Using Dialogue Journals to Strengthen The Student-Teacher Relationship: A Comparative Case Study

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Research Aim
To increase students’ positive interactions with the teacher and decrease problem behavior during teacher instruction and independent work.

Results

Social Skill Use
Figure 1. Responded positively to teacher
- Conner: 69% increase
- Matt: 59% increase

Figure 2. Initiated positive interaction with teacher
- Conner: increase = 1.34
- Matt: increase = 34
(Metric = Daily Average Number)

Behavioral Excesses
Figure 3. Responded negatively to teacher
- Conner: decrease = 1.67
- Matt: increase = .34
(Metric = Daily Average Number)

Interobserver agreement - 30% of sessions
IOA was calculated separately for each of the 4 categories by dividing the number of events recorded by the rater with the lowest number of occurrences by the number of events recorded by the rater with the higher number of occurrences and multiplying by 100.

Reliability index average > 80%

Limitations & Implications

Case study approach
- Absences, suspensions, and similar factors limited length of time intervention was in effect
- Students’ previous relationship with teacher
- Fasting influences the student-teacher relationship
- Study sheds light on integrating dialogue journaling with social skills instruction

References & Contact Information

Brigham Young University
Positive Behavior Support Initiative
http://education.byu.edu/pbsi/index.html
http://pbsi.byu.edu