

Preservice teachers' strategies and attitudes toward hypothetically shy, bold, and average children

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Literature

- Promoting children's social-emotional skills (Durlak et al., 2011).
- Temperament -- children's social and emotional development and academic achievement, social interactions and classroom behavior (Martin et al., 1988; Rudasill et al., 2010; Rudasill, 2011; Valiente et al., 2012).
- Improving pre-service teachers' awareness of and strategies for responding to individual differences in children's temperament are key to making sure they can meet their students' social and emotional needs and improve academic outcomes (McClowry et al., 2010).

Research Questions

1. Do preservice-teacher strategies and attitudes differ across hypothetically shy, bold and average children?
2. Is there a difference in preservice-teacher attitudes and strategies between at the beginning and end of a teacher education program?

Participants

- 354 preservice teachers (312 females)
- three consecutive cohorts ($N_1=85$, $N_2=110$, $N_3=159$)
- 34% (beginning of program), 66% (end of program)
- The majority of the participants were white ($N = 338$, 95%), with a few Hispanic ($N = 5$), African American ($N = 2$), Asian American ($N = 1$), and Native American ($N = 1$) students.

Instruments

Child behavior vignettes. The Child Behavior Vignettes (Coplan, et al., 2011)

Shy Child

- Adam does not volunteer to speak in class. He often appears nervous and hesitant, especially in social situations. When you question him directly, he avoids eye contact, and either whispers or does not respond at all. He does not like to be the center of attention and rarely participates or contributes when working in groups with other children.

Bold Child

- Noah often blurts out answers and comments in class, frequently interrupting you as well as other children. He often cannot contain his exuberance and tends to speak too loudly and too often. When working in groups with other children, he has difficulty waiting his turn to talk and tends to dominate the conversation.

Average Child

- Andrew displays a typical pattern of verbal participation in class and in most respects his behaviors are what might be expected from an average child his age. He volunteers to speak in class on a regular basis, and typically puts up his hand before talking. Although he is not necessarily a group leader, he is often an active participant and contributor to group activities with other children.

Table 1: Results of Confirmatory Factor Analysis for Preservice-Teacher Strategies

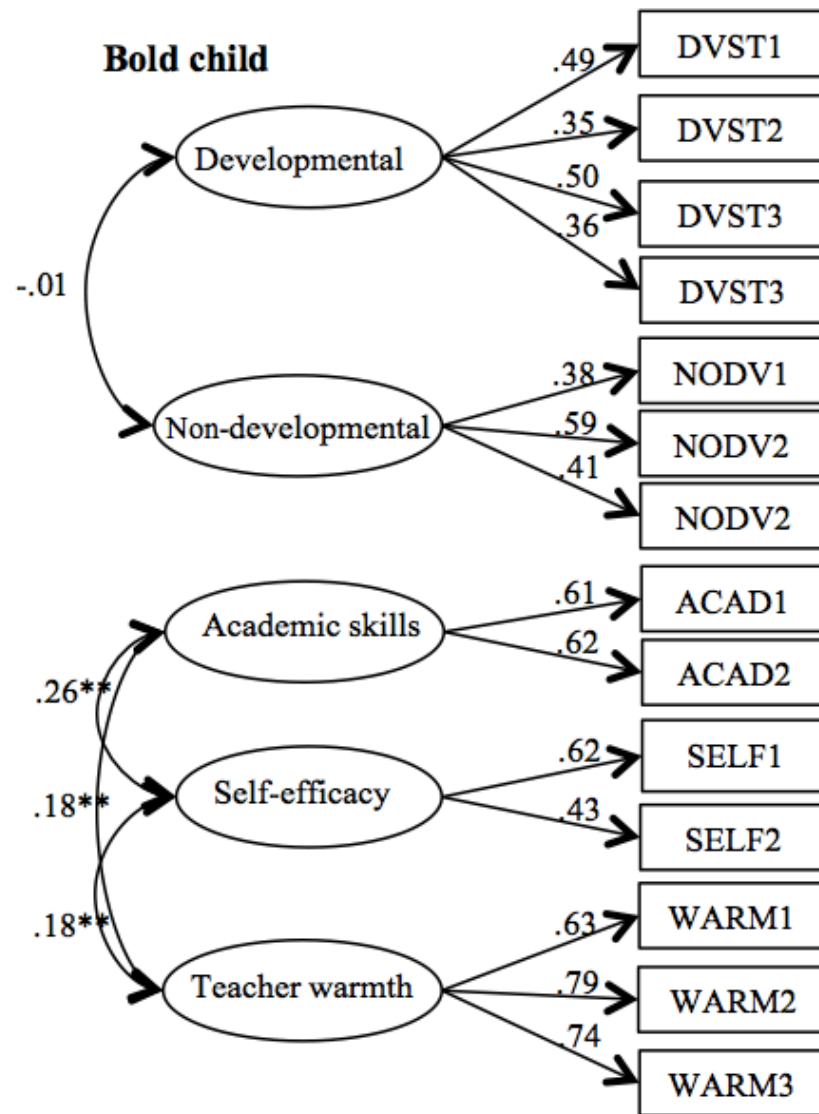
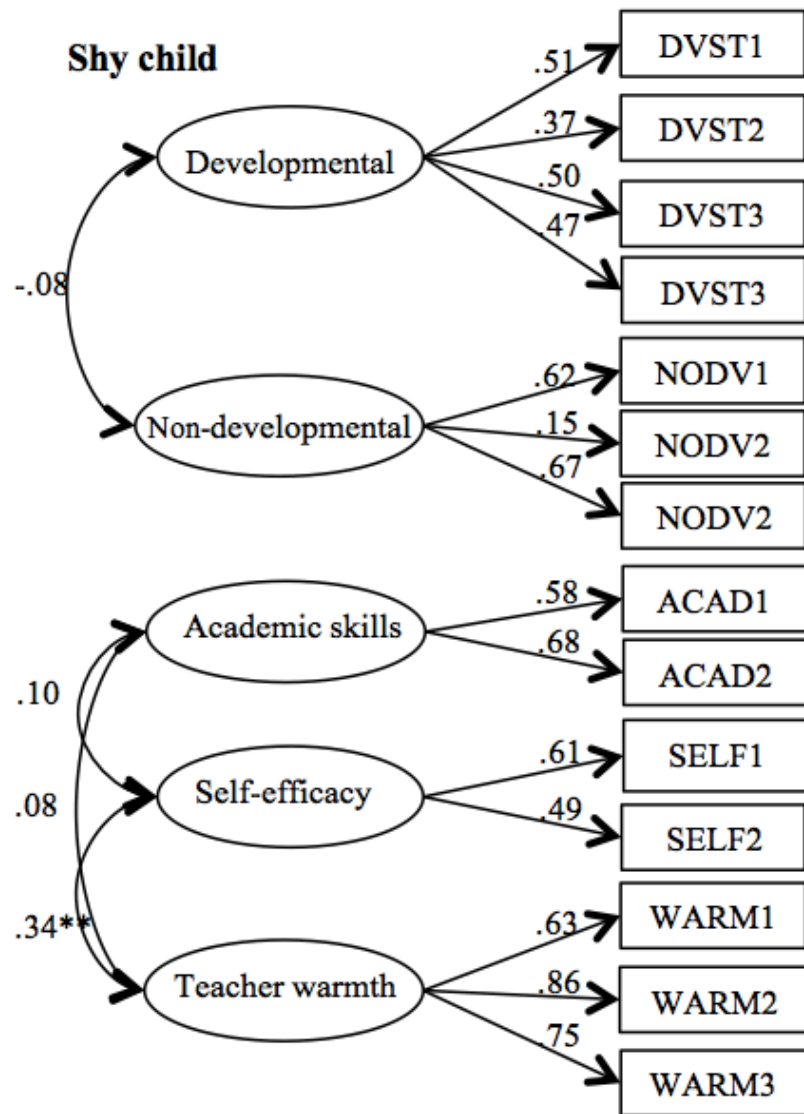
Items/Factors	Shy Children		Bold Children		Average Children	
	Loading	S.E.	Loading	S.E.	Loading	S.E.
<i>Developmental</i>						
1. Praise him for appropriate behaviors;	.51*	.123	.49*	.04	.24*	.09
2. Promote social skills (e.g., instruct individually, model appropriate behaviors);	.37*	.127	.35*	.03	.76	.49
3. Involve a classmate to help create a positive solution;	.50*	.121	.50*	.05	.06	.09
4. Encourage him to join activities (e.g., sports, music);	.47*	.122	.36*	.03	.20	.24
<i>Non-developmental</i>						
5. Punish him;	.62*	.18	.38*	.116	.02*	.01
6. Intervene directly to stop/change the behavior;	.15*	.10	.59*	.090	.66*	.05
7. Have him apologize for his behavior.	.67*	.13	.41*	.139	.71*	.07

Note. * $p < .05$. S.E.=Standard Error.

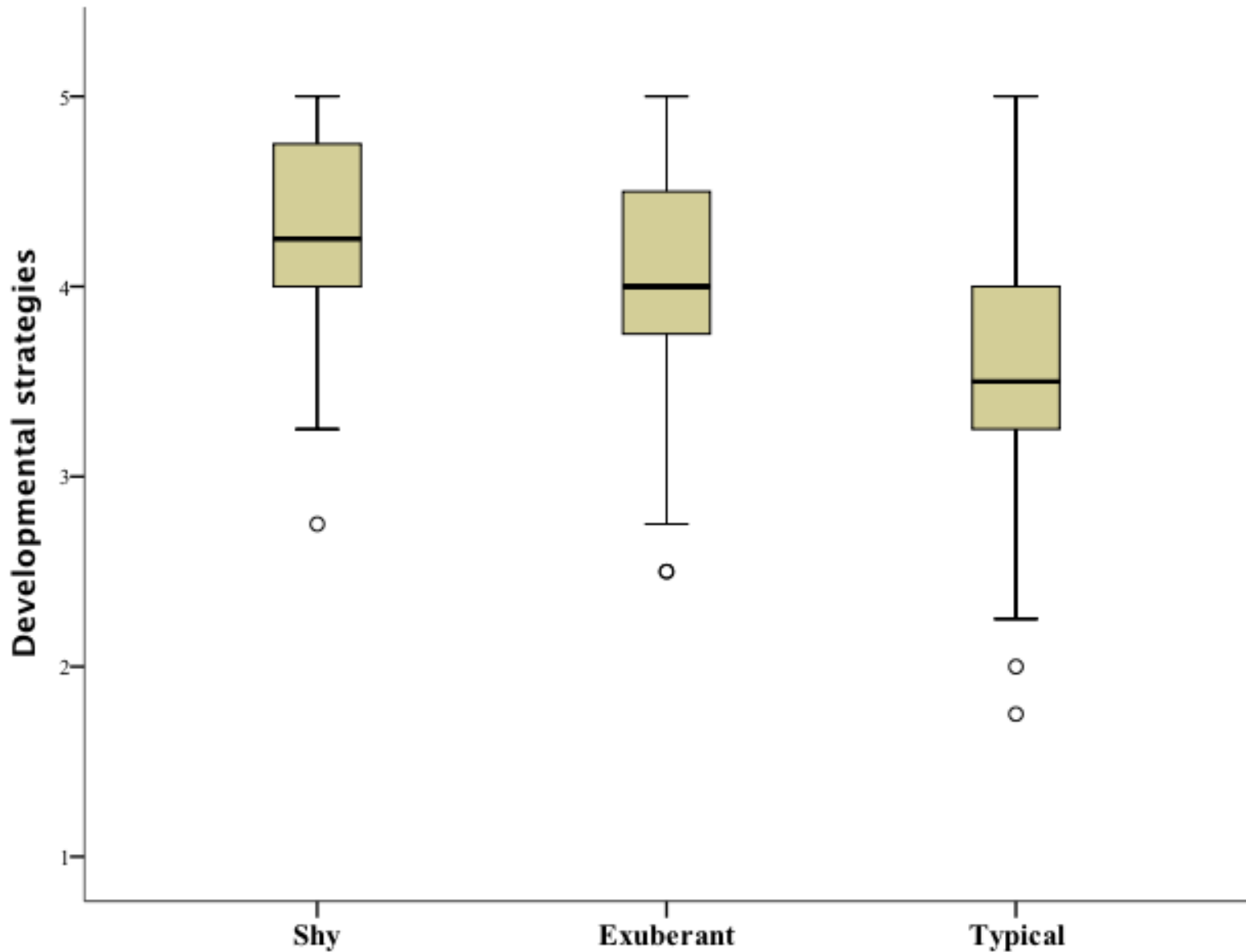
Table 2: Results of Confirmatory Factor Analysis for Preservice-Teacher Attitudes

Items/Factors	Shy Children		Bold Children		Average Children	
	Loading	S.E.	Loading	S.E.	Loading	S.E.
<i>Perceived Academic Skills</i>						
1.He has good language skills.	.58*	.04	.61*	.04	-	-
2.He will do well academically in my class.	.68*	.05	.62*	.04	-	-
<i>Teacher self-Efficacy</i>						
3. I would feel adequately prepared to deal with him.	.61*	.06	.62*	.06	-	-
4. I would not have enough time to give him the attention he requires ¹ .	.49*	.05	.43*	.05	-	-
<i>Teacher Warmth</i>						
5. I would have sympathy for him.	.63*	.05	.63*	.05	-	-
6. I would be especially supportive of him.	.86*	.04	.79*	.05	-	-
7. I would be patient with him.	.75*	.04	.74*	.04	-	-

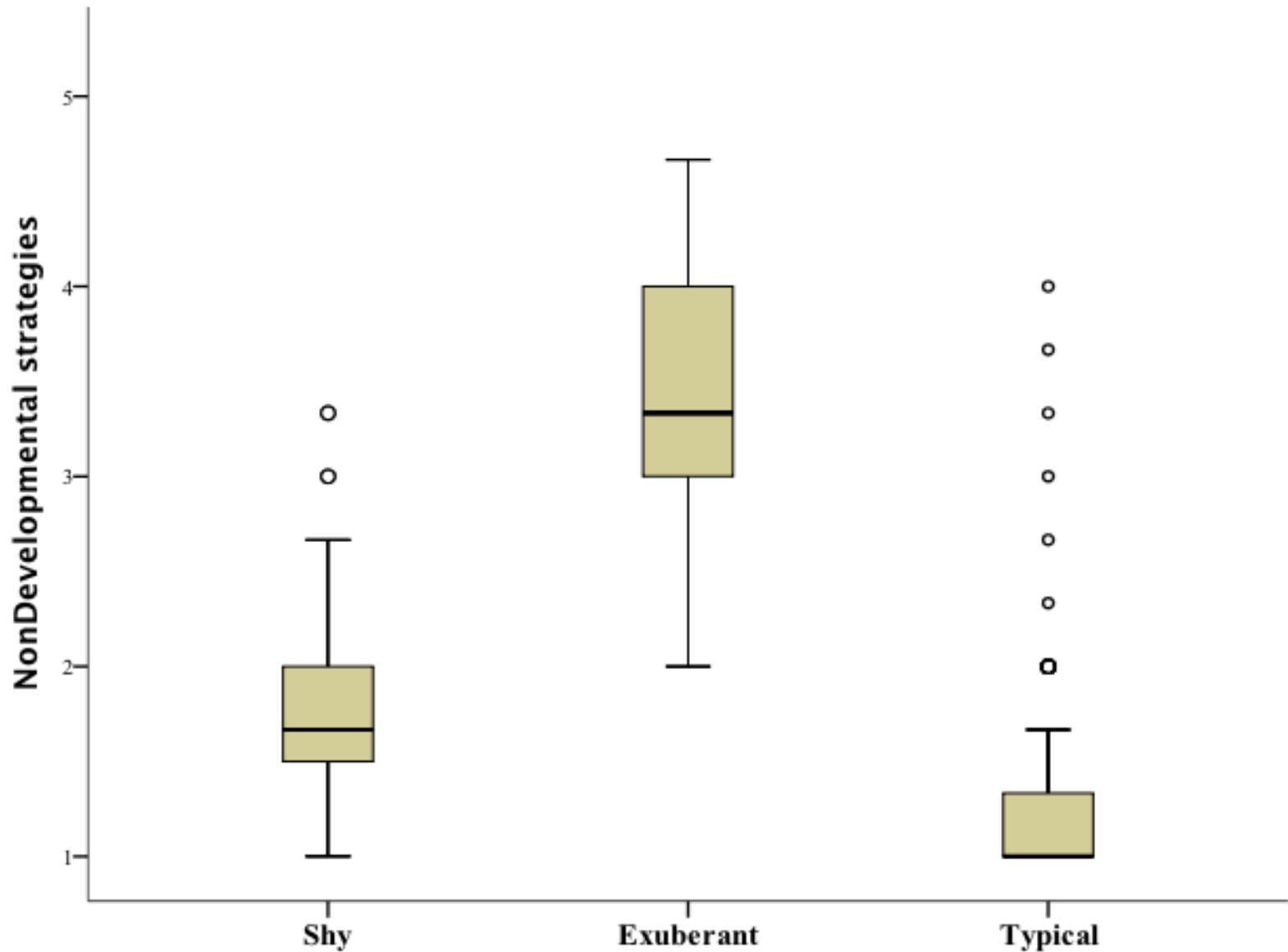
Note. ¹=reverse-coded. * $p < .05$. S.E.=Standard Error.



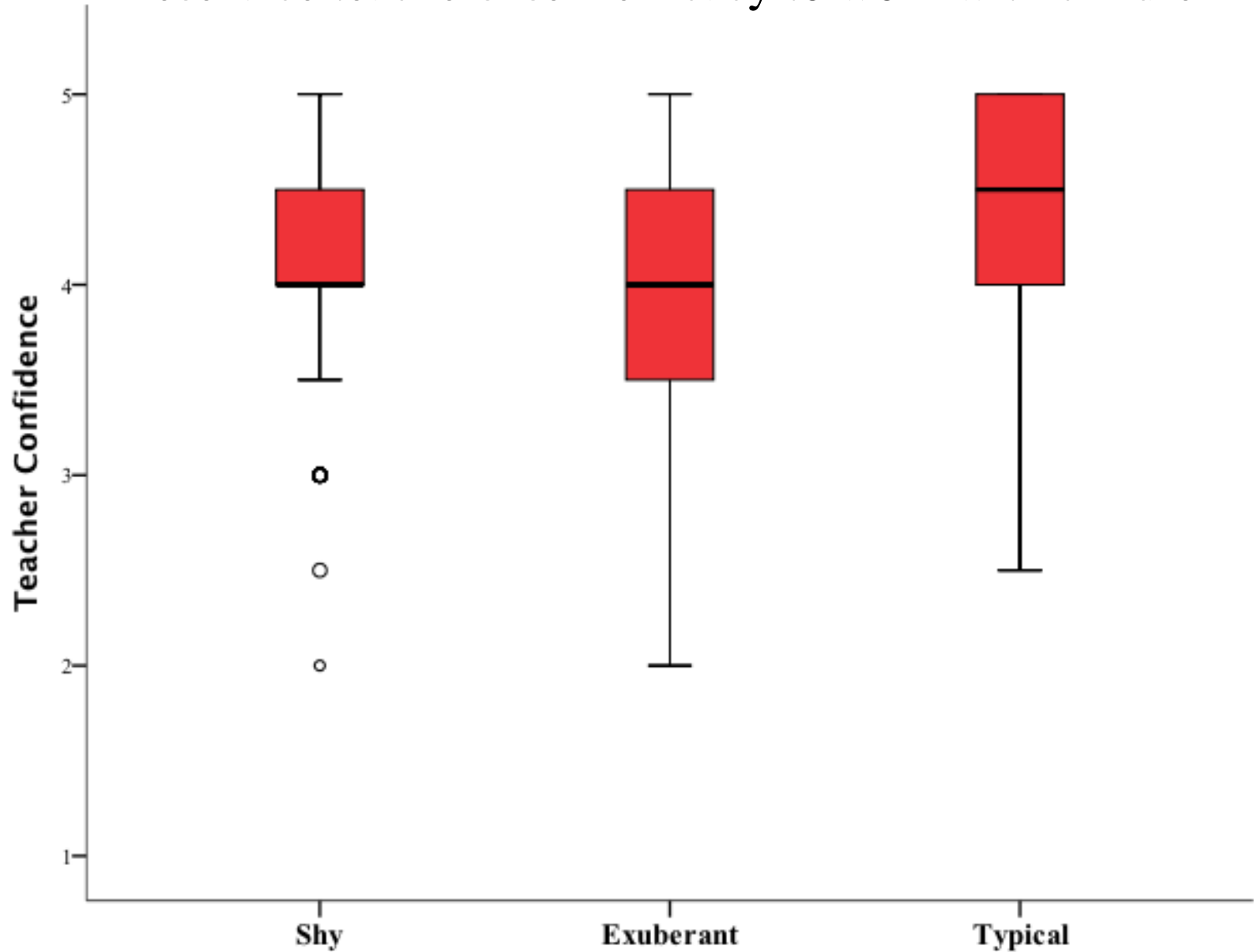
Preservice teachers' use of developmental strategies

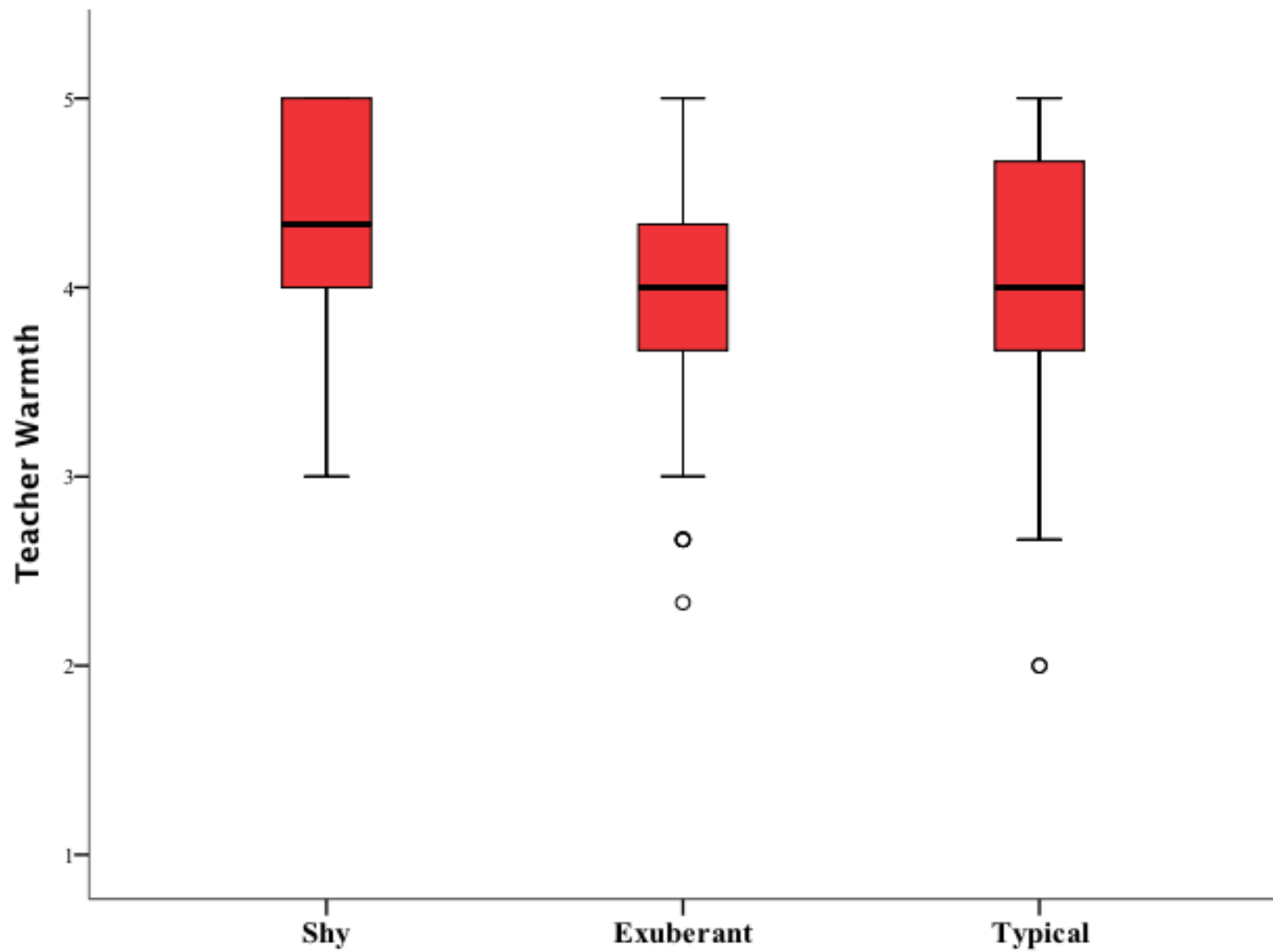


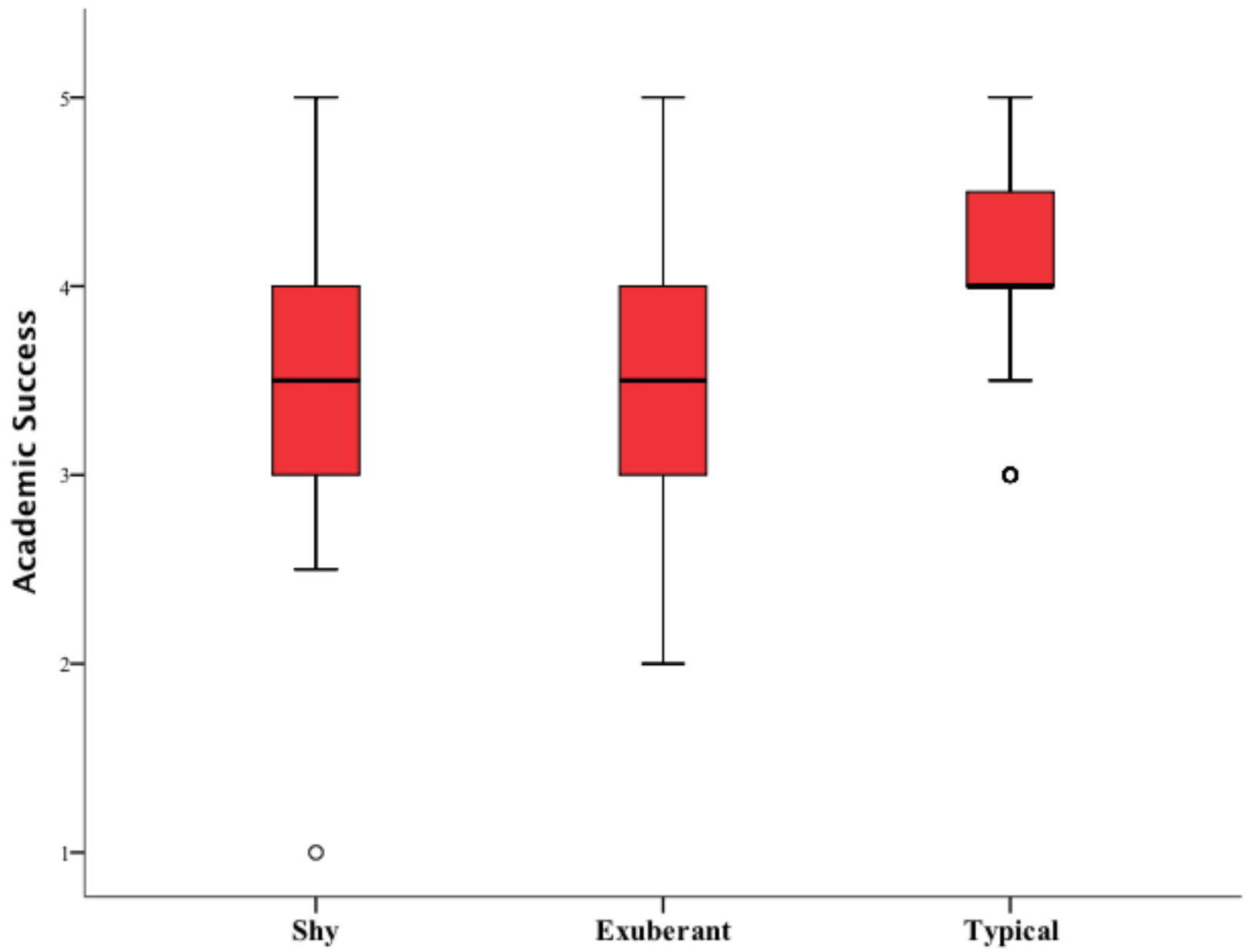
Preservice teachers' use of non-developmental strategies



Preservice teachers' self-efficacy to work with children

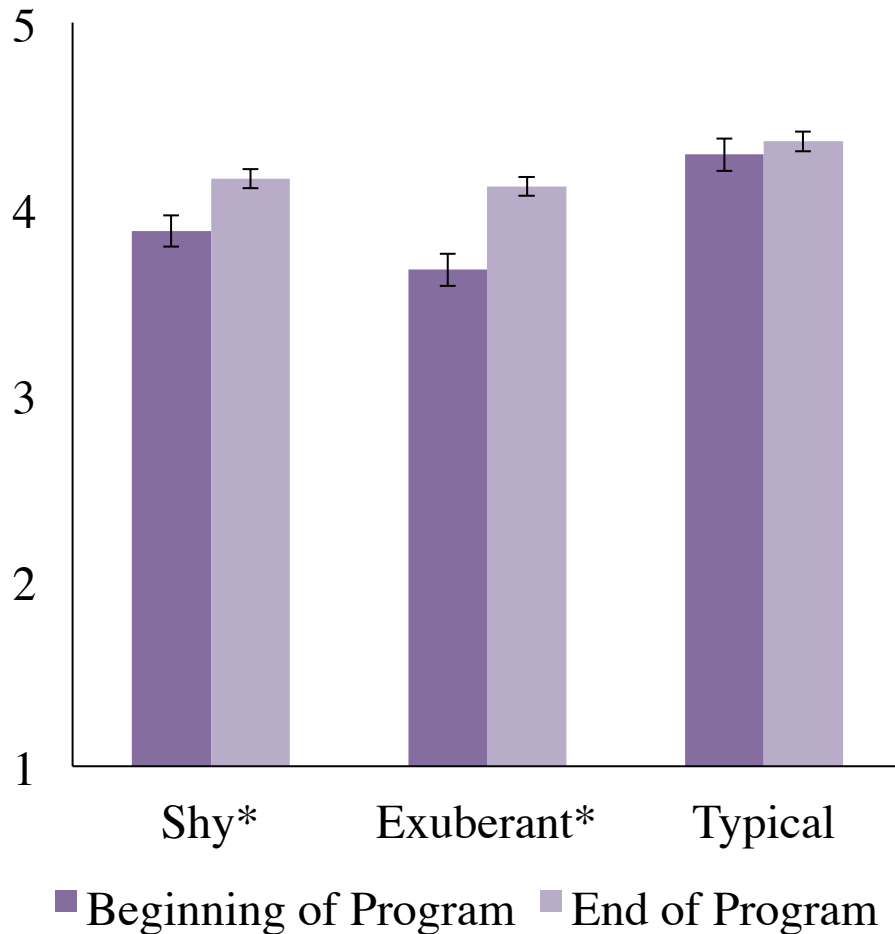




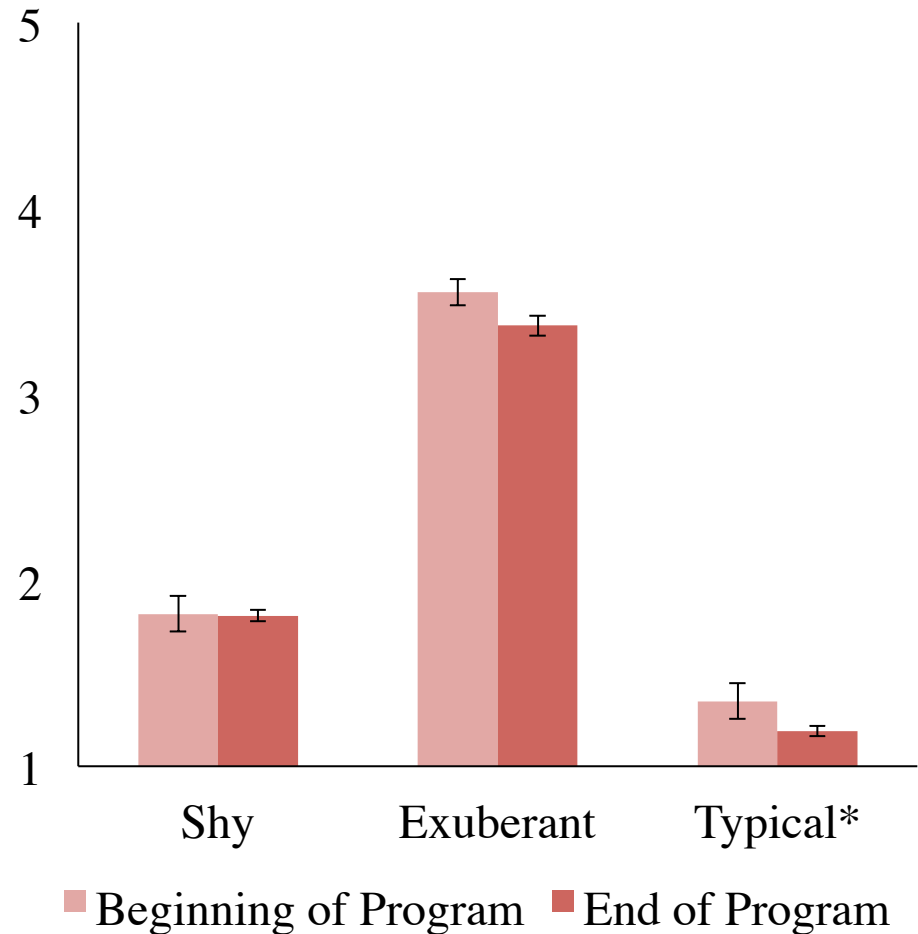


The factor of Education Program

Teacher self-efficacy



Non-developmental strategies



Thank you!

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