THE IMPACT OF THE 101S POSITIVE DISCIPLINE TEACHER TRAINING ON TEACHER PRACTICES AND PRESCHOOLERS’ EXECUTIVE FUNCTION SKILLS

PITCHADA SUTIPAN

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PITCHADA SUTIPAN 5336636 CFHD/M

M.Sc. (HUMAN DEVELOPMENT)

THESIS ADVISORY COMMITTEE: PANADDHA THANASETKORN, Ph.D., VASUNUN CHUMCHUA, D.Sc., NUANCHAN CHUTABHAKDIKUL, Ph.D.

ABSTRACT

The objectives of this study were (1) to investigate the impact of The 101s teacher training on the changes in teacher interaction practices, (2) to investigate the impact of The 101s teacher training on changes in preschoolers’ executive functions and (3) to examine the correlations between teacher interaction practices and executive functions. Two kindergarten schools in Samuthprakarn were randomly assigned to an intervention group (4 teachers, 31 four to six-year-old children) and a control (3 teachers, 29 four to six-year-old children) group.

For the data analysis, independent t tests were employed to investigate the mean differences on each subscale of a teacher interaction checklist between the intervention and control groups. The results of this study showed that the trained teachers in The 101s teacher training had significantly higher scores on positive teacher interaction practice subscales and significantly lower scores on negative teacher interaction practice subscales, compared to the teachers in the control group.

In addition, a series of multivariate analyses of covariance (MANCOVA) were employed to investigate the mean differences on each subscale of BRIEF-P between the intervention and control groups. The results showed that the students whose teachers received The 101s Positive Discipline training had significantly lower scores on inhibitions, emotional controls, working memory and planning/organization (F= 5.087, 7.873, 7.230 and 5.562 respectively, p<.05) as measured by the BRIEF-P, compared to the control group. Finally, bivariate-correlations were performed to examine the relationships between teacher interaction practices and executive function skills. The results showed the significant negative correlations with the use of the positive principles in The 101s and BRIEF-P subscale. The results indicated that The 101s training had an impact on teacher interaction practices and children’s executive function skills. The discussion, limitations, implications, and suggestions for future research are also presented.

KEY WORDS: THE 101s: A GUIDE TO POSITIVE DISCIPLINE / EXECUTIVE FUNCTIONS / TEACHER INTERACTION PRACTICES / PRESCHOOLERS / BRIEF-P

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The impact of the 101s positive discipline teacher training on teacher practices and preschoolers’ executive function skills

Pichauda Suwittapun 5336636 CFHD/M

V.T.M. (พิเศษบัณฑิตย์)

Committee of Graduation Thesis: Punnadas Dhuneshvara, Ph.D., Wasunna Suwitachai, D.Sc., Nuanjant Chutadaphakdi, Ph.D.

Abstract

The study aims to investigate the impact of the 101s positive discipline teacher training on teacher practices and preschoolers’ executive function skills. The study compares the differences in the scores of the Teacher Interaction Checklist and BRIEF-P scales between the experimental group (n = 31) and the control group (n = 29). The experimental group received the 101s positive discipline teacher training, while the control group did not. The independent t-tests were used to analyze the differences in the mean scores of the Teacher Interaction Checklist between the two groups. The results showed that teachers who received the 101s positive discipline training had higher positive discipline scores and lower negative discipline scores compared to the control group (p < .05). MANCOVA was also used to analyze the differences in the mean scores of the BRIEF-P scales between the two groups. The results showed that preschoolers in the experimental group had lower scores on the executive function scales compared to the control group (F = 5.087, 7.873, 7.230, and 5.562, p < .05). Bivariate correlations were used to analyze the relationship between the scores of the Teacher Interaction Checklist and BRIEF-P scales. The results showed a significant negative correlation between the scores of the two scales (r = -.54, p < .05). The study concludes that the 101s positive discipline teacher training has a positive impact on teacher practices and preschoolers’ executive function skills.