

ABSTRACT

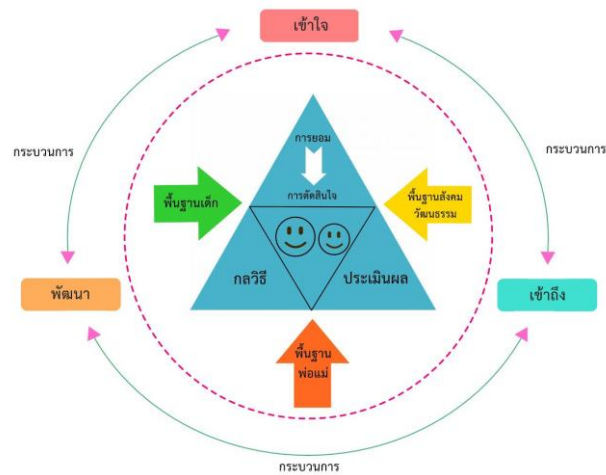
The development of early childhood was a necessary rudimentary for children when they grew up. The association between temperament and behaviour appeared to be a significant matter. When children possessing difficult temperament did not receive appropriate nurture and treatment, it could result in the groups of children violating the law. This research was categorized as an Action Research. Researcher have studied the combination of notions, theories and relevant knowledge which were Structure-functional theory (Friedman, Bowden & Jones, 2003; White & Klein, 2008), Family theory/ the theory focusing on being parents (Friendman, 1998), the notion of the development of temperament and society of early childhood, the ideas of temperament of early childhood (Thomas, Chess & Birch, 1970; Allen & Prior, 1995; Schmitz et al., 1999; Oates & Stevenson, 2005) and Social Cognitive theory from Bandura (Bandura, 1977; 2001). All these notions and theories were used to obtain a better understanding and also to synthesize in order to get an appropriate pattern. The conceptual framework was illustrated below.

This action research began with, first, a study of health status, development, temperament and factors affecting temperament of early childhood during the period from November B.E. 2558 to January B.E. 2559. The participants were 444 families. Second, Temperament promotion model among difficult children during the period from February to May B.E. 2559. The participants were 53 families. The random selection of participants was undertaken. All received services from Outer Patient Department, Pediatric Department or Well Child Being Clinic at Thammasat University Hospital or Pathum Thani Hospital and children from 6 small childhood centers.

Results Based on research methodology, it was found that:

1. From the data analysis on problems concerning children temperament, the behaviors were categorized and grouped in following orders 1) naughty 2) stubborn, not obedient 3) temper, waspish 4) selective 5) managing difficult daily life
2. Searching for causes and factors, they were from 1) children characteristics and children personal problems 2) parents' characteristics and nurture
3. The lessons from learning experiences: New perspectives to improve the quality of children life such as 1) Gain different perspective 2) Decrease your stress 3) Play with children 4) Technique for teaching children 5) Be a good model and 6) Help each other.

4. The pattern improving the temperament of difficult children was composed of 1) cycle, understanding, access, and development 2) dashed line circle of family boundary and 3) Learning Triangle.



5. Enhancing temperament program: understand by opening your mind, including 1) Learning by heart, understanding the nature of children 2) Responding appropriately 3) promoting positive attitude and good manner 4) Making question “Is a child normal or not” 5) Successful mission by teamwork

Suggestion The government should cooperate with the Ministry of Public Health and organizations that were in charge of taking care of early childhood as well as assign duties to relevant organizations or centers which were responsible for providing care to family and early childhood. Moreover, policies for assessing children temperament and aiding family and difficult children should be established. There should have guidelines supporting children development by intensely concentrating on qualitative operations. A discussion group among teachers, caretakers and parents should also be carried out. Furthermore, the phone consultation and system monitoring family and children having temperament problems should be implemented.

Key Words: Temperament, Difficult child