



**Evidence and  
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Behavioural and Implementation  
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## **#365 - EASEL: a common elements approach to enhance social, emotional, behavioural and executive function outcomes for young children in preschool settings**

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### **Background/Objectives/Aims**

Providing high-quality early childhood care and education is key to maximizing children's potential to succeed later in life (The Lancet, 2016). It equips young children with the essential skills and competencies needed for their development. Despite governmental efforts to support early childhood educators, they continue to report difficulties in implementing classroom practices that promote these skills, particularly in supporting children's social, emotional, behavioural, and executive functioning (SEB+EF) outcomes.

This study aims to 1) use a common elements approach to develop a set of universal educator-led practices for use with 3-6-year-old children in Singapore to improve SEB+EF outcomes (the Enhancing and Supporting Early development to better children's Lives [EASEL] Approach); and 2) evaluate the effectiveness and implementation of the EASEL Approach in Singapore.

### **Methods**

We used a common elements approach to develop the EASEL Approach. Through a review of effective universal classroom interventions for improving children's SEB+EF outcomes and consultation with expert stakeholders, we identified nine educator-led practices to improve preschool children's SEB+EF outcomes. Currently, we are evaluating the EASEL Approach using a type 2 hybrid implementation-effectiveness design in a cluster randomized controlled trial and the EPIS (Explore, Prepare, Implement, Sustain) Framework to support the implementation of the EASEL Approach. The trial involves 18 childcare centres

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across Singapore. Implementation strategies include training, practice-based coaching, educator self-assessments, and data monitoring.

### **Main findings**

Primary outcomes include educators' teaching practices and adoption of the EASEL Approach in practice. Secondary outcomes include the acceptability and feasibility of the EASEL Approach and children's SEB+EF outcomes. Quantitative and qualitative data will be collected at baseline, 3 months (mid-intervention), and 6 months (post-intervention).

We will present on the development of the EASEL Approach using a common elements approach and preliminary learnings from the trial, including initial barriers and facilitators to implementing the EASEL Approach in early childhood classrooms. Findings from this study will provide significant evidence on the implementation of the EASEL Approach in early childhood classrooms in Singapore alongside the effectiveness of the EASEL Approach in improving educators' teaching practices and children's SEB+EF outcomes.

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