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Early Childhood Teachers' Perceptions of the Social Validity of the Incredible Years
Teacher Classroom Management Programme in Aotearoa New Zealand

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Abstract

The Incredible Years Teacher Classroom Management (IY TCM) programme is being offered to teachers of young children in Aotearoa New Zealand by the Ministry of Education to support the provision of more positive learning environments and provide teachers with strategies to promote pro-social behaviour and decrease disruptive behaviour. An important aspect of the implementation of any programme is its social validity with its intended users. Establishing the social validity of an intervention or prevention programme is important as it impacts on its implementation and sustainability within the intended setting. The present study explored three aspects of social validity of the IY TCM programme by examining early childhood teachers perspectives about a) the alignment between IY TCM principles and strategies and the early childhood curriculum, Te Whāriki; b) the appropriateness of IY TCM principles and strategies to the New Zealand context and their teaching practice; and c) the ways in which teachers incorporate IY TCM principles and strategies into their teaching practice. Placed within a constructivist epistemology and using a mixed methods approach, a web based, anonymous survey was conducted. One hundred and seven early childhood teachers who had participated in IY TCM participated. Results indicated that most early childhood teachers in Aotearoa New Zealand find IY TCM principles and strategies to align with Te Whāriki, particularly in the areas of Relationships, Empowerment and Family and Community, with IY TCM improving some teachers' implementation of Te Whāriki. Discussion of both favourable and less favourable views about the social validity of IY TCM contribute to understanding potential ways to help strengthen and support implementation of IY TCM strategies in early childhood centres, as well as ways to improve programme training for teachers. Limitations of the research and future directions for research are identified.

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Table of Contents

Abstract	iii
Acknowledgements.....	v
Table of contents.....	vii
List of tables	xi
List of figures	xiii
Chapter One: Introduction.....	1
Overview	1
Background for the study.....	2
Rationale for the study.....	3
Researcher background.....	4
Introduction to key terms	4
Summary of chapters	8
Summary	9
Chapter Two: Literature review	11
Introduction.....	11
Search strategy	12
Te Whāriki	12
Incredible Years Teacher Classroom Management Programme	18
Incredible Years in Aotearoa New Zealand.....	28
Fidelity.....	31
Social validity.....	32
Research questions	35
Chapter Three: Methodology	37
Introduction.....	37

Methodological approach	37
Design.....	38
Method selection	35
Survey participants.....	39
Dissemination of the survey	40
Survey sample.....	40
Survey design.....	41
Validity	48
Ethics	49
Data analysis	50
Data interpretation.....	52
Conclusion	53
Chapter Four: Results	55
Survey respondents	56
Research question one: Do early childhood teachers in Aotearoa New Zealand believe IY TCM principles and strategies to align with Te Whāriki?	56
Research question two: How appropriate do teachers find IY TCM principles and strategies to the context of early childhood education in Aotearoa New Zealand.....	61
Research question three: In what ways do teachers incorporate IY TCM principles and strategies into their teaching practice?.....	72
Summary	81
Chapter Five: Discussion	83
Areas of high social validity	84
Areas of low social validity	91

Bridging the research to practice gap.....	99
Summary	103
Chapter Six: Conclusion	105
Implications for practice.....	105
Limitations and delimitations	109
Recommendations for future research	111
Final thoughts	112
References	115
Appendix A: Invitation to participate in survey	129
Appendix B: Survey.....	130
Appendix C: Human ethics approval.....	139
Appendix D: Information and consent.....	140

List of Tables

Table 2.1	Examples of experiences provided by Te Whāriki to help meet learning outcomes for young children.....	17
Table 3.1	Strategies included in the survey and the first self-reflection inventory they appear in.....	43
Table 3.2	Response scales for questions relating to the appropriateness and resistance to use of each selected IY TCM strategy	45
Table 3.3	Response scales for each IY TCM strategy for working with whānau in New Zealand early childhood centres.....	48
Table 3.4	Numerical values attributed to response scales to determine mean scores	51
Table 4.1	Percentage of participants who indicate IY TCM strategies align with Te Whāriki.....	58
Table 4.2	Mean results for how appropriate participants found IY TCM strategies for use in early childhood centres in Aotearoa New Zealand.....	63
Table 4.3	Mean results for how appropriate participants found IY TCM collaborative strategies for use with parents/whānau in early childhood centres in Aotearoa New Zealand	70
Table 4.4	Responses indicating reasons for not using IY TCM behaviour plans	75
Table 4.5	Supportive factors and barriers to the use of IY TCM strategies in the proportions suggested by the IY TCM Pyramid Framework	76
Table 4.6	How appropriate participants found IY TCM strategies for working with children and if the strategies were already used in	

participants' centres prior to IY TCM or not used following
 IY TCM..... 78

Table 4.7 How appropriate participants found strategies for working
 collaboratively with parents/whānau and if the strategies were
 already used in participants' centres prior to IY TCM and not used
 following IY TCM..... 80

List of Figures

Figure 2.1	The Whāriki.....	14
Figure 2.2	The Incredible Years Teacher Classroom Management pyramid framework	19
Figure 4.1	How well participants consider IY TCM to align with Te Whāriki	57
Figure 4.2	How appropriate participants found relationships strategies for use in early childhood centres in Aotearoa New Zealand.....	66
Figure 4.3	How appropriate participants found teaching Tucker Turtle, calm down thermometer and rocket ship and using self- encouragement bubbles for use in early childhood centres in Aotearoa New Zealand	67
Figure 4.4	How appropriate participants found incentive strategies for use in early childhood centres in Aotearoa New Zealand.....	68
Figure 4.5	How often participants consider the IY TCM pyramid framework in different areas of their practice	74

Chapter One

Introduction

Overview

This study examines the way in which early childhood teachers in Aotearoa New Zealand who have undertaken training in the Incredible Years Teacher Classroom Management Programme (IY TCM) view the alignment, appropriateness and application of the IY TCM principles and strategies to their early childhood settings. Given the recent introduction of IY TCM in Aotearoa New Zealand and the unique nature and context of early childhood education in Aotearoa New Zealand, there is a need to investigate whether early childhood teachers from Aotearoa New Zealand who have completed IY TCM believe that IY TCM is a socially valid programme. Social validity within the local setting is important to ensure the acceptance, sustainability and fidelity of implementation of newly introduced interventions.

The purposes of this research are to explore early childhood teachers' perspectives about the IY TCM programme in Aotearoa New Zealand. Specifically the study examines whether early childhood teachers consider the IY TCM principles and strategies to align with the New Zealand curriculum framework, Te Whāriki; how appropriate they believe IY TCM principles and strategies are to the context of early childhood education in Aotearoa New Zealand and their teaching practice; and which ways they incorporate IY TCM principles and strategies into their teaching practice. This thesis reports on the results of a survey that garnered the perspectives and beliefs of early childhood teachers who had completed IY TCM in order to enhance the understanding of the appropriateness and acceptance of this programme in early childhood education settings in Aotearoa New Zealand.

Background for the Study

The Incredible Years (IY) series of programmes is a well-researched intervention and prevention programme designed to support children's social, emotional and behavioural development as a means of promoting future social and academic success (Webster-Stratton, 2012). In Aotearoa New Zealand, the Ministry of Education has included the IY TCM and IY BASIC parenting programme as part of their Positive Behaviour for Learning (PB4L) initiative. The adoption of these programmes was prefaced by two significant reports, *Conduct problems: Effective programmes for 3-7 year olds* (Blissett et al., 2009) and *Interagency plan for conduct disorder/severe antisocial behaviour* (Church et al., 2007), that outlined concerns that young children can be identified as being on an antisocial pathway from as young as three years of age, potentially causing significant harm to both themselves and others over their lifetime.

IY TCM is one aspect of a comprehensive, cross-governmental agency approach to address the significant concerns for children and youth viewed as at risk for negative outcomes. The approach includes a commitment to support kaupapa Māori initiatives Huakina Mai and Te Mana Tikitiki and an intensive wrap around service to support those with the greatest behavioural need. Recently the MyFRIENDS youth resilience programme and Check and Connect mentoring programme have been added to the original programmes to provide comprehensive, evidence based, positive behaviour supports for young people. The School-Wide Positive Behaviour Support programme and Restorative Practice was included with the IY BASIC parenting and Teacher Classroom Management programmes, with increasing opportunities for participation in Incredible Years programmes provided across the country. The Ministry of Education

aims to achieve a goal of 16,260 teachers completing IY TCM by 2017 (Ministry of Education, 2013b).

Rationale for the Study

While extensive international research on IY programmes exists, current research to support IY TCM's use in Aotearoa New Zealand is limited and there is debate as to whether the effectiveness of evidence-based programmes developed and researched in another country is maintained when adopted for use in settings within Aotearoa New Zealand (Fergusson, Boden, & Hayne, 2011). Research suggests that the effectiveness of a programme is related to the social validity of the programme (Strain, Barton, & Dunlap, 2012). Any programme developed in another country needs to be examined to explore how the programme fits with the cultural and pedagogical context of the new country. Social validity is linked to the likelihood a programme will be adopted by those expected to implement it (Wolf, 1978). Given that participation in IY TCM in Aotearoa New Zealand is increasing (Ministry of Education, 2013b), research in the context of early childhood education in Aotearoa New Zealand is considered timely and of value to the Ministry of Education and other key stakeholders. This research aims to offer a contribution to IY research both in Aotearoa New Zealand and international contexts, by exploring the perspectives of early childhood teachers in Aotearoa New Zealand in relation to the programmes alignment with the curriculum, Te Whāriki; the appropriateness to the context and current practices and the ways it is incorporated into practice.

Researcher Background

As an early childhood teacher with over 10 years experience working in kindergartens, I developed an interest in exploring the behaviour of young children, the factors that influence the ways in which children behave, and effective teaching strategies for supporting children's pro-social behaviour. Within my post-graduate Masterate programme, the influences on the behaviour of young children and the supports available when intervention was required, was a key focus. A number of research assignments allowed for the investigation of the Incredible Years programme and I was able to participate in IY TCM myself, completing the programme in 2012. While participating in IY TCM, I was interested to see how early childhood teachers in the group viewed the appropriateness of the strategies to the context of early childhood education in Aotearoa New Zealand and to their practice. My experience in the training suggested that there were IY TCM strategies that were well accepted by teachers, while others were considered to be less appropriate. Further reading suggested that exploring the acceptability of practices by those implementing them in their unique contexts was an important area for intervention adoption and sustainability. A potential gap in the existing research was recognised, which prompted the development of the current study.

Introduction to Key Terms

The following section describes key terms used throughout this study. These include the Incredible Years Series, with a focus on the teacher programme; and the early childhood curriculum document of Aotearoa New Zealand, Te Whāriki. Following this is a brief description of the early childhood education context in Aotearoa New Zealand.

Incredible Years series. Developed by Dr Carolyn Webster-Stratton, the Incredible Years (IY) series is designed to strengthen the social and emotional competence of young children by promoting effective, positive and research-proven teaching and parenting strategies and practices (Webster-Stratton, 2011). The IY series is designed to be used as both prevention and treatment programmes, with three types of interconnected programmes for parents, children and teachers (Webster-Stratton, 2011).

Programme delivery. The programmes for parents and teachers are taught in a group format by trained facilitators in order to maintain fidelity of implementation. Comprehensive manuals, which detail lesson plans, are provided to teachers for the child programmes. With a minimum of 12 weekly sessions for parents, six monthly sessions for teachers, and 18 weekly sessions for children, IY programmes are underpinned by Bandura's (1986) social learning theory and modelling. Video vignettes show desired behaviours and role play provides opportunities to practice skills. The group format allows participants to develop support networks and provides opportunities to discuss the strategies promoted (Reinke, Herman, Stormont, Newcomer, & David, 2013; Webster-Stratton, 2006, 2012). The following discussion provides an outline of the three programme types as described by Dr Webster-Stratton (Webster-Stratton, 2012).

Parenting and child programmes. The first of the IY programmes, the parenting programme was developed in the US in the 1980's. Designed to support parents of children with externalising and internalising behaviour challenges, the programme promotes positive parent-child relationships and teaches strategies for parents to support children's self-regulation and friendship skills, as well as strategies to

reduce inappropriate behaviour. The classroom Dinosaur School curriculum and the Dinosaur Treatment curriculum of the IY series are the only components which work directly with children. The Dinosaur School curriculum is delivered to the whole class, while the same curriculum can be used as a “pull out” treatment programme for small groups of children.

Teacher programmes. In recognising that improvements in child behaviour from the parenting and child-based programme did not generalise to the classroom for all children, attention was turned to the classroom and the teacher. Responding to teachers’ reports of increasing numbers of students with challenging behaviour, feelings of inadequacy in how to support these children, and increased teacher stress, the Incredible Years Teacher Classroom Management Training (IY TCM) programme was developed in 1994. Targeted to teachers of children aged three to eight years, IY TCM was designed to strengthen children’s social and emotional competence and reduce multiple risk factors linked to social and emotional difficulties. It was recognised that any programme would need to support teachers to develop skills to encourage, nurture and motivate students from varying cultural backgrounds and with a range of developmental abilities. It would also need to recognise the varying skills, background and experience of the teachers taking part. The programme provides a range of strategies to support teachers to build and maintain positive relationships with students; proactive teaching strategies; rules and routines in the classroom; academic, social, persistence and emotion coaching skills; and strategies to use in response to inappropriate behaviour. In addition, there is a clear focus on building positive, collaborative relationships with whānau.

Availability in Aotearoa New Zealand. Currently both parent and teacher programmes are available in Aotearoa New Zealand. They are delivered by the Ministry of Education or non-government organisations contracted to deliver the programme to those who are eligible and choose to participate. The Incredible Years BASIC Parenting Programme (IY BPP) is available to parents of children aged from three to eight years (Ministry of Education, 2014b). Registered teachers of children aged three to eight years are eligible to receive IY TCM training, including teachers at schools and early childhood centres. Teachers at early childhood centres implement the principles and strategies of the IY TCM programme alongside the curriculum document Te Whāriki.

Early childhood education. In Aotearoa New Zealand, early childhood education covers the period from birth until school entry. While school is not compulsory until children turn six years of age, attendance typically begins at age five (Lee, Carr, Soutar, & Mitchell, 2013). A diverse range of early childhood services are provided in this non-compulsory sector and include teacher led and parent led services, privately owned and community based services and services with a specific focus on meeting the cultural needs of children and families. Early childhood services may operate under an umbrella organisation, or be independent (Ministry of Education, 2014a). Children aged from three until school entry are eligible for 20 hours of free, government funded early childhood education (Ministry of Education, 2015). IY BPP and IY TCM programmes are being provided to support children three to eight years of age. Registered teachers of children three to eight years of age are eligible for participating in IY TCM, therefore teacher-led services, which include kindergartens and care and education centres will be the focus of this research.

Te Whāriki. *Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa [Te Whāriki]* (Ministry of Education, 1996) is the early childhood curriculum of Aotearoa New Zealand. During the early 1990's the developers of Te Whāriki, Margaret Carr and Helen May, in conjunction with Lady Tilly and Sir Tamati Reedy, consulted widely with the diverse early childhood sector to develop a draft early childhood curriculum (M. Carr & May, 1993; Te One, 2013). After amendments, it was published in 1996 (May & Carr, 1997). The curriculum is based on the following aspiration for children:

To grow up as competent and confident learners and communicators, healthy in mind, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society (Ministry of Education, 1996, p. 9).

While widely adopted by the sector, it wasn't until the revised *Education (Early Childhood Education) Regulations* (2008) came into effect that early childhood centres were mandated to implement a curriculum consistent with the principles and strands of Te Whāriki (Education Review Office, 2013). Today, Te Whāriki is firmly embedded in the early childhood sector of Aotearoa New Zealand as a foundational document to guide practice (Te One, 2013).

Summary of Chapters

Chapter two provides a review of the literature related to the Incredible Years Teacher Classroom Management programme. The development and structure of Te Whāriki is discussed, along with aspects of social validity which impact on the perceived appropriateness of programmes when they are introduced to a population. The review

of the literature identifies the need for examination of how appropriate early childhood teachers in Aotearoa New Zealand find IY TCM for use in their context.

Chapter three details the selection of a mixed methods approach to the research, wherein a survey with both qualitative and quantitative elements was conducted to collect data. Methods for accessing participants are described, along with details relating to the development of the survey. Ethical considerations are discussed, along with methods for analysing the data gathered.

The results of the survey, attending to the specific research questions, are presented in Chapter four. Both quantitative and qualitative data are used to inform the results and key themes and trends are identified and analysed.

Chapter five discusses the significance of the findings presented in the results chapter. Themes are examined and expanded on and comparisons to existing literature are made in order to address the social validity of IY TCM in New Zealand early childhood settings.

The conclusion to this research is presented in Chapter six. A summary related to social validity and the implications of these findings discussed. The strengths and limitations are presented along with future research recommendations.

Summary

IY TCM is part of a series of interconnected programmes designed to promote the social and emotional competence of young children by providing training to parents,

children and teachers. IY TCM is offered to teachers of children aged from three to eight years in Aotearoa New Zealand, including early childhood teachers. Teachers in early childhood settings support children from birth to school entry, in a variety of settings, while implementing the curriculum document Te Whāriki. While international evidence exists to support the use of IY TCM to improve outcomes for children, further research is need to examine its use in the context of Aotearoa New Zealand.

The purpose of this study is to explore whether early childhood teachers consider the IY TCM principles and strategies to align with the New Zealand curriculum framework, Te Whāriki; the extent to which early childhood teachers believe IY TCM strategies are appropriate to the context of early childhood education in Aotearoa New Zealand and their teaching practice; and how early childhood teachers in Aotearoa New Zealand incorporate IY TCM principles and strategies into their teaching practice. The literature review which follows examines the extant research related to IY TCM, Te Whāriki and aspects of social validity which impact on how the appropriateness of IY TCM to early childhood settings in Aotearoa New Zealand might be perceived.

Chapter Two

Literature Review

Introduction

The New Zealand Government has expressed an on-going commitment to the implementation of the Incredible Years programme with schools and early childhood services as part of their key initiative to support positive behaviour and social-emotional competence in young children. Implementation in the early childhood sector takes place within the existing curriculum framework, Te Whāriki (Ministry of Education, 1996). Developed within the distinct cultural context of Aotearoa New Zealand, Te Whāriki is a flexible, non-prescriptive curriculum, allowing for a range of philosophies and programmes to be incorporated while maintaining the principles and strands central to the document. The Incredible Years Teacher Classroom Management (IY TCM) programme is currently being provided by the Ministry of Education as part of its Positive Behaviour for Learning initiative, and is one such programme which may be suitable for use within the early childhood curriculum framework. To date, a range of positive results have been found internationally for those participating in IY TCM, with limited but increasing research being conducted in Aotearoa New Zealand. An important area for IY TCM research in Aotearoa New Zealand is social validity, both in terms of alignment with the curriculum framework, Te Whāriki, and acceptability of the programme to practitioners. The following review will present an overview of the current literature related to both Te Whāriki and the IY TCM programme. The importance of the social validity of research based interventions will be discussed before previous research related to the Incredible Years programme in Aotearoa New Zealand is presented.

Search Strategy

Search terms used for this review included Incredible Years, teacher classroom management, teacher, early childhood, early childhood education, young children, early years, preschool, Te Whāriki, curriculum, and New Zealand. Additional searches included the terms social validity and education. The search term kindergarten was also used. Databases including Google Scholar, PsycINFO, ERIC, Education Source, and Australia/New Zealand Reference Centre were used to source literature related to the research. The Discover search tool along with the Massey University library catalogue was utilised. Due to the relatively recent development of both Te Whāriki and IY TCM, no date limits were imposed on searches. Further material was accessed through reference lists of relevant publications. Key websites accessed include those for the Incredible Years, Ministry of Education, Education Counts and Ministry of Social Development. Material was evaluated to ensure its relevance to the context of the research. Searches were repeated regularly to ensure newly published material was accessed.

Te Whāriki

Te Whāriki is the early childhood curriculum of Aotearoa New Zealand. The Early Childhood Education Taskforce (2011) found Te Whāriki to be a “profoundly important document that is fit for purpose and meets our society’s needs as well as the needs of a diverse early childhood education sector” (p. 112). Te Whāriki incorporates Māori pedagogies and takes a socio-cultural position of learning. Te Whāriki has gained both national and international praise and support (Blaiklock, 2010; May, 2011) and became a model for other countries developing a curriculum for early childhood (May, 2011). It is now embedded in the early childhood sector (Te One, 2013). However, while the

underlying principles and philosophy of Te Whāriki may support its durability (Te One, 2013), it is not without its critics who question its non-prescriptive nature and limited guidance for specific teaching practices.

Structure of Te Whāriki. Made up of interwoven principles and strands, the curriculum document Te Whāriki is envisaged as a '*whāriki*' – a woven mat, as shown in Figure 2.1 (p. 14). The framework allows early childhood services, programmes, and environments to weave their own distinctive patterns of teaching and learning using the four principles of Empowerment - *Whakamana*, Holistic Development - *Kotahitanga*, Family and Community – *Whānau Tangata*, and Relationships – *Ngā Hononga* and the five strands of Well-being – *Mana Atua*, Belonging - *Mana Whenua*, Contribution – *Mana Tangata*, Communication – *Mana Reo* and Exploration – *Mana Aotūroa* (M. Carr & May, 1993). Within each strand, a series of goals focus on the experiences that children should engage in during their time in an early childhood setting. The framework also describes possible learning outcomes, as well as highlighting the different needs of infants, toddlers and young children. Dalli (2011) posits that this structure allows for the particular characteristics of individual services to be maintained with the overall framework enabling consistency across diverse settings.

A bi-cultural curriculum. Consciously developed within a *Te Tiriti o Waitangi* framework, Te Whāriki has adopted a pedagogical approach which is unique to Aotearoa New Zealand (Lee et al., 2013). Te Whāriki had its beginnings within the philosophical and pedagogical beliefs of Māori, resulting in a bi-cultural document (Te One, 2013). Te One (2013) describes how the advisory body, Rūnanga Matua, had identified key concepts central to supporting and promoting Māori values and

viewpoints in education. These included *mana tangata*, *mana atua*, *mana o te reo* and *mana whenua*, which all became strands of the curriculum framework. The principle of empowerment emerged as a key principle and thus a Māori worldview was the base for the structure of the document (May, 2011; May & Carr, 1997) Reedy (2013) explains that learning *tūrangawaewae*, the power of place and sense and right of belonging, results in empowerment.

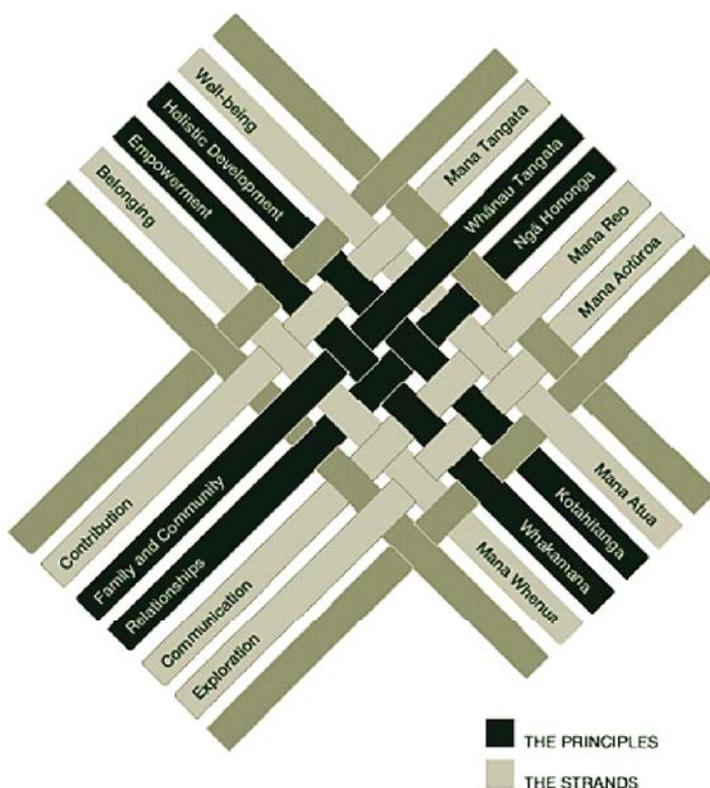


Figure 2.1. The whāriki. From “Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa,” by the Ministry of Education, 1996, p. 13. Copyright 1996 by Learning Media.

A socio-cultural view. Te Whāriki reflects a socio-cultural view of teaching and learning (Carr & May, 1993), described by Hedges and Cullen (2005) as a process in which meaning is developed as a result of active participation in learning and inquiry processes. Through active participation, learners are able to construct knowledge which enables them to effectively participate within the culture of their own communities.

Teaching is positioned as a complex, active, and contextualised process. Hedges and Cullen (2005), along with Lee and colleagues (2013) explain that the socio-cultural view of learning is reflected in the four principles which are central to the document, in particular the foundational emphasis on participation and relationships. Te Whāriki challenges traditional curriculum models which are often linear, and can be assessed by measurable outcomes (Lee et al., 2013; Soler & Miller, 2003) May and Carr (1997) acknowledge that while there are many identifiable sequences to learning skills and concepts, the Te Whāriki framework views children's learning and development as a series of linked experiences and meanings woven together to create "a tapestry of increasing complexity and richness" (p.228).

Critique of Te Whāriki. In the years since its development, there has been some published critique of Te Whāriki and limited empirical evidence to examine whether Te Whāriki is effective in helping to achieve what it aspires to (Nuttall, 2005). Dalli (2011) and (Nuttall, 2002) argue that while the breadth and flexibility of Te Whāriki is a strength, it is also potentially its greatest weakness. While the holistic and non-prescriptive approach of Te Whāriki provides flexibility, it has been argued by authors such as Blaiklock (2010) that Te Whāriki offers teachers little guidance about how to effectively provide learning experiences for children. This is acknowledged by May and Carr (1997), who describe the implementation of Te Whāriki as a complex and challenging process.

Cullen (1996) suggests that there is a risk that some services may use Te Whāriki to justify and perpetuate existing practice, rather than to transform and improve it. Te One (2013) found that teachers do find Te Whāriki difficult to implement in a transformative

way. This was further confirmed by the Education Review Office [ERO] (2013) who reported that some services use the curriculum document to justify poor and inappropriate practice. They found that while 10% of services were working in an in-depth way with Te Whāriki and 80% were making some use of the strands and principles, for 10% of centres, Te Whāriki was not well understood and its use was limited.

Te Whāriki and behaviour. Goals related to the manner in which children engage with their peers, teachers and the environment are woven throughout Te Whāriki. These include, but are not limited to goals where: Children experience an environment where their emotional well-being is nurtured; they are kept safe from harm (p. 46); they know the limits and boundaries of acceptable behaviour (p. 54); they are affirmed as individuals and they are encouraged to learn with and alongside others (Ministry of Education, 1996, p. 64).

While references to supporting children's behaviour are interwoven throughout the document, there are limited, specific suggestions as to how goals and their associated learning outcomes are to be supported by teachers in practice. Table 2.1 (p. 17) presents an example of how learning outcomes might be met for Goal Four of the strand Belonging - *Mana Whenua*. These broad suggestions can be interpreted in several ways, and while offering guidance, they offer significantly less specificity than provided by the IY TCM programme. For example, there is limited discussion in Te Whāriki regarding how to meet the needs of a child for whom staying within the limits and boundaries of acceptable behaviour is particularly challenging.

Table 2.1

Examples of experiences provided by Te Whāriki to help meet learning outcomes for young children.

Strand and Goal	Examples of experiences which help to meet learning outcomes
Belonging Goal 4: Children and their families experience an environment where they know the limits and boundaries of acceptable behaviour	<p data-bbox="847 434 1426 528">The programme provides opportunities to discuss and negotiate rights, fairness, and justice with adults</p> <p data-bbox="847 568 1401 663">Young children have opportunities to discuss their feelings and the feelings and expectations of others</p> <p data-bbox="847 703 1417 831">Strategies for managing behaviour are used not only to prevent unacceptable behaviour but also to develop ideas of fairness and justice and to introduce new social skills</p> <p data-bbox="847 871 1417 965">The programme provides frequent opportunities for children to make their own decisions and be self-reliant</p> <p data-bbox="847 1005 1378 1102">The environment and routines are planned to minimise confrontation and conflict, for instance, from crowding and queueing</p>

Note: Source: Information adapted from Te Whāriki (MOE, 1996, p. 62-63).

Summary. Developed in the 1990's and widely accepted by the sector, the early childhood curriculum, Te Whāriki, was mandated for use when the revised *Education (Early Childhood Services) Regulations* (2008) came into effect. Critics of the document posit that in allowing for flexibility, Te Whāriki offers little guidance to teachers in how to effectively provide learning experiences of children. Rather, centres weave their own whāriki (or mat), using the principles and strands to support a socio-cultural view of learning within a bi-cultural framework for practice. One such programme which is being offered to early childhood teachers to provide more detailed guidance in supporting children's behaviour and social-emotional competence is the Incredible Years Teacher Classroom Management programme, which will be outlined in more detail in the following section.

Incredible Years Teacher Classroom Management Programme

IY TCM is considered an evidenced-based intervention for promoting children's emotional and social competence and preventing and treating disruptive behaviours (Webster-Stratton, 2012). Webster-Stratton (2012) describes IY TCM as targeted to teachers of children aged three to eight years. The programme includes the following components: strategies to support teachers to build and maintain positive relationships with students, proactive teaching strategies, rules and routines in the classroom, academic, social, persistence and emotion coaching skills, and strategies to use in response to inappropriate behaviour. In addition, there is a clear focus on building positive, collaborative relationships with whānau.

IY programmes follow a pyramid framework (as shown in Figure 2.2, p. 19) in which foundational relationship strategies (to be used most often), form the base of the pyramid while targeted intervention strategies designed to reduce negative behaviours, (to be used less often), appear nearer the top. The pyramid framework conceptualises effective teaching practices and follows the premise that without the strong foundational relationships, strategies further up the pyramid will not be as effective. This pyramid framework is designed to nurture positive interactions and relationships and interrupt cycles of coercive and negative responses between teachers and children, which contribute to negative outcomes for children (Webster-Stratton, 2012).

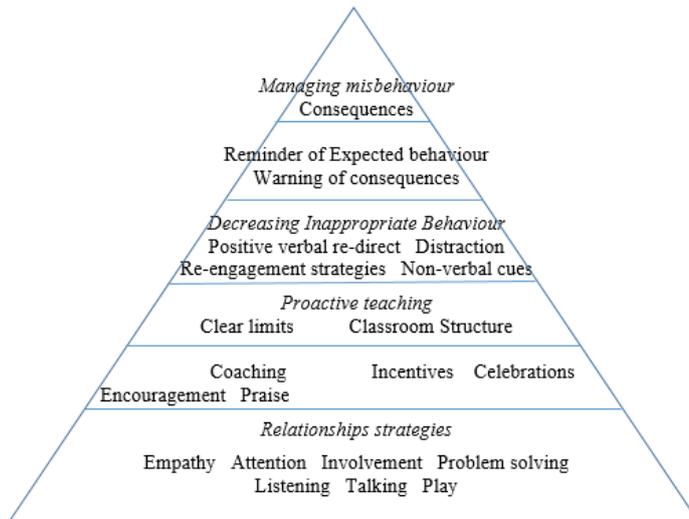


Figure 2.2. The Incredible Years Teacher Classroom Management pyramid framework. Adapted from “Incredible teachers: Nurturing children’s social, emotional, and academic competence,” by C. Webster-Stratton, 2012, p. 45. Copyright 2012 by Incredible Years Inc.

Patterson, Reid and Dishion’s (1992) coercion theory describes patterns of coercive and negative interactions between children and their parents or teachers. A coercive cycle is established when children’s negative and oppositional behaviours are reinforced by the critical, harsh responses of teachers, who may also fail to provide nurturing and responsive interactions and relationships with these children. As the cycle progresses, so too does the antisocial behaviours of the child. As such, early onset, persistent antisocial behaviours are a cause for significant concern. A number of studies show that children who show early onset antisocial behaviours are at risk of ongoing adverse outcomes, including educational underachievement and difficulties, juvenile offending, substance abuse, mental health issues, suicide, domestic violence, teenage pregnancy and physical ill health (Arnold et al., 2006; Fergusson, Horwood, & Ridder, 2005; Fergusson & Lynskey, 1998; Fergusson, Poulton, Horwood, Milne, & Swain-Campbell, 2004). IY programmes follow the pyramid framework in which a solid foundation of

strategies which nurture positive relationships interrupt the cycle of negative responses, reducing the risk of adverse outcomes (Webster-Stratton, 2012).

The effects of IY TCM have been investigated in combination with other programmes in the IY series, in conjunction with other supports, and as an adapted programme. The following section presents an overview of the current research related to the implementation and effectiveness of IY programmes, translation into international contexts, and issues related to fidelity and social validity. Overall, positive results have been reported, however very few studies have investigated IY TCM independently of other intervention techniques, or following the implementation methods recommended by the developer. This leads to some uncertainty about the fidelity of the intervention being researched and the likelihood that positive results can be solely attributed to IY TCM.

IY TCM researched in combination with other IY programmes. Early research examined combining the IY teacher and parent training programmes (Webster-Stratton, Reid, & Hammond, 2001) and five combinations of the teacher, parent and child programmes (Webster-Stratton, Reid, & Hammond, 2004). Results were obtained through a range of observations, and parent and teacher reports. Results indicated that teachers who participated in the programme had improved classroom management skills and children showed reductions in negative behaviour when compared to control groups. However, neither of these studies included a teacher intervention only group so clear inferences about the impact of IY TCM cannot be made.

Using the data from the study by Webster-Stratton and her colleagues (2004), Herman, Borden, Reinke, and Webster-Stratton (2011) examined the effects of IY on co-occurring internalising symptoms, such as depression, in conjunction with conduct disordered behaviour. Families of 159 children aged four to eight years with oppositional defiant disorder were assigned to one of four groups: Incredible Years parent training; parent and teacher training; child training; parent, child and teacher training; or a control group. Results were mixed with no significant differences found in teachers overall ratings of internalising symptoms between the various groups. However, post intervention mother-rated internalised symptoms were less for those in treatment groups. Results from mother-rating indicate that those in the group utilising the combination of teacher, parent and child interventions may have benefited most.

Webster-Stratton, Reid, and Stoolmiller (2008) combined IY TCM with the IY's Child Social and Emotion Curriculum (Dinosaur School) for 153 Head Start and primary school teachers and 1768 children. This randomised, controlled trial used observation at the beginning and end of the school year. Results showed teachers used more positive classroom management strategies and children showed more social and emotional competence and fewer conduct problems than the control group. Positive effects were reported on teacher-parent bonding, particularly for those who had low levels prior to the intervention. Reported satisfaction with the programme was high, although monthly measures focused on programme delivery (such as trainers' leadership skills) rather than programme components. A more comprehensive teacher satisfaction measure at the end of the year found Head Start teachers to be concerned about how activities and content could be delivered in a developmentally appropriate way to the pre-school children they taught.

Research examining adaptations to IY TCM. Two studies examined adapting IY TCM to be delivered to individual teachers rather than groups, and with additional consultations included. Both of these studies significantly adapted the way IY TCM was shared with teachers from the model proposed by the developer. Webster-Stratton (2011) points out that an important element of IY TCM is the collegial support gained by the group training method. This not only allows teachers to share experiences, but provides a forum for self-reflection.

Shernoff and Kratochwill (2007) provided eight teachers with video vignettes and an accompanying manual every four to five days for five weeks. Four of these teachers received three phone consultations in addition to the video's and manual. When comparisons were made, results found teachers who received the phone consultations had increased confidence and use of positive classroom management practices in comparison to those who didn't. Researchers' observations of students in both groups also showed reduced disruptive behaviour.

Williford and Shelton (2008) also made adaptations to the standard IY training model when they provided information from IY TCM in weekly, individual meetings with teachers of 59 preschool children in the US. As consultation and training meetings were tailored to the needs of the child and teacher, not all teachers received all aspects of IY TCM. However, when discussing the dissemination of IY TCM, Webster-Stratton (2011) points out that teachers will often be familiar with the strategies of the programme, but argues that this is not a valid reason to reduce the number or length of sessions as while teachers may know the strategies, they may not be consistently using them with their students. Parents of children in the intervention group were encouraged

to participate in IY parent training, of which 35% participated. Teachers of 37 children made up the control groups. While control groups indicated an increase in disruptive behaviours, the behaviour of children in the intervention groups remained stable. Teachers reported strategies were useful and easy to implement and increases in the use of positive teaching strategies were reported.

Raver and colleagues (2008) conducted a clustered randomised controlled trial in 18 US Head Start centres. Preschool teachers in the intervention group participated in the IY TCM programme and received coaching from a classroom consultant once per week. Observations in the classroom produced results which showed significant differences between the intervention and control groups in relation to improvements in the emotional climate. While less significant, improvements in areas of teacher sensitivity and classroom management were also found. Due to the inclusion of the weekly coaching, these gains cannot be solely attributed to teacher participation in IY TCM.

Carlson, Tiet, Bender, and Benson (2011) undertook a study of 24 preschool teachers in the US as they participated in IY TCM. The programme was delivered weekly over two to three months, which differs to the recommended monthly format. A pre-post test analysis of data collected using the IY Teacher Strategy Questionnaire indicated that while positive results were found regarding positive behaviour management strategies, there was no reported decrease in inappropriate management strategies or improved perception of strategies to promote collaborative relationships with parents; a significant part of IY TCM (Carlson et al., 2011).

Research investigating IY TCM effectiveness. Due to the prevalence of research which examines adapted versions of IY TCM and IY TCM combined with other interventions, Hutchings, Martin-Forbes, Daley, and Williams (2013) conducted a randomised controlled study of IY TCM as a stand-alone intervention. This study sought to assess whether there were improvements in teacher behaviour, whether these impacted on student behaviour and whether any effects were evident in students who were at risk for developing conduct problems. Teachers from 12 classes of children aged from three to eight years participated in the trial. Using classroom observation, results indicated reductions in class and target child off task behaviour; reduced teacher commands and increased child compliance; reduced teacher negatives towards the class and target children; and reduced class and target child negatives towards the teacher.

As presented in this review, IY TCM has a growing research base, including research conducted by developer Carolyn Webster-Stratton and her colleagues. However, in their review of IY research by independent researchers Pidano and Allen (2014) identified remaining gaps in the literature, and recommend further randomised and controlled studies for IY TCM to establish its effectiveness. The importance of longitudinal studies, as well as comparative studies with other intervention models such as Triple P are highlighted.

Research investigation IY TCM outside the United States. Hutchings, and colleagues (2007) explored the perspectives of teachers who received IY TCM training in Wales. While strategies promoting collaborative relationships with families were viewed less favourable, other results showed high levels of satisfaction and confidence in IY TCM strategies overall, and that participants reported them as easy to implement.

Seventy-one percent (71%) of teachers indicated that there were no barriers to implementing IY strategies while a small percentage of participants indicated that time and inconsistency of other staff were barriers. Hutchings and colleagues (2007) found that of all strategies included, those related to strengthening home-school relationships were the lowest scoring. Some teachers commented that some strategies, such as home visits, lunchtime meetings and daily talks with parents, were not feasible. Additional observations in the classrooms of ten IY TCM trained teachers were compared with a control group of 11 teachers who had not participated in the training. Results indicate that trained teachers gave instructions which were more specific, and children showed less non-compliant behaviour and significantly more positive behaviour.

As part of a Doctoral research project, the introduction of IY TCM into Portugal was studied. Webster-Stratton, Gaspar, and Seabra-Santos (2012) report that eight teachers participated in five weekly group workshops over a two month period. As teachers' mastery of English was adequate, video vignettes were shown without subtitles, and additional written materials provided in English. Comparisons were made with a control group of eight teachers. Results indicate that teachers who participated in IY TCM report children they taught as having fewer conduct problems and greater social skills than the control group. Additionally, observations show improved positive classroom practices while there was no observed change for the control group.

IY TCM was combined with a curriculum unit on social and emotional skills in Jamaican pre-schools by Baker-Henningham, Walker, Powell, and Gardner (2009). The authors described Jamaica as a developing country and noted that only three teachers participating in this trial were trained teachers. A total of 27 classrooms from five pre-

schools were placed in either the intervention or control group and data was gathered from observations, along with teacher and parent reports. Results showed significant gains in teacher behaviour and increases in the promotion of children's social and emotional skills; improvements to child behaviour and levels of enthusiasm and interest; and improved classroom atmosphere.

Following this, Baker-Henningham, Scott, Jones, and Walker (2012) sought to evaluate the effects of IY TCM on the behaviour of high risk children at home and at school on a larger scale. Using information gathered during piloting (Baker-Henningham et al., 2012; Baker-Henningham et al., 2009), adaptations were made to the IY TCM programme, including increasing the length of the programme, adaptations to portray and reflect Jamaican culture and increased emphasis on aspects of the programme such as building positive relationships and proactively managing children's behaviour. Twenty-four preschools and 73 classrooms participated in either the intervention or control group. Observations of child behaviour showed increased friendship skills and reduced conduct problems. Parent and teacher reports showed improvements in behaviour difficulties and improved social skills.

Transporting IY TCM to other countries. As a series of evidence based programmes, it is important that the fidelity of IY programmes is maintained to ensure goals are successfully achieved. That is, the programme adheres to the original version in order to duplicate the results found. However, to allow the programme to transfer successfully to a range of countries, with a range of cultural and pedagogical beliefs, adaptations are required. In order to address this, the developers have created a principle-based intervention which embeds both fidelity and adaptation into its design in

order to meet the needs of teachers, children and families from a wide range of cultures and contexts (Webster-Stratton, Reinke, Herman, & Newcomer, 2011).

The study conducted by Baker-Henningham (2011) drew upon focus groups of teachers and parents in Jamaica to discover the ways in which IY TCM was considered to be appropriate for use in Jamaican preschools. Results indicated that the strategies and principles of IY TCM were familiar to teachers and parents and overall the programme was compatible with their values and beliefs. Topics which would likely required additional time and focus during implementation in Jamaica were identified, and included joining children in play, teaching rules and routines, and social and emotion coaching. Non-punitive strategies for responding to inappropriate behaviour such as redirecting, ignoring and distraction were also identified. These findings were used to inform implementation of IY TCM in a later study (Baker-Henningham et al., 2012).

Participant engagement in any intervention is an important component to treatment fidelity (Power, Vlom-Hoffman, Clarke, Riley-Tillman, Kelleher and Manz , 2005, cited in Webster-Stratton et al, 2011). To support this, programmes should include principles which are familiar to teachers as well as acceptable, and compatible with their beliefs and values. Shernoff and Kratochwill (2007) included examining the acceptability and impact of contextual variables into their research investigating IY TCM. Using the Treatment Evaluation Inventory (Kelley, Heffer, Gresham, & Elliott, 1989), Shernoff and Kratochwill found that overall teacher ratings were 27 – 42. With a mid-point of 27 on the rating scale, interventions achieving over 27 are considered to have adequate acceptability (Shernoff & Kratochwill, 2007).

Implementation practices should be seen to be effective, feasible to implement, flexible and adaptable (Han & Weiss, 2005). Therefore it is important to have a good understanding of existing practices and cultural norms prior to implementing an intervention in a new context (Baker-Henningham, 2011). Given IY TCM's recent introduction into New Zealand Aotearoa there is limited work available to date which examines how appropriate teachers consider the programmes' principles and strategies. The current study aims to add to the literature related to the transferability of IY TCM between countries and cultures. The following section outlines research related to IY in Aotearoa New Zealand before the concept of social validity is discussed and the importance of examining the social validity of an intervention is examined.

Incredible Years in Aotearoa New Zealand

The Incredible Years BASIC parenting programme (IY BPP) and IY TCM are offered in Aotearoa New Zealand to registered teachers and parents of children aged three to eight years. As part of the Ministry of Education's Positive Behaviour for Learning initiative the goal is for 21,000 parents and 16,260 teachers to participate in their respective IY programmes by 2016/17 (Ministry of Education, 2013b). Given the recent introduction of the two Incredible Years programme in Aotearoa New Zealand, the research base is steadily building. Early studies of IY BPP examined the satisfaction levels of participants and facilitators of the programme. A comprehensive pilot study of IY BPP has now been completed with positive results indicating that behaviour change occurred for both parents and children as a result of participation in the programme (Sturrock & Gray, 2013). Preliminary examination of primary school teachers responses to the IY TCM programme have been positive with high satisfaction levels being reported. Despite the growing research base addressing IY BPP and IY

TCM in primary schools, research addressing the use of IY TCM within the context of early childhood education has not yet been published. Although existing research in Aotearoa New Zealand can be indicative of trends related to the IY programmes, as discussed below, there is a need for research to examine the use of IY TCM in the early childhood context.

Early research. In a preliminary study on the cultural acceptability and efficacy of IY BPP in Aotearoa New Zealand, Fergusson, Stanley, and Horwood (2009) gathered data from questionnaires completed by parents of children aged two and a half to eight years who had completed the programme. They found that parents reported significant improvements in behaviour and high levels of parental satisfaction. Satisfaction levels and programme outcomes did not vary between Māori and non-Māori families (Fergusson et al., 2009). While the authors have suggested this indicates the cultural appropriateness of the programme, they also recommend continued exploration.

Hamilton and Litterick-Briggs (2008) interviewed 16 of the 19 facilitators of IY BPP in Tauranga, New Zealand and found that while the formal manual-based programme was prescribed, facilitators believed it was designed to allow for flexibility. The facilitators reported that the concepts were not difficult to understand and that there was room to address the needs of the group they were working with and to deliver the programme in a manner they deemed to be culturally appropriate. Some facilitators of the programme felt the video vignettes could be replaced to show families in Aotearoa New Zealand while others felt the American context was so far removed from the families viewing the vignettes that they could focus on the strategy without any emotional attachment to the identity of those portrayed (Hamilton & Litterick-Briggs, 2008).

Pilot study. A multiple informant, two year, mixed methods pilot study found clear evidence of parent and child behaviour change as a result of parent participation in IY BPP (Sturrock & Gray, 2013). One hundred and sixty-six primary caregivers of children three to eight years old from three sites around Aotearoa New Zealand participated in the study in which family interviews, teacher questionnaires, and single case studies were used to gather data. Effect size estimates were consistent with previous IY evaluations which used randomised controls. The benefits for Māori and non-Māori families were similar although maintenance of overall child behaviour outcomes was slightly reduced for Māori families. Effect sizes in parenting practices were lower than that of child behaviour, indicating that substantial improvements in child behaviour can be made with small changes to parenting practice. Parent satisfaction levels were moderate to high for both Māori and non-Māori parents. The authors deem this report adequate evidence of the efficacy of IY BPP in Aotearoa New Zealand, although it does recommend further investment to increase the efficacy for Māori families.

Incredible Years Teacher Classroom Management research. A preliminary study by Fergusson, Horwood, and Stanley (2013) used information gathered from standardised assessments developed by Incredible Years Inc. to measure teacher satisfaction with the programme and its effects on teacher classroom management behaviour for 237 primary school teachers across Aotearoa New Zealand. Self-report measures show high satisfaction levels amongst teachers who have completed IY TCM. Teachers provided positive ratings of the usefulness of the strategies as well as the teaching techniques. An exception to the high satisfaction was the use of the vignettes, for which 20% of respondents did not give a positive rating. Teachers reported

improved confidence in their ability to manage behaviour within the classroom, increased use of positive behaviour management strategies and modest decreases in both the perceived usefulness and frequency of strategies IY TCM deems inappropriate.

No research related to the implementation of IY TCM with early childhood teachers in Aotearoa New Zealand was identified in compiling the literature review, affirming the important focus of the current study. The following section further explores notions of fidelity and social validity for programme adoption, implementation and sustainability.

Fidelity

The fidelity of an intervention refers to the degree with which the programme being implemented aligns with the original programme design and is sometimes referred to as treatment integrity (Webster-Stratton et al., 2011). Fidelity is often described as having three dimensions: treatment adherence (or degree to which an intervention is implemented as intended); interventionist competence; and treatment differentiation (or the extent to which critical dimensions are adhered to) (Gresham, 2009). The fidelity of an intervention is considered essential to the successful implementation of evidence based programmes into educational settings (Reinke et al., 2013) as favourable outcomes are associated with effective implementation of an intervention (Durlak & DuPre, 2008). Despite this, Durlak and DuPre (2008) contend that fidelity and adaptation can co-occur, with both having positive impacts on outcomes. They suggest that adaptation is inevitable when an intervention is being implemented, and that modifications can be made by practitioners to ensure the effectiveness of an intervention within the specific context in which it is being implemented. They caution that the fidelity of core components should be protected, while less central features are able to

be modified to ensure a good ecological fit. The developers of IY TCM address this by embedding both fidelity and adaptation into the design of the programme. Core components which should be protected are outlined, with guidelines given as to which features can be modified within a range of contexts. As such, IY TCM as an example of a programme in which both fidelity and adaptation are core components (Webster-Stratton et al., 2011).

In addition to the three components listed above, as described by Gresham (2009), Power and colleagues (2005, cited in Webster-Stratton et al, 2011) describe the fourth important component for intervention fidelity as participant engagement. The acceptability and anticipated effectiveness of a new programme influences teachers' initial motivation to implement the programme (Han & Weiss, 2005) and increases the likelihood of the programme being successfully implemented (Marchant, Heath, & Miramontes, 2013). When teachers find an intervention acceptable the level and quality with which they implement the intervention is affected (Hurley, 2012). As such, the acceptability of an intervention becomes a key factor in its successful implementation.

Social Validity

The notion of acceptability and participant engagement to ensure treatment fidelity of interventions relies heavily on the alignment between the interventions and existing practices and cultural norms (Baker-Henningham, 2011). Perceived alignment between an intervention and the context might also be referred to as the social validity. In the seminal article on social validity, Wolf (1978) describes social validity as the social appropriateness of treatment procedures, in terms of cost, ethics and practicality. Wolf (1978) proposes that the acceptability of a programme may link to its effectiveness and

the likelihood that programme practices will be adopted by participants, resulting in social validity being a key element of any intervention requiring investigation. He proposes a three stage framework for determining the social validity of interventions, including the social importance of treatment goals, the acceptability of treatments to those utilising them and the social importance of the effects of treatment. This framework, along with two further key articles by Kazdin (1977) and Van Houten (1979) has guided the research methods related to social validity in the literature (J. Carr, Austin, Britton, Kellum, & Bailey, 1999; Foster & Mash, 1999).

Witt and Elliott (1995, cited in Finn & Sladeczek, 2001) propose that a reciprocal and sequential relationship exists between treatment acceptability, use, integrity and effectiveness. That is, the extent to which a programme is deemed acceptable impacts on practitioners' decisions to adopt the programme and the way they implement it. This in turn effects the integrity, or fidelity, with which the programme is implemented which then impacts on the effectiveness of the programme (Finn & Sladeczek, 2001). Indeed, findings by Strain et al. (2012) suggest that there is a correlation between practitioners finding an intervention acceptable and achievable and the fidelity with which the intervention is implemented. The extent to which a programme is compatible with the context in which it is being introduced also impacts on the sustainability of the intervention (McLaughlin & Mitra, 2001). Therefore, determining the social validity of an intervention is relevant and necessary to ensure positive outcomes as a result of an intervention (Strain et al., 2012).

Social validity research has focused predominantly on the appropriateness of treatment procedures (Gresham & Lopez, 1996). While results from these studies provide

valuable information, it is important to note that, just as no programme is universally effective, no programme will be universally acceptable (Strain et al., 2012). As such, it is not possible to define a programme as “having” social validity, or not (Foster & Mash, 1999). Researchers have noted that social validity is a complex construct which is not finite or static (Finn & Sladeczek, 2001; Foster & Mash, 1999; Leko, 2014). Moreover, teacher evaluations of social validity are complicated (Leko, 2014). As a multi-dimensional, dynamic construct, social validity should be considered on a continuum which reflects a range of dimensions (Foster & Mash, 1999).

Kazdin (1980) found that the most effective treatment technique was not necessarily the most acceptable. By describing case studies to under-graduate students, and providing treatment options, Kazdin (1980) found that the acceptability of an intervention is an important dimension which may impact on how well an intervention is adopted by the population. Recent research on intervention effectiveness and social validity has replicated Kazdin’s (1980) finding that the most effective treatment was not necessarily the most acceptable to teachers. For example, Leko (2014) found that teachers do not base their assessment of an academic intervention based solely on the academic outcomes of students. Further to this, they do not evaluate social validity of interventions based on whether they like or dislike the intervention. Rather, Leko (2014) proposes teachers adopt a more complex evaluation process, which is described as similar to a cost-benefit analysis, where the cons such as implementation difficulties are considered in comparison to the pros such as student outcomes.

Despite the importance of discovering the social validity of interventions, it has been found as an area which is not robustly reported in the research literature related to

behaviour interventions (Marchant et al., 2013). This is somewhat surprising as the use of simple questionnaires, surveys, or rating scales can be used to examine social validity (Leko, 2014). Quantitative rating scales allow for the collection and measurement of data with relative ease, however, current recommendations support the option for participants to provide qualitative data in order for them to express complex perspectives (Finn & Sladeczek, 2001; Leko, 2014).

Research Questions

Given the introduction of, and on-going commitment to IY TCM in Aotearoa New Zealand, as well as the unique nature and context of early childhood education; there is a need to ensure interventions have a good fit, both in terms of alignment and acceptability with the local context. Emerging from the literature presented in this chapter, the present study identifies a need to examine the social validity of IY TCM with early childhood teachers in Aotearoa New Zealand. Thus, the purposes of this research are to explore early childhood teachers' perspectives about the IY programme in Aotearoa New Zealand. The following research questions guided the study:

- Do teachers believe that IY TCM principles and strategies align with Te Whāriki?
- How appropriate do teachers find IY TCM principles and strategies to the context of Aotearoa New Zealand and their teaching practice?
- In what ways do teachers incorporate IY TCM principles and strategies into their teaching practice?

This research aims to explore teacher's perspectives of the alignment and appropriateness of IY TCM to the context of early childhood in Aotearoa New Zealand,

and their use of IY TCM in early childhood centres of Aotearoa New Zealand. IY TCM has been successfully implemented in a range of contexts and cultures. However, the perceived alignment between an intervention and the context in which it is being introduced, along with the acceptability of strategies to those charged with implementing them, are key components to the successful implementation of any intervention programme. In this case, the ways in which early childhood teachers perceive the alignment of the principles and strategies of IY TCM with the curriculum document, Te Whāriki, their acceptance of the strategies, and the ways in which they perceive that these strategies can be implemented in to their teaching practice are explored as key components to the successful implementation of IY TCM. The following chapter outlines the methods used for this study, including research position, participants, data collection and data analysis.

Chapter Three

Methodology

Introduction

This chapter outlines the mixed methods approach which has been adopted to explore early childhood teachers' perspectives about the Incredible Years Teacher Classroom Management Programme (IY TCM) in Aotearoa New Zealand. Placed within a constructivist epistemology, both quantitative and qualitative data was collected through a web based, anonymous survey. The survey was disseminated to teacher led early childhood services whose contact details were accessed through a publically available database. Prior to conducting the study, the Massey University Human Ethics Committee (MUHEC) screening questionnaire was completed and a low risk ethics application was submitted and approved. The process of analysing the results is discussed at the conclusion of the chapter.

Methodological Approach

The researcher brings a general philosophical orientation about the world and how knowledge is generated to each research project (Creswell, 2014). The present research study is framed within a constructivist epistemology, which posits that individuals develop varied, multiple and subjective meanings of their experiences in order to understand the world around them (Creswell, 2014). It is the desire to develop an understanding of the individual and subjective perspectives of early childhood teacher participants in IY TCM which drives this research. This body of work sits within a nominalist ontology in that it assumes that individual consciousness and thought creates social reality, as defined by Cohen, Manion, and Morrison (2011). As such, the appropriateness of IY TCM and its alignment with existing practices in early childhood

education in Aotearoa New Zealand, is determined by how it is interpreted. The intent of this research is to capture and make sense of the views of a group of individuals, rather than proving or disproving a predetermined hypothesis or theory.

Design

When the key purpose of research is to develop an understanding of the way in which individuals interpret and understand their world, both quantitative and qualitative methods can be valid choices in collecting data (Cohen et al., 2011). Mixed methods research designs incorporate both qualitative and quantitative data in the same research study, the purpose of which is to mitigate weaknesses and enhance the strengths of both research approaches (Caruth, 2013). Various approaches to mixing methods are valid, and a convergent parallel design (Creswell, 2014), was chosen for this research in which qualitative and quantitative forms of data were collected at the same time, before merging results to provide a comprehensive analysis of the research problem (Creswell, 2014). In the context of the present study, the survey was designed to collect both qualitative and quantitative data to examine teacher's opinions about the Incredible Years Teacher Classroom Management programme (IY TCM) and its alignment and appropriateness within the context of Aotearoa New Zealand.

Method Selection

The research questions of the present study specifically seek to explore whether early childhood teachers believe IY TCM principles and strategies align with Te Whāriki; how appropriate they find IY TCM principles and strategies to the context of early childhood education in Aotearoa New Zealand and their teaching practice; and how they incorporate IY TCM principles and strategies into their teaching practice.

These research questions necessitated a data collection method that would provide early childhood teachers with a platform from which to share their views. A web-based survey was selected in order to access a large population group, spread geographically over New Zealand.

Web based surveys offer a fast and effective method when the population to be surveyed has a high rate of access to the internet. They are flexible and allow lengthy, complex, and open ended questions to be included and streamlined through the use of drop down menus and features which only show questions applicable to the respondent (Nestor & Schutt, 2015). An online survey provided the opportunity for a large and diverse sample of teachers from across Aotearoa New Zealand to be invited to participate and access the survey with relative ease.

Survey Participants

The potential participants for this study were early childhood teachers who had completed IY TCM. As at June 2013 approximately 3030 early childhood teachers had completed IY TCM (Ministry of Education, 2014c). To access this population, the Early Childhood Services Directory from the Education Counts website (www.educationcounts.govt.nz) was used. The directory contains statistical and contact information of licensed early childhood services in Aotearoa New Zealand. As the Ministry of Education currently provides IY TCM to registered teachers, all teacher led services identified in the database, whose contact details were available, received an invitation to participate in the project, including teachers at Kindergartens and Education and Care Centres.

Dissemination of the Survey

To disseminate the survey to potential participants, emails inviting teachers to participate in the survey were sent from a Gmail account to all Kindergartens and Education and Care Centres whose email addresses were on the directory. These emails included the compulsory ethics statement as well as a brief outline of the research project, as shown in Appendix A. As a result of sending limits, approximately 500 emails were sent per day over a period of five days. In an effort to avoid spam filters, 10 emails were sent to groups of 50 centres per day. A total of 2125 emails were sent to email addresses included in the database. Some of these were to individual centres while others were to a single contact for several centres. The survey was open from Sunday 4th May 2014 until Friday 11th July 2014.

The survey distribution method resulted in a non-systematic approach to recruiting participants, such that the sample in the present study should be considered a convenience sample (Sue & Ritter, 2012). This was necessary as invitations to participate were sent to early childhood services rather than individuals. Invitations would have reached those ineligible to participate in the survey and an unknown number who were eligible would not have received invitations. As a result, the number of potential participants invited to take part in the survey is unknown.

Survey Sample

One hundred and fifty three (153) respondents entered and agreed to participate in the survey. However, 17 chose not to answer any questions while 29 answered only the questions in the demographic information section. These 46 respondents were removed from the data set to ensure response rates and demographic information reflected those

who supplied data to form the results of the survey. Data from respondents who partially completed the survey and provided any response in sections two through five were included in the analysis. A total of 107 teachers' responses were included in the study. To address participants' decisions to skip items, the number of respondents who provided data for each item, is indicated for each of the results reported.

Survey Design

The survey was created using the online platform Survey Monkey. The survey was divided into five sections. Section one collected the demographic information of participants. The remaining sections linked to four key components of the IY TCM programme; strategies for working with children, the Incredible Years pyramid framework, behaviour plans and working with whānau/families. The full survey is included as Appendix B.

Survey section one: Demographic information. To gain an overall profile of participants, each respondent to the survey was asked to identify how many years they have been registered as an early childhood teacher in Aotearoa New Zealand, their highest qualification, what year they completed IY TCM, what type of early childhood centre they currently teach in, how many teachers make up their teaching team and how many of those teachers have completed IY TCM.

Survey section two: Working with children. IY TCM provides teachers with a number of specific strategies which they can implement when working with children. Twenty-nine strategies were included in the survey. Strategies were selected from the 12 self-reflection inventories provided to teachers at the end of each training workshop

and were sourced from the book, *Incredible teachers: Nurturing children's social, emotional, and academic competence [Incredible Teachers]* (Webster-Stratton, 2012).

Strategy selection focused on teacher-child interactions. Strategies related to the physical environment (including activities provided and wall displays) were not included in order to maintain the focus on practices related to teacher interactions with children.

Many of the strategies appear across the 12 self-reflection inventories. The self-reflection inventory in which the strategy first appears, along with the strategies selected, can be found in Table 3.1 (p.43). The exception to this is the strategy about teaching tamariki to use Tucker Turtle, rocket ship and the calm down thermometer. These strategies appear in the chapter entitled Helping students to learn to handle their emotions. For the purposes of clarity, Teach tamariki to use Tucker Turtle, calm down thermometer or rocket ships has been grouped with Teacher Coaching Strategies.

Strategies are described in the self-reflection inventories as a means of prompting teacher reflection. However, in their original form, they were not consistently suitable for use as a survey question, resulting in the wording of survey questions differing from the wording found in the inventory. For example, some strategies, such as "Have clear rules in the centre" do not appear specifically in a self-reflection inventory, but are derived from strategies which appear in the inventory and information contained within the chapter. The text of the chapter discusses having clear rules in the learning environment while the self-reflection inventory includes "Have clear rules in the centre" in the statement "I state rules positively and clearly and they are posted on the wall. They are reviewed and practiced as needed," (Webster-Stratton, 2012, p. 125).

Wording for strategies also varies across self-reflection inventories. Additionally, the word “tamariki” has been used to replace “student” and “centre” replaces the word “classroom” in order to ensure the survey reflected the cultural context in which the survey was taking place. Other strategies have been shortened to allow ease of reading for the participant.

Table 3.1

Strategies included in the survey and the first self-reflection inventory they appear in

Self-reflection inventory	Strategy
Nurturing positive relationships with students	Provide positive feedback to students about their ideas Communicate belief to tamariki that they can succeed Playing with tamariki Interacting warmly with tamariki Spend time with each tamariki
Proactive teacher	Have clear rules in the centre Use “when-then” commands Give frequent attention to tamariki who are engaged or follow directions Teacher clear expectations for transitions
Teacher coaching strategies	Give more attention to pro-social behaviour than inappropriate behaviour (5:1) Use descriptive or academic coaching Use persistence coaching Use social coaching Use emotion coaching Teach tamariki to use Tucker Turtle, calm down thermometer or rocket ship
Teacher attention, encouragement and praise	Use proximal praise Use self-encouragement bubbles Use positive forecasting Teach tamariki to compliment each other
Using incentives to motivate students	Use group incentives Set up incentive programmes for individuals Use tangible incentives (e.g. stickers, stamps, or toys). Use special privileges as incentives (e.g. special helper, computer time).

Managing misbehaviour – Ignoring and redirecting	Redirect disengaged tamariki Have identified behaviours which can be ignored Teach tamariki to ignore peers who are behaving inappropriately Start with the least intrusive discipline strategy
Managing misbehaviour- Time out to calm down	Use calm down time for aggressive or destructive behaviour When tamariki is calm and calm down time is over immediately re-engage tamariki to another activity

Note. Strategies adapted from “Incredible Teachers: Nurturing children’s social, emotional and academic competence,” by C. Webster-Stratton, 2012. Copyright 2012 by Incredible Years® Inc.

A question matrix was created to explore key areas that addressed the research questions of the study. The first was to explore how appropriate teachers felt each strategy was for use in early childhood centres in Aotearoa New Zealand and the second explored the level of resistance teachers received to implementing strategies in their early childhood setting. This second section also established if strategies were already in use in the early childhood setting, or not introduced into the centre. The question matrix asked participants to rate each of the 29 strategies on a response scale for both appropriateness and resistance. Table 3.2 (p. 45) presents the response options which were adopted for each of the areas. There was an opportunity for participants to make additional comments following the question matrix.

Participants were also asked to consider how well they considered the IY TCM programme to align with Te Whāriki overall. A four point response scale allowed participants to select from (4) *very well aligned*, (3) *somewhat aligned*, (2) *minimally aligned* and (1) *no alignment*. This was followed by a question which asked participants to select which of the 29 strategies, shown in Table 3.1 (p. 43), they

believed aligned with Te Whāriki. Participants were able to add additional comments at the end of each question.

Table 3.2

Response scales for questions relating to the appropriateness and resistance to use of each selected IY TCM strategy

Question	Response Options
How appropriate you find each IY strategy for use in New Zealand early childhood centres?	Very appropriate Appropriate Somewhat appropriate Neutral Somewhat not appropriate Not appropriate Not at all appropriate Unsure
Did you experience resistance to the use of this practice in your centre?	No resistance Minimal resistance Moderate resistance Strong resistance Strategy not used Strategy already used in Centre Unsure

Survey section three: Incredible Years pyramid framework. A key element of the Incredible Years programme is the pyramid framework within which individual strategies fit. The pyramid framework is a visual map of the strategies which encourages teachers to use foundational strategies at the base of the pyramid, such as those designed to promote positive relationships, in greater quantities than more targeted interventions at the top of the pyramid, such as implementing consequences (Webster-Stratton, 2012). Participants were asked to rate how often they consider the framework when working with children, families, and when reflecting on their practice, using a response scale of (4) *always*, (3) *reasonably often*, (2) *not often*, and (1) *always*. Following the rating scale, participants were asked to respond to several open ended

questions related to the pyramid framework. These questions were designed to target factors identified as supporting the implementation of the strategies as well as the barriers to implementing the strategies in the proportions suggested by the Incredible Years pyramid framework.

Survey section four: Incredible Years behaviour plans. A key component of IY TCM is the creation and implementation of a behaviour plan for individual children. Participants were asked if they used Incredible Years behaviour plans (IY BP) for children attending their early childhood centre. Survey Monkey's Question logic function was applied to the response to this question.

“Yes” response to using Incredible Years behaviour plans. If participants indicated IY BP were used, they were asked about their experiences using them. Participants could select multiple responses from a list of potential positive outcomes they recognised as a result of IY BP. This list included benefits discussed in *Incredible Teachers* (Webster-Stratton, 2012), such as reduced teacher stress, consistent behaviour management and improved target child behaviour. There was also an option if no positive outcomes were recognised. Participants were invited to add any other positive outcomes or comments. Participants were then asked what challenges they faced in relation to IY BP. Again, they could select multiple responses from a pre-determined list of challenges and were invited to add individual challenges or comments.

“No” response to using Incredible Years behaviour plans. If plans were not used, participants were directed to a question where they were asked to identify reasons

why plans were not used, and to identify what resources or supports would help them to apply this strategy.

Survey section five: Collaborative relationships with parents/whānau. IY

TCM suggests a number of strategies to engage parents/whānau in a collaborative relationship that support enhanced outcomes for children. A range of strategies were selected from both the self-reflection inventory and the body of the book *Incredible teachers* (Webster-Stratton, 2012). A question matrix was created to gather information about the appropriateness of the strategies to early childhood centres in Aotearoa New Zealand and the level of resistance participants' experience when introducing the strategy into their centres (if this was the case). The question matrix asked participants to rate each of the 10 strategies related to working with families/whānau on a response scale for appropriateness and resistance, as shown in Table 3.3 (p. 48). There was an opportunity for participants to make additional comments following the question matrix. As the IY BASIC parenting programme is fully funded by the Ministry of Education, and interlocks with IY TCM, participants were also asked if they refer parents/whānau to this programme and asked to provide further detail.

The five survey sections cover demographic information, working with children, the Incredible Years pyramid framework, Incredible Years behaviour plans and collaborative relationships with parents/whānau. The survey uses a combination of qualitative and quantitative methods to gather data from participants. Following the development of the survey sections was a process to ensure the validity of the survey.

Table 3.3

Response scales for each IY TCM strategy for working with families/whānau in early childhood centres in Aotearoa New Zealand

Question	Scale
How appropriate do you find each strategy for use in New Zealand early childhood centres?	Very appropriate Appropriate Somewhat appropriate Neutral Somewhat no appropriate Not appropriate Not at all appropriate Unsure
Did you experience resistance when introducing this strategy to whānau in your centre?	No resistance Mild resistance Moderate resistance Strong resistance Strategy not used Strategy already used in centre Unsure

Validity

Content and face validity are established by ensuring the relevance and representativeness of the survey to the research questions. As a qualitative measure of validity, this can be judged by those with expertise in the area of research (Burton & Mazerolle, 2011). To achieve content and face validity, survey questions were discussed and edited with research supervisors. This included ensuring pre-determined response codes did not unduly limit the responses of participants, that there was a clear link between questions asked and responses available and that survey questions related to research questions.

Confidence that the survey measures what it purports to measure results in construct validity, which allows valid conclusions to be drawn from the findings. This can be established through piloting (Burton & Mazerolle, 2011). The survey was trialled with

three early childhood teachers who had participated in IY TCM. They were asked to provide feedback both during and after survey completion. Specifically they were asked to provide feedback on clarity and meaning of questions, time taken to complete survey and if the questions were asked in a way which allowed them to share their views of the strategies and their practice. Based on feedback from the pilot, minor revisions were made and the survey was finalised for use in the present study (See Appendix B).

Ethics

The screening questionnaire provided by the Massey University Human Ethics Committee (MUHEC) was completed and it was found that a low risk ethics application was appropriate for this study. This was completed and approval from MUHEC was granted on December 18th 2013 which is included as Appendix C. Due to the nature of this study, there were limited ethical issues. Key issues identified included access to participants, maintaining anonymity of participants, and ensuring informed consent was gained. To address these ethical considerations, access to participants was gained through publically available information, anonymity of participants was maintained throughout the research, and information relating to the purpose and nature of the research was provided to each participant to ensure consent was informed. Potential participants were invited to make contact with the researcher or supervision team if any further information was required.

Upon entering the survey participants were presented with information which allowed them to make informed consent, as shown in Appendix D. As required, the compulsory ethics statement was included in this information. Before accessing survey questions,

participants were required to agree that they had read the information and agreed to participate. They were also required to agree that they were early childhood teachers who had participated in the IY TCM programme. Once participants began the survey, they could freely move back through previous answers and make any changes they felt necessary. They were also able to skip any question they chose not to answer. No identifying information was collected.

Data Analysis

The online platform SurveyMonkey was used to collect survey data. Data was exported from SurveyMonkey in two formats, one a PDF file, which listed and summarised all data. The second was an Excel™ file of the same response data. Survey responses provided both quantitative and qualitative data which underwent different methods of analysis.

Quantitative analyses.

Percentages. Quantitative data was converted to percentages by SurveyMonkey. Percentages were created using the number of responses received to each question, rather than the total number of survey participants. This was deemed appropriate due to the varying response rates for each question. Percentage data was examined to identify trends, patterns and contradictions in participant responses.

Mean scores. As a method of analysing the results, data collected from questions which had a question matrix was converted to ordinal ratings and mean scores were calculated. Data from questions eight and 20 were exported from the Excel document to the SPSS programme (version 21). Responses of “unsure”, “strategy not

used”, and “strategy already used in Centre”, were removed from the data for this analysis as these represented a different construct than the items converted to ordinal ratings. The remaining strategies in the two response scales were given numerical values where the most positive response received the highest value and the least favourable response received the lowest value as shown in Table 3.4. Mean scores and standard deviations were then generated. Mean rating data was used to quantify participants’ perspectives on average and standard deviations were calculated to examine variance around the mean. Qualitative data was then used to further inform results gained from the quantitative data.

Table 3.4

Numerical values attributed to response scales to determine mean scores

Scale	Appropriateness	Resistance
1	Not at all appropriate	Strong resistance
2	Not appropriate	Moderate resistance
3	Somewhat not appropriate	Minimal resistance
4	Neutral	No resistance
5	Somewhat appropriate	
6	Appropriate	
7	Very appropriate	

Qualitative analysis. Comments from each question were examined to identify potential categories, patterns and themes. After a ‘first pass’ read of each question, categories were derived from re-occurring themes in the data. During the next phase, each comment was placed in one of the categories created. A number of comments were comprehensive and included data belonging in more than one category. Comments which incorporated information relating to more than one category were separated into parts which were then placed in the appropriate category. Therefore the number of comments in each category was potentially greater than the total number of

participants who commented on any given survey question. New categories were created if comments did not fit within any of the initial categories created during the first pass. Key quotes which illustrated emerging themes in the data were noted, as were those which dissented from the majority view. Categories were then examined for similarities and combined if appropriate.

The final phase consisted of cross checking the comments within the categories back to the responses to ensure the meaning of the comment was not lost in the analysis process. During this process, re-occurring themes from throughout the entire survey were noted.

Data Interpretation

The researcher and supervision team analysed and discussed all results for the survey. During this process, data which related to each research question was identified and emerging themes (quantitative and qualitative) were discussed. Findings selected are representative of the perspectives shared by teachers who participated in the survey, highlighting the trends, patterns, and distinctions in participant perspectives. The following information outlines how data interpretation informed the research questions.

The survey included questions specifically focused on each of the research questions, along with related questions, in order to garner an understanding of teachers' perspectives. Responses to research question specific survey items contributed quantitative data to inform the research questions. Percentage data and mean scores were used to identify trends and patterns. Where appropriate, views about strategies were considered individually and in the groups as per the self-reflection inventory they

first appear in, as discussed at the beginning of this chapter and shown in Table 3.1 (p. 43). Through the process of analysing qualitative data, further data was considered to add depth and meaning to the quantitative data. Qualitative data was taken from questions specifically related to each research question, as well as from throughout the survey.

Conclusion

The methodological approach outlined in this chapter provides information to allow for replication of this study. A mixed method approach utilising an online survey was used as the method for collecting data. The survey includes five sections (demographic information, working with children, Incredible Years Pyramid framework, Incredible Years behaviour plans and collaborative relationships with parents/whānau). Where appropriate items were examined on appropriate response scales with the option for open-ended comments. Procedures to ensure the validity of the survey and ethical considerations of the research were completed. The survey was conducted with 107 participating teachers who indicated they had completed the IY TCM training. The following chapter presents the results of the survey in relation to research questions. This approach to presenting results helps show how data collected across the survey attends to and answers the research questions.

Chapter Four

Results

Early childhood teachers who have completed the Incredible Years Teacher Classroom Management Programme (IY TCM) were invited to participate in an online survey. Asking a variety of questions, the data from the survey was used to answer the research questions. While IY TCM strategies were found to align with Te Whāriki overall, teachers believe that some strategies had greater alignment than others. Most strategies were found to be appropriate for use in early childhood centres in Aotearoa New Zealand, however, some were found to be less appropriate than others. Participants tend to use strategies in the proportions suggested by the IY TCM teaching pyramid and adapt strategies to suit their teaching context.

Within this chapter, results are reported in sections that align with the research questions. The first section provides information about the demographics of survey respondents. The second section reports on results related to teachers beliefs about both the overall alignment between Te Whāriki and IY TCM principles and strategies, and alignment between Te Whāriki and specific IY TCM strategies. The third section reports on the extent to which early childhood teachers consider IY TCM strategies to be appropriate for use in early childhood centres in Aotearoa New Zealand and their teaching practice and includes data related to strategies for working with children as well as parents/whānau. The final section explores key themes from throughout the survey to identify ways in which teachers implement IY TCM strategies in their teaching practice.

Survey Respondents

Analysis of the demographic data indicated participants represent a broad selection of teachers who have participated in IY TCM. A diploma level qualification was held by 29% of participants, while 55% hold a Bachelor degree. The remaining participants held higher tertiary qualifications. In relation to the number of years participants have been registered to teach in Aotearoa New Zealand, there was an even distribution of responses across the range from less than one year to over 21 years.

A similar distribution of participants taught in privately owned education and care centres (31%), community based education and care centres (25%) and public kindergartens (38%). Teachers from Rudolf Steiner centres made up 3% of participants, as did those from private kindergartens. Approximately one third of participants (31%) worked in teaching teams of four teachers, while another third (30%) taught as part of a team of six or more. Within the majority of teaching teams, two (44%) or three (20%) teachers had completed IY TCM.

Research Question One: Do Early Childhood Teachers in Aotearoa New Zealand Believe IY TCM Principles and Strategies to Align with Te Whāriki?

Overall, participants indicated that IY TCM strategies align with Te Whāriki, particularly in relation to the principles of Empowerment – *Whakamana* and Relationships - *Ngā Hononga*. Alignment between individual strategies and Te Whāriki varied, with most considered to be aligned, with a few exceptions. IY TCM is viewed by some as a programme which strengthens their practice as they implement Te Whāriki. A small group indicated that they did not see alignment between Te Whāriki and IY TCM.

The survey asked participants to select how well they felt IY TCM aligned with Te Whāriki. Participants were able to select from four provided responses, and results show that IY TCM was considered to be very well aligned or somewhat aligned by a total of 87% of participants, as shown in Figure 4.1.

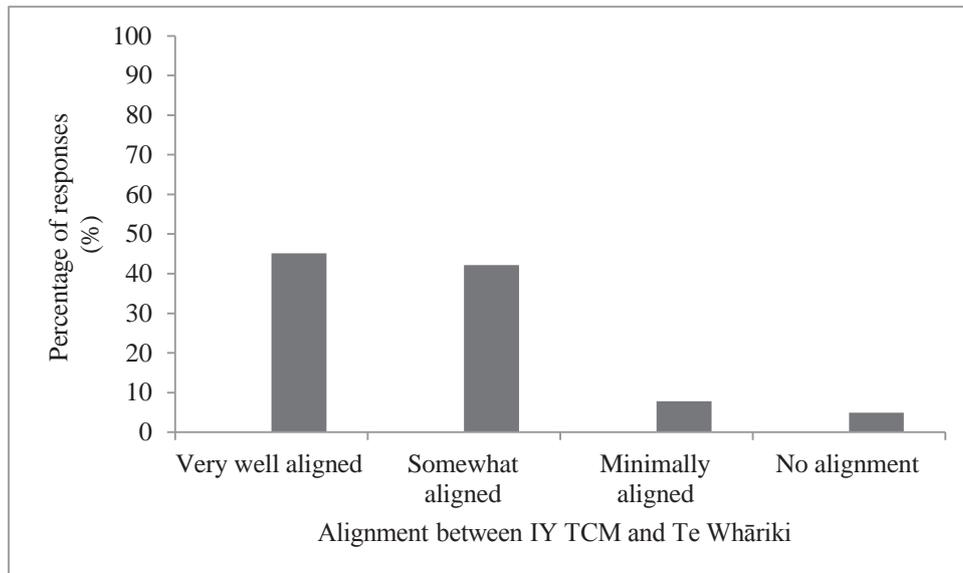


Figure 4.1. How well participants consider IY TCM to align with Te Whāriki. $N = 103$.

To further explore the alignment between IY TCM and Te Whāriki, participants were asked whether or not specific strategies aligned with the curriculum document.

Strategies were grouped according to the IY TCM workshops they appeared in and are shown in Table 4.1 (p. 58). Results show that strategies used to nurture positive relationships with students, from the base of the pyramid and therefore to be used most often, were considered to align with Te Whāriki. Between 90 - 97% of participants (varies by strategy) agreed that these strategies align with Te Whāriki, as shown in Table 4.1 (p. 58) Proactive strategies were found to align by 55 - 89% of participants while 66 -87% of participants saw alignment between coaching strategies (such as emotion coaching or social coaching) and Te Whāriki. The exception in this group was

teaching tamariki Tucker Turtle, the calm down thermometer or rocket ship strategies which was only considered to align by 27% of participants. Alignment between Te Whāriki and praise and encouragement strategies was identified by 60 - 69% of participants with the exception being self-encouragement bubbles, for which only 35% of participants found alignment. Strategies to be used least often, related to managing misbehaviour, ignoring, and redirecting, were found to align with Te Whāriki by 49 - 65% of participants. Of particular note, fewer participants (25 – 35%, as shown in Table 4.1) reported that strategies within the incentives group were considered to align with Te Whāriki. Thus, between 65% and 75% of participants did not agree that incentive strategies align with Te Whāriki.

Table 4.1.

Percentage of participants who indicate IY TCM strategies align with Te Whāriki

Category	Strategy	%
Relationships	Provide positive feedback to students about their ideas	97
	Communicate belief to tamariki that they can succeed	97
	Playing with tamariki	90
	Interacting warmly with tamariki	95
	Spend time with each tamariki	91
Proactive	Have clear rules in the centre	90
	Use “when-then” commands	56
	Give frequent attention to tamariki who are engaged or follow directions	62
	Teacher clear expectations for transitions	84
Coaching	Give more attention to pro-social behaviour than inappropriate behaviour (5:1)	67
	Use descriptive or academic coaching	66
	Use persistence coaching	79
	Use social coaching	87
	Use emotion coaching	81
	Teach tamariki to use Tucker Turtle, calm down thermometer or rocket ship	27
Praise and encouragement	Use proximal praise	63
	Use self-encouragement bubbles	35
	Use positive forecasting	60
	Teach tamariki to compliment each other	69

Incentives	Use group incentives	33
	Set up incentive programmes for individuals	35
	Use tangible incentives (e.g. stickers, stamps, or toys).	25
	Use special privileges as incentives (e.g. special helper, computer time).	34
Ignoring and redirecting	Redirect disengaged tamariki	65
	Have identified behaviours which can be ignored	50
	Teach tamariki to ignore peers who are behaving inappropriately	49
	Start with the least intrusive discipline strategy	61
Managing misbehaviour	Use calm down time for aggressive or destructive Behaviour	55
	When tamariki is calm and calm down time is over immediately re-engage tamariki to another activity	58

Note: N = 99

Content analysis of participants' comments showed some key themes in relation to the alignment between IY TCM and Te Whāriki. Including IY TCM principles and strategies in teaching practice can strengthen the implementation of Te Whāriki, as suggested by Participant 37, who commented:

We are every bit Te Whāriki devotees and our kindergarten is a model of good practice in regards to the curriculum as born out in ERO reports but we are also devotees of Incredible Years. We believe that we are better teachers because of IY and it has made us better at delivering the curriculum. (Participant 37)

Teachers indicated that IY TCM can provide guidance and support to facilitate children meeting the learning outcomes in Te Whāriki. As a non-prescriptive curriculum document, Te Whāriki does not give robust, specific strategies for working with the diverse behavioural needs of young children, as suggested by Participant 40, "Te Whāriki does not have clear pathways or strategies to encourage pro-social behaviour". However, the principles and strategies of IY TCM focus on supporting children to develop pro-social skills as noted by Participant 25 who says "All aspects are focused

on the positive image of the child and supporting the child to learn about appropriate behaviours”. Results indicated that this guidance is generally found to align with the principles of Te Whāriki.

Participants indicated a particularly strong alignment between IY TCM and the principles of Empowerment – *Whakamana* and Relationships – *Ngā Hononga* from Te Whāriki. They saw a link between children being able to self-regulate their responses and how this translated to empowerment as their ability to be confident and capable learners increased. This was highlighted by Participant 92, who commented that “Te Whāriki is about empowering children and when children have the tools to self-regulate and solve their own issues they are empowered and set up to be capable and confident learners.”

Relationships are a key component of both IY TCM and Te Whāriki and the value of relationships emerged as an area of strong alignment. The foundational strategies at the base of the IY TCM pyramid, to be used most often, promote nurturing positive relationships with students. Participant 36 noted that “It’s all about building strong relationships.” This was further affirmed by Participant 79 who commented that “The value of relationship building is always a consideration.”

As noted in Figure 4.1 (p. 57), not all participants agreed that there was alignment between IY TCM strategies and Te Whāriki. A small number (13%) of respondents indicated that they found no or minimal alignment between IY TCM and Te Whāriki. There was a view that IY TCM strategies were not always respectful of children, and did not support forming relationships with them. Participant 85 commented, “I believe

that the IY programme disempowers children, and goes against forming responsive and reciprocal relationships. Children are certainly not viewed as competent and capable learners.” Comments also indicate that some teachers found the programme was not designed for use in early childhood centres in Aotearoa New Zealand, as pointed out by Participant 66 who viewed IY TCM as “Very Americanised and more suited to older children.” This, however, was an issue which others found they could overcome, as highlighted in a comment by Participant 38, who “liked that you could transfer the ideas from IY into our NZ culture and centre culture with ease.” This cultural transfer could be strengthened with the provision of resources which were specific to the cultural context of Aotearoa New Zealand, as pointed out by Participant 22 who suggested the “Inclusion of more culturally appropriate resources would make it fantastic.”

Overall, participants found IY TCM to align with Te Whāriki with strategies designed to nurture positive relationships considered to have the strongest alignment. While the majority of participants found alignment between IY TCM and Te Whāriki, a small number felt IY TCM was not well aligned and their comments indicate they did not find the programme appropriate. The following section further examines the appropriateness of IY TCM in the early childhood context in Aotearoa New Zealand.

Research Question Two: How Appropriate do Teachers Find IY TCM Principles and Strategies to the Context of Early Childhood Education in Aotearoa New Zealand and their Teaching Practice?

Results from the survey indicate that overall, participants found IY TCM principles and strategies related to working with children and parents/whānau to be appropriate to the context of Aotearoa New Zealand and their teaching practice. Strategies linked to

building relationships with children were deemed most appropriate and linked with current practice while strategies which were structured, and for use directly with children, such as incentives and Tucker Turtle were deemed less appropriate than other strategies. The emphasis on collaborative strategies for working with parents/whānau was found to be appropriate by participants, with home visits being the exception in this group. Results for collaborative strategies with parents/whānau are presented following the next section which focuses on strategies for working with children.

Strategies for working with children. Participants were asked to rate how appropriate they found a range of IY TCM strategies to early childhood education in Aotearoa New Zealand. Provided responses were given numerical values which were then converted to mean scores. Mean results for each strategy for use with children can be found in Table 4.2 (p. 63). The table provides three possible values for *N*, as prior to being converted to mean scores, responses of “unsure” were removed from the data. Original *N* represents the total number of participants who provided responses to that question. The number who responded as being “unsure” is represented in the next column and the total number of responses included to generate the mean scores is shown in the column headed Mean *n*.

Of the 29 strategies listed in Table 4.2, (p. 63) 22 had mean scores above 6.0, indicating that participants found these strategies to be appropriate. The seven strategies with a mean score below 6.0 for appropriateness were the more structured and specific strategies. These seven strategies also had a larger standard deviation suggesting greater variability in teachers views about them. Of the seven strategies below a mean of 6.0, teaching tamariki to use Tucker Turtle, calm down thermometer or rocket ship strategies

had the lowest mean score (4.45), suggesting this is was viewed as the least appropriate strategy. Comments indicate that the familiarity of the strategies influenced how appropriate participants found them.

Table 4.2.

Mean results for how appropriate participants found IY TCM strategies for use in early childhood centres in Aotearoa New Zealand

Category	Strategy	Original <i>N</i>	Unsure <i>n</i>	Mean <i>n</i>	Mean	SD
Relationships	Provide positive feedback to students about their ideas	105	0	105	6.54	1.14
	Communicate belief to tamariki that they can succeed	104	0	104	6.61	1.01
	Playing with tamariki	103	0	103	6.47	1.04
	Interacting warmly with Tamariki	103	0	103	6.72	0.92
	Spend time with each Tamariki	102	0	102	6.60	0.98
Proactive	Have clear rules in the centre	103	0	103	6.59	1.16
	Use “when-then” commands	102	0	102	6.37	1.03
	Give frequent attention to tamariki who are engaged or follow directions	98	0	98	6.15	1.13
	Teacher clear expectations for transitions	101	0	101	6.48	1.07
Coaching	Give more attention to pro-social behaviour than inappropriate behaviour (5:1)	101	0	101	6.39	1.22
	Use descriptive or academic Coaching	100	4	96	5.88	1.54
	Use persistence coaching	100	1	99	6.17	1.20
	Use social coaching	100	1	99	6.38	1.23
	Use emotion coaching	100	1	99	6.31	1.17
	Teach tamariki to use Tucker Turtle, calm down thermometer or rocket ship	100	7	93	4.45	1.68
Praise and encouragement	Use proximal praise	102	0	102	6.46	1.02
	Use self-encouragement Bubbles	99	13	86	4.87	1.52
	Use positive forecasting	101	3	98	6.20	1.18
	Teach tamariki to compliment each other	101	0	101	6.03	1.24

Incentives	Use group incentives	101	1	100	5.18	1.71
	Set up incentive programmes for individuals	101	0	101	5.48	1.69
	Use tangible incentives (e.g. stickers, stamps, or toys).	101	1	100	4.94	1.98
	Use special privileges as incentives (e.g. special helper, computer time).	101	2	99	5.45	1.69
Ignoring and redirecting	Redirect disengaged tamariki	101	0	101	6.52	0.90
	Have identified behaviours which can be ignored	100	0	100	6.32	1.08
	Teach tamariki to ignore peers who are behaving inappropriately	101	1	100	6.06	1.29
	Start with the least intrusive discipline strategy	101	1	100	6.22	1.29
Managing misbehaviour	Use calm down time for aggressive or destructive behaviour	101	1	100	6.28	1.14
	When tamariki is calm and calm down time is over immediately re-engage tamariki to another activity	101	0	101	6.25	1.10

Note: Scale 1-7 where 1 is not at all appropriate and 7 is very appropriate. Response of Unsure was not given a numerical value and was removed from the data used to calculate the mean.

A number of participants indicated that the strategies were not new to them. Strategies were deemed appropriate as they reinforced strategies which were already part of participants' teaching practice. Participant 2 commented that "A lot of these techniques I was already using in my centre. IY's gave the opportunity to reinforce these and also to share examples with professionals from other early childhood centres." The IY TCM programme not only affirmed strategies which were familiar to teachers, but gave shape to how they could be used together with young children. This was reflected in the comment made by Participant 25 "The programme combines all of the aspects of behaviour management practices that I have found effective over all these years in ECE and combines these principles into one simple programme." Strategies from the workshop on building positive relationships with students were included in those which were found appropriate.

The following sections highlights three key areas and includes results related to strategies for nurturing positive relationships, strategies which are more prescribed, and structured and strategies related to incentives.

Strategies designed to nurture positive relationships between teachers and children were found to be appropriate. IY TCM strategies related to building and strengthening relationships between teachers and children form the base of the IY TCM pyramid. This positive foundation is required before strategies from higher up the pyramid will be successful (Webster-Stratton, 2012). The five relationship strategies were found by participants to be appropriate for use in early childhood centres in New Zealand. The majority of participants viewed relationship strategies favourably with between 89% and 94% of respondents finding each relationships strategy either very appropriate or appropriate as shown in Figure 4.2 (p. 66). The value of nurturing positive relationships in relation to supporting children's behaviour is acknowledged further with participant comments, for example, Participant 69 comments that "We have found that building relationships is a very effective strategy when behaviour starts to deteriorate – going back to the bottom of the pyramid." Relationships strategies tend to be flexible and open-ended, as opposed to more structured strategies, such as using self-encouragement bubbles.

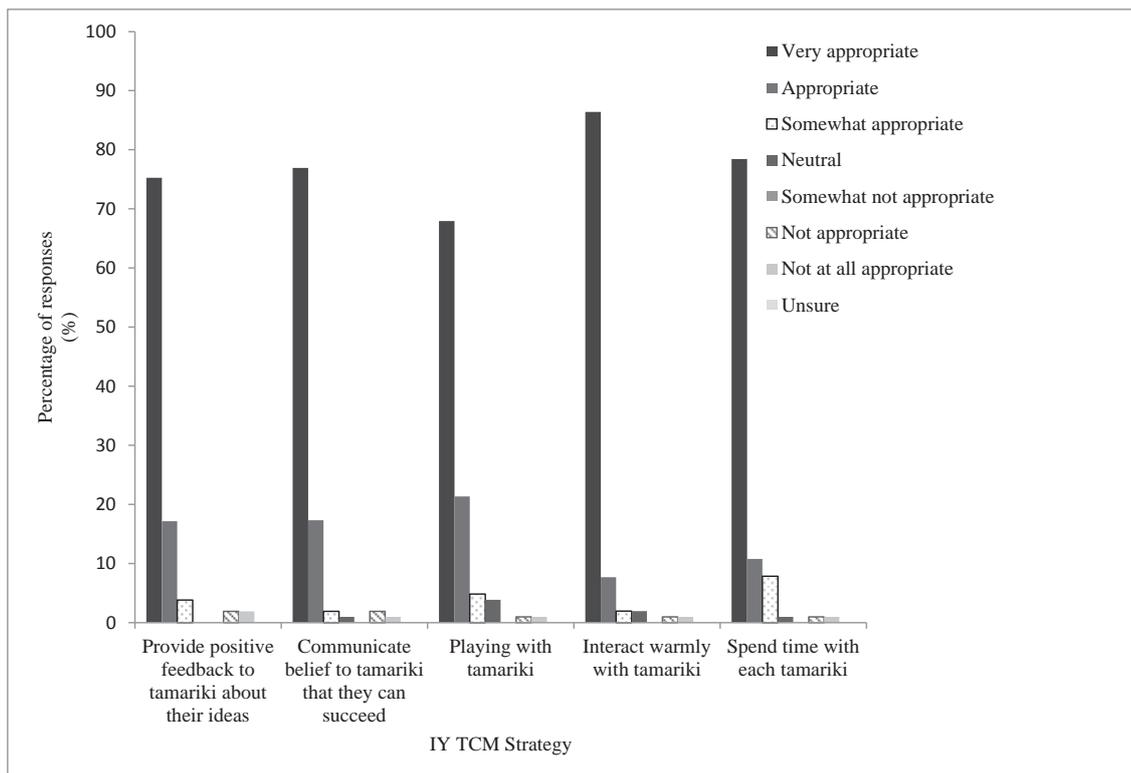


Figure 4.2. How appropriate participants found relationships strategies for use in early childhood centres in Aotearoa New Zealand. Response rates for each strategy varied. $N = 102 - 105$

Strategies which are more prescribed and less open ended were found to be less appropriate than other strategies. A number of IY TCM strategies, such as the strategies for building positive relationships, allow for flexibility in the way they are implemented with young children. In contrast, Tucker Turtle, calm down thermometer and rocket ship, and self-encouragement bubbles are reasonably specific. Figure 4.3 (p. 67) shows that 13% of respondents indicated that they were unsure about self-encouragement bubbles. This is higher than any other strategy. Using Tucker Turtle, calm down thermometer or rocket ship had the next highest number of unsure responses with 7% of participants selecting this option. High numbers of respondents also selected the neutral option. The prescribed, set approach may be a barrier to the use of Tucker Turtle and self-encouragement bubbles. Participant 37 commented “We don’t

use tucker turtle, thermometer or rocket ship but have found variations of this strategy which work for the individual.”

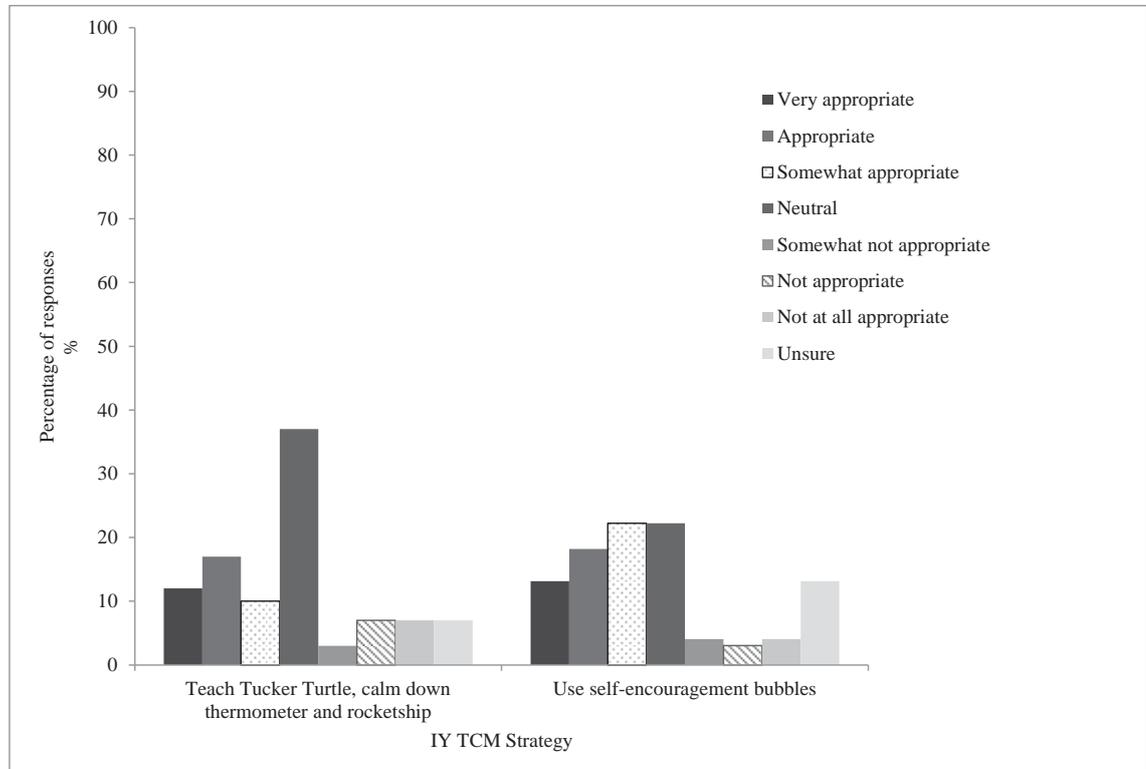


Figure 4.3. How appropriate participants found teaching Tucker Turtle, calm down thermometer and rocket ship and using self-encouragement bubbles for use in early childhood centres in Aotearoa New Zealand. $N = 99$ for self encouragement bubbles. $N = 100$ for Teach Tucker Turtle, calm down thermometer and rocketship.

Incentives are not as accepted for use in early childhood centres in Aotearoa New Zealand as other groups of strategies. Within the IY TCM framework, incentives are intended for use with children for whom teacher attention, encouragement and praise are not strong enough reinforcers to motivate them (Webster-Stratton, 2012). More than half of the respondents indicated that incentives were very appropriate, appropriate or somewhat appropriate, as shown in Figure 4.4. Yet, these responses were distributed more evenly across response choices than those related to nurturing positive

relationships with students, for which more respondents indicated the strategies to be very appropriate or appropriate.

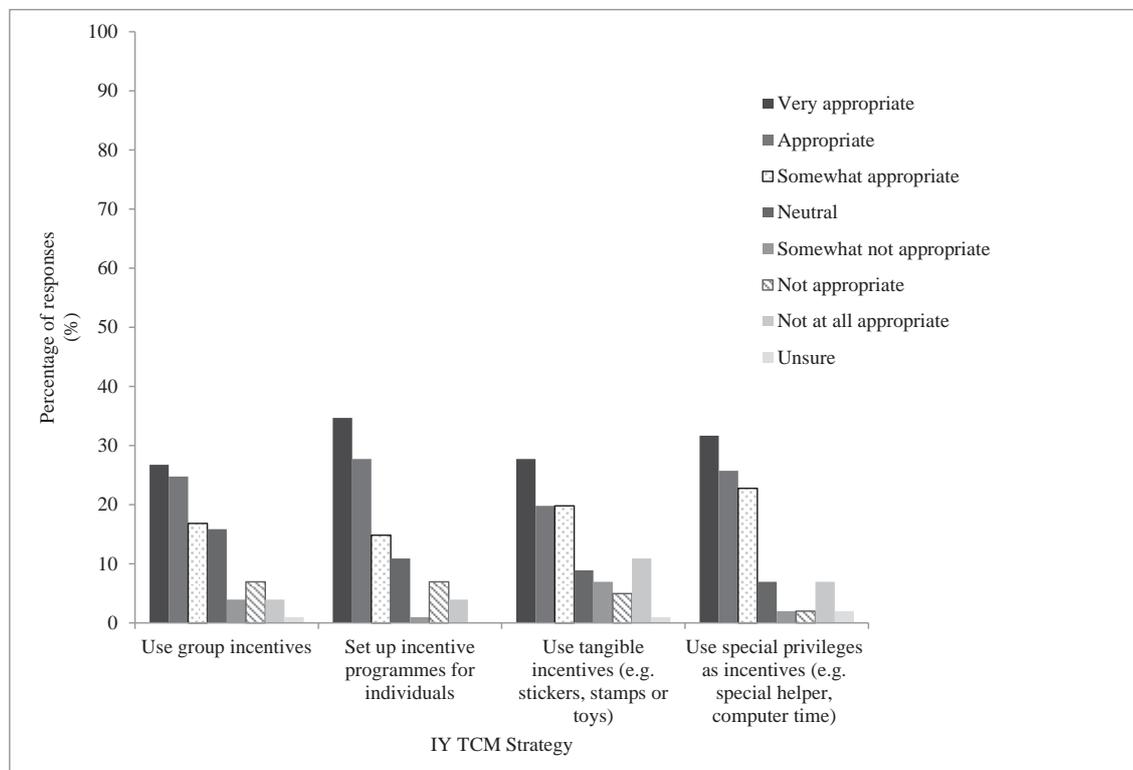


Figure 4.4. How appropriate participants found incentive strategies for use in early childhood centres in Aotearoa New Zealand. $N = 101$

There appears to be a perception amongst some participants that the use of incentives is not respectful of children. Another theme to emerge was the belief that providing incentives for young children would result in a lack of intrinsic motivation, as highlighted by Participant 83 with the comment, “I disagree with quite a lot of the ideas and find that intrinsically motivating tamariki needs to be a focus for this course.” However, some participants reconsidered their previous views on incentives as a result of participating in IY TCM and found strategies involving incentives to be useful when introduced for some children in their centres. Participant 37 was one, and commented

“Incentives would have been one strategy we would have had reservations about but it is now part of our toolbox of possible strategies.”

Results indicate that amongst strategies for working with children, those which are structured and prescribed are considered less appropriate for use in early childhood centres in Aotearoa New Zealand, as are strategies related to incentives. Strategies for building relationships with children are considered to be the most appropriate for use with children in early childhood centres in Aotearoa New Zealand when compared to other groups of strategies. The following section reports results related to strategies for working collaboratively with parents/whānau.

Strategies for working collaboratively with parents/whānau. Participants were asked to select how appropriate they found IY TCM strategies for working collaboratively with parents/whānau from the response options. Responses were then given a numerical value which was converted to provide mean results for each strategy. As previously described, responses of “unsure” were removed from the data resulting in three values for N . These include the total number of participants who responded (Original N), the total who responded “unsure” (Unsure n) and the total of responses included in the generation of mean scores (Mean n). Results can be seen in Table 4.3 (p. 70). Mean results show that all strategies are considered to be appropriate or somewhat appropriate by participants, with the exception of home visits. Results indicate that participants were familiar with these strategies and valued working collaboratively with parents/whānau prior to participating in IY TCM. As Participant 51 commented “Even before the IY we were working collaboratively with parents/whānau.” An emerging trend is that those strategies which were found to be

appropriate were more informal and involve face to face communication than those considered to be somewhat appropriate. The following sections further describe these findings in the data.

Table 4.3

Mean results for how appropriate participants found IY TCM collaborative strategies for use with parents/whānau in early childhood centres in Aotearoa New Zealand

Strategy	Original <i>N</i>	Unsure <i>N</i>	Means <i>N</i>	Mean	SD
Working collaboratively with parents/whānau	92	0	92	6.70	0.91
Holding pre-entry meetings with parents/whānau	88	6	82	5.71	1.48
Conducting home visits	89	15	74	3.96	1.85
Participating in formal meetings with parents/whānau	92	5	87	5.80	1.50
Providing opportunities for informal discussion with parents/whānau	92	0	92	6.74	0.86
Sending home notes/emails about child's day	91	7	84	5.57	1.68
Phone calls home	90	6	84	5.57	1.44
Regular newsletters	91	1	90	6.53	1.13
Working collaboratively with parents/whānau of children with persistent behavioural difficulties	92	0	92	6.78	0.86
Sharing IY behaviour plans with parents/whānau	92	2	90	6.41	1.08

Informal face to face communication is appropriate for use in early childhood centres in Aotearoa New Zealand. Results indicate that informal, face to face strategies for working with parents/whānau were appropriate while more formal strategies, or those which do not involve face to face communication such as phone calls, were found to be only somewhat appropriate. The exception to this was newsletters, which are a common tool used by early childhood centres to communicate with parents/whānau.

Comments indicate that participants would prefer to talk to parents/whānau face to face rather than send home notes or emails. “I always feel it is far better to establish strong relationships with whānau by encouraging open and honest face to face communication rather than using notes or phone calls” (Participant 45). Parents/whānau are commonly required to drop off and pick up children from within the early childhood centre. As such there are greater opportunities for teachers to work collaboratively with parents/whānau, as Participant 74 notes with the comment “As we see whānau of all children on a daily basis, it is rare for us to need to call home.” However, results indicate that while face to face strategies were appropriate for use in the early childhood centre, it was not as appropriate to visit the homes of parents/whānau.

Home visits are the least appropriate strategy for working collaboratively with parents/whānau. Results shown in Table 4.3 (p. 70) indicate that home visits are considered by many participants to be less appropriate. Comments suggest that participants consider home visits to be beneficial but due to time restraints, were deemed impractical. Participant 92 commented that “We would like to do home visits as they work well for relationship building but having the time to do this is difficult”. Those who do conduct home visits find them to be an effective strategy. Participant 37 shared that “If for any reason we recognise that relationship building is going to be hard we will organise a home visit for as soon as possible and the beginnings of what could have been a confrontational teacher/child relationship just dissolve away. Home visits are magic.”

The majority of strategies for working with both children and parents/whānau were found to be appropriate or somewhat appropriate for use in early childhood centres in

Aotearoa New Zealand. Incentives and structured strategies were found to be not as appropriate as strategies for building positive relationships with children. Similarly, informal, face to face strategies were found to be more appropriate than more formal strategies and those which communicated information through notes or phone calls. Strategies for working with children and working collaboratively with parents/whānau tended to be familiar to participants.

Research Question Three: In What Ways do Teachers Incorporate IY TCM Principles and Strategies into Their Teaching Practice?

Results from the survey indicate that the majority of participants consider the IY TCM pyramid framework and use IY TCM behaviour plans in their teaching practice. The support and consistency of practice of colleagues appears to play a key role in participants' ability to successfully incorporate IY TCM strategies and principles into their practice. Participants tend to adapt IY TCM strategies to fit their teaching context and do not use those strategies they deem inappropriate. The parent programme is promoted but lack of courses, or information relating to courses, is considered a significant barrier. Key themes for teacher's incorporation of IY TCM strategies into everyday practice are discussed further below.

IY TCM pyramid framework. The majority of teachers consider the IY TCM pyramid when they are working with children, parents/whānau and reflecting on their practice, as shown in Figure 4.5 (p. 74). When working with children, the pyramid framework is considered reasonably often, or always, by 83% of participants. The framework is considered reasonably often or always by 67% of participants when working with parents/whānau, while 72% of participants consider it while reflecting on

their practice. Participants indicated that there was a natural alignment between their practice and the IY TCM pyramid framework, with the IY TCM pyramid framework affirming their current practice. This is reflected in a comment from Participant 58 who wrote “I instinctively use the pyramid not specifically because of the program – but it aligns with my beliefs about how I interact with the children and having high expectations and clear boundaries.” Not only did participants consider the IY TCM pyramid framework, they used the strategies in the proportions suggested by the framework.

Eight-two percent (82%) of respondents ($N = 103$) indicated that they typically use IY strategies in the proportions suggested by the framework. Results indicate that the nature of the framework itself supports the use of strategies in the proportions suggested by the framework. Participant 93 suggests “Building positive relationships with children often means that there are less times that behaviour escalates to a level where the strategies further up the pyramid are needed to be used.” Considering the framework when reflecting on teaching practice also results in the use of strategies in the proportions suggested by the pyramid framework, as discussed by Participant 37 with the statement that “We see it as our own personal failing if we have resorted to using the strategies at top of the pyramid and we always regroup ourselves and double our efforts in the base of the pyramid again.” Along with the IY TCM pyramid framework, participants use IY behaviour plans.

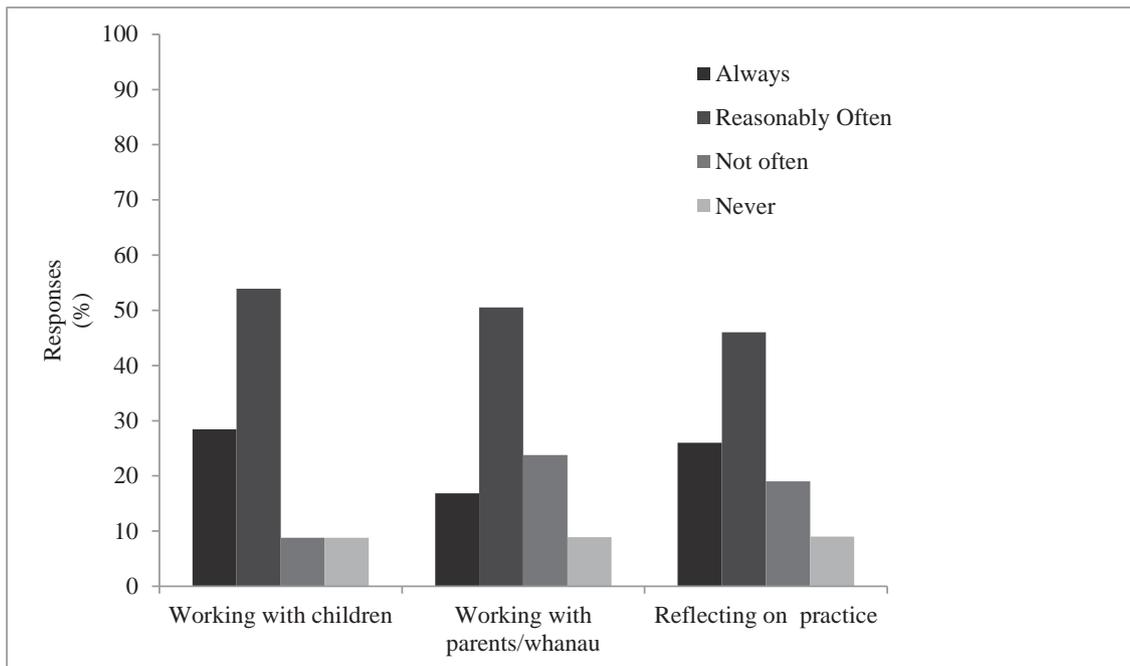


Figure 4.5. How often participants consider the IY TCM pyramid framework in different areas of their practice. $N = 103$.

Behaviour plans are used as a tool for implementing strategies in ways which support children. Incredible Years behaviour plans allow teachers to create clear guidelines about how the IY TCM strategies will be used, with individual children and in the proportions suggested by the IY TCM pyramid framework. Of the 100 participants who provide responses, 82 indicated that they use IY behaviour plans with children in their centres. A range of positive results were identified as a result of using the plans. Participants use IY TCM behaviour plans as tools to target specific, inappropriate behaviours, as Participant 35 describes, saying “It provides us with a tool for targeting specific behaviours so that these can be eliminated promptly rather than escalating and spreading.” However, not all participants used IY behaviour plans. Of the 18 participants who indicated that they did not use IY behaviour plans, 14 indicated at least one reason. Of these 14, nearly half (43%) indicated that they did not teach a child with persistent challenging behaviour so had not needed to use a plan yet. A further 43% of this group indicated that they did not believe IY behaviour plans to be

effective as shown in Table 4.4. One participant indicated that other team members were not willing to use an IY behaviour plan.

Table 4.4.

Responses indicating reasons for not using IY TCM behaviour plans

Answer Choices	Response (%)
Don't feel confident enough to make a plan	0
Have not had children with persistent challenging behaviour	43
Other team members are not willing to use plans	7
Policy restraints	14
Don't believe IY behaviour plans to be effective	43
Don't have the skills/knowledge to create a plan	0
Don't know about IY behaviour plans	0

Note. N = 14.

Support from and consistency of practice of others impacts on teachers'

ease of ability to implement IY TCM. One of the principles of IY TCM is that teachers need support from colleagues where they can share strategies for how to help particular students learn, collaborate on behaviour plans and reflect on their approaches (Webster-Stratton, 2012). Analysis of comments relating to the barriers and supports for implementing strategies in the proportions suggested by the IY TCM pyramid was conducted. Both the support from and resistance of colleagues was found to be the most common factor identified, as shown in Table 4.5 (76). A theme which links the successful implementation of IY TCM to support from colleagues was also found throughout the entire survey. Participant 14 has experienced working in an environment where there was support for implementing strategies, and one where there was resistance and explains that "It really works best when all teachers are on the same page. Having experienced this not being the case and then having got it right it does make a big difference."

Table 4.5

Supportive factors and barriers to the use of IY TCM strategies in the proportions suggested by the IY TCM Pyramid Framework

Support for implementing Pyramid		Barriers to implementing pyramid	
Theme	%	Theme	%
Team support/environment	42	Teacher resistance	29
Relationship focus/makes sense	34	Colleagues need to do course	14
Results with children	24	Time	21
Believe in it/aligns with philosophy	18	Child response/behaviour	13
Reflection	3	Does not fit with philosophy, curriculum, practice	18
Understanding IY	8	Remembering/emotional response	9
Visual cues	7	Relationship with parents	6
Group dynamics (children)	8	Aged vignettes. American context, language	4
		More support needed	1
		Don't know	1
		No barriers	15

Note. Where possible supportive factors and barriers are aligned across rows to show both sides of core issues. $N = 62$ for supportive factors indicated. Only those who agreed they used IY TCM strategies in the proportions suggested by the pyramid framework were invited to answer this question. $N = 78$ for barriers indicated. All participants were invited to answer this question. As respondents could suggest more than one barrier or supportive factor, percentage data exceeds 100.

Teachers use the strategies they find appropriate or adapt strategies to use in their context. Comments indicate that participants adapt IY TCM strategies to use in their practice and teaching context. Those which are deemed unsuitable are either adapted, or not used. This occurs with strategies for working with children, as well as those to build collaborative relationships with parents/whānau.

IY TCM was developed in America, and is designed to be used in the early school years, as well as early childhood environments. One participant pointed out that a number of ideas used in teaching in Aotearoa New Zealand came from international sources. These ideas are adapted to fit the context of early childhood education in

Aotearoa New Zealand. This participant said, “As teachers we borrow educational ideas from across the globe and find ways to infuse strategies with a kiwi flavour and during this course there were plenty of ways to do this easily” (Participant 38). This was reiterated by Participant 37 who commented specifically on elements which s/he felt required adaptation when they discussed the American classroom context the strategies were presented to them in, noting that “Although the programme is American and often based in a context of slightly older children, we were able to modify strategies to our suiting.”

Respondents noted some strategies required more adaptation than others and found it was strategies from higher up the pyramid which required adaptation, while others related to coaching and relationships aligned more closely with their current teaching strategies, as highlighted by Participant 77, who comments:

At the higher level of the pyramid looking at incentives and calm down strategies we tend to adapt these to fit more with the kaupapa of NZ and of our Association. We do not use tangible incentives, instead responsibility is rewarded through being able to do special jobs where trust is a factor eg: washing the playdough toys in the art kitchen. Calming down is low key and done without separating the child from the group. We teach rocket breathing to support calming down. This is seldomly used. IY is being incorporated alongside other teaching strategies with focus on commenting and coaching to improve learning and relationships. Clear commands and boundaries are based on respect for self, others and environment. (Participant 77)

As might be anticipated, results indicate that strategies that were previously identified as less appropriate for use in the early childhood context, had a higher percentage of respondents reporting that they were not used. Participant 47 explains that the “Majority of strategies very useful and effectual in a preschool environment some would be more useful in a classroom environment so were not used”. Table 4.6 shows the mean score for appropriateness of a strategy (previously reported in Table 4.2 (p. 63) and presented as a comparative indicator) along with the number of respondents who indicated that a strategy was already used, or not used in their early childhood setting. Results show a general trend where those deemed to be less appropriate were less likely to be used both prior to and following IY TCM. There were exceptions to this general trend and teaching tamariki to compliment each other is an example of this. A similar trend is recognised with strategies for working collaboratively with parents/whānau.

Table 4.6

How appropriate participants found IY TCM strategies for working with children and if the strategies were already used in participants’ centres prior to IY TCM or not used following IY TCM

<i>Strategy</i>	Mean Appropriateness Rating	Number of respondents who reported strategy:	
		Already used	Not used
Provide positive feedback to tamariki about their ideas	6.54	36	4
Communicate belief to tamariki that they can succeed	6.61	30	4
Playing with tamariki	6.47	33	3
Interact warmly with tamariki	6.72	40	3
Spend time with each tamariki	6.60	33	3
Have clear rules in the centre	6.59	26	3
Use when/then commands	6.37	18	3
Give frequent attention to tamariki who are engaged or follow directions	6.15	18	5
Teach clear expectations for transitions	6.48	23	4
Give more attention to prosocial behaviour than to inappropriate behaviour (5:1)	6.39	18	4

Use descriptive or academic coaching	5.88	12	13
Use persistence coaching	6.17	25	6
Use social coaching	6.38	27	4
Use emotion coaching	6.31	20	6
Teach tamariki to use Tucker Turtle, calm down thermometer or rocket ship	4.45	5	42
Use proximal praise	6.46	12	4
Use self-encouragement bubbles	4.87	2	36
Use positive forecasting	6.20	10	9
Teach tamariki to compliment each other	6.03	12	11
Use group incentives	5.18	9	20
Set up incentive programmes for individuals	5.48	13	14
Use tangible incentives (e.g. stickers, stamps or toys)	4.94	10	21
Use special privileges as incentives (e.g special helper, computer time)	5.45	12	15
Redirect disengaged tamariki	6.52	34	2
Have identified behaviours which can be ignored	6.32	18	5
Teach tamariki to ignore peers who are behaving inappropriately	6.06	12	10
Start with the least intrusive discipline strategy	6.22	17	6
Use calm down time for aggressive or destructive behaviour	6.28	16	4
When tamariki is calm and calm down time is over immediately re-engage tamariki to another activity	6.25	18	4

Note. Data related to strategies already used, or not used, was derived from questions related to resistance from colleagues to introduce strategies. *N* for these items range from 99-93.

Similarly, when looking at strategies for working collaboratively with parents/whānau, a trend emerges whereby the strategies participants deemed appropriate were more likely to have been in use in their early childhood centres prior to participation in IY TCM. Those deemed less appropriate were less likely to be introduced to early childhood centres by participants following IY TCM, as shown in Table 4.7 (p. 80).

Table 4.7

How appropriate participants found strategies for working collaboratively with parents/whānau and if the strategies were already used in participants' centres prior to IY TCM and not used following IY TCM

<i>Strategy</i>	Mean Appropriateness Rating	Number of respondents who reported strategy:	
		Already used	Not used
Working collaboratively with parents/whānau	6.70	26	2
Holding pre-entry meetings with parents/whānau	5.71	20	19
Conducting home visits	3.96	8	49
Participating in formal meetings with parents/whānau	5.80	20	13
Providing opportunities for informal discussion with parents/whānau	6.74	35	2
Sending home notes/emails about child's day	5.57	10	27
Phone calls home	5.57	20	20
Regular newsletters	6.53	34	4
Working collaboratively with parents/whānau of children with persistent behavioural difficulties	6.78	30	3
Sharing IY behaviour plans with parents/whānau	6.41	12	10

Note. Data related to strategies already used, or not used was derived from questions related to resistance from colleagues to introduce strategies. *N* for these items range from 88-84.

Parents/whānau referral to the Incredible Years BASIC Parenting

Programme. The Incredible Years series has programmes for teachers, children and parents. In Aotearoa New Zealand, the Incredible Years Basic Parenting Programme (IY BPP) is available for parents/whānau of children aged three to eight years old.

Seventy-two percent (73%) of respondents (*N* = 95) indicate that they refer parents/whānau to IY BPP. Participants indicated that they felt the course was effective and that it would help improve the knowledge and skills of parents/whānau. Several participants indicate that when parents/whānau complete IY BPP there is more consistency of strategies for the child. Participant 38 noted that “If we are all using the same strategies this seems to have a greater positive impact on child and family”.

However, referrals were not always deemed possible.

One of the reasons participants gave for not referring parents/whānau to IY BPP is that they did not have enough information to allow them to complete a referral, such as when and where courses were being held. This was stipulated clearly by Participant 90 who commented that they didn't "have regular up to date information about when and where it is available in our area." Others were aware that IY BPP was not available in their area.

Summary

Overall, participants found that the IY TCM programme and strategies to align with Te Whāriki. Some view IY TCM as a tool to strengthen their practice as it gave strategies to enhance relationships and promote empowerment. Relationship strategies were found to be the most appropriate for use in early childhood education centres in Aotearoa New Zealand, while incentives and more structured practices were found to be less appropriate. Overall, informal face to face strategies for working collaboratively with parents/whānau were found to be slightly more appropriate than more formal strategies. The IY pyramid framework and IY behaviour plans are both incorporated into the practice of participants, who adapt strategies prior to use in their teaching contexts. The support from, and co-operation of colleagues was identified as a key factor to participants successfully implementing the IY TCM programme in their centres.

Chapter Five

Discussion

The social validity of an intervention programme has important implications for the fidelity with which the programme is implemented. One of the key aspects of social validity is the acceptability or appropriateness of the intervention to the context in which it will be implemented. Findings from the present study give important insights into how early childhood teachers consider the Incredible Years Teacher Classroom Management Programme (IY TCM) to align with the curriculum document Te Whāriki, how appropriate they find IY TCM for use in early childhood centres in Aotearoa New Zealand and to their teaching practice, and the ways in which teachers incorporate the principles and strategies of IY TCM into their teaching practice.

The following chapter discusses the results which show that teachers consider IY TCM and Te Whāriki to be generally well aligned, with some participants suggesting that completing IY TCM had strengthened their use of Te Whāriki. However, findings also revealed some areas of tension between IY TCM and the early childhood context of Aotearoa New Zealand. Despite the strong alignment reported by most teachers, a small percentage felt IY TCM was not appropriate for use in their teaching context or practice. Results also indicate that structured and prescribed strategies were considered less appropriate in Aotearoa New Zealand. Despite empirical evidence showing they have no detrimental effects on intrinsic motivation (Cameron, Banko, & Pierce, 2001; Cameron & Pierce, 1994), the use of incentives was considered to be less appropriate by a number of participants. Results affirm that early childhood teachers who have completed IY TCM utilise the pyramid framework as a guide to implementing IY TCM

strategies, although strategies may be adapted by teachers to ensure they are compatible and appropriate to use within the early childhood context of Aotearoa New Zealand.

Areas of High Social Validity

To examine the social validity of IY TCM in the early childhood context of Aotearoa New Zealand, it is important to investigate whether or not early childhood teachers consider IY TCM principles and strategies to align with the curriculum document Te Whāriki. This is because the extent to which a new programme is implemented effectively is related to the extent to which it aligns with policy and the context of the environment in which it is introduced (Han & Weiss, 2005), as well as existing practices and priorities (Durlak & DuPre, 2008). Results from this study indicate that, overall, the principles and strategies of IY TCM are perceived by teachers to align with Te Whāriki, particularly in the areas of relationships and empowerment. This is a key finding as lack of perceived alignment would impact on the social validity of the IY TCM programme and likely create a significant barrier to the successful implementation of IY TCM in early childhood centres due to the impact teacher buy-in has on the implementation of a programme (Han & Weiss, 2005; Marchant et al., 2013). The successful implementation of the programme is significant given the extensive commitment that the Ministry of Education has made to IY TCM, with a total goal of 16,260 teachers completing the IY TCM programme by 2016/17 (Ministry of Education, 2013b).

The Te Whāriki framework allows teachers the flexibility to weave their own programmes and philosophies within the principles, strands and goals, to create their own distinct curriculum (Ministry of Education, 1996). As such, it has the flexibility to

accommodate programmes such as IY TCM. However, authors such as Blaiklock (2010) contend that this flexibility results in a lack of specific guidance for teachers. He highlights the requirement in Te Whāriki that teachers “offer sufficient learning experiences for the children to ensure that the curriculum goals are realised” (Ministry of Education, 1996, p. 28) but proposes that the general nature of the goals is problematic. While learning outcomes are provided for goals, they are considered to be indicative rather than definitive and few examples of experiences to meet these outcomes are provided (Blaiklock, 2010). Blaiklock’s concern was confirmed in this study in relation to supporting children’s social and emotional development, with some teachers indicating they do not feel Te Whāriki offers clear pathways or strategies in order to support the development of pro-social behaviour in children, nor does it pay particular attention to the behaviour concerns to which IY TCM is targeted. When exploring the ways in which early childhood teachers worked with Te Whāriki, the Education Review Office (2013) propose that services may require further support to implement the curriculum. Findings from this research indicate that using the principles and strategies of IY TCM supports the implementation of Te Whāriki for some teachers. IY TCM offers specific guidance for teachers in order to support children to meet some of the goals specified within the curriculum, particularly those related to children experiencing an environment where “their emotional well-being is nurtured, they are kept safe from harm” (Ministry of Education, 1996, p. 46) and “they know the limits and boundaries of acceptable behaviour” (Ministry of Education, 1996, p. 62).

The principle of Empowerment - Whakamana. Results from this study indicate that IY TCM principles and strategies support teachers to promote the Te Whāriki principle of Empowerment – *Whakamana* by supporting and strengthening

children's social and emotional skills while assisting them to develop self-regulation. Using a Māori worldview as the base for the structure of Te Whāriki, the principle of Empowerment – *Whakamana* emerged as a key principle (May, 2011; May & Carr, 1997). Māori traditionally had great respect for children, who were encouraged and supported by the wider collective in a shared parenting model. They were treated with great indulgence and seldom punished (Ritchie, 2014). That someone cared for them mentally, physically and spiritually was left in no doubt to the Māori child (Reedy, 2013). As such, the goals of Te Whāriki (Ministry of Education, 1996) require early childhood services to assist children to develop an increasing sense of self-worth, confidence, enjoyment and identity as well as independence and the ability to take responsibility for their own learning. The teacher's role is to provide a place that motivates and respects all children, empowering them to reach their full potential (Peters & Paki, 2013). IY TCM empowers children through teachers use of coaching and relationships strategies to support children's confidence, self-esteem and motivation for learning social skills including problem solving, empathy and self-regulation (Webster-Stratton, 2012).

The principle of Relationships – Ngā Hongonga. The findings of this study clearly indicate that early childhood teachers believe the strongest area of alignment between IY TCM and Te Whāriki is relationships. The findings reflect that building strong relationships is a key feature of both Te Whāriki and IY TCM. Relationships – *Ngā hongonga* is one of the four principles of Te Whāriki. The principle stipulates that “children learn through responsive and reciprocal relationships with people, places and things” (Ministry of Education, 1996, p. 14). As the base on which all IY TCM strategies sit, the successful implementation of IY TCM relies on relationship strategies

being socially valid for use in early childhood centres in Aotearoa New Zealand. That is, the strategies are deemed to be familiar, acceptable and appropriate to ensure the fidelity of implementation.

Located at the base of the IY TCM pyramid framework, strategies for building positive relationships with children should be used most often to support children in learning. IY TCM proposes that without a strong foundation of positive relationships other strategies will be ineffective (Webster-Stratton, 2012). A coercive and cyclic relationship establishes itself when children display negative or oppositional behaviour and this is inadvertently reinforced by attention in the form of harsh or critical feedback from teachers, or from teachers giving in to demands (Patterson et al., 1992). The IY TCM programme is designed to break negative coercive cycles between children and teachers (Webster-Stratton et al., 2011), allowing more positive relationships to be built. As found in this study, strategies for building positive relationships in the early childhood context are valued by early childhood teachers. Te Whāriki is positioned within a sociocultural view of learning where warm interactions with responsive adults guide and support children in their learning. Learning is deemed a social process, where children construct meaning and knowledge as a result of experiences with adults and peers in the child's social and cultural context (Cooper, Hedges, & Dixon, 2014).

As one of the principles of the curriculum, strategies to build and maintain positive relationships with children can be expected to be part of the existing practice of early childhood teachers. Judgments of how acceptable a programme's principles are may align more with teacher familiarity and pedagogical beliefs than intervention outcomes (Han & Weiss, 2005). The significance of pedagogical acceptance and familiarity of

practice was confirmed in the present study. Results indicate a trend which showed strategies which were found to be appropriate were already well established in the typical pedagogical context of teaching in early childhood centres in Aotearoa New Zealand. Those strategies which were not already in use were not found to be as appropriate. Given the importance of initial perceptions of an intervention on its subsequent adoption and implementation, familiarity of strategies is significant in understanding the social validity of implementing IY TCM in the context of early childhood education in Aotearoa New Zealand.

The principle of Family and Community – Whānau Tangata. The principle of Family and Community - *Whānau Tangata*, highlights that “the wider world of family and community is an integral part of the early childhood curriculum” (Ministry of Education, 1996, p. 42). In addition, the strand Belonging – *Mana whenua* includes goals not only for children, but their families/whānau as well. It stipulates that children should recognise that their family/whānau is included as part of the centre, that family/whānau should feel able to participate in decision making about their child and that all should feel a sense of belonging in the early childhood centre (Ministry of Education, 1996).

Building collaborative relationships with family/whānau is also promoted within IY TCM, with the assertion that teachers “must recognise the intrinsic worth of families as contributors to children’s learning” (Webster-Stratton, 2012, p. 550). While IY TCM suggests a number of strategies to support collaboration, results from the present study indicate that teachers favour face to face strategies over emails, notes home and phone calls. Furthermore, working collaboratively with whānau Māori is a key strategy for

strengthening the provision of the bicultural aspirations of Te Whāriki (Ritchie, 2013) and Te Whāriki posits that “culturally appropriate ways of communicating should be fostered” (Ministry of Education, 1996, p. 42). As teachers see parents/whānau on a daily basis, face to face strategies are both practical to use, and more appropriate to the context in which they teach. In Aotearoa New Zealand, it is well recognised that children’s learning and developmental processes are strengthened when strong relationships exist between their home and educational experiences (Hedges, Cullen, & Jordan, 2011).

The structure of early childhood settings and the focus on family/whānau partnerships within the early childhood sector in Aotearoa New Zealand is likely to impact on how findings from this study compare to other such studies conducted in different countries. For example, Carlson and colleagues (2011) found American preschool teachers perceptions of strategies to increase home-school relationships did not significantly improve as a result of completing IY TCM. In North West Wales, Hutchings and colleagues (2007) found strengthening home-school relationship strategies scored the lowest on teachers ratings of satisfaction with the programme. The present study suggests that home-centre strategies were generally well received, however, similarly to Hutchings and colleagues (2007), many teachers reported that home visits were not considered feasible. Yet, results from the present study also indicated that despite time constraints, some teachers do use home visits and others would consider them if necessary to build relationships as the value of home visits was evident. Such comments suggests that the provision of adequate non-contact time for early childhood teachers is required to enable teachers to apply additional strategies for building enhanced partnerships with families/whānau.

IY BASIC parenting programme. Consistency in strategies between teachers and parents, in order to support the child, was highlighted in the results of this study as a key reason for referring parents/whānau to the IY BASIC parenting programme. The majority of participants indicated that they do, or would, refer parents to the programme. The choice of teachers to refer parents/whānau to the IY BASIC parenting programme is guided by the principle Family and Community – *Whānau Tangata*, which argues that consistency amongst aspects of a child's world fosters learning and development (Ministry of Education, 1996). Supporting this viewpoint is research which highlights the benefits to the child when both parents and teacher complete the Incredible Years (IY) programmes. Webster-Stratton and her colleagues (2004) investigated the effects of combining the treatments available in the IY series. They found that the children in the 'parent training only' condition had reduced negative behaviour in the classroom, which in turn had an unexpected positive impact on teacher behaviour. They conclude that this speaks to the strength of the IY parenting programmes. Combining the parenting programmes with teacher training led to further reductions in negative behaviour and the conclusion that combining IY parent programmes with IY teacher or child training programmes was the most effective combination of the programmes in the IY series. The Ministry of Education funds both IY TCM and IY BASIC parenting programmes (Ministry of Education, 2013b), ensuring that this effective combination is available to support improvements in children's prosocial behaviour, however results from this study indicate there are barriers to teachers making referrals to IY BASIC parenting programmes. These are discussed in the following section which outlines areas of tension when introducing IY TCM into the context of early childhood education in Aotearoa New Zealand.

Areas of Low Social Validity

Low adherence to the fidelity of implementation could undermine the impact of an intervention (Reinke et al., 2013). One of the indicators of whether or not an intervention is implemented with fidelity is whether or not teachers 'like' the intervention (Strain et al., 2012). Intervention programmes must appeal to the values of those implementing it in order for it to be widely adopted, regardless of research evidence (Witt, 1986). Indeed, it is difficult to sustain an intervention if it is incompatible with the context in which it is being implemented (McLaughlin & Mitra, 2001). Results from this research found that although overall alignment with the early childhood curriculum Te Whāriki was strong, there were also areas of tension, including some teachers who thought there was little or no alignment between IY TCM and Te Whāriki. Tensions also include the use of more targeted interventions, such as the use of incentives, and more direct structured teaching activities. Additionally, the lack of knowledge of IY BASIC parenting courses is a barrier for teachers willing to refer parents/whānau to the programme.

While IY TCM and Te Whāriki were considered to align by the majority of teachers, a small percentage (13%) of teachers found minimal or no alignment between IY TCM and Te Whāriki. This group of teachers found IY TCM to be disrespectful of children and found that it did not support building positive relationships with them. The programme was found to be very American and suited to older children. This may be the result of the skill of the facilitator to address pedagogical and cultural barriers to implementing IY TCM. Having a small group of teachers who did not consider IY TCM to align with Te Whāriki is not surprising, as Webster-Stratton and colleagues (2011) noted it is certain that there will be cultural barriers to implementing some IY

TCM practices in different counties. In fact, it might be viewed as a positive that so few teachers in this sample held this view. Indeed, 50% of teachers in the study by Shernoff and Kratochwill (2007) raised concerns about materials targeting children older than those they were teaching, as well as tensions between IY TCM and their teaching philosophies.

The high rate of concern regarding the age of children the programme targets found by Shernoff and Kratochwill (2007) may be as a result of the programme being disseminated to teachers individually, rather than in the group format. Their findings indicate that providing three 60 minute phone consultations to teachers improved their knowledge and understanding of the programme, and that they valued the opportunity to discuss practices and clarify strategies. However, during the recommended group format, participants are encouraged to identify and discuss barriers to implementation of the programme and participate in collective problem solving. Active participation in this collaborative process increases the developmental appropriateness and cultural sensitivity of the programme as participants work together with the programme facilitator to find solutions to the issues raised while maintaining the core principles of the programme (Webster-Stratton et al., 2011).

To successfully disseminate IY TCM, trained group leaders are supposed to tailor the programme according to the needs of the group, and individual teachers. Teachers are encouraged to identify and discuss barriers to implementation of the programme and participate in collective problem solving to ensure the programme is appropriate to both the cultural and pedagogical beliefs of the group, whilst still maintaining the core principles of the programme (Webster-Stratton et al., 2011). Although not explored in

this study, teachers' perspectives about the programme may be linked to the extent and skill with which facilitators engaged them in the discussion of barriers and collective problem-solving. Indeed, results imply that facilitator responses to concerns about the appropriateness of some strategies raised by teachers did not always acknowledge philosophical or pedagogical tensions. Rather, in specific instances described, facilitators chose not to further explore tensions and potential solutions in the group format. For example, Participant 91 questioned the rationale behind using time out. They say "when we bought this up in the group the speaker told us that she was the teacher and that we had to do it her way". In this instance, the facilitator did not facilitate or engage in collective problem solving to overcome the barrier identified by a group member. It is also possible this response resulted in a lack of collaboration, with members failing to openly discuss concerns or ideas.

Hamilton and Litterick-Briggs (2008) found that facilitators of the IY BASIC parenting programme in Aotearoa New Zealand described the programme as 'culturally friendly'. They commented that facilitators were able to determine the cultural content of the programme and tailor the programme to meet the needs of the group. For example, some facilitators felt the vignettes, set in an American context were so far removed from the context of Aotearoa New Zealand that families could focus on the principles being depicted. Families were able to watch the vignettes objectively with no emotional attachment or feelings of stereotype which might have come from viewing families from their own culture. However, other facilitators found that families would be better able to relate to the vignettes if the families depicted were clearly from Aotearoa New Zealand. To mitigate this they used real life examples shared by participants in the programme to help provide more relatable scenarios for discussion. Similarly, results

from this study found that for some, the American context of the vignettes was too great a barrier and the content of the vignette was lost. Results from the study by Fergusson and colleagues (2013) found that, of the primary school teachers from Aotearoa New Zealand who provided data for their study, 20% did not give positive ratings to the use of the vignettes. This was significantly greater than any other strategy reported. While it is recommended that teachers are shown vignettes which represent the backgrounds and cultures of students they teach (Webster-Stratton et al., 2011), without the availability of vignettes depicting children and early childhood centres in Aotearoa New Zealand, this cannot be done.

While the role and skill of the facilitator may be important for supporting the extent to which IY TCM is viewed to be aligned with Te Whāriki, or how it might be adapted for use in Aotearoa New Zealand, results also indicate the availability of training materials and resources depicting local content may be beneficial to ensuring IY TCM is readily adopted by teachers. Results indicate that resources such as pictures of faces from Aotearoa New Zealand in order to support emotion coaching with young children may be beneficial for those adopting IY TCM. Additionally, results from the present study, along with that of Fergusson and colleagues (2013), indicate that the context of the current vignettes creates a barrier for some teachers who participate in IY TCM. As such, exploring the creation and use of vignettes depicting the context of education in Aotearoa New Zealand may be beneficial for further enhancing social validity, uptake and implementation.

Strategies which are more prescribed and less open ended are viewed unfavourably. The more directive and prescribed strategies of Tucker Turtle, rocket

ship, the calm down thermometer and self-encouragement bubbles were reported to be less aligned with Te Whāriki and less appropriate than other strategies, despite a favourable overall view of the programme. While most of the strategies included in this survey tended to be broad and flexible in their use, the strategies viewed as less favourable tended to be more prescribed and structured.

Te Whāriki posits learning as a socio-cultural process, within an environment which is child-centred and respects the choices and interests of the child (Dalli, 2011). Learning is socially and culturally mediated, with an emphasis on “reciprocal and responsive relationships for children with people, places, and things” (Ministry of Education, 1996, p. 9). Ako is promoted as a guiding principle to ensure Māori learners enjoy and achieve education success as Māori. Ako relies strongly on the principle of reciprocity and describes a dynamic relationship where learning is a two-way process between the child and educator (Ministry of Education, 2013a). The focus on reciprocity may result in the more structured IY TCM strategies being considered less appropriate for use in the early childhood context. The structure of the activity firmly places the role of the teacher as ‘leader’ and the child as ‘learner’, and potentially removes opportunities to learn skills through collaboration, observation of others and individual exploration.

It is also possible that these strategies were viewed less favourably because they are more complex to implement than a range of other IY TCM strategies. Elliott, Witt, Galvin and Peterson (1984) suggest that teachers have a preference for strategies which require less time, and are less complex to implement. Additionally, more complex strategies are found to be more appropriate in response to more severe behaviour. Both teaching Tucker Turtle and the calm down thermometer require teaching and practicing

in hypothetical situations. While children are calm, teachers and children discuss situations which could cause a child to become angry and ways in which they can calm themselves to enable them to practice the pro-social behaviours they have been learning. The Tucker Turtle technique includes children going into their turtle shell, taking some deep breaths and using positive self-talk to aid the calming process. Frequent practice is recommended to enable these strategies to transfer to situations in which a child is genuinely feeling angry and/or aggressive and it is likely to take a long time for this to successfully occur (Webster-Stratton, 2012). As such, it is possible that techniques which require less time to implement, and are more immediately successful, may have been deemed to be more appropriate.

Incentives not viewed as appropriate. Within the IY TCM framework, incentives are intended for use with children for whom teacher attention, encouragement and praise are not sufficient reinforcement to motivate them to engage appropriately in the learning environment (Webster-Stratton, 2012). Incentives are placed in the second level of the IY TCM pyramid and their liberal use is recommended. While research consistently indicates that teachers find positive treatment procedures (such as rewarding) more acceptable than negative procedures (such as time out or ignoring) (S. Elliott et al., 1984), this finding was not replicated in the present study. This research found that incentives were considered to be the least appropriate group of strategies, with intrinsic motivation indicated as a more appropriate focus for the IY TCM programme.

The effects of rewards on intrinsic motivation have been debated in the literature for several decades (Cameron et al., 2001). However a meta-analysis by Cameron and

Pierce (1994) and further examination of the literature by Cameron and colleagues (2001) found that appropriately implemented incentive programmes do not have an adverse effect on intrinsic motivation. Rather, contingent praise and incentives increase the students feelings of competence and intrinsic motivation (Cameron & Pierce, 1994). Despite research that supports the use of incentives, findings from this study suggest that teachers do not accept incentives as an appropriate option for use with young children in their early childhood settings.

Along with contradictory research findings being reported about the effects of incentives on motivation (cf. Cameron et al., 2001), the complex nature of implementing successful incentive programmes may impact on teacher's beliefs about their appropriateness and effectiveness (Alberto & Troutman, 2009). Moreover, pedagogical issues related to accepted practices in Aotearoa New Zealand early childhood education are likely to be significant in why such strategies were viewed less favourably.

As previously discussed, reciprocity is a valued principle in early childhood education in Aotearoa New Zealand, and the provision of an incentive programme could be seen as a manipulation of an individual's behaviour which teachers might view as problematic for promoting an environment of acceptance and respect and valuing the child's chosen area of learning. This may reflect tension between a behaviourist orientation and the socio-cultural view that underpins Te Whāriki and typical early childhood practice.

IY BASIC parenting programme availability. Results from this study indicate there are barriers to teachers making referrals to IY BASIC parenting programmes. Barriers highlighted include teacher's lack of knowledge about programmes being run in their area, or the knowledge that no programmes were being run in the area. IY BASIC parenting is provided and run by Ministry of Education - Special Education staff. There are also 51 non-government organisations (NGO) contracted to deliver the programme throughout Aotearoa New Zealand, in partnership with the Ministry (Ministry of Education, 2014b). The number of NGO's providing IY BASIC parenting programme has the potential to cause confusion amongst teachers if clear information related to the provision of the programme is not provided. Additionally, NGO's may provide more than one programme designed to support parents. For example, the Werry Centre supports both IY BASIC parenting programme and the Triple P programme. This evidence based parenting programme is funded by the Ministry of Health as part of a cross-sector, interagency response to childhood behavioural difficulties as recommended in the *Interagency plan for conduct disorder/severe antisocial behaviour* (Church et al., 2007) and provides a less intensive intervention than the IY BASIC parenting programme (Werry Centre, 2014). Results from this study indicate the level of commitment required for parents/whānau to attend IY BASIC parenting programme was perceived by teachers to be a barrier to parents/whānau participating in the programme. While not explored in this study, it is possible that parents/whānau would choose to participate in a less intensive programme, such as Triple P, or teachers who either lack knowledge of IY BASIC parenting programmes on offer, or who are aware it is not on offer, may refer parents to alternative programmes. As a result, the significant gains produced when IY interventions are combined would be lost.

Bridging the Research to Practice Gap

The ability to successfully transfer interventions from a research context to an educational context is of concern to educators as there is significant potential for difference between research and practice in the education context (Marchant et al., 2013). This is often referred to as the research to practice gap (Kern & Manz, 2004; Marchant et al., 2013). Findings from this study support the literature which describes flexibility and adaptation as necessary for implementing an evidence based programme into the education context, as well as the crucial role of collegial support in the adaptation and sustainability of a programme. Additionally, findings indicate the structure of IY TCM in the form of the IY pyramid aids, and potentially sustains its implementation. Taken together, these findings offer insights into how to bridge a programme like IY TCM from a research context into everyday practice.

Strategies are adapted. Results from this study indicate that teachers readily adapt the strategies suggested within IY TCM to ensure they fit within the context of early childhood education in Aotearoa New Zealand, and within their own centres. If strategies are deemed inappropriate and unable to be adapted, they are not used. When examining how implementation impacted on outcomes, Durlak and DuPre (2008) found that none of the studies included in their analysis documented fidelity of implementation at 100%. In fact, few studies attained levels higher than 80% resulting in the conclusions that perfect, or near perfect implementation of an intervention is unrealistic. With positive results of interventions being found when implementation levels were around 60%, Durlak and DuPre (2008) found that perfect implementation was not necessary to produce change.

To ensure successful implementation of a programme, the right mix of fidelity and adaptation should be found, with core programme components emphasised with fidelity, while other, less central features can be altered to ensure a compatibility with the intended context (Durlak & DuPre, 2008). IY TCM has been developed as a dynamic, principle driven intervention and prevention programme. The focus on principles allows the programme to be adapted to meet the contextual and cultural needs of the participants (Webster-Stratton et al., 2011). Often evidence based programmes require adaptation at the classroom level to ensure they fit within the context of the classroom (Han & Weiss, 2005). Indeed, some studies show adaptations made to interventions can improve programme outcomes (Durlak & DuPre, 2008). These adaptations commonly occur once training has been completed, leaving the fidelity and effectiveness of the implementation of the programme in question (D. Elliott & Mihalic, 2004).

In order for teachers to be able to make adaptations, while maintaining the core principles and intervention techniques, they need to know the programme well enough (McLaughlin & Mitra, 2001). The collaborative, group delivery of IY TCM over several sessions is designed to allow participants to openly discuss potential barriers to implementing IY TCM strategies. The discussion and adaptation in the group training context is designed to improve participant engagement but also allows for trained facilitators to ensure IY TCM principles are maintained (Webster-Stratton et al., 2011). Durlak and DuPre (2008) suggest that by measuring what is happening during implementation, researchers are able to improve interventions.

The flexibility of the principle driven programme can be desirable in many ways. For example, for intervention programmes to be sustainable, teachers must be able to

continue to make adaptations to the programme to meet the ever changing dynamics and circumstances of their teaching contexts (Han & Weiss, 2005). Indeed, the more adaptable and compatible a programme is, the more an organisation can incorporate it into their procedures and obtain the better outcomes associated with effective implementation (Durlak and DuPre, 2008). Given the adaptability of the programme, and the need for teachers to continue to adapt practices to meet the needs of their classroom, ongoing research evaluating fidelity of implementation of IY TCM in the education setting is crucial. While not currently part of the IY TCM format, research exploring the ongoing fidelity of implementation will provide valuable information related to the need for ongoing refresher courses. Given the commitment to IY TCM by the Ministry of Education, the sustainability and fidelity of the programme is valuable.

Support from colleagues assists with the implementation of IY TCM.

Results indicate that support for the implementation of the programme from colleagues is a key factor in successfully implementing IY TCM. Similarly, lack of support from colleagues was identified as a key barrier to successfully implementing IY TCM within the early childhood setting. These results confirm those found by Shernoff and Kratochwill (2007), who found that 50% of preschool teachers indicated that co-teachers untrained in IY TCM strategies created a barrier to implementation of IY TCM strategies. One of the principles of IY TCM is for teachers to develop support networks. These findings affirm Webster-Stratton's assertion that in order to successfully implement IY TCM teachers will require support from other teachers and administration in order to collaborate on behaviour plans, share strategies and reflect on their approaches (Webster-Stratton, 2012).

Finding from this study confirm Han and Weiss's (2005) assertion that support for colleagues is vital for the sustainable implementation of a programme by teachers. McLaughlin and Mitra (2001) explain that collegial support can aid in deflecting challenges and providing ongoing encouragement and feedback. This is important because it is difficult for teachers to continue with an intervention without collegial understanding. McLaughlin and Mitra (2001) promote the value of involving whole staff in an intervention as a means of ensuring staff continue to work cohesively, which is confirmed by the results of this research.

The responses from the current study, indicating support from colleagues as a key factor in the successful implementation of IY TCM, may be due to early childhood teachers in Aotearoa New Zealand working as part of a teaching team, where more than one teacher works with the same group of children in the early childhood centre. Further to this, IY TCM is currently offered to trained and registered teachers. While 100% trained teachers has been a target, rather than a requirement for early childhood services in Aotearoa New Zealand, targets for qualified teachers were reduced from 100% to 50-80% in 2009 (Hedges, 2013). This was followed by reductions in the funding for those services who employed 100% qualified and registered teachers. Given the importance of collegial support, and the inaccessibility of IY TCM to a population of those teaching in early childhood education, this is cause for concern.

Tools supporting the use of the principles and strategies are valuable. The IY TCM pyramid framework serves as a roadmap for the strategies and content of IY TCM while behaviour plans provide more precise detail about how specific strategies will be used with individuals (Webster-Stratton, 2012). For an intervention programme

to be adopted and sustained, the structure and content needs to motivate and support teachers to implement the programme (Han & Weiss, 2005). Results indicate that teachers consider the IY pyramid framework when working with children and their families, use the strategies in the proportions suggested by the framework, and utilise IY behaviour plans within their early childhood centres. IY behaviour plans were found to be extremely effective in supporting children to develop pro-social behaviour and the focus on building positive relationships at the base of the IY pyramid results in the strategies from further up the pyramid being required less often.

Empowering teachers. One of the principles of IY TCM is to build the confidence and self-efficacy of those participating in the training (Reinke, Stormont, Webster-Stratton, Newcomer, & Herman, 2012). Therefore, the growing confidence teachers experience in successfully using the IY pyramid framework and IY behaviour plans ensures their ongoing use and success. Findings indicate that the IY TCM pyramid framework is compatible with teacher's beliefs and philosophies. As teachers must perceive an intervention or prevention programme to complement their teaching style, as well as meeting the needs of their students (Han & Weiss, 2005) this is a key finding not only to ensure the initial implementation of IY TCM, but for its sustainability. For an intervention programme to be sustainable, it needs to be compatible with the context in which it is being implemented (McLaughlin & Mitra, 2001).

Summary

IY TCM aligns with the principles of Te Whāriki and for some teachers, IY TCM enhances their delivery of the curriculum. IY TCM is intended to promote positive

relationships and empowers children to develop increasing skills in self-regulation to enable them to actively participate in their learning environments. This alignment between Te Whāriki and IY TCM is key to ensuring the appropriateness of IY TCM strategies and principles to the context of early childhood education in Aotearoa New Zealand. With both strategies to support building collaborative relationships with parents/whānau and the provision of parenting programme to support consistency for the child across settings, IY TCM demonstrates a strong alignment with the principle of Family and Community – *Whānau Tangata*.

Some tensions exist in the implementation of IY TCM in the early childhood context of Aotearoa New Zealand. A small percentage of teachers do not agree that IY TCM aligns with their teaching practice or Te Whāriki. This may be a result of the skill of the facilitator to ensure tensions were adequately discussed in the group learning environment. A key finding was that despite empirical evidence to support the effectiveness of incentives, and the lack of negative impact on intrinsic motivation, early childhood teachers in Aotearoa New Zealand do not find the use of incentives appropriate for use in their teaching practice. Nonetheless, teachers do readily adapt IY TCM practices to ensure their suitability to the context of their teaching practice. Elements to support the sustainability of IY TCM include the overall compatibility of the programme with the context of early childhood education in Aotearoa New Zealand and the ability for teachers to support one another in the implementation of the programme. This could be strengthened if more teachers from a teaching team were able to participate in the training.

Chapter Six

Conclusion

The purpose of this research was to explore the social validity of the Incredible Years Teacher Classroom Management (IY TCM) programme. In particular the study has investigated how early childhood teachers consider the principles and strategies to align with the New Zealand curriculum framework, Te Whāriki; if early childhood teachers believe IY TCM strategies are appropriate to the context of early childhood education in Aotearoa New Zealand and their teaching practice; and how early childhood teachers from Aotearoa New Zealand incorporate IY TCM principles and strategies into their teaching practice. Invitations to participate in the research were sent to all teacher led early childhood services whose emails were included in a publically available database. Early childhood teachers who had completed IY TCM were invited to complete an online survey. Adopting a mixed methods approach, the online survey was designed to provide both qualitative and quantitative data to inform the research questions. Results from this project showed that overall, participants reported most IY TCM principles and strategies to be appropriate for use in early childhood centres in Aotearoa New Zealand and to their teaching practice. Teachers adapted and incorporated strategies they deemed acceptable into their teaching practice. Implications for practice are outlined along with limitations of the study before future directions for research are recommended.

Implications for Practice

This research found that the majority of teachers surveyed consider the principles and strategies of IY TCM to align with Te Whāriki and to be appropriate for use in early childhood education in Aotearoa New Zealand, indicating IY TCM may have elements

of social validity as a prevention and intervention programme for early childhood education in Aotearoa New Zealand. This is important because teachers need to be willing to implement an evidence based programme, and do so with fidelity, in order for it to be successful (Marchant et al., 2013). Social validity ratings impact on teachers initial motivation to implement a programme (Han & Weiss, 2005), as well as the likelihood of the programme being implemented with fidelity and sustained over time (Leko, 2014). Given the commitment to IY TCM by the Ministry of Education, this is a significant finding.

A promising finding of this study is that some teachers felt IY TCM helped strengthen their implementation of Te Whāriki. Given the principle-based, non-prescriptive nature of the early childhood curriculum document, it has been increasingly noted that teachers may benefit from additional guidance to implement the curriculum in ways that support all aspects of children learning (e.g., ERO, 2013). The present study suggests that IY TCM is well-positioned to support teachers to strengthen their implementation of Te Whāriki in the areas related to developing children's social and emotional competence, given it was perceived to have a high level of alignment with the curriculum and most strategies were viewed as appropriate for early childhood. This is of particular importance as early intervention to preventing children's challenging behaviours from escalating, is associated with more positive outcomes later in life (Church, 2007).

Findings also provided important insights into the ways in which the administration of IY TCM training might be strengthened. They included the ability of the IY TCM facilitator to lead an open discussion about strategies and potential barriers to their implementation; the development of materials and examples which include young

children and reflect the unique culture of Aotearoa New Zealand; consideration of team attendance at IY TCM trainings; and improved promotion of the IY BASIC parent programme from the providers.

Open, group discussion between participants of IY TCM and facilitators is needed to ensure successful implementation of IY TCM. Teacher buy-in is crucial to the fidelity of implementation, and therefore the success of research based interventions (Marchant et al., 2013). For this to occur, teachers need to find an intervention programme acceptable for use in their practice. The developer of IY TCM recommends the programme be tailored to the individuals in the group. Facilitators are to encourage participants to identify any cultural, pedagogical and philosophical barriers and work with the group to create needed adaptations to the strategies. Completing this process within the group format allows facilitators to ensure any adaptations fit within the principles of IY TCM. The importance of identifying and resolving barriers to implementation of IY TCM strategies was highlighted by the responses of participants who had completed the training but felt strongly that IY TCM practices were not appropriate for use in their teaching practice, or with young children in Aotearoa New Zealand. While a number of teachers were able to successfully adapted strategies to make them appropriate for use, some were not able to overcome the barriers which they had identified.

Amongst the barriers identified was the American context of the vignettes and examples of strategies which predominantly included older children. While some teachers were able to overcome these barriers to finding IY TCM acceptable for use in early childhood centres in Aotearoa New Zealand, others were not. Due to the significant commitment

made to IY TCM by the Ministry of Education, the acceptability of the programme by early childhood teachers is of key concern. The addition of more local content into the programme will potentially remove this barrier to acceptability which was apparent for some teachers. Additionally, resources for use with children which reflect the local population and culture would be of added benefit, as would examples that reflected typical early childhood practice and settings in Aotearoa New Zealand.

Another key finding was that the support for the programme from colleagues was both the greatest barrier and the greatest support for implementing IY TCM in the early childhood setting. This is important due to the team teaching approach generally adopted in early childhood education in Aotearoa New Zealand, where a number of teachers are supporting children during their time in the early childhood setting. As a result, there are implications for all teachers who complete IY TCM as it impacts on the consistency of practice for children. As such, consideration should be given to the proportions of teaching teams who participate in IY TCM. Results indicate it is most common for a small number of teachers (i.e. two or three) from a teaching team to attend IY TCM training. These teachers then need to share the information with the rest of the teaching team in order to ensure the principles and strategies of IY TCM are implemented within the early childhood centre consistently. Given the importance of the fidelity of training of IY TCM, this may result in teachers within the team not gaining an understanding of the underlying principles of IY TCM. Key elements such as trained facilitators, the group format, and video modelling in the form of vignettes would not be included. As the results indicate the importance of the level of support colleagues show for IY TCM, it is likely that the proportion of teachers in a teaching team who have participated in IY TCM will influence how readily IY TCM principles

and strategies are adopted by the early childhood centre. Consideration should be given to including whole teaching teams in IY TCM training over time.

A number of teachers indicated that they did not have enough information about the provision of the IY BASIC parenting programme in order to readily refer parents/whānau. The majority of teachers were willing to refer parents/whānau to the IY BASIC parenting programme as they recognised the benefits participating in the programme would have for both the parents/whānau and the child. Along with providing IY TCM, the Ministry of Education has made a significant commitment to the provision of the IY BASIC parenting programme. However, lack of information about upcoming programmes posed a significant barrier to teachers being able to refer parents/whānau, potentially resulting in these families being unable to access the programme. Furthermore, in some areas, the programme was simply unavailable.

Limitations and Delimitations

Several limitations to this research exist thus the following cautions are advised when interpreting or considering the results from this study. Firstly the intention of the research was to access a national sample of early childhood teachers who have participated in IY TCM. However, as no national database of participants is held, this was not possible. An invitation was sent to an unknown number of potential participants, and often to a generic centre email address, therefore it is very likely that potential participants were not reached. As such, response rates cannot be determined. The size of the sample from which data was collected is not significantly large and the extent to which it is representative of all teachers who have received IY TCM training is

unknown. Therefore, findings reported here might not generalise to the wider population of IY TCM trained teachers.

In addition, data was collected via an anonymous online survey. Practical considerations of time, cost and access to participants led to the necessity of using an online survey for this research. While online surveys are cost effective and potentially allow access to a large and diverse sample, face to face interviews allow for longer engagement with participants and provide an opportunity to explore complex questions and concepts in a more in depth manner than surveys (Sue & Ritter, 2012). Complex issues for participants can be oversimplified by the use of closed questions and Likert-type scales (Leko, 2014) and it was apparent when analysing comments that this occurred for some participants in this research. Follow-up qualitative methods, such as interview, allow for open-ended investigation into findings which allow researchers to gather further explanations of responses, particularly when unanticipated findings are uncovered (Leko, 2014). While participants' comments were sought for most questions throughout the survey, the ability to gain deeper understanding of their perspectives was not able to occur.

Moreover, data collected through an on-line survey occurs in the form of self-report. Limitations to self-report data are well known and include the potential for bias as a result of social desirability, acquiescence responses and positive or negative affectivity (Spector, 2006). Social desirability refers to a tendency to respond to items as a result of what the participant views as more socially acceptable as opposed to their true feelings. Acquiescence response is the tendency to agree regardless of question content and positive or negative affectivity relates to participants viewing the world around

them in more positive or negative terms (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). As the survey was anonymous, and participants had no relationships with the researcher, some of these effects may have been minimised.

Recommendations for Future Research

The seminal article from Wolf (1978) proposes three distinct areas to consider to establish the social validity of a prevention or intervention programme. These are the social significance of the goals of the programme; the social appropriateness or acceptability of the procedures; and the social importance of the effects. This research has focused on one aspect of the social validity of the programme with a population of early childhood teachers in examining the acceptability or appropriateness of the intervention principles and strategies. This research was conducted with teachers who had completed IY TCM. Assessing the social validity of a programme with teachers who have yet to participate in the programme may provide further information related to the level of support for participating in and implementing the programme as it has the potential to identify any underlying resistance to programme implementation (Marchant et al., 2013). Therefore, assessing the social validity of IY TCM from the perspective of early childhood teachers who have yet to participate in the programme may provide valuable information moving forward. This is of particular note given the number of participants who indicated that colleagues who had not participated in the programme were a barrier to implementation of IY TCM principles and strategies.

An important next step to establish the social validity of IY TCM with early childhood teachers in Aotearoa New Zealand is to discover the social importance of the effects of IY TCM to early childhood teachers. That is, are early childhood teachers in Aotearoa

New Zealand satisfied with the results of implementing the programme? Additionally, it is misguided to determine the social validity of an intervention without also examining the effectiveness of the programme (Leko, 2014). While this was beyond the scope of this research, determining the effects of participating in IY TCM on the practice of early childhood teachers, and in turn the impact on the children being taught, remains an area for future research.

Given the finding that early childhood teachers readily adapt the strategies to suit their unique contexts, research examining the fidelity of the intervention implementation in a variety of early childhood settings is also recommended, along with an examination of the fidelity in which facilitators are implementing IY TCM training with teachers.

Final Thoughts

In the context of Aotearoa New Zealand, the aspirational statement of Te Whāriki is “for children to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society” (Ministry of Education, 1996, p. 9). Unfortunately, growing numbers of preschool children are displaying aggressive and disruptive behaviours (Webster-Stratton, 2011) and lack the self-regulation and social and emotional skills required to engage in their learning environments (Webster-Stratton et al., 2008). Te Whāriki stipulates that early childhood centres play an important role in “laying the foundations for successful future learning” (Ministry of Education, 1996, p. 9). In the absence of successful intervention, disruptive behaviours escalate, impeding the social and academic growth of all students (Webster-Stratton, 2012). IY TCM is an evidence based programme designed to

strengthen protective factors and reduce key school risk factors related to negative outcomes for young children (Webster-Stratton et al., 2011).

Overall, the Incredible Years Teacher Classroom Management programme is considered to align with the early childhood curriculum, Te Whāriki. Early childhood teachers in Aotearoa New Zealand consider IY TCM principles and strategies to be appropriate for use in early childhood centres and within their teaching practice, indicating an important aspect of the social validity of the programme was met in the present study. Strategies were familiar to participants, incorporating a range of known strategies into one, structured programme. The familiarity of strategies is likely to have influenced the social validity of the strategies. Strategies related to building relationships with children were found to be the most appropriate, while less open-ended and more structured strategies, including those linked to incentives, were found to be least appropriate. For some, the IY TCM programme strengthened their implementation of Te Whāriki which is a non-prescriptive and flexible document and allows for other programmes to be incorporated into the early childhood setting. However, a small portion of participants felt strongly that IY TCM did not align with Te Whāriki in anyway and as such found it was not appropriate for use in early childhood centres in Aotearoa New Zealand.

Teachers readily adapt the strategies suggested by IY TCM to suit their unique teaching contexts while working within the IY TCM pyramid framework. Adaptation is built into the IY TCM programme, with the small group programme providing opportunities for teachers to discuss barriers to using strategies and how these can be overcome. Support from colleagues was a key factor in successfully implementing the programme within the early childhood centre. Lack of support from colleagues was identified as the

biggest barrier. Strategies were used in the proportions suggested by the pyramid. Comments indicate that the pyramid framework naturally aligned with participants practice as well as the framework being self-fulfilling in that when the bottom tier was used as suggested, teachers were less likely to need to use strategies from further up the pyramid.

Evidence indicating that IY TCM is an effective programme which results in improvements to children's prosocial skills is growing. While further research is required to confirm the effectiveness and transferability of IY TCM to Aotearoa New Zealand, this study contributes to the research base and indicates that IY TCM is likely to be considered a socially valid intervention programme, given the level of alignment with the early childhood context, and the overall acceptance reported by teachers who participated in this research.

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Appendix A

Email Invitation to Participate

Kia ora

My name is Sally Wooller and I am completing a Master of Educational Psychology with Massey University. I am seeking early childhood teachers who have completed the Incredible Years Teacher Classroom Management Programme (IY TCM) who would be willing to complete an online survey. I would be extremely grateful if you could share this email with early childhood teachers in your centre who may have participated in the Incredible Years Programme.

If you are an early childhood teacher who has completed the Incredible Years Teacher Classroom Management Programme, I would like to invite you to participate in this research by completing the survey which can be found by following the link below. The survey should take approximately 15-20 minutes to complete.

The link to the survey is:

<https://www.surveymonkey.com/s/6X6T7QN>

The purpose of this survey is to discover if early childhood teachers who have participated in the Incredible Years Teacher Classroom Management Programme believe the strategies are appropriate to the New Zealand early childhood context. It will also ask how these strategies have been incorporated into practice. The results of this survey will be used alongside a document analysis which will look at the alignment between Te Whāriki and IY TCM. Together they will inform the results of this research.

If you have any questions or concerns please feel free to contact either myself or my research supervisor.

Researcher: Sally Wooller
 Email: IYResearchECE@gmail.com

Research Supervisor: Hal Jackson, PhD.
 Email: H.Jackson@massey.ac.nz

Thank you for your time.

Nga mihi
 Sally Wooller

“This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University’s Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O’Neill, Director, Research Ethics, telephone 06 350 5249, email humanethics@massey.ac.nz”.

Appendix B

Survey

Incredible Years in Early Childhood

Introduction and Consent

Kia ora

My name is Sally Wooller. I am completing a Master of Educational Psychology with Massey University. I am seeking early childhood teacher who have completed the Incredible Years Teacher Classroom Management Programme to participate in this research.

I would be extremely grateful if you could take approximately 15-20 minutes to participate in my research by completing this on line survey.

The purpose of this survey is to discover if early childhood teachers who have participated in the Incredible Years Teacher Classroom Management programme (IY TCM) believe the strategies are appropriate to the New Zealand early childhood context. It will also ask how these strategies have been incorporated into practice. The results of this survey will be used alongside a document analysis which will look at the alignment between Te Whāriki and IY TCM. Together they will inform the results of this research.

All information is anonymous and no identifying information is being sought. Data will only be used for the completion of this thesis and stored securely for 5 years, after which it will be disposed of.

A summary of findings can be requested by emailing me now at IYresearchECE@gmail.com. A summary will then be emailed to you at the conclusion of the project (November 2014).

You have the right to decline to answer any particular question or discontinue the survey at any point.

Thank you for your support.

If you have any questions or concerns, please contact:

Researcher: Sally Wooller
IYresearchECE@gmail.com

Research Supervisor: Hal Jackson
H.Jackson@massey.ac.nz

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***1. I have read the above information and I voluntarily agree to participate.**

I am an early childhood teacher who has completed the Incredible Years Teacher Classroom Management Programme

I agree

I disagree

Demographic Information

Answers to these questions will assist in the analysis of the results of this survey.

2. How many years have you been teaching as a registered early childhood teacher in New Zealand?

Less than 1

1-5

6-10

11-15

16-20

21+

Incredible Years in Early Childhood

3. What is the highest qualification that you currently hold?

- Diploma
 Postgraduate Diploma
 Post Masterate Postgraduate Diploma
 Bachelors Degree
 Masters Degree
 Doctorate Degree

Other (please specify)

4. In what year did you complete the Incredible Years Teacher Classroom Management Programme?

Please select

Year

5. What best describes the type of early childhood centre where you currently teach?

- Education and Care Centre (privately owned)
 Rudolph Steiner Centre
 Kindergarten (Private)
 Education and Care Centre (community)
 Montessori
 Kindergarten (Public)
 Te Kōhanga Reo

Other (please specify)

6. How many teachers are in your teaching team?

Please select

Number

7. How many teachers in your teaching team have completed the Incredible Years Teacher Classroom Management Programme?

Please select

Number of teachers

Incredible Years Strategies

Incredible Years in Early Childhood

8. Please use the drop down boxes to answer the following questions for each strategy listed.

How appropriate you find each IY strategy for use in New Zealand early childhood centres?

How useful to your teaching practice do you find each of the IY strategies listed?

Did you experience resistance to the use of this practice in your centre?

	Appropriateness	Usefulness	Resistance
Provide positive feedback to tamariki about their ideas	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communicate belief to tamariki that they can succeed	<input type="text"/>	<input type="text"/>	<input type="text"/>
Playing with tamariki	<input type="text"/>	<input type="text"/>	<input type="text"/>
Interact warmly with tamariki	<input type="text"/>	<input type="text"/>	<input type="text"/>
Spend time with each tamariki	<input type="text"/>	<input type="text"/>	<input type="text"/>
Have clear rules in the centre	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use when-then commands	<input type="text"/>	<input type="text"/>	<input type="text"/>
Give frequent attention to tamariki who are engaged or follow directions	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teach clear expectations for transitions	<input type="text"/>	<input type="text"/>	<input type="text"/>
Give more attention to pro-social behaviour than to inappropriate behaviour (5:1)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use proximal praise	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use self-encouragement bubbles	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use positive forecasting	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teach tamariki to compliment each other	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use group incentives	<input type="text"/>	<input type="text"/>	<input type="text"/>
Set up incentive programmes for individuals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use tangible incentives (e.g. stickers, stamps or toys)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use special privileges as incentives (e.g. special helper, computer time)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Redirect disengaged tamariki	<input type="text"/>	<input type="text"/>	<input type="text"/>
Have identified behaviours which can be	<input type="text"/>	<input type="text"/>	<input type="text"/>

Incredible Years in Early Childhood

ignored

Teach tamariki to ignore peers who are behaving inappropriately	<input type="text"/>	<input type="text"/>	<input type="text"/>
Start with the least intrusive discipline strategy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use calm down time for aggressive or destructive behaviour	<input type="text"/>	<input type="text"/>	<input type="text"/>
When tamariki is calm and calm down time is over immediately re-engage tamariki to another activity	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teach tamariki to use Tucker Turtle, calm down thermometer or rocket ship	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use descriptive or academic coaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use persistence coaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use social coaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use emotion coaching	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please feel free to make any additional comments:

9. Overall, how well do you consider the IY TCM Programme to align with Te Whāriki?

- Very well aligned Somewhat aligned Minimally aligned No alignment

Comments:

Incredible Years in Early Childhood

10. Please identify which of the following IY strategies you believe align with Te Whāriki. Select all that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> Providing positive feedback to tamariki about their ideas | <input type="checkbox"/> Use of proximal praise | <input type="checkbox"/> Teaching tamariki to ignore peers who are behaving inappropriately |
| <input type="checkbox"/> Communicating belief to tamariki that they can succeed | <input type="checkbox"/> Use of self-encouragement bubbles | <input type="checkbox"/> Starting with the least intrusive discipline strategy |
| <input type="checkbox"/> Playing with tamariki | <input type="checkbox"/> Use of positive forecasting | <input type="checkbox"/> Using calm down time for aggressive or destructive behaviour |
| <input type="checkbox"/> Interacting warmly with tamariki | <input type="checkbox"/> Teaching tamariki to compliment each other | <input type="checkbox"/> When tamariki are calm and calm down time is over immediately re-engage tamariki to another activity |
| <input type="checkbox"/> Spending time with each tamariki | <input type="checkbox"/> Using group incentives | <input type="checkbox"/> Teaching tamariki to use Tucker Turtle, calm down thermometer or rocket ship |
| <input type="checkbox"/> Having clear rules in the centre | <input type="checkbox"/> Setting up incentive programmes for individuals | <input type="checkbox"/> Using descriptive or academic coaching |
| <input type="checkbox"/> Using when-then commands | <input type="checkbox"/> Use of tangible incentives (e.g. stickers, stamps or toys) | <input type="checkbox"/> Using persistence coaching |
| <input type="checkbox"/> Giving frequent attention to tamariki who are engaged or follow directions | <input type="checkbox"/> Using special privileges as incentives (e.g. special helper, computer time) | <input type="checkbox"/> Using social coaching |
| <input type="checkbox"/> Teaching clear expectations for transitions | <input type="checkbox"/> Redirecting disengaged tamariki | <input type="checkbox"/> Using emotion coaching |
| <input type="checkbox"/> Giving more attention to pro-social behaviour than to inappropriate behaviour (5:1) | <input type="checkbox"/> Having identified behaviours which can be ignored | |

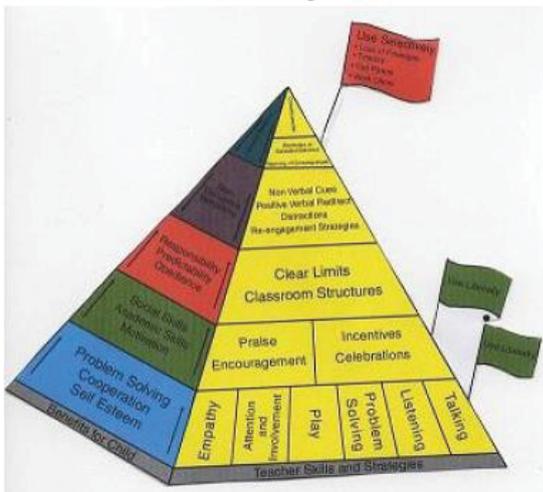
Please feel free to make any additional comments:

Incredible Years Framework

The following section asks questions related to the Incredible Years Pyramid Framework.

Incredible Years Teaching Pyramid

Source: www.incredibleyears.com



Incredible Years in Early Childhood

11. Do you consider the Incredible Years pyramid framework when you are:

	Never	Not often	Reasonably often	Always
Working with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with parents/whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on your practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

12. Do you typically use IY strategies in the proportions suggested by the pyramid framework? An example of this might be that strategies such as positive forecasting are used more often than calm down times or redirecting disengaged children.

- Yes
 No

13. What factors support you to use IY strategies in the proportions suggested by the IY Pyramid framework?

14. What barriers can you identify as possibly preventing you from using IY strategies in the proportions suggested by the IY Pyramid framework?

Incredible Years Behaviour Plans

This section of questions asks questions related to the Incredible Years Individual Behaviour Plans.

15. Do you use IY behaviour plans for children attending your early childhood centre?

- Yes
 No

Incredible Years in Early Childhood

16. What positive outcomes have you recognised in your centre as the result of IY behaviour plans? Select all which apply.

- | | |
|---|---|
| <input type="checkbox"/> Reduced teacher stress | <input type="checkbox"/> Improved teaching team relationships |
| <input type="checkbox"/> Consistent behaviour management | <input type="checkbox"/> Less disruptions to group throughout the day |
| <input type="checkbox"/> Improved target child behaviour | <input type="checkbox"/> Overall improved group dynamics |
| <input type="checkbox"/> Reduced peer rejection of target child | <input type="checkbox"/> Improved teacher/whānau relationships |
| <input type="checkbox"/> Less teacher intervention required | <input type="checkbox"/> No positive outcomes recognised |

Add any other positive outcomes or comments:

17. What challenges have you faced in relation to IY behaviour plans? Select all which apply.

- | | |
|--|---|
| <input type="checkbox"/> Difficulty creating a plan | <input type="checkbox"/> Concern about parent response to a plan |
| <input type="checkbox"/> Lack of time to devise and review a plan | <input type="checkbox"/> Child requires specialist support beyond expertise of teachers |
| <input type="checkbox"/> Plan not consistently followed by teaching team | <input type="checkbox"/> Policy restraints |
| <input type="checkbox"/> Teacher resistance to IY behaviour plans | <input type="checkbox"/> Detrimental effect on relationship with parents/whānau |
| <input type="checkbox"/> Resistance from parents/whānau to collaborate on a plan | <input type="checkbox"/> No challenges faced |

Add other challenges or comments:

18. What are the reasons you don't use IY behaviour plans? Select all which apply.

- | | |
|--|---|
| <input type="checkbox"/> Don't feel confident enough to create a plan | <input type="checkbox"/> Don't believe IY behaviour plans to be effective |
| <input type="checkbox"/> Have not had children with persistent challenging behaviour | <input type="checkbox"/> Don't have the skills/knowledge to create a plan |
| <input type="checkbox"/> Other team members are not willing to use plans | <input type="checkbox"/> Don't know about IY behaviour plans |
| <input type="checkbox"/> Policy restraints | |

Add other reasons or comments:

19. What resources or supports can you identify which would help support you to develop and implement IY behaviour plans?

Incredible Years in Early Childhood

Collaborative Relationships with Parents/whānau

This final section asks about working collaboratively with parents/whānau.

20. Please use the drop down boxes to answer the following questions for each strategy listed.

How appropriate do you find each strategy for use with whānau in New Zealand early childhood centres?

How useful to your teaching practice do you find each of the strategies listed?

Did you experience resistance when introducing this strategy to whānau in your centre?

	Appropriateness	Usefulness	Resistance
Working collaboratively with parents/whānau	<input type="text"/>	<input type="text"/>	<input type="text"/>
Holding pre-entry meetings with parents/whānau	<input type="text"/>	<input type="text"/>	<input type="text"/>
Conducting home visits	<input type="text"/>	<input type="text"/>	<input type="text"/>
Participating in formal meetings with parents/whānau	<input type="text"/>	<input type="text"/>	<input type="text"/>
Providing opportunities for informal discussion with parents/whānau	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sending home notes/emails about child's day	<input type="text"/>	<input type="text"/>	<input type="text"/>
Phone calls home	<input type="text"/>	<input type="text"/>	<input type="text"/>
Regular newsletters	<input type="text"/>	<input type="text"/>	<input type="text"/>
Working collaboratively with parents/whānau of children with persistent behavioural difficulties	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sharing IY behaviour plans with parents/whānau	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please feel free to make any additional comments:

Incredible Years in Early Childhood

21. Do you refer parents/whānau of children who display challenging behaviour to the IY parenting programme?

Yes

No

Please briefly explain why?

22. Please make any additional comments you have.

Thank you

Thank you for making the effort to complete this survey. I couldn't complete my research without your support so I really appreciate the time you have taken.

Remember you can receive a summary sheet of findings of this research by emailing me at IYresearchECE@gmail.com

Appendix C
Ethics Approval Letter



MASSEY UNIVERSITY
ALBANY

18 December 2013

Sally Wooller
32 Nelson Street
Waitara 4320

Dear Sally

Re: Incredible Years Teacher Classroom Management in early childhood education in New Zealand.

Thank you for your Low Risk Notification which was received on 19 November 2013.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

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Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

John G O'Neill (Professor)
**Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)**

cc Dr H Jackson
Institute of Education
Turitea campus

A/Prof S Hansen HOI
Institute of Education
Turitea campus

Appendix D

Information Sheet

Kia ora

My name is Sally Wooller. I am completing a Master of Educational Psychology with Massey University. I am seeking early childhood teachers who have completed the Incredible Years Teacher Classroom Management Programme to participate in this research.

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Researcher: Sally Wooller
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Research Supervisor: Hal Jackson
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1. I have read the above information and I voluntarily agree to participate.
I am an early childhood teacher who has completed the Incredible Years Teacher
Classroom Management Programme

I agree

I disagree