

Child Physical Aggression Prevention (2006-2008)

Aim

Child Aggression Prevention aimed to examine whether teacher-child relationships contribute to the development of physical aggression in the early school years, after accounting for parental influences. The project worked to help teachers to reduce pre-primary children's aggression, disruptiveness and peer rejection, and enhance their prosocial development and classroom climate.

Methods

374 children from schools in WA were followed from prekindergarten to first grade over three years. Child data was provided by parents and teachers that included measures of physical aggression, parental warmth, parental harsh control, parental psychological control, student-teacher conflict, student-teacher closeness, and teacher-rated child hyperactivity.

Results/Findings

Teacher/child relationship did not differentiate children who did or did not show aggression problems. Parental warmth did, but only in prekindergarten. For aggressive children, parental warmth predicted severity in prekindergarten, and teacher-child conflict predicted severity in first grade. Parental warmth in prekindergarten predicted aggression in kindergarten. Kindergarten teacher-child conflict predicted higher aggression in first grade.

Who was involved?

Investigators: Kevin Runions, Frank Vitaro, Donna Cross, Michel Boivin.

Publications

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Runions, K. C., & Shaw, T. (2013). Teacher-child relationship, child withdrawal and aggression in the development of peer victimization. *Journal of Applied Developmental Psychology*, 34(6), 319- 327.

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