

# What is the teacher's X-factor in teaching students with behavioral problems?

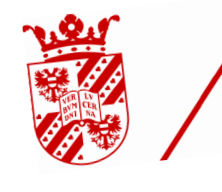
Teaching students with behavioral problems is the major obstacle for teachers applying for inclusive education.

Teachers increasingly experience feelings of professional inadequacy in the classroom.

Students who are assigned to highly effective teachers gain significantly higher learning results.

Recent studies point in the direction of teachers' personality traits as the main source of variance in student achievement.

This study focuses on the personalities of teachers who undoubtedly have 'it'; the teacher's X-factor!



university of groningen

## Introduction

Join and follow me online



authors  
S.A. Harten (photo)  
S.J. Pijl  
J.O. Bijstra  
E.J. van Houten

## Method

Review of the literature from 2000 till 2011

### Search plan

Teacher quality (A)  
Teacher personality (B)  
Behavioral problems (C)  
 $(A \times C) + (B \times C)$

### Selection criteria

Unaffected teachers' thoughts | feelings | behaviours  
Peer-reviewed journal article or PhD study  
Empirical data

### Selection of studies

'EBSCOhost Complete' browser (10 studies)  
'Dissertation Abstracts International' browser (0 studies)  
Dutch 'Narcis' databank of dissertations (1 studie)

Review database  
N=11

## Results

Big Five  
Model of personality dimensions

### Extraversion

Excitability  
Sociability  
Talkativeness  
Assertiveness  
High amounts of emotional expressiveness

### Agreeableness

Trust  
Altruism  
Kindness  
Affection  
Pro-social behaviors

### Conscientiousness

Good impulse control  
Goal-directed behaviors  
Mindful behaviors  
Organized behaviors

### Neuroticism

Emotional instability  
Anxiety  
Moodiness  
Irritability  
Sadness

### Openness

Imagination  
Insight  
A broad range of interests

## Teachers with the X-factor

HA! HA!  
HA! HA! HA!  
HA! HA!

Use humor as a method of 'removing the screens'

humor

Establish close teacher-student relationships

democratic beliefs  
helpful intentions  
helpful strategies  
sensitivity

Wish nothing but the best for their students

positive feedback  
negotiation  
flexibility  
responsiveness  
teacher-student relationship

Are eager to make a difference in their students' lives

perceptions of intelligence  
perceptions of a remediable nature  
perceptions of efficacy of positive incentives  
perceptions of rewards effectiveness  
perceptions of efficacy of cooperation with  
perceptions of external agencies  
perceptions of the efficacy of social  
provision self-efficacy

Are equipped with a complete pedagogic-didactic toolbox

responsibility  
classroom differentiation  
multiple opportunities for achievement  
negotiation  
giving responsibility for own behavior  
effective lesson planning  
primary school strategies  
peer teacher observation  
behavioral regulation strategies focused on context

Are emotionally balanced individuals

neutral attitude

Use reflection as a tool for professional development

reflective interest in one's own professional development

## Follow Up

Filling the gaps in the teacher's X-factor

Is the teacher's X-factor dependant on the educational setting?

Tracing teacher trainees with the X-factor

Is the teacher's X-factor transferable?

## Questions?

15 September Thursday

I am happy to answer all your questions

between 12.00 - 13.30

Contact  
s.a.harten-buttner@pl.hanze.nl