

## Research Bites Issue 11

### Feature 2: Understanding perceptions of child abuse and neglect in Singapore: Our progress and future directions

To find out more about the child abuse and neglect perception study conducted in 1994 and 1997, please read our monographs here

(<https://www.childrensociety.org.sg/research-completed>)

For more information on the child abuse and neglect perception study conducted in 2010 and 2011, please refer to the following sources:

#### Journal publications

Lui, Z. J., Elliott, J. M., Koh, C. W., Tan, J. C. G., Liu, D., & Teo, C. E. S. (2019). Public perceptions of child maltreatment in Singapore: Differences between 1994 and 2010. *Children and Youth Services Review*, 98, 261-268.

<https://doi.org/10.1016/j.chilyouth.2019.01.015>

Lui, Z.J., Elliott, J. M., Koh, C. W., Tan, J. C. G., Liu, D., & Teo, C. E. S. (2020). Corrigendum to “Public perceptions of child maltreatment in Singapore: Differences between 1994 and 2010” [Child. Youth Serv. Rev. 98 (2019) 261–268]. *Children and Youth Services Review*, 116, Article 105204.

<https://doi.org/10.1016/j.chilyouth.2020.105204>

Lui, Z. J., Tan, J. C. G., Koh, C. W., Liu, D., Elliott, J. M., Fu, C. S. L., & Teo, C. E. S. (2020). Perceptions of child maltreatment among professionals and the public in Singapore. *Journal of Interpersonal Violence*. Advance online publication.

<https://doi.org/10.1177/0886260520921872>

#### Research Bites features

Some study findings have also been featured in [Issues 1 \(July 2016\)](#) and [2 \(February 2017\)](#) of the Research Bites newsletter.

## Feature 3: Developing social emotional competencies with the PATHS programme

### **Social and Emotional Learning**

Collaborative for Academic, Social, and Emotional Learning. (2020). *CASEL'S SEL framework: What are the core competence areas and where are they promoted?* <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

Committee for Children. (2021). *Making the Case for SEL*. Retrieved April 7, 2021, from <https://www.cfchildren.org/about-us/making-the-case-for-sel/>

Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88, 408–416. <https://doi.org/10.1111/cdev.12739>

Liem, G. A. D., Chua, B. L., Seng, Y. B. G., Kamarolzaman, K., & Cai, E. Y. L. (2017). Social and emotional learning in Singapore's schools: Framework, practice, research, and future directions. In E. Frydenberg, A. Martin, & R. Collie (Eds.) *Social and emotional learning in Australia and the Asia-Pacific* (1st ed., pp. 187-203). Springer, Singapore. [https://doi.org/10.1007/978-981-10-3394-0\\_10](https://doi.org/10.1007/978-981-10-3394-0_10)

Zhou, M., & Ee, J. (2012). Development and validation of the social emotional competence questionnaire (SECQ). *The International Journal of Emotional Education*, 4, 27-42. <https://www.um.edu.my/library/oar/handle/123456789/6140>

### **PATHS programme**

PATHS Program Holding LLC. (2021). *PATHS Program LLC - Social Emotional Learning for Pre-K, Elementary, and Middle School*. Retrieved April 7, 2021, from <https://pathsprogram.com/>

PATHS Program Holding LLC. (2021). *How to do turtle* [Image of poster]. Retrieved April 7, 2021, from <https://shop.pathsprogram.com/products/how-to-do-turtle>