A Research on the Character and Intervention of Social Withdrawal of Preschool Children

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Contribution

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There exist two defects in the research of the social withdrawal of preschool children at present. Firstly, there lack latest studies which can fully reflect the relative achievements, resulting in the lack of exactitude as regards the choice of the intervention objects and ineffective pertinence of the program. At the same time, there lacks effective methodology to verify the results of the intervention. Directed against these defects, this dissertation explores the characters of the social withdrawal of Chinese preschool children and presents a systemic research on the program planning and results of the game intervention of social withdrawal of preschool children. Based on the etiology results of the social withdrawal of preschool children, within the framework of the ecology theory and using Bandura's self-efficacy theory for reference, this dissertation reveals the occurring and development process of how the relation functions as the exterior cause while the self-efficiency as the interior cause for the social withdrawal of preschool children. Thereafter, based on the results of this study, the dissertation formulates a game intervention program which ecologizes and half structurizes the combination of behavior change and environment reconstruction of the withdrawal children, with the prompting of relation and emotion as the basis and the increase of self-efficiency as the core to solve the problem of the low pertinence and the limited ability of generalization and transfer.
Method

Questionnaire, Structural Equation Method, Case Study, Experimental Research, Reformed Reversal Design

Expected Outcomes

Using interview methods, item analysis and factor analysis, teacher’s questionnaire of social withdrawal of preschool children meeting the needs of psychometrics both in reliability and validity are obtained. The questionnaire tells that there are three types of preschool children--shy silence, active withdrawal and passive withdrawal—and the three types is related to and functions on each other. The result finds that onlooking activity is an important variable.

The study sets the filtration criterion and diagnosis criterion of the social withdrawal of preschool children.

Adopting the filtration criterion, the study shows that there is an age difference in the elimination percentage of the social withdrawal of preschool children, with a trend of high-low-high in the minor, middle and senior classes. Gender difference is also found out, with a higher percentage of boys than girls in both the senior and the minor class.

After implementing and examining the result of the game intervention program, it proves that game intervention can reduce the withdrawal behavior of preschool children and improve their ability of adaptation and shows that the game intervention can increase the intercourse frequency of the withdrawal children and reduce the active withdrawal behavior in particular. At the same time, the peers’ game alone and the onlooking behavior are reduced and the intercourse frequency of the whole class are increased. The track measure 8 weeks after the intervention reveals that the above effects are maintained.

References

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