

# **Journal of Classroom Interaction**

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## **Pre-service Teachers' Responses to Students' Misbehavior in the Classroom Depend on Students' Ethnicity: A Pilot Study**

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**Abstract:** This study experimentally investigated pre-service teachers' responses to student misbehavior according to the ethnic background of the student. Pre-service teachers were presented with a verbal description of either an ethnic minority or an ethnic majority student. Afterwards, they were asked to estimate how likely they would be to apply each of 12 intervention strategies ranging from very mild to very harsh interventions. The results showed that pre-service teachers consistently applied more strategies, and often harsher ones, in response to ethnic minority students' misbehavior. Results are discussed in terms of the mechanisms that might underlie this ethnic bias among pre-service teachers.

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## **Teacher Education: Modes of Communication within Asynchronous and Synchronous Communication Platforms**

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Abstract: New tools for teaching with distance education afford students with a variety of modes of communication. This study examined students' interactions during an online science education course. All interactions that took place with Elluminate Chat, Elluminate Voice, and Moodle learning platforms were recorded, transcribed, and analyzed. Interactions were coded according to the target of the interaction, the content, and the type of interaction (comment or question). Results showed that the different modes of interaction provided distinctly different opportunities for communication and served different purposes with the instruction. Furthermore, there were individual differences in students' behaviors across the communication modes. The implications of the study for synchronous and asynchronous distance education of teachers are discussed.

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## **Oral Academic Language by Design: Bilingual Pre-Service Teachers' Purposeful Infusion of Paired Strategies during Science Instruction**

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**Abstract:** This study explores ways in which university science courses can be infused with opportunities for preservice teachers to design student-student interactions that promote language development and content mastery. Participants included bilingual pre-service teachers enrolled in an elementary science approaches course and its school-based fieldwork component. Participant reflections reveal a positive response to integrating collaborative learning to develop scientific thinking with young bilingual learners. This research lends additional insight into the directions that teacher preparation programs must take to better serve prospective bilingual teachers and an increasingly culturally and linguistically diverse school-age population.

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## **Functionally-Indicated Choice-Making Interventions to Address Academic and Social Behaviors of Adolescent Students with Emotional/Behavioral Disorders (E/BD) in a Residential Facility**

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**Abstract:** Two functionally-indicated choice-making interventions were implemented by a classroom teacher to determine the effects on the percentage of task completion, accuracy, and classroom disruption for 9 sixth through eighth grade participants with emotional and behavioral disorders in a residential math classroom using a reversal design. Results indicate that choice of task sequence for two of the three participants with avoidance-maintained behaviors exhibited reduced disruptive behaviors and increased task completion and accuracy. Results were mixed for the six participants with access-maintained behavior. The three participants decreased their disruptive behaviors and increased task completion and accuracy. For the other three participants, decreased disruptive behavior and increased task completion and accuracy occurred for the non-functionally indicated avoidance type of choice. Future directions for choice-making interventions are discussed as well as limitations of the present study.