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THE RELATIONSHIP BETWEEN TEACHERS' CAUSAL ATTRIBUTIONS FOR
STUDENT PROBLEM BEHAVIOR AND TEACHERS' INTERVENTION
PREFERENCES (146 pp.)

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How teachers respond to student problem behavior can impact the extent to which behaviors are maintained, intensified, or changed. Best practices suggest that teachers use effective, research-based behavioral interventions in their classrooms, but there are several key factors that influence if, when, and how teachers intervene. An examination of (a) teacher causal attributions or explanations for student problem behavior and (b) thinking that precedes intervention (or lack thereof) can help us understand why and how teachers intervene with students who display problem behaviors. This research study examined the causal attributions that teachers of various disciplines and grade levels hold for student problem behavior. The relationship between teachers' beliefs about the causes of student problem behaviors and teachers' willingness to implement supportive, research-based behavioral interventions was explored.

The participants in this study were 84 public school teachers in Ohio. Teachers completed the Teacher's Attributions for Student's Behavior measure. Multiple regression analysis was conducted to determine the relative contribution of three causal attributional dimensions on teacher intervention preferences. This study revealed that teachers' causal attributions of student problem behavior are predictive of teachers' intervention preferences. In particular, special education teachers' causal attributions of

student problem behavior are predictive of special education teachers' preference for use of unsupportive interventions. Potential benefits of teacher attribution training were discussed in light of these results.