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Title: Effecting Change in the Classroom Context and Student Outcomes by Influencing Teacher Factors

Text: A number of preventive interventions aim to influence student outcomes by altering the classroom context or the way in which teachers interact with their students. In fact, teachers are often the implementers of school-based universal preventive interventions used in their classrooms. However, there has been little systematic research on aspects of the classroom environment or the teachers themselves that may influence the implementation of interventions or the outcomes achieved through those programs (Domitrovich et al., 2008; Durlak & Dupree, 2008). Furthermore, there has been limited intervention research focused on changing teacher beliefs and attitudes as a way of improving student outcomes. The proposed symposium presents findings from three school-based research projects which each highlight the significance of teacher factors and beliefs in relation to student outcomes – either directly through their interactions with students, or indirectly by implementing evidence-based prevention programs. All three papers draw upon social cognitive and organizational theories, and utilize multilevel modeling approaches to examine

contextual factors in relation to teacher factors, such as teacher efficacy, burnout, and perceptions of school organizational health. The three papers highlight the significance of teacher beliefs and factors at multiple points in the change promotion process, including how teacher factors relate to student outcomes, the relation between teacher factors and the implementation of prevention programs, and an intervention which enhances teacher efficacy. Specifically, the first paper uses longitudinal data from students and teachers in 31 elementary schools to determine the extent to which teacher efficacy and burnout, along with aspects of the classroom and school environment are associated with student discipline problems and teachers' use of school-based services. The second paper comes from a randomized controlled trial which combines two universal preventive interventions (Good Behavior Game and Promoting Alternative Thinking Strategies) in an effort to reduce behavior problems and promote social-emotional learning. The authors focus on how teacher factors (e.g., personal resources, workplace perceptions) relate to the implementation quality of the preventive interventions. The third paper presents findings from a randomized controlled trial of Instructional Consultation Teams with regard to teacher beliefs and student outcomes. This study is one of only a few that provides evidence of a systematic strategy for improving teacher efficacy, which in turn may increase academic and behavioral outcomes for students. Implications for future research and prevention programming will be discussed.

Theme Groups: 1 Key social relationships

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