

Influence of the Teacher-Student Relationship on Childhood Conduct Problems: A Prospective Study

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Examined the influence of the quality of the teacher-student relationship on children's subsequent levels of aggression in a sample of 61 second and third-grade children nominated and rated by teachers as aggressive. The stability of teachers' and children's reports of relationship quality across academic years was in the low to moderate range. Teachers and children showed little agreement in their reports of relationship quality. Teachers' and children's reports of relationship quality in Year 1 (Y1) predicted teacher-rated aggression the following year, controlling for Y1 ratings of aggression. Teachers' reports of relationship quality across Y1 and Y2 predicted peer-rated aggression, but not teacher-rated aggression, in Y3, controlling for Y1 aggression. Consistent with a buffering role for teacher-student relationships, a positive teacher-student relationship was of greatest benefit to children whose mothers reported rejecting parenting histories. We discuss implications for school-based prevention programs.

Childhood aggression is one of the most extensively researched topics in the social sciences. The quest for effective early interventions with aggressive children is based on the strong association between early aggression and subsequent psychopathology, including delinquency, substance abuse, school failure, and criminality (see Loeber, 1990, for review). Although aggression shows high stability from early childhood through adulthood, not all children continue along antisocial pathways (Loeber et al., 1993). Approximately one half of boys who meet the criteria for a diagnosis of conduct disorder in one year no longer meet the criteria 1 to 4 years later (Lahey et al., 1995). These findings suggest the importance of identifying factors that may deflect children from aggressive trajectories. Recently, several researchers identified with diverse theoretical orientations have suggested that a close and accepting relationship with a teacher may exert an ameliorative influence on the development of children at risk for behavioral problems (Connell & Wellborn, 1991; Greene, 1995; Hawkins & Lam, 1987; Howes, Hamilton, & Matheson, 1994; Howes, Matheson, & Hamilton, 1994; Pianta, in press; Pianta, Steinberg, & Rollins,

1995; Ryan, Stiller, & Lynch, 1994). Conversely, a teacher-student relationship characterized by high levels of conflict and controlling interactions and low levels of warmth and acceptance may serve to increase a child's risk for school maladjustment (Pianta et al., 1995).

Because teachers generally have a low tolerance for aggressive and socially defiant behavior (Cunningham & Sugawara, 1988; Safran & Safran, 1987), their interactions with these children are often angry, critical, and punishing (Coie & Koeppl, 1990; Walker & Buckley, 1973). Behaviorally disordered children are thus more likely than their peers to experience teaching that is less responsive as well as lacking in warmth, nurturance, and encouragement (Itskowitz, Navon, & Strauss, 1988; Sroufe, 1983). For example, Fry (1983) found that acting-out children were the targets of more negative teacher affect in combination with less sustaining feedback. Despite the challenges to a positive relationship posed by children with behavioral difficulties, some teachers are successful in establishing and maintaining warm and close relationships with them. Theorists have suggested that mismatches between behaviorally difficult children's interactional styles and needs and teachers' expectations, discipline approaches, and interpersonal traits negatively impact the quality of teacher-student relationships, resulting in an escalation in the child's adjustment difficulties (Greene, 1995; Walker & Rankin, 1983; Wong, Kauffman, & Lloyd, 1991). However, the influence of

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Prospective Issues In Infancy Research

H. Rauh, H.-C. Steinhausen



Prospective Issues In Infancy Research:

Prospective Issues in Infancy Research Kathleen Bloom, 1981 First published in 1981 Routledge is an imprint of Taylor Francis an informa company

Ethical Issues in Mental Health Research With Children and Adolescents Kimberly Hoagwood, Peter S. Jensen, Celia B. Fisher, 2014-06-03 Studies involving children with mental emotional or behavioral problems or their families have to meet certain standards of research ethics This book contains chapters on the kinds of ethical dilemmas that typically occur in different types of studies of children and then presents 65 real world cases from experts who study children s mental health These experts offer practical suggestions for how to handle these dilemmas Chapters on the perspectives of parents regulators and bioethicists provide additional points of view on these issues Written in down to earth language this book will be useful for professionals who study children for those who train students in research methods and for parents who are thinking about participating in research studies In attempting to bridge the apparent gap between ethics and science the editors close this volume on a note commonly sounded by researchers more research is needed Yet in this area a new kind of research is required The science of scientific ethics must be developed and expanded and better understanding of the determinants and circumstances under which children can comprehend and evaluate risks and benefits is needed Likewise fuller knowledge of the contextual factors affecting children s and families consent to participate in research is essential In particular development of scales to assess children s ability to comprehend risk benefit issues studies of families reactions to research procedures and empirical data on the impact of various forms of participant reimbursement will advance both science and ethics This volume should spur further research serving as a guide for current investigators participating families institutional review boards and policymakers who shape the research enterprise

Vestibular Processing Dysfunction in Children Kenneth J Ottenbacher, Margaret A Short Degraft, 2013-04-15 This collection of chapters is intended to help expand organize and enhance understanding of the scientific and clinical relevance of vestibular related research Articles present a well developed body of research with both clinical and theoretical implications including a variety of studies contributed by individuals from different backgrounds and with diverse orientations This collection contains anatomical investigations analyses of instruments designed to clinically assess specific functions descriptive behavioral studies intervention research literature reviews and analyses which place the existing research within the broader context of scientific literature

Annual Progress in Child Psychiatry and Child Development, 1986 Stella Chess, Alexander Thomas, 1991-11 First published in 1992 Routledge is an imprint of Taylor Francis an informa company

Advances in the Study of Behavior, 1984-02-01 Advances in the Study of Behavior

Measuring Emotions in Infants and Children: Volume 2 Carroll Ellis Izard, Peter B. Read, 1982 This complements the first volume which gave new impetus to research on social and affective development

Psychobiology and Early Development H. Rauh, H.-C. Steinhausen, 1987-06-01 This volume is the outcome of an international symposium held in Berlin FRG which brought

together researchers in the field of infant development The contributors are from Europe and North America and have as their primary professional interest either pediatrics biology or psychology These fields in spite of common involvement and large overlap still have to overcome communication problems and differences in scientific approaches The emphasis of this book is on the efforts of the participants towards reaching a mutual understanding In spite of disciplinary diversity the papers in this book complement each other and set the scene for future multidisciplinary research and exchange in the field of infant development

Beyond the Symbiotic Orbit Salman Akhtar, Henri Parens, 2013-05-13 In this tribute to Selma Kramer eminent child analyst and colleague and close friend of the late Margaret Mahler senior analysts explore the continuing relevance of Mahler's separation individuation theory to developmental and clinical issues Editors Salman Akhtar and Henri Parens have grouped the original contributions to *Beyond the Symbiotic Orbit* into sections that reevaluate Mahler's theory Section I is a timely reassessment of Mahler's working model from the standpoint of contemporary clinical and research findings It includes comparisons of Mahler with Winnicott and Kohut and commentaries on the status of separation individuation theory in relation to psychosexual theory early ego development and observational infancy research Section II addresses the contribution of separation individuation theory to our understanding of pathogenesis Neurosis severe character pathology psychosomatic phenomena eating disorders and sexual perversions are among the topics of specific chapters The final section explores the role of separation individuation theory in the treatment of analysands of different ages and with different kinds of psychopathology it also considers separation individuation theory with respect to specific aspects of the treatment process including reconstruction transference and termination A fresh reappraisal of a major perspective on early development *Beyond the Symbiotic Orbit* is a fitting testimonial to Selma Kramer who has played so important a role in elaborating Mahler's theory Following from Kramer's own example the contributors show how separation individuation theory in its ability to accommodate ongoing clinical and research findings is subject to continuing growth and refinement They not only advance our understanding of Mahler's working model but pursue the implications of this model in new directions underscoring the many areas of exploration that separation individuation theory opens to us

Seeing Babies in a New Light Otto Koester, 2014-04-04 This book is about the life and work of Hanus Papousek 1922 2000 who was a major contributor to modern developmental psychology This book is intended for students teachers and professionals in the fields of developmental psychology early childhood

Issues in Neonatal, Perinatal, and Pediatric Research and Practice: 2013 Edition, 2013-05-01 *Issues in Neonatal Perinatal and Pediatric Research and Practice 2013 Edition* is a ScholarlyEditions book that delivers timely authoritative and comprehensive information about Human Lactation The editors have built *Issues in Neonatal Perinatal and Pediatric Research and Practice 2013 Edition* on the vast information databases of ScholarlyNews You can expect the information about Human Lactation in this book to be deeper than what you can access anywhere else as well as consistently reliable authoritative informed and relevant The content of *Issues in Neonatal Perinatal*

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Current Catalog National Library of Medicine (U.S.), 1992. First multi-year cumulation covers six years 1965-70. Transformation - A Fundamental Idea of Mathematics Education Sebastian Rezat, Mathias Hattermann, Andrea Peter-Koop, 2013-12-13. The diversity of research domains and theories in the field of mathematics education has been a permanent subject of discussions from the origins of the discipline up to the present. On the one hand, the diversity is regarded as a resource for rich scientific development; on the other hand, it gives rise to the often repeated criticism of the discipline's lack of focus and identity. As one way of focusing on core issues of the discipline, the book seeks to open up a discussion about fundamental ideas in the field of mathematics education that permeate different research domains and perspectives. The book addresses transformation as one fundamental idea in mathematics education and examines it from different perspectives. Transformations are related to knowledge related to signs and representations of mathematics related to concepts and ideas and related to instruments for the learning of mathematics. The book seeks to answer the following questions: What do we know about transformations in the different domains? What kinds of transformations are crucial? How is transformation in each case conceptualized?

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Future Orientation Rachel Seginer, 2009-04-21. By contemporary I mean a present with an anticipated future for we must do our best to overcome clinical habits which make us assume that we have done our part if we have clarified the past. Erikson 1968 pp 30-31. The scope of time ahead which influences present behavior and is therefore to be regarded as part of the present life space increases during development. This change in time perspective is one of the most fundamental facts of development. Adolescence seems to be a period of particularly deep change in respect to time perspective. Lewin 1939 p 879. I

chose to open this book with two excerpts from Erikson's and Lewin's writings because they indicate that future orientation has had its deep roots in psychological thinking and call readers attention to the long standing interest in two fundamental issues the motivational power of constructed future images and their development across age More specifically Erikson and Lewin's writings underscore the importance of future thinking for influencing present behavior tendencies and point out that the ability to think about the future and realize the scope of time ahead increase with age and reach a special developmental significance in adolescence

Human Awareness Ivana Marková, 2017-03-27 Human awareness which forms the basis of all interpersonal relationships is perhaps the most fascinating phenomenon of biological and socio cultural evolution In this innovative book originally published in 1987 the author introduces the subject of human awareness from the perspective of developmental and social psychology Using a wide range of psychological and other sources both classic and more recent from around the world the book begins with a discussion of awareness as a biological and cultural historical phenomenon The reader is then guided through such issues as one's awareness of others self awareness interpersonal communication and the search of human beings for recognition by others The final chapter focuses on human awareness as a relationship between the self and society with particular emphasis on social stability and change Human Awareness provided the first comprehensive account of human consciousness in a text that reflected the most exciting recent research in the field at the time and emphasized the need for an integrated and coherent understanding of the various psychological disciplines

Emergent Forms Eugene Curtis Goldfield, 1995 While it is often assumed that behavioral development must be based upon both physical law and the biological principles of morphogenesis and selection forging a link between these phenomena has remained an elusive goal Now in *Emergent Forms* psychologist Eugene C Goldfield offers an exciting new theoretical framework based in part on the concept of self organization that promises to aid researchers in their quest to discover the underlying origins and processes of behavioral development Addressing the question of how familiar human functional acts such as eating walking manipulating objects and smiling emerge during infancy Goldfield proposes that during perceptually guided spontaneous activity a variety of biodynamic devices for doing different kinds of work are assembled and adapted to specific tasks Throughout the theory is examined in the context of development and extended to atypical development and other domains such as cognition and language The author also addresses many long standing issues in behavioral development including the apparent disappearance of so called primitive behaviors the emergence of new skills and the role of the caregiver in skill acquisition The author concludes his work by discussing how the implications of this research can be applied to understanding abnormal development in children who are motor impaired Interdisciplinary in scope and accessible to a broad range of readers *Emergent Forms* will fascinate students and researchers of ecological developmental evolutionary and cognitive psychology

Routledge Library Editions: Metaphysics Various Authors, 2021-06-23 Reissuing works originally published between 1937 and 1992 this collection of original texts addresses the philosophical

realm of metaphysics not only ontology but the philosophy of science religion and morals The theory of values and the theory of absolutes are the subject of more than one volume while others take a broader spectrum and outlay the history of the philosophical arguments The nature of objects and questions of being and identity are addressed from very different perspectives With some volumes by very eminent thinkers this is a great addition to any collection on philosophy The I and Being Human Norman Holland, 2017-07-05 The I in the title pertains to the core of self that persists over time These are challenges that elude people like social scientists philosophers or critics of literature and the arts who would chronicle or explain humanity's doings This informative engaging and joyous book by Norman N Holland offers a usable model for the aesthetics psychology history and science of the human subject Holland begins by modeling the self as a theme and variations constant yet constantly changing He shows how symbolization perception cognition and memory all contribute to the sense of I hence how any one I grows out of a specific history and culture but also out of experiences all humans share Holland proposes a scientific psychology based on his model fusing the experiments of academic psychology with the insights of psychoanalysis He illustrates his theory by the lives of George Bernard Shaw Scott Fitzgerald and other writers as well as Freud's patient Little Hans in adulthood a famed stage director at the Metropolitan Opera The I and Being Human attempts nothing less than to draw together aspects of the self such as objectivity and subjectivity that have eluded connection In so doing Norman Holland offers a rereading of psychoanalysis as a theory of the I

The Handbook of Spiritual Development in Childhood and Adolescence Eugene C. Roehlkepartain, 2006 With sixty seven scholars from four continents and many diverse disciplines contributing as authors to the volume with fourteen scholars from around the world serving as editorial advisors with financial support provided by the John Templeton Foundation via Search Institute with frequent conversations occurring with colleagues at Fuller Theological Seminary and with the careful attention of editorial work provided by Sage publications this handbook provides a remarkable contribution toward those ends JOURNAL OF YOUTH AND THEOLOGY Research into spiritual development during childhood and adolescence has yearned for the stimulus of integration cross fertilization and internationalization across conceptual boundaries methodological divisions religious traditions and local interests The Handbook of Spiritual Development in Childhood and Adolescence sets out to meet this need and does so with skill and with authority by identifying the key themes and by drawing on the best minds to address those themes Research communities and faith communities have been well served by this pioneering initiative The Revd Professor Leslie J Francis PhD ScD DD University of Wales Bangor UK The Handbook of Spiritual Development in Childhood and Adolescence breaks new ground by articulating the state of knowledge in the area of childhood and adolescent spiritual development Featuring a rich array of theory and research from an international assortment of leading social scientists in multiple disciplines this book represents work from diverse traditions and approaches making it an invaluable resource for scholars across a variety of disciplines and organizations Key Features Presents a wealth of

interdisciplinary theory and research as well as proposals for future areas of inquiry to help move spiritual development into a mainstream field of learning Provides the first comprehensive collection of social science research on spiritual development in childhood and adolescence to introduce the topic engagingly to students Features the works of scholars from around the world in multiple disciplines psychology sociology anthropology medicine and educational philosophy to present a diversity of traditions and approaches Includes introductions to the volume as well as to each section that provide overviews and syntheses of key concepts The Handbook of Spiritual Development in Childhood and Adolescence is a key resource for academics researchers and students in departments of Psychology Family Studies and Religious Studies It is particularly useful for courses in Developmental Psychology Human Development especially child and adolescent development Psychology of Religion and Sociology of Religion It also will be invaluable for professionals working with young people including educators religious leaders and health practitioners *NIH Guide for Grants and Contracts* National Institutes of Health (U.S.),1988

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