BSc in Psychology

Behavior Problems in Elementary and Preschool: Prevalence, Attitudes & Resources

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Foreword

Submitted in partial fulfillment of the requirements of the BSc Psychology degree, Reykjavik University, this thesis is presented in the style of an article for submission to a peer-reviewed journal.
Behavior problems are common both in elementary and preschools, and frequently cause disruption in education for other students, teachers, administrators and parents. Behavior problems is reported by teachers to be their single highest concern and is the knowledge of the cause important so it is possible to diagnose the problem as soon as possible. The main aim of this study was to examine the prevalence of behavior problems in elementary and preschool as well the resources teachers have and how well prepared they are in dealing with behavior problems. A questionnaire was sent to all elementary and preschool teachers in Iceland. Participants were 128 elementary teachers and 121 preschool teachers. The participants completed a questionnaire through a survey link which was sent by an e-mail. Consistent with previous research we found that teachers often deal with behavior problem both in elementary and in preschool. In addition, a majority of elementary and preschool teachers reported that they would like more help dealing with behavior problem than they are currently getting. The results underline the importance of knowledge of the cause and for teachers to know how to deal with the problematic behavior.

**Keywords:** Psychology, Children, Problem behavior, Elementary school, Preschool, Prevalence


**Lykilorð:** Sálfræði, Börn, Hegðunarvandi, Grunnskóli, Leikskóli, Algengi
Children’s behavior changes as they get older. What is considered normal for a child of a certain age may be undesirable when the same child gets older. For example, it is not unusual for young children to have temper tantrums, as frequent temper tantrums can be a sign of emotional and behavioral problems (Wakschlag et al., 2012). Behavioral problems appear as a result of an interaction between biological susceptibilities and environmental stressors. In general, behavioral problems are temporary, and come to the surface as children struggle to reach developmental milestones (Luangrath & Hiscock, 2011). Behavior problems can manifest themselves as frequent tantrums or a serious assaults (Kimonis, Frick, & McCarthy, 2014). Children who emit behavior problems at the age three to six years old are more likely to experience peer rejection, school discipline problems, failure, and drop out (Kazdin, 1993; Strain, Lambert, Kerr, Stagg, & Lenkner, 1983; Tremblay, 2000). Children with behavioral problems are often struggling with other difficulties such as emotional problems and social difficulties. Those children have a difficult time dealing with emotions such as anger and frustration and they respond poorly to adversity in the social environment (Frick & Morris, 2005). Children with behavioral problems are often struggling with multifarious and serious problems affecting their life, family and school. Parents and teachers often stand in despair when dealing with children with behavioral problems (Kimonis et al., 2014). Behavior problem are often boisterous, lingering and can be expensive for the society if intervention does not occur early (Kimonis et al., 2014).

**Prevalence & Resources**

Behavioral problems are common in elementary and preschools (Alkon, Ramler, & MacLennan, 2003; Pianta & Caldwell, 1990; Taylor-greene et al., 1997). Children who emit frequent behavior problems causes a lot of disruption in education for other students, teachers,
administrators and parents. Although school administrators and teachers try everything they can to control the students who show misbehavior, often those procedures are not effective (Taylor-greene et al., 1997). Children often spend a large part of the day in elementary schools or preschools, therefore teachers often end up having to deal with the behavioral problems which occur (Belsky, 2006; Early Child Care Research Network, 2003; Skalická, Belsky, Stenseng, & Wichstrøm, 2015). Children start in preschool when they are about two years old. When they are in the sixth year of age they lapse into elementary school where they graduate from on the sixteenth year of age. About 10-20% of children in preschool show significant behavior problems and is it reported by teachers their single highest concern (Alkon et al., 2003; Joseph & Strain, 2004; Pianta & Caldwell, 1990). Also have studies indicate that between 3 and 11% of children and adolescents can be considered exhibiting seriously behavioral problems (McCurdy, Mannella, & Eldridge, 2003; Shaffer et al., 1996). Studies shows that behavioral problems in schools are constantly increasing as well as violence and anti-social behavior. This evolution is a lot of concern both in Iceland and abroad (Franzen & Kamps, 2008; Koop & Lundberg, 1992; Lewis, Sugai, & Colvin, 1998; Luiselli, Putnam, & Sunderland, 2002; Sigurgeirsson & Kaldalóns, 2006).

Also, research indicates that behavioral problems increase from preschools to elementary school, which suggest a higher rate of behavioral problems occurs in elementary schools (Silver, Measelle, Armstrong, & Essex, 2005). This increase could be explained with changed environment. Usually, the children are moving from smaller groups to larger ones. They have to find their way through big school buildings, and are leaving the environment that they know for a completely new and unknown environment that can cause insecurity in the child and cause them to behave unsuitable. In addition, more responsibility and demands are put on the children, they may not possess the appropriate skills which is expected of them and may need before they start in school. Also, it is possible that not all children are ready for
school attendance though they have reach the age of six years old, yet all children are required to start in school when they have achieved that age (Ladd, Herald, & Kochel, 2006; O. L. Walker & Henderson, 2012; Wesley & Buysse, 2003). It is important that children know appropriate social skills before starting school to facilitate them those changes e.g. waiting their turn, share, ability to solve problems (Rubin & Krasnor, 1983; O. L. Walker & Henderson, 2012). In a study conducted by Lin, Lawrence and Gorrell on preschool teachers view on important skills for children to know before school attendance, it was revealed that teachers think that preparing the children for the social demands that occur in the classroom and school environment are more critical for school readiness than focusing on developing academic skills. Furthermore, the teachers reported that children’s abilities to take turns, share, follow instructions, avoid troublemaking, tell what they want and thoughts are essential school readiness skills (Lin, Lawrence, & Gorrell, 2003).

Knowledge of the cause, evolution and nature of emotional and behavioral problems in children is important, so it is possible to diagnose the problem as soon as possible. That way, problems can be tackled quickly and correctly, with different treatment options that may apply at any given time (Pardini & Frick, 2013). Research has shown that teachers often feel that they have not received adequate training to deal with behavior problem, they consider themselves to be ineffective, that they do not get enough support, and having to deal with behavioral problems often leads to increased stress for them (Abidin & Robinson, 2002; Barrett & Davis, 1995; Houston & Williamson, 1993; Nelson, Maculan, Roberts, & Ohlund, 2001a). Therefore, it is important for teachers to know how to deal with the problem and intervene soon as possible.

Interventions

Behavior problem do not occur without a cause, rather behavior problems is usually a communication method serving some specific purpose (Horner, 2000; Pardini & Frick, 2013).
There are several methods that have been used in dealing with behavior problem. The Good Behavior Game (GBG) and Positive Behavior Support (PBS) are two of those methods and have been used in elementary schools and preschools to decrease problem behavior. GBG is usually applied for a brief period of time during a particular activity or setting in class (Donaldson, Vollmer, Krous, Downs, & Berard, 2011). The teacher splits the class into teams, creates rules for behavior, and distributes points either for proper behavior (Fishbein & Wasik, 1981) or for problem behavior (Barrish, Saunders, & Wolf, 1969; Tanol, Johnson, McComas, & Cote, 2010). Research have showed that the GBG successfully reduces problem behavior or increases appropriate behavior (Flower, McKenna, Bunuan, Muething, & Vega, 2014). However, other studies have shown that the problem behavior is unchanged instantly before or after the game was played (Donaldson, Wiskow, & Soto, 2015; Fishbein & Wasik, 1981).

Another common method that has been used in relation to behavioral problems is Positive Behavior Support. PBS it is a support system for students, used for reaching important social and learning outcomes, increase quality of life and prevent behavior problem (Horner, 2000; Johnston, Foxx, Jacobson, Green, & Mulick, 2006; Turnbull, Edmonson, Griggs, Wickhan, & al, 2002). The aim of the PBS is to promote a safe school environment and positive school culture that promotes the desirable behavior and improved school performance. PBS focus on individual lifestyle and the natural settings around him which occur in his home, school and community settings involving teachers, families, and possibly others. PBS is used for student with and with out special needs (Turnbull et al., 2002; Warren et al., 2003). Studies have shown good results using PBS where behavior problem decreased in all cases (Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Bradshaw, Waasdorp, & Leaf, 2012; Horner, Sugai, & Anderson, 2010). Furthermore,
research indicates that if behavior problem is not addressed at an early age, the pattern is likely to remain and possibly expand (H. M. Walker, 1994).

**Current study**

In this study, the aim is to examine the prevalence of behavioral problems that occurs in preschools and elementary schools in Iceland, as well the resources teachers have and how well prepared they are in dealing with behavior problems. With the previously cited literature in mind, the following hypothesis were proposed: 1. Majority of teachers to day are dealing with behavior problems and elementary teachers experience more behavioral problems in their daily work than preschool teachers, 2. There is a difference in behavioral problems between ages groups of students, 3. More teachers would like to get additional help because of behavior problems in class, 4. The element that preschool and elementary teachers find to be the most difficult in their work is to address behavioral problems, 5. Those teachers who were taught skills to deal with behavioral problems possess more knowledge about how to address the problem, and 6. Elementary and preschool teachers will have similar opinions on which skills are most important for children to know before advance to elementary school.

**Method**

**Participants**

The participants in the study were a convenience sample of 249 teachers from all elementary schools and preschools in Iceland. The elementary teachers ranged from 25 to 53 years of age and the preschool teachers age ranged from 20 to 50 years of age. Women were an overwhelming majority of participants, as for elementary school 114 were women and 14 men and for preschool teachers 118 were women and 3 men. Participants were asked to select the range of years they were born in: 1987-1997, 1977-1986, 1967-1976 and 1966 or earlier. The most common range was 1967-1976 for both elementary teachers and preschool teachers.
Measures

Two questionnaires were constructed by the researcher. One questionnaire was designed for the elementary school teachers (see Appendix A) and one questionnaire was designed for the preschool teachers (see Appendix B). Background information was assessed with questions regarding demographic information (i.e. gender, age, period of employment). Survey Monkey, an online survey software hosted the two study questionnaire. The elementary questionnaire included 14 questions and regarded the teachers knowledge and resources of behavioral problem in classroom, what behavior they considered to be problematic and behavior problems prevalence. The questionnaires contained both open and closed questions. In the processing of data, the researcher used all of the questions, except three (see questions 3, 4, and 5 in Appendix A). The preschool questionnaire included 16 questions and regarded the teachers knowledge and resources of behavioral problem in their work, what behavior they considered to be problematic and behavior problems prevalence. The questionnaires contained both open and closed questions. In the processing of data, the researcher used all of the questions, except five (see questions 3, 4, 5, 15 and 16 in Appendix B). The ages groups were coded into the groups six-nine, ten-thirteen and fourteen-sixteen years olds, which are the equivalents of the three age groups in the Icelandic school system (youngest stage, middle stage and teenager).

Procedure

The study was conducted over the course of two weeks in early March 2017. An e-mail with a request for participation was sent out to all principals and preschool director in all elementary and preschools in Iceland, and they asked to forward the e-mail on to their teachers. An introduction letter was specially made and presented in the e-mail before participants began the survey. The letter contained information about the survey and that all
questions were optional and answers untraceable (see Appendix C). Participants took part through a survey link that was included in the e-mail.

**Design and Data Analysis**

Data were analyzed with SPSS. Word and Excel were used to design figures and tables. Descriptive statistics were shown for all variables. To test the proposed hypothesis, the following statistical analysis were conducted: cross tabulation, chi square tests, one–Way ANOVA, and Wilcox W rank test. In addition, there was one open, write-in question, which the researcher analyzed and categorized into seven groups (see further in the results section).

**Results**

Majority of elementary teachers and preschool teachers reported that they needed to deal with behavioral problems in class. Figure 1 shows that the elementary teachers needed to deal with behavior problems very often, however majority of preschool teacher reported that they deal with behavior problem often.

*Figure 1. Percentages of Teachers Who Estimated How Often They Needed to Deal with Behavioral Problem*
Table 1 shows the proportion of elementary teachers and preschool teachers who considered different types of behavior to be problem behaviors. Hurting others was the type of behavior that most teachers considered to be a problem behavior. The greatest difference in elementary teachers and preschool teachers opinion applied to interruptions, where elementary teachers found such behavior to be more problematic than preschool teachers.

Table 1

<table>
<thead>
<tr>
<th>Percentage of Elementary Teachers and Preschool Teachers Who Considered Specific behavior to be Problematic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool teachers</td>
</tr>
<tr>
<td>Show anger when something is taken away from them</td>
</tr>
<tr>
<td>Have difficulty switching from one activity to another</td>
</tr>
<tr>
<td>Do not follow instructions</td>
</tr>
<tr>
<td>Hurt others</td>
</tr>
<tr>
<td>Have a hard time sitting still</td>
</tr>
<tr>
<td>Interrupt others</td>
</tr>
<tr>
<td>N=109</td>
</tr>
</tbody>
</table>

To test hypothesis two, i.e. whether there was a difference between age groups regarding behavioral problems, a One-Way ANOVA was conducted. Levene’s test indicated homogeneity of variance ($F(2, 113) = 1.188, p = .309$). The One-Way ANOVA showed that the difference was not significant in behavioral problem in elementary schools among the age groups; age six to nine ($N = 51, M = 2.06, SD = 0.925$), age ten to thirteen ($N = 44, M = 2.16$, $SD = 0.925$).
SD = 1.033), age fourteen to sixteen (N = 21, M = 2.14, SD = 1.062); F(2, 113) = 0.133, p = .876.

To test hypothesis three, a cross table (see Table 2) and a chi-square test were conducted. Among teachers who claimed to need help because of behavioral problems, 61.3% would like to get more help than they currently receive. However, among teacher who claim to not need help because of behavioral problems 30.5% actually received help. The chi-square test revealed that there was a statistical difference $\chi^2(4) = 80.71, p = .000$.

Table 2  
Proportion of Teachers Who Think They Need More Help and Whether They Receive it

<table>
<thead>
<tr>
<th></th>
<th>Get help</th>
<th>Sometimes get help</th>
<th>Don’t get help</th>
<th>N</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need help</td>
<td>38.7%</td>
<td>51.6%</td>
<td>9.7%</td>
<td>42</td>
<td>80.71</td>
</tr>
<tr>
<td>Sometimes need help</td>
<td>20.8%</td>
<td>54.7%</td>
<td>24.5%</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Don’t need help</td>
<td>11.1%</td>
<td>19.4%</td>
<td>69.4%</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>38</td>
<td>69</td>
<td>126</td>
<td></td>
</tr>
</tbody>
</table>

Participants were presented with an open, write-in question about the heaviest challenges in teaching. Answers were categorized into seven groups and results reported in Figure 2. The answers were used to test hypotheses four. Both preschool and elementary teachers reported that behavioral problems were the biggest challenge. The biggest difference was in number of children and co-workers where preschool teachers considered these aspects to be more problematic than elementary teachers.
Figure 2. Percentage of Teachers Who Reported on What Aspect of Work Was Most Difficult to Deal With

To test hypothesis five, a Chi-square test of independence was performed to examine the relation between knowledge and skills training. A Chi-square test revealed (see in Table 3), preschool teachers who were taught skills to deal with behavior problems perceived themselves to be more knowledgeable than those who were not taught skills, $\chi^2(1) = 5.684, p = .017$. Among elementary teachers, 51.3% of those who were taught skills to deal with behavior problem thought they had more knowledge, compared to 34.7% of those who were not taught the skills. However, the difference was not significant, $\chi^2(1) = 3.328, p = .068$.

Table 3

The Difference in Knowledge Among Teachers Who Received Training in Behavior Problems and Those Who Did Not

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Preschool teachers</th>
<th>Elementary teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More</td>
<td>62.5%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Less</td>
<td>37.5%</td>
<td>48.7%</td>
</tr>
<tr>
<td>N</td>
<td>96</td>
<td>76</td>
</tr>
<tr>
<td>$\chi^2$</td>
<td>5.68*</td>
<td>3.33</td>
</tr>
</tbody>
</table>
Hypothesis six was tested using Wilcoxon W rank test. Table 3 shows mean ranks for the important of skills children need to have before they start in elementary school according to preschool and elementary teachers. Wilcoxon W rank test showed no significant differences in mean ranks of the skills. Both preschool and elementary teachers considered obeying orders to be the most important skills for children to have before they start in elementary school.

Table 3

Descriptive Statistics for Skills Elementary and Preschool Teachers View are Important for Children to Have Before They Start in First Grade

<table>
<thead>
<tr>
<th>Not taught</th>
<th>36.0%</th>
<th>64.0%</th>
<th>25</th>
<th>34.7%</th>
<th>65.3%</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>69</td>
<td>52</td>
<td>56</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < 0.05

<table>
<thead>
<tr>
<th>Follow instructions</th>
<th>Preschool teachers</th>
<th>Elementary teachers</th>
<th>Wilcoxon W rank test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>97</td>
<td>3.33</td>
<td>2.384</td>
</tr>
<tr>
<td>Practical communication</td>
<td>109</td>
<td>3.76</td>
<td>2.947</td>
</tr>
<tr>
<td>Share</td>
<td>101</td>
<td>4.13</td>
<td>2.048</td>
</tr>
<tr>
<td>Dress on their own</td>
<td>100</td>
<td>4.82</td>
<td>2.143</td>
</tr>
<tr>
<td>Wait for teachers attention</td>
<td>103</td>
<td>4.99</td>
<td>1.724</td>
</tr>
<tr>
<td>Admit and complement</td>
<td>119</td>
<td>5.45</td>
<td>2.403</td>
</tr>
<tr>
<td>Sit still</td>
<td>107</td>
<td>5.61</td>
<td>2.366</td>
</tr>
<tr>
<td>Stand in line</td>
<td>110</td>
<td>6.51</td>
<td>2.282</td>
</tr>
<tr>
<td>Know the letters</td>
<td>117</td>
<td>6.68</td>
<td>2.602</td>
</tr>
</tbody>
</table>
Discussion

The primary aim of the study was to examine the prevalence of behavior problems in elementary and preschool in Iceland, as well what resources teachers have and how well prepared they are in dealing with behavior problems. The purpose was also to examine whether teachers are getting the help they need in order to deal with the problem.

The results of the current study support the first hypothesis that majority of teachers in both elementary and preschools have to deal with behavioral problems in their work. A total of 63% of elementary teachers reported that they needed to deal with behavior problems very often or often, and 63.1% of preschool teachers reported that they need to deal with behavior problems very often or often. Also, a higher proportion of elementary teachers claimed having to deal with behavioral problems than preschool teachers, as 35.4% of elementary teachers reported that they need to deal with behavior problem very often and while the proportion was 28.7% for preschool teachers. Results of the current study were consistent with former findings, showing that behavioral problems are rising and are becoming more common in elementary schools than in preschools (Franzen & Kamps, 2008; Luiselli et al., 2002; Silver et al., 2005; Taylor-greene et al., 1997). Furthermore, when elementary and preschool teachers were asked which behavior they considered to be a behavioral problem there was a difference between answers of these two groups. However, they both agreed that hurting others was at the top of the list of being a behavior problem. The study does not support the second hypothesis, since there was no difference in behavioral problems between age groups. That tells us that behavioral problems is quite stable throughout the years in elementary schools.

The study supported the third hypothesis, as the results showed that 61.3% of teachers would like to get more help than they are currently getting in dealing with behavior problems. These findings are consistent with previous studies showing that teachers often consider
themselves to be ineffective and that they do not get enough support when it comes to behavior problems (Abidin & Robinson, 2002; Barrett & Davis, 1995; Houston & Williamson, 1993; Nelson, Maculan, Roberts, & Ohlund, 2001b). Furthermore, the study also supported the fourth hypothesis, as the results showed that a great number of teachers reported that behavioral problems are the main part of their work that they find most difficult to address, or 46% of preschool teachers and 61.4% of elementary teachers. This is a rather high rate of report and tells us that it is necessary to take appropriate arrangements on behavior problems to unburden teachers and to provide them with appropriate assistance so they can address the problematic behavior successfully. The study supported the fifth hypothesis, about whether teachers that had been taught skills to deal with behavioral problems would find themselves to possess knowledge on how to manage the problem. We found that those who had received some training in dealing with behavior problems felt they had more knowledge than those who had not received training. These findings tell us how important it is to equip teachers and teach them different skills to address such a problems like behavior problem. The study supported the sixth hypothesis that elementary and preschool teachers have similar opinions on which skills are most important for the children to know before advance to elementary school. Wilcoxon W rank test showed no significant differences in mean ranks of the skills. That tells us that both elementary and preschool teacher agree on what skills are most desirable for children to know before starting school.

**Limitations**

The current study is not without limitations. One of the limitation of the study concerns the number of answers, since the survey was sent out to all elementary and preschools in Iceland, only 249 answers were received. In addition, it was not possible to examine the response rate, as the survey was forwarded on to the teachers by the principal or preschool director. Therefore, it was not possible to see from which school or which part of
the country the answers were coming from. Also, it is interesting to see that women are the overwhelmingly majority of these professional, as only 17 men participated in the study against 232 women.

**Conclusions**

Despite the above limitations, the study relied a convenience sample, not a randomly selected sample as is most often feasible. However, in this case, convenience sampling can be considered a strength, as it was easy to get participants, also the study was easy in execution. It should be mentioned that the results of the study used self-reported data from the teachers themselves and therefore the results can not be generalized on behavior problem in schools. However, the current study gives some insight into the prevalence of behavior problems in Iceland and how prepared teachers think they are when they need to address the problem. In conclusion, the present study underlines the importance of knowledge of the cause, evolution and nature of behavioral problems in children. Furthermore, it is extremely important that teachers have knowledge of how to deal with the problem and what resources are available. There are still many questions to be answered. Recommendations for future research would be to divide teacher responses by regions and examine whether there is a difference in behavioral problems between district and explore possible reasons for behavior problems. Also, it would be interesting to see whether there is a differences in behavioral problems between genders. Moreover, it would be interesting to examine what skills teachers are using both in elementary and preschool to deal with behavioral problems and whether they are effective.
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https://doi.org/http://dx.doi.org/10.1023/A:1022849722465


Appendix A

Skilgreining á hegðunarvanda: Ögrandi og/eða erfið hegðun, sem gerist reglulega, og er truflandi og/eða hamlandi fyrir barnið og aðra í kringum það.

1. Kyn?
2. Hvaða ár ertu freið/ur?
3. Hvað hefur þú kennt í mörg ár?
4. Hvaða bekk ertu að kenna í dag?
5. Hvað eru mörg börn í bekk hjá þér?
6. Þarf þú að fást við hegðunarvanda í bekknum? (sjá skilgreiningu á hegðunarvanda efst á blaðinu)
   * Aldrei
   * Sjaldan
   * Stundum
   * Öft
   * Mjög oft

7. Ef að eftirfarandi hegðun kemur oftar en einu sinni fyrir, myndir þú telja hana sem hegðunarvanda? (krossa við ef þú telur þetta vera vanda)
   * Að vera reið/reiður þegar einhver tekur dót af þér
   * Að eiga erfitt með að skipta úr einu í annað
   * Fara ekki eftir fyrimælum
   * Meiða aðra (klipa/slá)
   * Erfitt með að sitja kjurr/kyrr
   * Að grípa frammi
   * Annað ____________

8. Færð þú aðstoð í bekkinn vegan hegðunarvanda?
   * Já
   * Stundum
   * Nei

9. Telur þú þurfa aðstoð í bekkinn vegan hegðunarvanda?
   * Já
   * Stundum
   * Nei

10. Voru þér kenndar aðferðir til þess að takast á við hegðunarvanda
    * Já
    * Nei

11. Finnst þér þú hafa næga þekkingu (og tæki) til þess að takast á við hegðunarvanda?
    * Enga
    * Litla
    * Sæmilega
    * Míkla
    * Mjög mikila

12. Hvað finnst þér erfiðast að takast á við í kennslu? ________

Ef þú hefur aldrei kennt 1. bekk máttu sleppa þessari spurning.

- Geta setið kjurr
- Fara eftir fyrirmælum
- Kunna að deila með öðrum
- Geta staðið í röð
- Geta þeðið eftir athygli kennara
- Kunna stafina
- Geta klætt sig sjálf
- Hagnýt samskipti, s.s kunna biðja um aðstoð eða athygli frá öðrum
- Kunna að viðurkenna og hrósa öðrum

14. Er eitt það annað sem þér finnst mikilvægt fyrir börn að hafa náð tökkum á ãður en þau fara í grunnskóla? Ef þú hefur aldrei kennt 1. bekk máttu sleppa þessari spurning. __________

**Appendix B**

Skilgreining á hegðunarvanda: Ógrandi og/eða erfðið hegðun, sem gerist reglulega, og er truflandi og/eða hamlandi fyrir barnið og æðra í kringum það.

1. Kyn?
2. Hvaða ár er þú frædd/ur?
3. Hvað hefur þú unníð á leikskóla í morg ár?
4. Hvað eru börnin gömul sem þú vinnur með?
5. Hvað eru morg börn á deildinni hjá þér?
6. Þarf þú að fast við hegðunarvanda inná deild? (sjá skilgreiningu á hegðunarvanda efst á bláðinu)
   - Aldrei
   - Sjaldan
   - Stundum
   - Óft
   - Mjög oft
7. Ef að eftirfarandi hegðun kemur oftar en eini sinni fyrir, myndir þú telja hana sem hegðunarvanda? (krossa við ef þú telur þetta vera vanda)
   - Að vera reiði/reiður þegar einhver tekuð dót af þér
   - Að eiga erfitt með að skipta úr eini í annað
   - Fara ekki eftir fyrirmælum
   - Meða æðra (klípa/slá)
   - Erfitt með að sitja kjurr/kyrr
   - Að gripa frammi
   - Annað __________
8. Færð þú aðstoð inn á deild vegan hegðunarvanda?
   - Já
   - Stundum
   - Nei
9. Telur þú þig þurfur aðstoð inn á deild vegan hegðunarvanda?
10. Vör uð kenndar aðferðir til þess að takast á við hegðunarvanda?
  • Já
  • Nei

11. Finnst þér þú hafa nægja þekkingu (og tæki) til þess að takast á við hegðunarvanda?
  • Enga
  • Litla
  • Sæmilega
  • Mikla
  • Mjög mikila

12. Hvað finnst þér erföðast að takas á við í daglegu starf í áðir?

  Ef þú hefur aldrei kennt 1. bekk máttu sleppa þessari spurning.
  • Geta setið kjurr
  • Fara eftir fyrirmælum
  • Kunna að deila með öðrum
  • Geta staðið í röð
  • Geta beðið eftir athygli kennara
  • Kunna staðina
  • Geta klætt sig sjálv
  • Hagnýt samskipti, s.s kunna bídja um aðstoð eða athygli frá öðrum
  • Kunna að viðurkenna og hrósa öðrum


15. Eru þið með markvissan undirbúning fyrir þau börn sem eru að fara byrja í skóla (skólahóp)? (til þess að gera aðlögun þeirra auðveldari)
  • Enga
  • Litla
  • Sæmilega
  • Mikla
  • Mjög mikila

16. Getur þú gefið dæmi af undirbúningi fyrir grunnskóla?
Appendix C

Kæri viðtakandi

Vinsamlega hlutaðu neðangreindar upplýsingar aður en þú ákeður hvort þú viljir taka þátt í þessari rannsókn.

Eftirfarandi spurningar eru hluti af lokaverkefninu Báru Fannenjar Halldóarsdóttur MSc nema í sáflæði og Dagnýar Hermannsdóttur BS nema í sáflæði við Háskólan í Reykjavík. Verkefnin er umnið undir handleðslu Berglindar Sveinbjörnsdóttur, aðjunkt við Háskólan í Reykjavík.

Meginmarkmið rannsókninmar er að kanna hegðunarrætanda í grunnskóla/leikskólanum sem og álit kennara/leikskolakennara á þeirri færri sem er mikilvæg fyrir börn að kunna aður en þau byrja í grunnskóla.

Þáttakendum er friðlát að hætta þátttöku hvenær sem er og geta þeir neitað að svara einstökum spurningum, þó er æskaðlegt rannsókninmar vegna og vinsla hennar að sem flestum spurningum sé svarað eins nálægum og unnt er.

Svör þátttakenda eru ekki persónugreinalegg og verða örekjanleg. Ef þú hefur frekari spurningar vinsamlegast hafðu samband við:
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