



THE EFFECTS OF TRIPLE P ON THE CONFIDENCE OF EARLY CHILDHOOD EDUCATION STUDENTS

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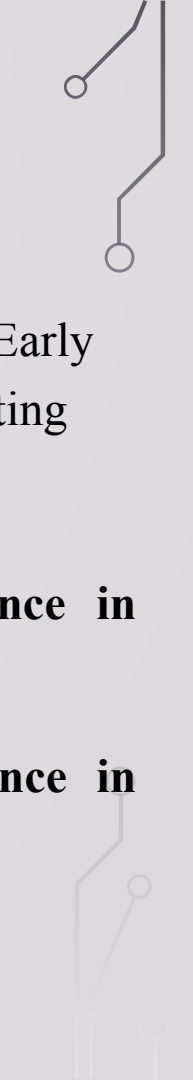
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**WHAT DO YOU THINK INFLUENCES ECE STUDENT CONFIDENCE
AND COMPETENCE LEVELS?**



PURPOSE

Identify the influence Positive Early Childhood Education Program (PECE) has on Early Childhood Education (ECE) student's confidence and competence related to preventing and addressing child behaviors that they may experience as challenging.

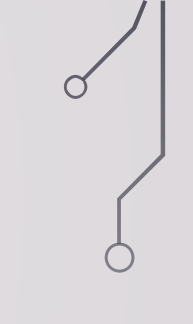
- 1. Is the PECE Program effective in increasing ECE student's confidence in addressing behaviour that is challenging?**
 - 2. Is the PECE Program effective in increasing ECE student's competence in addressing behaviour that is challenging?**
 - 3. Do ECE students feel satisfied with the PECE Program?**
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METHODS

Participants: Students in the Early Childhood Education at Seneca College in 2nd or 4th during the summer semester of 2018.

Qualitative and Quantitative methods:

- All participants will complete pre and post data surveys
 - Half of participants complete pre and post data interviews in addition to the surveys.
 - **Control group** continue to take their regular course load as usual.
 - **Intervention group** complete the Positive Early Childhood Education Program in addition to their regular course load.
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PARTICIPANTS & RECRUITMENT

- Early Childhood Education students from Seneca College who are in second and fourth semester from King and Newnham campus.
- Total number of second and fourth semester students from both campuses was estimated at 100 students
- Researchers visited 6 cohorts during class time for recruitment
- 61 students signed up to participate, 28 completed all aspects of study

Original Groups

Control= 27 (16)

Intervention=34 (15)

Final Groups

Control=14 (9)

Intervention=14 (8)

DATA COLLECTION

Surveys

- Demographic form
- The Student-teacher Relationship Scale-short Form
- The Educator Practices Scale
- Efficacy For Classroom Management Scale
- Perceived Self- Efficacy In Eliciting Support From Colleagues
- Job Satisfaction Scale
- Childcare Experience Survey

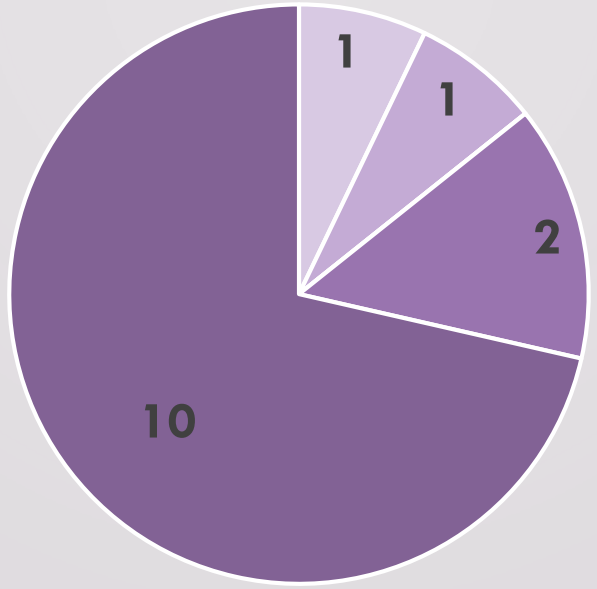
Interviews

- Experiences with Challenging Behaviours
- Confidence & Competence in Child Guidance
- Student Program Satisfaction
- Scenario

PRE AND POST DATA COLLECTION

- Participants set up a time with researchers that was convenient to them at their home campus
- All participants completed the survey at both time points (14 intervention & 14 control)
 - PECE satisfaction survey (intervention)
- 17 participants (9 intervention & 8 control) completed interviews at both time points
 - PECE satisfaction interview (intervention)

PECE Program Completion



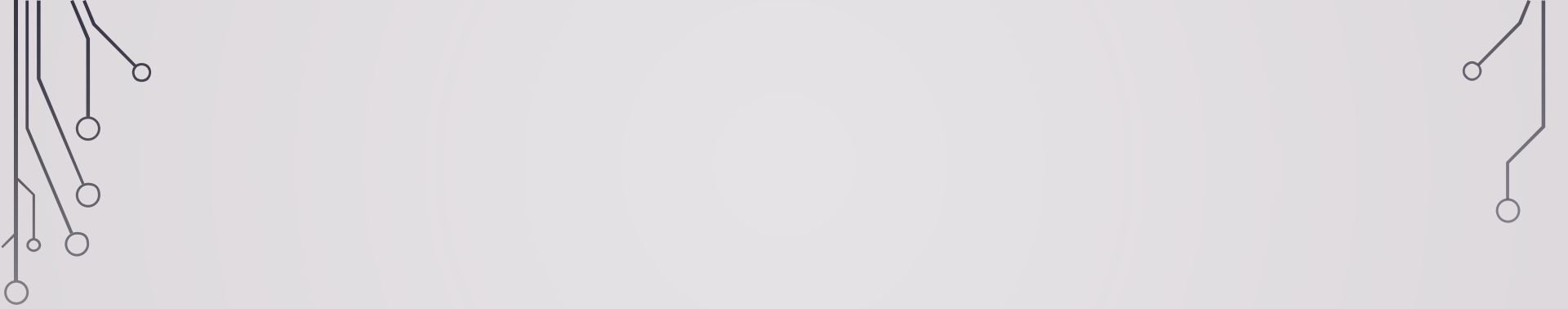
Never Opened 1 Module 2 Modules 3 Modules 4 Modules

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FINDINGS

QUALITATIVE THEMES


- 1) Understanding of the semi-structured interviews
- 2) Challenging behaviour was identified as external not internal
- 3) Preventing behaviour and confused prevention with addressing behaviour
- 4) It appears that the PECE program is effective in increasing ECE student's confidence levels in addressing challenging behaviour
- 5) Intervention participants recommended all students & educators in the centre complete the PECE program in order to achieve a seamless language spoken within the classroom




“I feel very confident now with the modules. I think like they've address[ed] some of the questions I've never said out loud, but I've had. So, its a lot better [now].”



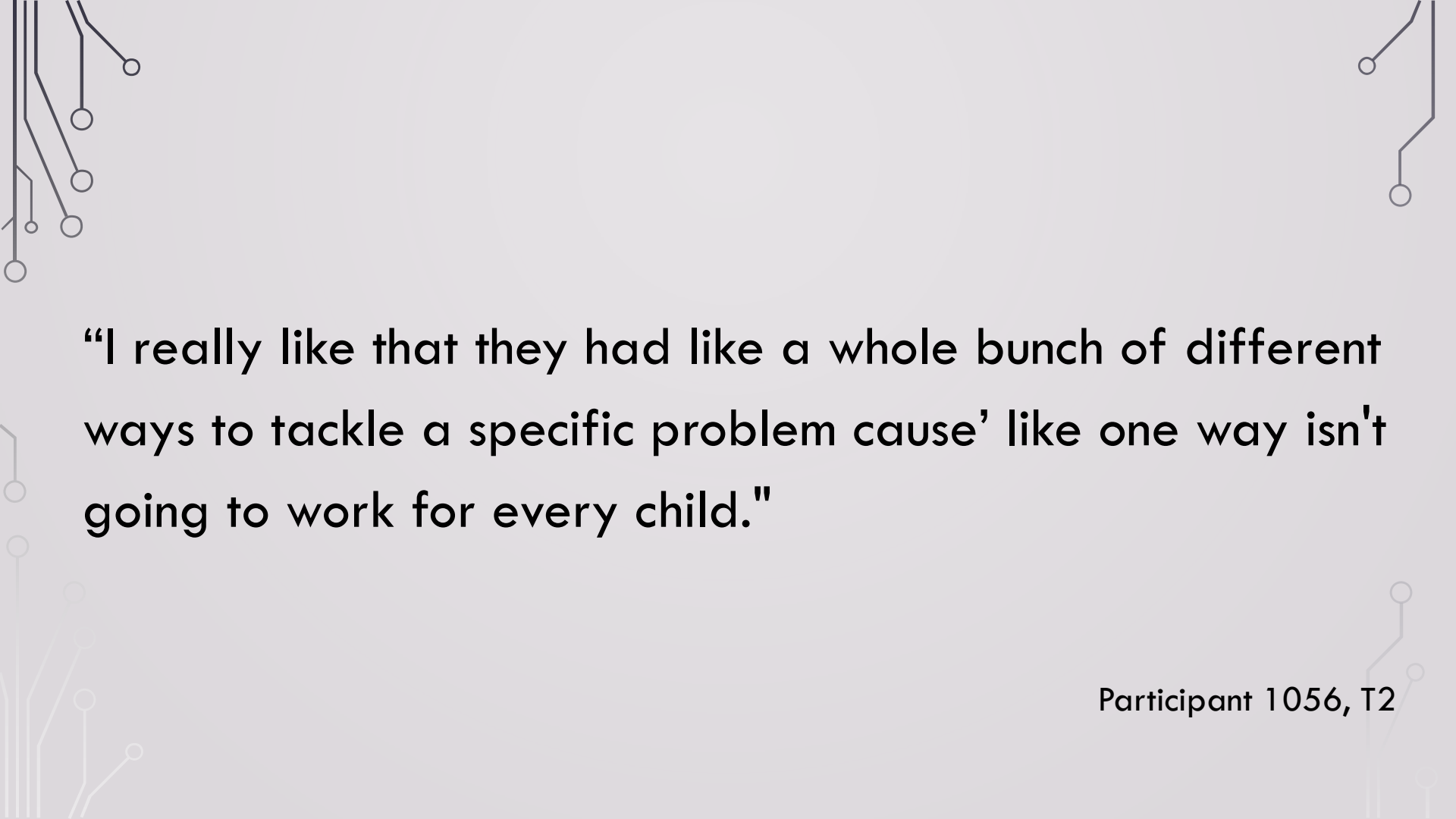
Participant 1044, T2



“[I’m] more knowledgeable, I can be more knowledgeable. If I see a child behavior, [I know] where it came from and try to support child how can he or she can handle this situation and move out next step.”

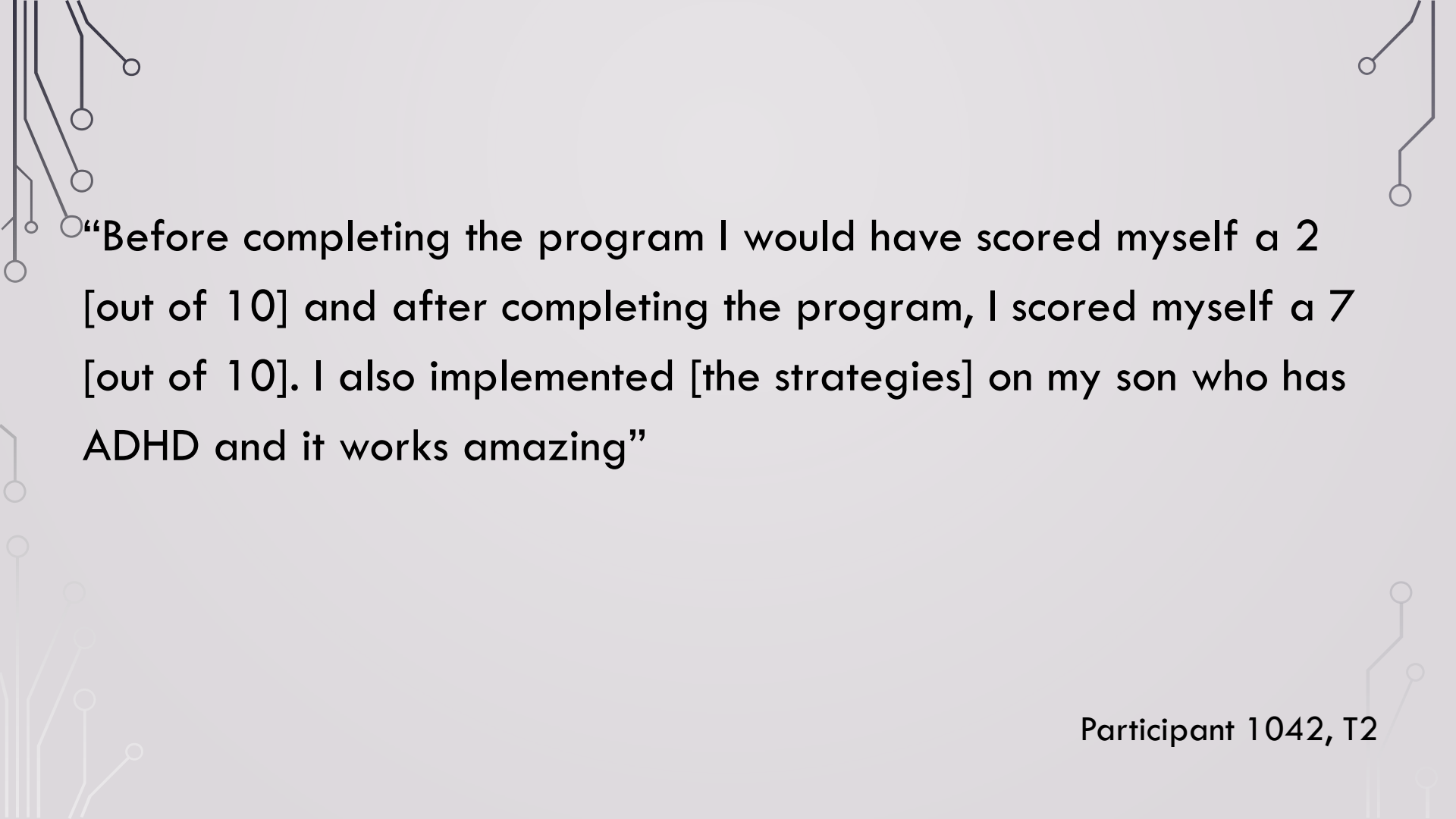


Participant 1048, T2

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“I really like that they had like a whole bunch of different ways to tackle a specific problem cause’ like one way isn't going to work for every child.”

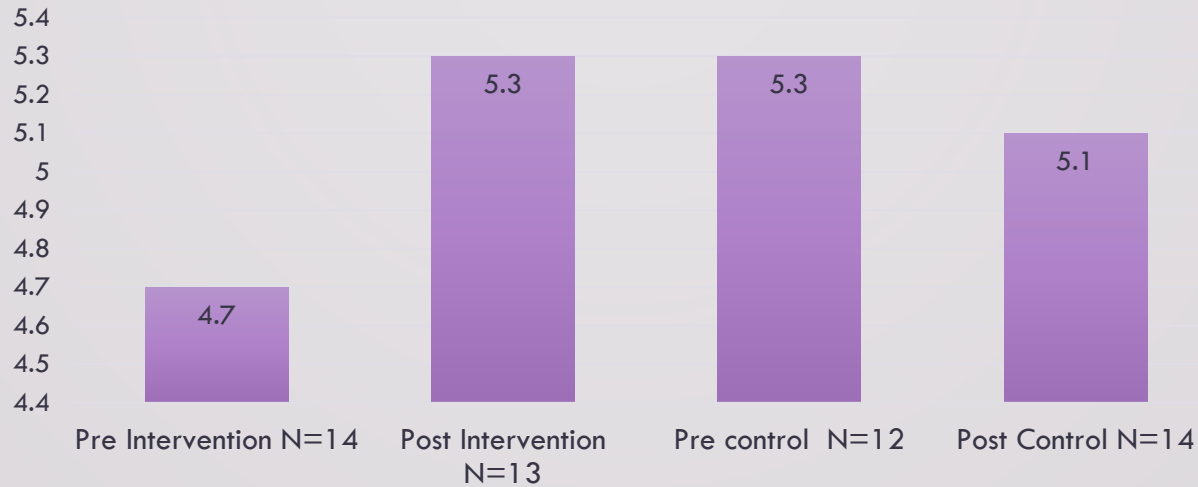
Participant 1056, T2

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“Before completing the program I would have scored myself a 2 [out of 10] and after completing the program, I scored myself a 7 [out of 10]. I also implemented [the strategies] on my son who has ADHD and it works amazing”

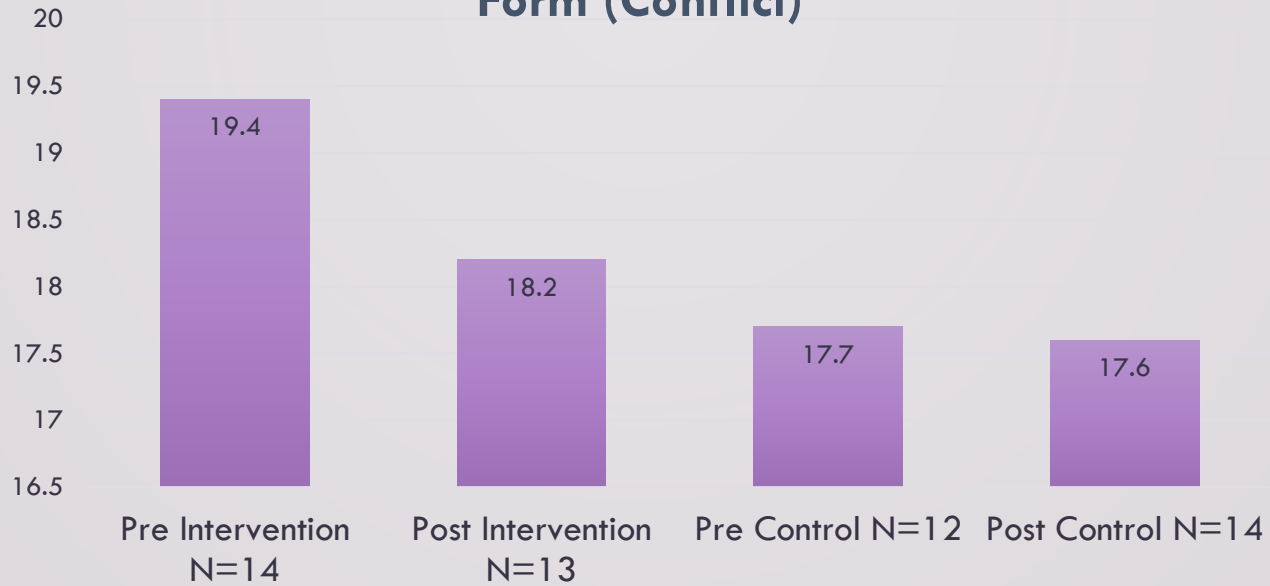
Participant 1042, T2

Perceived Self-Efficacy In Eliciting Support From Colleagues Scale Scores



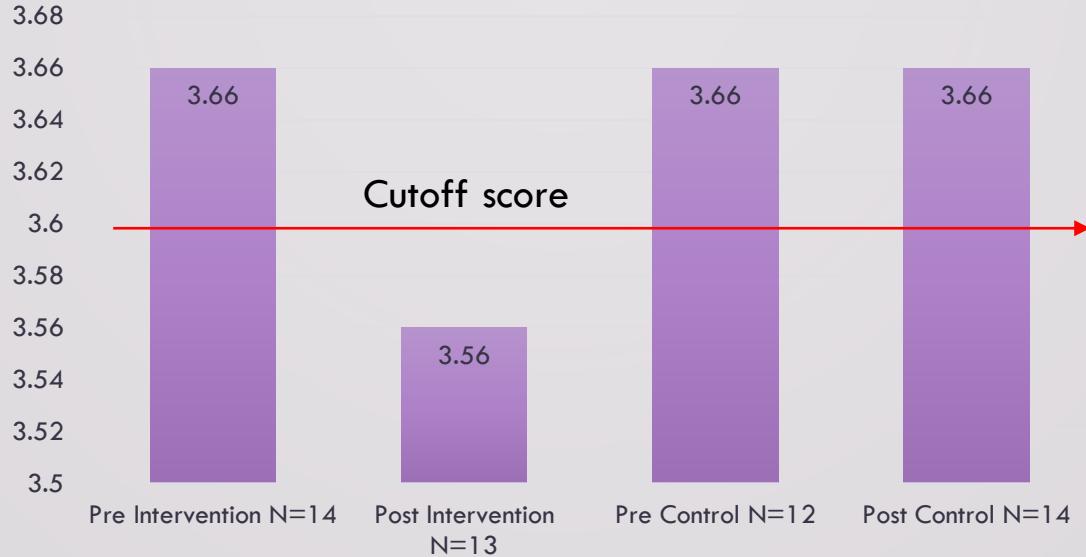
The intervention group post intervention scored higher on the perceived self-efficacy in eliciting support from colleague's scale than the control group

Student Teacher Relationship Scale Short Form (Conflict)



The intervention group had lower scores on the conflict scale within the student relationship short form


Educator Practice Scale Scores (Laxness)



Intervention participants were more competent in their understanding of following through on consequences




PREVIOUS LITERATURE

- Past studies have indicated the high satisfaction rates
 - Previous literature has stated the effects of burnout due to challenging behaviours
 - Having this tool may allow future educators working with families to have higher levels in confidence and competence prior to their first day of work based on the results of this current study
 - York Region Early Intervention has now integrated PECE in to their service model
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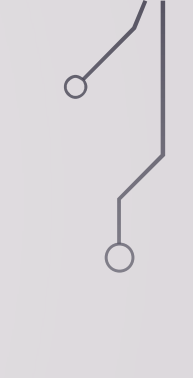



WHAT WENT WELL

- Completion rates
 - Students were able to participate without needing to travel
 - Students were interested in participating because of their interest in BCD
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CHALLENGES & LIMITATIONS

- Time the study was conducted
 - Would have been better during pre school placement
 - Drop out rate
 - Meeting with participants
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QUESTIONS

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