



### SPR 18th Annual Meeting

You may print by clicking on this [Print](#) button. To return to the previous page, close this browser window or click the 'X' button in the top right corner of the page.

ID# 235

Location: Mt. Evans B (Atrium Tower/2nd Floor)

Time of Presentation: Jun 03 10:15 AM - 11:45 AM

Category/Theme: Implementation Science

#### **Using Observation Methodology to Understand Teacher-Child Interactions: Transactional Processes and Implications for Prevention**

*G. M. Massetti<sup>1</sup>; T. Haegerich<sup>1</sup>*

1. Division of Violence Prevention, Centers for Disease Control and Prevention, Atlanta, GA, United States.

Children who exhibit disruptive classroom behavior experience academic achievement difficulties, and are at significant risk for antisocial behavior (Tremblay et al., 1994). The negative consequences of disruptive behavior extend beyond the individual; such behavior can have disruptive effects on the functioning of the entire class (Wentzel, 1993).

Efforts to improve classroom functioning of students at risk for poor educational and behavioral outcomes often involve teacher training in evidence-based prevention strategies. Prevention trials have produced evidence that interventions to change teacher behavior can be effective in reducing disruptive student behavior and aggression among high-risk youth. Although promising evidence exists for such teacher-delivered interventions, few have examined the specific teacher behaviors that are associated with changes in student behaviors.

Classroom observations can yield important information about teacher and student behaviors in a classroom, and interactive student-teacher processes. Observations provide insight into the complex human interactions that occur in classrooms, the "black box" for the mechanisms that underlie classroom-based prevention approaches.

Objective, reliable information about teacher behavior can provide nuanced information about the process of implementation of classroom-based prevention approaches. Furthermore, observations can provide information about how students respond to teacher behaviors, and the interactional styles that underlie effective strategies.

Classroom observations have been a primary method through which we can understand, measure, and aim to improve the social and instructional processes in schools. Observation methodology has made significant strides in recent years. However, little information is currently available to link specific teacher behaviors and student behaviors, and to understand complex interactional processes. The present symposium will present several papers using observational approaches to link teacher behaviors and student behaviors in classroom settings.

The first paper will examine the relationships between children's behaviors, academic achievement, and different patterns of teacher-child interactions in kindergarten classrooms. The second paper will examine the relationship between teacher practices and behaviors of students with documented behavioral problems and comparison peers. The third paper will present findings from a study examining the dyadic relationships between teachers' classroom management practices and students' classroom disruptive behaviors. The discussant will address implications for classroom-based strategies for prevention.