores   | Groups         | <i>N</i> | S.O. | St    | <i>z</i> | <i>P</i> |
|----------|----------------|----------|------|-------|----------|----------|
| Posttest | Negative ranks | 0        | ,00  | 11,00 |          |          |
| Pretest  | Positive ranks | 5        | 3,00 | 15,00 | -2,032   | ,042     |
|          | Equal          | 5        |      |       |          |          |
|          | Total          | 10       |      |       |          |          |

When table 8 is examined, according to results of Wilcoxon analysis which was conducted to determine whether there is a difference between pre-test and post-test scores of SSES of children in control group from Münevver Şefik Fergar Primary School Kindergarten, the difference between mean ranks was found to be statistically significant as  $p < .05$ . This difference has occurred in favor of post-test scores. In other words, as a result of applied program, social skills of children in control group have increased significantly.

**Table 9. The Results of Wilcoxon Analysis which was conducted to Determine whether there is a difference between Pretest-Posttest Scores of SSES of children in experimental group from Münevver Şefik Fergar Primary School Kindergarten**

| Scores   | Groups         | <i>N</i>       | S.O. | St     | <i>z</i> | <i>P</i> |
|----------|----------------|----------------|------|--------|----------|----------|
| Posttest | Negative ranks | 0 <sup>a</sup> | ,00  | ,00    |          |          |
| Pretest  | Positive ranks | 14             | 7,50 | 105,00 | -3,304   | ,001     |
|          | Equal          | 2 <sup>c</sup> |      |        |          |          |
|          | Total          | 16             |      |        |          |          |

When table 9 is examined, according to results of Wilcoxon analysis which was conducted to determine whether there is a difference between pre-test and post-test scores of of SSES of children in experimental group from Münevver Şefik Fergar Primary School Kindergarten, the difference between mean ranks was found to be statistically significant as  $p < .05$ . This difference has occurred in favor of

post-test scores. In other words, as a result of applied program, social skills of children in experimental group have increased significantly.

**Tablo 10. The Results of Kruskal Wallis-H Test was conducted to Determine whether SSES Scores Differed by School Variable**

| School Type          | <i>N</i> | $\bar{x}_{sıra}$ | $\chi^2$ | <i>sd</i> | <i>p</i> |
|----------------------|----------|------------------|----------|-----------|----------|
| MU Preschool E. Unit | 9        | 5,72             | 20,704   | 2         | ,000     |
| SŞ Orphanage         | 11       | 27,00            |          |           |          |
| MŞF Primary School   | 6        | 19,84            |          |           |          |
| Total                | 36       |                  |          |           |          |

When table 10 is examined, according to results of Kruskal Wallis-H which was conducted to determine whether there is a significant difference in SSES mean ranks according to school type variable, it was found a statistically significant difference between mean ranks according to school type variable ( $\chi^2=20,704$ ;  $sd=2$ ;  $05$ ).

## Results and Discussion

In this part, the findings regarding the purposes of the study that the effects of the “Resilience Program for Preschool Children” (RPPC) on 5-year-old children’s social skills are discussed based on the review of the literature.

One of the basic questions of the research is whether there is a significant difference between the experimental and control group pre-test scores, it was found that astatistically no significant difference was noted between them for each of the three schools names are Marmara University Prof. Dr.Ayla Oktay Preschool Education Unit, Goztepe Semiha Sakir SSCPI Kindergarten, Münevver Şefik Fergar Primary School Kindergarten ( $p<0,05$ ). To proof the effectiveness of the program on the experimental group according to Brogan & Kutner (1980), the experimental and control group’s pre-test scores should be equal.

Another question of the research is whether there is a significant difference between pre-test and post-test scores of SSES of childrenexperimental and control groups, it was found that a statistically significant was noted between both experimental and control groups pre-test and post-test scores for each of the three schools names are Marmara University Prof. Dr.Ayla Oktay Preschool Education Unit, Goztepe Semiha Sakir SSCPI Kindergarten, Münevver Şefik Fergar Primary School Kindergarten( $p<0,05$ ). But after the statistical studies, it was found that the experimantal grup scores are higher than the control grups’ for each of the three schools names are Marmara University Prof. Dr.Ayla Oktay Preschool Education Unit, Goztepe Semiha Sakir SSCPI Kindergarten, Münevver Şefik Fergar Primary School Kindergarten( $p<0,05$ ). This finding shows that the experimental children who underwent the RPPC had meaningfully higher scores than the control children who did not receive special training ( $p<0,05$ ). The social skills of the children in the experimental group was observed that much more increased. This notion is supported by the literature that, as Cahill et al, demonstrates that rigorously designed and well–taught SEL programs, whichexplicitly develop SEL skills, can contribute to the development of positive social behaviour and reduce use of risky and disruptive behaviour. Effective SEL curricula include a combination of knowledge, social and life skills, normative approaches, and negotiation skills. Curriculum is also most effective when it is part of a broader health and personal development curriculum that incorporates a focus on a range of social, physical and mental health issues, and provided as part of broader school efforts to promote studentwellbeing.

In addition LeBuffe (2002), investigated whether or not protective factors within children that contributed to resilience were strengthened in young children participating in the Devereux Early Childhood Assessment (DECA) Program, a preschool primary prevention program designed to foster social and emotional well-being. The DECA assessment was given to 133 preschool children who received the full program and to 209 children who received treatment-as-usual. All children were assessed by their teacher and a parent with the DECA in the fall of 2000 and spring of 2001. For the target group, protective factors such as social skills increased significantly over the course of the year and compared with the control group.

The last question of the research is whether there is a significant difference in SSES mean ranks according to school type variable, it was found that a statistically significant difference was noted between post-test scores of experimental and control groups for each of the three schools names are Marmara University Prof. Dr.Ayla Oktay Preschool Education Unit, Goztepe Semiha Sakir SSCPI Kindergarten, Münevver Şefik Fergar Primary School Kindergarten ( $p<0,05$ ). This finding shows that the RPPC was the most effective in order, Marmara University Prof. Dr. Ayla Oktay Preschool Education Unit, Münevver Şefik Fergar Primary School Kindergarten, Goztepe Semiha Sakir SSCPI Kindergarten. It is thought that the difference caused by school types. For instance the children in Goztepe Semiha Sakir SSCPI Kindergarten where the children are living all day without their parents under protection of government mostly exposed to trauma more than the children in Marmara University Prof. Dr.Ayla Oktay Preschool Education Unit, Münevver Şefik Fergar Primary School Kindergarten. Another thought is the children in Münevver Şefik Fergar Primary School Kindergarten have less social economic level than Marmara University Prof. Dr.Ayla Oktay Preschool Education Unit. This notion is supported by the literature that, as Masten, et al.(2006) indicates that during the early childhood years, it is important for children to have good quality of care and opportunities for learning, adequate nutrition, and community support for families, to facilitate positive development of cognitive, social and self-regulation skills.

In sum, it was seen that the experimental group children who took special training sessions received meaningfully higher scores than the control children who did not undergo any special education, and that the experimental group children possessed more social skills and less problem behaviors than the control group children ( $p>0,05$ ). This notion is supported by the literature that, as The A.R.Y.A. Project addresses 4-year-old inner-city kindergartners. The project comprises individual sessions, 20 minutes each, and group sessions (involving either part of or the entire kindergarten)—lasting altogether for an approximately 8-month period. In both the individual and group sessions, children learned and discussed various topics concerning animal stress and coping behavior. Subsequently, they are guided to adapt this knowledge to their own personal life. First-year evaluation indicates that both kindergarten teachers' and parents' evaluations as well as children's responses support the assumption that the project positively affects children's resilience (Israelashvili et al., 2003). Another famous of these interventions is the Perry Preschool Project, which involved 58 children in the treatment group and 65 controls. The intervention involved a half-day preschool every week day plus a weekly 90-minute home visit, both for eight months of the year, for two years. Teacher/student ratios were 1 to 6, and all teachers had master's degrees and training in child development (Schweinhart et al., 1993). The intervention had positive effects on achievement test scores, grades, high school graduation rates, and earnings, as well as negative effects on crime rates and welfare use (Currie,2001) The other one is Fun FRIENDS. It is a universal, school-based anxiety prevention program for children ages four to seven. Fourteen Catholic Education preschools and primary schools in and around Brisbane, Australia participated in this evaluation, resulting in a study sample made up of 488 children between the ages of 4 and 7. Children were 5.42 years old on average. It is delivered by teachers over the course of ten weekly lessons focusing on socio-emotional skills and resilience, and further incorporates two parent sessions to reinforce the program's lessons. It was found a positive impact on the protective factors related to social emotional skills and resilience (Barett, 2013). Furthermore Bonanno (2005) looked at self-enhancement among survivors of the September 11th attacks in New York City as a resource for developing resilience to counteract posttraumatic stress disorder (PTSD) (Bonanno, 2005). Self-enhancement has been argued to be an adaptive trait that promotes well being and effective coping (Taylor and Brown, 1988). Bonanno's study provided evidence that resilience is quite prevalent in the face of high stress contexts, such as the September 11th attacks.

Finally, in addition to these research studies on Strong Kids, Oregon Resiliency Project's socialemotional learning program for students in pre-K through grade 12 to promote resilience, have found evidence of significant and meaningful positive outcomes with regard to student knowledge gains, increases in social-emotional competence (Merrell, 2008; Merrell, 2010).

### **Suggestions for Further Research**

The aim of the study is to find out the effects of the “Resilience Program for Preschool Children” (RPPC) on 5-year-old children’s social skills. Especially in Turkey as studies in this area are very limited in early years, hence, much more researches must be done in this field. Future studies should be done with much more children and professionals. The initial and continual training of professionals who work in education should be informed the importance of resilience.

Finally, the resilience program or activities should be included by the initial and continual training of professionals who work in education and health in their curriculum, in order to better deal with the adversities in life and thus develop their emotional, social and professional skills so as to become more responsible, active and participative citizens

## References

- Bacanlı, H. (1999). *Sosyal Beceri Eğitimi*. Ankara: Nobel Yayınları
- Balat, G. U., & Şimşek, Z. & Akman, B. (2008). Okul Öncesi Eğitim Alan Çocukların Davranış Problemlerinin anne ve Öğretmen Değerlendirmeleri Açısından Karşılaştırılması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*. Sayı 34. Cilt 263-275
- Baum, N. L. (2005). Building resilience: A school-based intervention for children exposed to ongoing trauma and stress. *Journal of aggression, maltreatment & trauma*. 10(1-2), 487-498.
- Barrett, P. M., & Anticich, S. A., & Silverman, W., & Lacherez, P., & Gillies, R. (2013). The prevention of childhood anxiety and promotion of resilience among preschool-aged children: a universal school based trial. *Advances in school mental health promotion*. 6(2), 93-121.
- Beitchman, J.H. & Wilson, B & Brownlie, E.B. (1996). Long-term consistency in speech/language profiles, II: Behavioral, emotional, and social outcomes. *Journal of the American Academy of Child and Adolescent Psychiatry* 35: 815–25.
- Benard, B. (2004). *Resiliency: What we have learned*. WestEd.
- Block, J. & Kremen, A. M. (1996). IQ and ego-resiliency: Conceptual and empirical connections and separateness. *Journal of Personality and Social Psychology*. 70,349-361.
- Botting, N. & Conti-Ramsden, G. (2000). Social and behavioural difficulties in children with language impairment. *Child Language, Teaching and Therapy* 16: 105–20.
- Bonanno GA. 2005. *Resilience in the face of loss and potential trauma*. *Curr. Dir. Psychol. Sci.* 14:135–38
- Brogan, D. R., & Kutner, M. H. (1980). Comparative analyses of pretest-posttest research designs. *The American Statistician*. 34(4), 229-232.
- Büyüköztürk, Ş. (2007). *Deneysel desenler öntest-sontest kontrol grubu desen ve veri analizi*. Ankara: Pegem Yayınları.
- Büyüköztürk, Ş., Çakmak K. E., Akgün, Ö. E., Karadeniz, Ş., Demirel, F. (2012). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Yayınları.
- Cohen, N.J. & Barwick, M. & Horodezky, N. & Vallance, D.D. & Im, N. (1998). Language, achievement, and cognitive processing in psychiatrically disturbed children with previously identified and unsuspected language impairments. *Journal of Child Psychology and Psychiatry*. 36: 865–78
- Cohen, M. A. (1998). The monetary value of saving a high-risk youth. *Journal of Quantitative Criminology*. 19, 75-78.
- Cró, M.L. & Pinho, A.M. & Andreucci, L. & Pereira, A. (2013). Resilience and Psychomotricity in Preschool Education: A study with children that are socially, culturally and economically disadvantaged. Editors. Handbook of Research on ICTs for Human-Centered Healthcare and Social Services, Cruz-Cunha, Manuela M. 91–112.
- Cró, M.L. & Andreucci, L. & Pereira, A. & Pinho, A. (2013). *Psychomotricity, Health And Well-Being In Childhood Education*. Editors. Handbook of Research on ICTs for Human-Centered Healthcare and Social Services, Cruz-Cunha, Manuela M. 91–112.
- Currie, J. (2001). Early childhood education programs. *The Journal of Economic Perspectives*. 15(2), 213-238
- Elias, M. J. & Zins, J. E. & Weissberg, R. P. & Frey, K. S. & Greenberg, M. T. & Haynes, N. M. & Kessler, R. & Schwab-Stone, M. E. & Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Gülay, H. (2008). *5-6 Yaş Çocuklarına Yönelik Akran İlişkileri Ölçeklerinin Geçerlik Güvenirlik Çalışmaları ve Akran İlişkilerinin Çeşitli Değişkenler Açısından İncelenmesi*. (Yayımlanmamış doktora tezi). Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul
- Hersen M, Bellack AS. 1977. Assessment of social skills. In: Cininero AR, Calhoun KS, editors. Handbook of behavior assessment. New York: Wiley.
- Honig, A., & Wittmer, D. (1996). Helping children become more prosocial: Ideas for classrooms, families, schools, and communities. *Young Children*. 51(2), 62–70.
- Israelashvili, M., & Wegman-Rozi, O. (2003). Advancement of preschoolers' resilience: The ARYA project. *Early Childhood Education Journal*. 31(2), 101-105.
- Kurt, N. (2010 ). *The Levels of job satisfaction and Resilience of Agile Force Personnel's attitudes to cope with stress*. (Unpublished Master Dissertation). Gazi University, Institute of Education Sciences, Department of Educational Sciences, Department of Psychological Counseling and Guidance.
- LeBuffe, P. A. (2002). Can We Foster Resilience? An Evaluation of a Prevention Program for Preschoolers
- Lee, P. C. & Stewart, D. E. (2013). Does a Socio-Ecological School Model Promote Resilience in Primary Schools?. *Journal of School Health*, 83(11), 795-804.
- Liberman RP, King LW, DeRisi WJ, et al. 1975. *Personal Effectiveness*. Champaign (IL): Research Press.
- Masten, A.S. & Gewirtz, A.H. (2006). *Resilience in Development: The Importance of Early Childhood*. In Encyclopedia on Early Childhood Development, eds. R.E. Tremblay, R.DeV. Peters, M. Boivin, & R.G. Barr.
- Merrell, K. W. (2010). Linking prevention science and social-emotional learning: The Oregon Resiliency Project. *Psychology in the Schools*, 47(1), 55-70.
- Merrell, K. W., Juskelis, M. P., Tran, O. K., & Buchanan, R. (2008). Social and emotional learning in the classroom: Impact of Strong Kids and Strong Teens on students' social-emotional knowledge and symptoms. *Journal of Applied School Psychology*, 24, 209-224.
- Nelson, CA.& Bosquet M. (2000). *Neurobiology of fetal and infant development: implications for infant mental health*. In: Zeanah CH, editor. Handbook of Infant Mental Health. New York, NY: Guilford, 37–59.
- Ogelman Gülay, H., ve Sarıkaya Erten, H. (2013). Okul öncesi eğitimi almış çocukların okula uyum düzeylerinin 5 ve 6 yaşta incelenmesi: İki yıllık boylamsal çalışma. *The Journal of Academic Social Science Studies*, 6(7), 417-434.
- Quinn, M., Osher, D., Warger, C., Hanley, T., Bader, B., Tate, R., & Hoffman, C. (2000). *Educational strategies for children with emotional and behavioral problems*. Retrieved November 27, 2006, from the Center for Effective Collaboration and Practice Web site: [http://cecp.air.org/aft\\_nea.pdf](http://cecp.air.org/aft_nea.pdf)
- Sainato, D., & Carta, J. (1992). *Classroom influences on the development of social competence in young children with disabilities*. In W.H. Brown, S.L. Odom, & S.R. McConnell (Eds.), Social competence in young children with disabilities (pp. 93-109). Baltimore, MD: Paul H. Brookes.
- Segrin C. 1992. Specifying the nature of social skill deficits associated with depression. *Human communication Research*. 19:89-123.
- Segrin C. (2000) Social skills deficits associated with depression. *Clinical Psychology Review* 20: 379-403.
- Spitzberg BH, Cupach WR. (1985). Conversational skill and locus of perception. *Journal of Psychology and Behavioral Assessment*. 7:207-220.
- Spitzberg BH, Cupach WR. (1989). *Handbook of interpersonal competence research*. New York: Springer-Verlag
- Taylor SE, Brown JD. (1988). *Illusion and well-being: a social psychological perspective on mental health*. Psychol. Bull. 103:193–210
- Thompson, RA & Easterbrooks, MA & Padilla-Walker, (2003). *Social and emotional development in infancy*. In: Lerner RM, Easterbrooks MA, Mistry J, editors. Handbook of Psychology: Developmental Psychology. Hoboken, NJ: John Wiley and Sons 91–112.
- Trower P. (1982). *Toward a generative model of social skills: A critique and synthesis*. In: Curran JP, Monti PM, editors. Social skills training: A practical handbook for assessment and treatment. New York: Guilford Press.
- Wiemann J.M. (1977). Explication and test of a model of communicative competence. *Human Communication Research* 3:195-213.
- Zeanah, C.H. (2000). *Handbook of Infant Mental Health*. 2. New York, NY: Guilford

- Zins, J., Weissbert, R., Wang, M., & Walberg, H. (2004). Building academic success on social and emotional learning: What does the research say? New York: Teachers College Press.
- Zirpoli, T., & Melloy, K. (1997). *Behavior management: Applications for teachers and partners* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.