

TEACHER AND STUDENT PERCEPTIONS OF CARE

My Teacher and Me: A Mixed-Methods Study

Comparing Teacher Perceptions and Student Illustrations of their Caring Experiences

by
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Abstract

Current educational practices acknowledge student and staff social-emotional needs; however, there is also an emphasis placed on student compliance and achievement. Impersonal, test-driven approaches and the recent demands of a teaching career can cause teacher-student relationships to suffer. The emphasis on data, rigor, and accountability, together with increased public scrutiny, leaves little time for teachers to focus on compassion and care.

The intent of the current mixed-methods study is to consider the phenomenon of caring and the interrelated perceptions from both teachers and students. An additional outcome of this study is to inform teachers of how their competency of care in the classroom is perceived by their students, particularly those at-risk.

The current study took place in a highly-rated public school district located in Northeast Ohio. An adaptation of the Pianta Student-Teacher Relationship Scale was used to collect the quantitative data from teachers disclosing 41 student profiles. Utilizing a pre-existing student drawing task, 283 first through fourth-grade student drawings were explored to determine a correlation, if any, between students at-risk and their typical-learning peers regarding their perception of teacher care. As a result of the qualitative analysis, four themes of caring-uncaring behaviors emerged: nice, kind, and helpful, mad and yells, teaches content, and praises students.

The drawing-task results propose that student discernment of teacher care does not always align with educator beliefs. However, descriptive statistical data indicates that there is no association between a child's risk status, a child's grade, and a child's artwork depictions.

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By giving voice to students, especially learners in need, it is the hope that this study will bring awareness to not only the barriers that may mitigate teacher care but to the importance of caring for students, and to the significance of understanding how teachers' expressions of care are perceived by students.

Keywords: care, perceptions, at-risk, student-teacher relationships, mixed-methods

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Dedication and Acknowledgements

It was not until I was contemplating beginning the EdD program and participating in the journey towards my doctorate in order to make, what seemed a dream, happen, that I realized how it truly does “take a village”. I’d like to dedicate this dissertation to *my village*.

First and foremost, to my family. To my husband for the continuous flow of Diet Coke® during typing marathons and for understanding that a home-cooked dinner and clean laundry may not happen on a regular basis. To my daughters Molly, Erica, and Elaine for the constant “you got this” encouragement and belief that perseverance pays off. I have always shared and encouraged adventures for you but had no idea the adventure this journey would be for me. It is my hope that this quest will serve as an example to you that with passion, perseverance, support, and love, anything is possible. Thank you, Molly, for the use of your home when I needed a quiet place and thank you, Erica, for when I needed the dishwasher loaded and the floors scrubbed in order to focus. To my mom, my first teacher, an educator herself, for modeling the importance of life-long learning and for instilling not only an incredible work ethic, but a drive to continually push myself beyond what I thought was possible. Surprise! To the remainder of my extended family, friends, and colleagues, thank you for always understanding when I could not host dinner or a party or attend a special event because I had to write.

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Chapter 1

Introduction

Teacher-student relations are essential. Pantić & Wubbles (2012) advocate that teachers must connect with their students before they can understand students' learning needs. These connections will improve academic success and have a significant impact on a student's overall school experience; moreover, influence the school climate as a whole (Noddings, 1984, 1995, 2012).

The motivation for the current study came from the heart and care of children. The role of an elementary administrator for 17 years has led to the reflection of personal and professional experiences; therefore, creating a strong connection in the belief of power and voice. Notably, the power and voice of children, especially the voice of one little boy who visited the principal's office...

“While doing research for my dissertation, I was reminded of a scenario taking place early in my career as a building principal. A young boy was sent to the office for misbehavior. Being a place where disciplinary action is the expected outcome for the visit, I began talking to the boy about his indiscipline. I noticed while I was talking to him, he was looking down at the floor. I proceeded to lift his chin and tell him that it was disrespectful to not look at someone speaking and it may imply to them that the person is not listening. The following day, the boy's dad came in to discuss the office referral he had received and when the boy looked at him he said “don't you eyeball me son while I'm talking to you”. Flashing back to the previous day, my heart sank knowing that I had unintentionally caused that boy to go against the cultural expectations of his home. Afterward, I found the boy to apologize. I told him too that I was sorry his dad yelled at him and he said, “he didn't yell at me, he cares about me”. I have never forgotten this boy, his father, or the lessons learned...”

The current study arose from a passion to make certain all students know they are genuinely cared for, and to ensure that all educators recognize their own caring or uncaring behaviors as perceived by students.

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Students who perceive their teacher as caring are more likely to be successful. Furthermore, the quality of the student-teacher relationship is a predictor of current and future student outcomes (Van Bergen et al., 2020).

General Statement

Noddings (2012) claims that education efforts that focus too much on academic achievement and not enough on social-emotional learning can create environments where children do not achieve because they do not believe they are cared for. McCollum (2014) explains the emphasis on test results as a one-size-fits-all impersonal approach that disregards the component of teacher care “which is necessary to reach all students[,] especially disaffected underachieving students” (p. 16). Teachers that feel pressured to achieve high test scores and show student growth may be left with “little time to develop caring relationships with their students” (p. 17).

The consequences of local, state, and federal assessment results have caused teachers to feel obligated to focus on cognitive concepts (McCollum, 2014). Due to these performance pressures “teachers have been driven to teach underachieving students in ways that are reflective of mandatory, standardized end-of-year testing” (McCollum, 2014, p. 26). Consequently, due to task-oriented teaching led by test-driven reform initiatives taking precedence, many at-risk students have not experienced caring teachers (McCollum, 2014). McGrath & Van Bergen (2015) suggest that a single “positive relationship may be sufficient to alter the trajectory of a student at risk” (p. 14). Although important, education reform efforts have focused immensely on curriculum and testing at the expense of students. Banks (2009) points out that increased accountability for student

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growth and achievement gives rise to a performance culture that can “mitigate against a teacher’s ability to demonstrate caring” (p. 2).

At-risk students come to classrooms with unique experiences regarding caring and un-caring adult behaviors that influence their perceptions of care. In order to meet student needs it is essential that teachers understand student experiences and perceptions (McGrath & Van Bergen, 2019). Researchers claim that teacher-student relationships are crucial to the teaching profession, yet little support is offered on how to develop these quality interpersonal relations with students (Forte, 2016; Hester, 2020; Roorda et al., 2011; Spilt et al., 2011). Teachers are educated on best practices regarding instructional strategies; however, professional development opportunities that focus on best practices regarding caring are limited. Professional development focused on caring is an essential need if teachers are to truly comprehend how their caring or un-caring behaviors, no matter the intent, are perceived by their students. Jennings (2015) argues that although teachers want to make a positive difference, often times, they are not prepared to handle the responsive demands of the classroom.

Teachers may have the best intentions, yet those intentions based on assumed child needs are not the same as the child’s expressed needs (Noddings, 2012). Teachers could view a directive to care as an insult, “refuting that they show their students they care for them on a daily basis” (King, 2013 p. 7). Sinha & Thornburg (2012) support Noddings’ (2102) assumed versus expressed student needs explanation, and stress that this disconnect occurs because student values and needs are assumed and not measured. Students value different relational features within the student-teacher interactions than the teachers do (Bombi et al., 2020; Hughes, 2011; McGrath et al., 2017). For instance, the

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home environment expectations and available supports may cause care to look different depending on a child's upbringing. Thus, educators need to be empathetic to how each child views and values caring behaviors.

Completing the caring encounter is referred to by Noddings (2012) as the cycle of reciprocity between the carer and the cared for. The carer, in this instance, the teacher, needs to know when the cared for, the students, respond to their efforts of care. King (2013) determined an unawareness of this receptiveness can be the cause of a breakdown in the teacher-student relationship. For example, if a student knows that their teacher cares, the student will more likely be engaged in the content (McCollum, 2014). The unheard voice of students (predominantly those at-risk concerning their perception of teacher care) is an important piece missing from research. The aim of this study was to give a voice to younger, at-risk students who do not advocate for themselves, or have an advocate to speak for them. Student voice is described by Palmer (2013) as how students give their input in school and within the classroom. When students feel their opinion matters, their involvement and achievement increase, and they begin to feel empowered to take ownership of their learning environment. The goal of the current study was to promote the implementation of student voice, and to bring awareness to the connection of care and student investment in learning.

The qualitative component of the current study gave voice to grades one through four students by employing a drawing task, which Bombi et al. (2020) confirms as a reliable source of information to explore children's perceptions. Harrison et al. (2007) stresses that deeper insight into the student-teacher relationship emanates from children's student-teacher relationship drawings. The quantitative nature of the current study was a

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teacher questionnaire to determine the teachers' closeness and conflict beliefs about their students. All students deserve the right to experience a close, supportive relationship with their teacher regardless of challenging, developmental, or behavioral characteristics (Spilt & Koomen, 2009). For this reason, "special attention was given to relations with underachieving students who... [are] considered at-risk because of educational disadvantages" (McCollum, 2014, p. 24). The aim was to determine whether children's thematic drawings and teachers' perceptions of care differ for at-risk students.

Problem Statement

Galos & Aldridge (2020) emphasize the importance of implementing caring classroom practices, particularly for at-risk students. Teacher support is vital for students with disruptive behaviors (Hamre & Pianta, 2001; McGrath & Van Bergen, 2015). Students with disruptive behaviors often experience more negative interactions with teachers and peers (Van Bergan et al., 2020). In fact, Hamre & Pianta (2001) highlight that teachers rank the relationships with students exhibiting challenging behaviors as more conflictual and less close. It has been found that older, disruptive students rank their teacher-student relationship negatively (McGrath et al., 2017; Spilt et al., 2012). The majority of research examining teacher relationships with disruptive students is from the teacher's viewpoint (McGrath et al., 2017). Furthermore, the research is not based on "the relationship features that students themselves consider most important" (Van Bergan et al., 2020). Creating self-awareness for teachers regarding care and relationship quality with students will improve their practice and make a difference, particularly for those students at-risk for academic failure or positive behavioral development (Rimm-Kaufman & Sandilos, 2018). Educators need to understand not only how children learn and

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develop, but also how they perceive teachers' caring or un-caring behaviors. Mindfulness regarding student perceptions of teachers' care will lead to more effective, quality student-teacher relationships.

Caring is essential for developing effective teacher-student relationships (Noddings, 2012). However, the caring perceived by younger students, particularly those in the at-risk subgroup, has received limited research. Granted, teacher-student relationship quality and care in education are frequently discussed by researchers; however, young, at-risk student viewpoints are considerably absent from the literature (Galos & Aldridge, 2020).

The Student-Teacher Relationships Scale (Pianta, 2001) has been a widely used instrument to measure teachers' perceptions of their relationships with students (Hamre & Pianta, 2001; Koomen et al., 2015). King (2013) states, "without offering teachers and students a voice and listening closely to what they have to say, efforts implemented to facilitate teacher-student relationships can be futile" (p. 9). Thus, there is a clear need for collecting perception data from at-risk students (McCollum, 2014) regarding teacher care.

Based on available research, the child's assessment of student-teacher relationship quality is noticeably lacking. As a result, further investigation is needed regarding student perceptions of care, particularly for those students considered most vulnerable in the school environment.

Theoretical Framework

Providing the first theoretical framework for this study is the extensive research of Noddings' (1984, 1995, 2005, 2010, 2012, 2013) ethic of care theory. For example, "The

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ethic of caring is centered on people and their needs, not merely learners of subjects and takers of tests” (King, 2013, p. 16). Noddings (2005) suggests that caring is “the bedrock of all successful education” (p. 27), the basic way of human life, and the heart of teaching, which should be woven into daily classroom practices (Noddings, 2012) that will increase student achievement over time (Noddings, 2005). Caring is defined by Noddings (2012) as a relationship where each party contributes and engages. If this is done superficially and not authentically, then a relationship will not form (Wentzel, 2012). Noddings adds that teachers cannot replace parents, but authentic relationship formation being accepted by the students can improve classroom performance (1984). Furthermore, Reppy (2018) states, “It is a teacher’s moral obligation to adhere to the caring needs of their students” (p. 3).

The first attachment theorist, British psychologist John Bowlby, describes attachment “as the lasting psychological connectedness between human beings” (Cherry, 2019, p. 3); an emotional bond with another person. Bowlby (2005) asserts that attachment is portrayed by specific behavioral and motivational patterns, and that children who experienced healthy attachments during early bonding had more positive attachments throughout their lives. Bowlby (2005) believes that responsiveness is the essential foundation for attachment and attachment enables students to view the carer as dependable and the learning environment as safe.

As previously mentioned, accountability expectations for educators place heavy emphasis on the cognitive domain of learning, forcing teachers to “mesh their own personal beliefs and practices of teaching and learning with the accountability measures of curriculum standards and assessment” (McCollum, 2014, p. 30). Thus, curriculum and

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assessment requirements minimize the time to close the achievement gap through caring relationships.

Study Purpose

The purpose of the current mixed-methods study was to discover if at-risk students discern diminished teacher care compared to their typical-learning peers. An additional aim was to determine if teacher responses indicate a close or conflictual relationship with underserved students. A comparison was made using both quantitative (teacher questionnaire) and qualitative (student drawing task) data. Establishing an awareness by informing teachers how their competency of care in the classroom is perceived by their students, particularly those at-risk, was an additional aim of this study. Specifically, this study explored grades one through four students and their views of teacher caring or uncaring behaviors.

Research Questions

This study aimed to investigate teacher perceptions of students in their classrooms, especially students exhibiting at-risk academic growth, achievement, and/or behavioral development, along with those students' perceptions of teacher care. The main research question concerns the correlation, if any, between a teacher's viewpoints and their students' discernment of care. Particular attention will be given to the at-risk student and teacher relationships. This study was guided by and addressed the following research questions:

1. What elements in students' drawings positively or negatively identify their discernment of teacher care?
2. Are these elements perceived differently by students not considered at risk?

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3. Do teachers categorize their relationship with students at-risk differently than those not at risk on the measure of closeness or conflictual?

Definition of Key Terms

Throughout literature, researchers utilize different descriptors which can encompass many meanings. The following terms are defined by how they apply to this study.

- *At-risk/learner-in-need*- the notion of at-risk refers to students exposed to particular risk factors increasing the likelihood that they may fail to attain academic milestones (Galos & Aldridge, 2020). For this research study, the term refers to students who are disengaged, disruptive, disrespectful, or those with learning disabilities, disciplinary problems, or other learning deficits that potentially have adverse effects on the students' academic success. Overall, it describes those students who are educationally disadvantaged (McCollum, 2014) and considered a learner-in-need.
- *Attachment*- focuses on the relationships, particularly long-term, and the emotional bond between people. John Bowlby, the first attachment theorist, defines attachment as a connectedness between humans (Cherry, 2019).
- *Behaviors*- the way in which someone behaves toward another. These can relate to personal beliefs (McCollum, 2014) and be conveyed either verbally or non-verbally (King, 2013; Sutherland et al., 2019; Whitfield, 1976).
- *Caring*- is defined by Noddings (2012) as a relationship where each party contributes and can engage. A relational phenomenon occurring in humans. A feeling displaying concern for others' needs (Noddings, 1984).

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- *Pedagogical Caring*-found in the cognitive domain of learning. Banks (2009) explains this dimension of care as teachers focusing on the subject matter, having high standards, and holding students accountable for their learning.
- *Nurture Caring*-found in the affective domain of learning. Banks (2009) defines this dimension of care as teachers focusing on relationships and caring about a students' well-being.
- *Closeness*- high-quality, positive, nurturing, supportive, and low conflict (Van Bergen et al., 2019).
- *Conflict*- teacher stressor to disruptive challenging behaviors creating a negative, hostile, or unjust environment (Van Bergen et al., 2019).
- *Ethic of Care*- "Ethic of care is a theory that is centered on the interdependence of all individuals and that certain groups of people are more vulnerable than others such as at-risk students" (McCollum, 2014, p. 30). For a genuine relationship to occur, there is the mutuality of the carer and cared for (Noddings, 1984).
- *Perception*- a person's awareness and understanding of interpersonal relationship receptivity, relatedness, and responsiveness (Noddings, 1984).
- *Student-Teacher Relationship*- is defined as a "teacher engaging in verbal and nonverbal behaviors that convey warmth, closeness, and interest when listening to and interacting directly with a student (not group of students)" (Sutherland et al., 2019, p. 81).
- *Student Voice*- student input which empowers students to participate in the learning process.

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- *The carer*- a person responding to another person's wants and needs (Noddings, 1984).
- *The cared for*- a person who recognizes and responds to the care offered by the carer (Noddings, 1984).

Overview of Methodology

Creswell & Clark (2006) explain that using a mixed-methods approach is suitable to examine the phenomena of teacher care. The data collection and analysis of the quantitative measure was obtained utilizing an adaptation of the Pianta Student-Teacher Relationship Scale short form and qualitative data transpired from a focused student drawing task. Most of the research regarding care is from teachers' viewpoints. Analyzing and highlighting student voice will create an awareness for teachers regarding the perception of care and the importance of relationship quality, thus encouraging the implementation of caring practices of those who care about children's wellbeing (Bombi et al., 2020).

Study Significance

Student voices are underrepresented in the literature and younger student voices are absent (Bombi et al., 2020; Galos & Aldridge, 2020). This research will enable educators to "have a better understanding of how to convey their care effectively, so students will recognize their intentions. Alternatively, teachers will also learn how to identify when their students recognize their care" (King, 2013, p. 11). Spilt et al. (2011) emphasize that quality teacher-student relationships improve teacher wellbeing, enhance their self-esteem, and lower stress, which are noted reasons for continuing in the profession. Building quality relationships will enhance the educational experience for

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students, especially for those considered at-risk (Galos & Aldridge, 2020; Murray & Zvoch, 2010).

Teachers may think they are displaying care, yet Garza et al. (2014) claim these efforts are pointless if students do not convey those same teachers' behaviors as caring. As already stated, the authenticity of teacher care needs to focus on the whole child (Schindel, 2017). An understanding and acceptance of the range of experiences (with care) children bring to the table is a must. There are indications in the literature that have examined teacher perceptions; however, most focus on the teachers and their interactions (Lavy & Naama-Ghanayim, 2020). Therefore, more investigation is needed to provide teachers with student views of classroom care (Spilt et al., 2011), notably focusing on the opinions of students that find it difficult to learn and comply (Roorda et al., 2011). Van Bergen et al. (2020) states, "No research has compared the relational attributions of students with and without disruptive behavior" (p. 189). Research comparing teacher and student perceptions is scarce, particularly through the lens of younger at-risk students. Inquiries regarding caring interactions in schools has primarily focused on teachers' behaviors and beliefs (Banks, 2009; Van Bergen et al., 2020). Most knowledge coming from caring theories is based on observations (Noddings, 1984; Starratt, 1991) rather than the voices of the students (Banks, 2009; Bombi et al., 2020). Studies focused on the perceptions of at-risk primary school students are rare (Galos & Aldridge, 2020). Therefore, to fill the gap and gain a greater appreciation for students' experiences with care in the classroom, this study focused on how at-risk students perceive teacher care compared to their peers.

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Study Limitations

Trochim et al. (2015) argue that the purpose of qualitative research is to develop innovative ideas and study a phenomenon in detail. Furthermore, research results deriving from this study were based on one school district's elementary and were not representative of an entire population; therefore, study results are not generalizable (Trochim, 2015).

Although laws have caused the special education pendulum to shift, making inclusion the norm, mindsets have not made that transference. Individual experiences have supported a particular viewpoint regarding teacher care and compassion toward students at risk; there is an awareness that these beliefs may impact this research. This study can expose teachers to student perceptions and build an awareness that opens a door to reform.

Researcher Perspective

In order to protect outcomes from being impacted by any biases, the initial data collection for the current study was done by a third-party researcher.

The topic of caring and pursuing the current study was a passion resulting from personal and professional life. Today, the numbers of struggling students appear much greater (McCollum, 2014) than in the past. As an administrator in a rural school district building with 32.45% of students at-risk, it is important to understand teacher beliefs concerning struggling students.

Researcher Assumptions

The goal of this study was to give those that may find it difficult to advocate for

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themselves a platform and a voice. The belief is that there may be a discrepancy between teacher and student relationship perceptions.

The first goal of this study was to define care as described by teachers and perceived by grades one through four children. The second goal was to improve the relationship between at-risk students and their teachers. The final goal was to promote change, to support administrators, and to empower teachers to not only teach children a skill set, but to teach with care.

Summary

There is an abundance of teacher perception research regarding relationship quality; however, the research lacks the students' viewpoints regarding teacher care and compassion. Caring plays a significant role in education. Teachers who attempt to enhance quality relationships with students can increase intellectual growth (Noddings, 2012) and social wellbeing of students (Banks, 2009; Lavy & Naama-Ghanayim, 2020).

There are many questions about how struggling students discern teacher care. The current study explored the link between teachers' self-reported caring for their students, and student perceptions of their current teacher's care. Moreover, this research acknowledged teacher beliefs of underachieving students, as well as the students' voices regarding their opinions of teacher care. Specifically, a student's at-risk determination was expected to impact the teacher questionnaire results and relate to student perceptions of teacher care.

In order to promote and build positive student-teacher relationships, student perception was key to this study. Research is lacking student voice (Bombi et al., 2020).

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Students' voices can remind teachers of the adage "students don't care how much you know until they know how much you care" (Good News Network, 2019, p.1).

Chapter 2

Review of Literature

To provide context for the current study, this chapter analyzed literature that focuses on the teacher-student relationship (specifically the concept of teacher care) and the perceived teacher care regarding relationships with at-risk students.

Having the potential to improve student behaviors and promote teachers' well-being, teacher-student relationships are often overlooked as an aspect that is conducive to a healthy learning environment (Spilt et al., 2011). Studies since the 1980s have demonstrated the correlation between teacher and student behaviors and how they directly affect student outcomes (Oz & Dolapçioğlu, 2019). Whitfield (1976) states, "What children do, say, and believe is a consequence of the way they perceive the world and the events that make it live" (p. 347). The behavior of others has a direct correlation with how the world is perceived.

Van Bergen et al. (2020) aimed "to determine positive and negative relationship memories of students with and without disruptive behavior" (pp. 178-179). As teachers typically rate relationships with disruptive students as high in conflict (McGrath & Van Bergen, 2015; Spilt et al., 2012), Van Bergen et al. (2020) hypothesized that students with disruptive behaviors would be more likely to recall negative past relationships with teachers than those without disruptive behaviors. Student perceptions of both positive and negative teacher memories were analyzed by drawing on an attachment theory and by employing an autobiographical memory interview. While comparing interview responses from students' own perceptions, significant differences between groups emerged, and the following interactional patterns were identified: non-disruptive students identified more positive relationship memories, whereas disruptive students provided more negative

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relationship memories. Students remembering negative relationships with teachers attributed the rating to the teacher as being hostile or unjust. Van Bergen et al. (2020) found that these responses would likely inform future relationship interactions for these students.

A key aspect of the teacher-student relationship is the students' perception of how much their teachers care (Muller, 2001; Ramberg et al., 2018). In order to be successful, students must understand teacher behaviors, and teachers must understand student perceptions of these behaviors. Learning more about students' perceptions of those observable behaviors can explain how those viewpoints influence the teacher-student interactions and relationship quality (Whitfield, 1976).

Todd (2018) states that students view teachers' caring behaviors as a willingness to help and to understand their students. Johnson & Thomas (2009) state, "Encouraging acts of caring helps children feel empowered and develop a moral sensibility" (p. 8), as well as form healthy interpersonal relationships. Emerging themes from a variety of research emphasize that caring in the classroom is usually defined as teachers being nurturing, nice, responsive, kind (Goldstein, 1998; Van Bergan et al., 2020), inclusive, orderly, safe, and supportive (McCollum, 2014). However, this simplistic understanding implies that caring is a feeling and a conception of smiles and hugs, and not necessarily true caring. Research suggests, "caring involves stepping out of one's own personal frame of reference and into the other's" (Goldstein, 1998, p. 4, as cited by Noddings, 1984). Those who care will make every effort to understand others and make them feel cared for (Lavy & Naama-Ghanayim, 2020).

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Although teaching is relational, many teacher declarations of care are in the virtual sense and not necessarily the relational sense of caring, causing the inability of those teachers to establish relations of care and trust (Noddings, 2005). A caring classroom not only nurtures learning opportunities that encourage students to seek stimulating activities and perform at their best, but also promotes a sense of community and safety (Johnson & Thomas, 2009; Perry, 1996). According to Poulou (2009), students and teachers identified community activities (working together) as the least frequently implemented behavior within the classroom, and “discrepancies between teacher-student perceptions were mainly evident in the processes promoting a sense of belonging and feeling of value within the classroom community” (p. 104).

Emphasizing the theoretical foundation of the ethic of care, Goldstein (1998) encourages educators to think about caring in new ways, specifically understanding “its deeply ethical, philosophical and experiential roots” (p. 2). This notion is explained further in the theoretical framework section of this literature review.

Attention is needed regarding children’s perceptions of teacher-student relationship quality (Mercer & DeRosier, 2009; Banks, 2009; King, 2013). Caring teachers are crucial for authentic learning and emotional connectedness. This literature review, beginning with an exploration of theoretical frameworks, will focus on the phenomenological analysis of caring, especially in the realm of education. Additional components of the review include the:

- impact and conveyance of teacher care;
- discernment of care within teacher-student relationships;
- potential barriers that may mitigate classroom care;

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- importance, yet lack of, student perceptions and;
- perceptions regarding care of students at-risk compared to their typical-learning peers.

Negative teacher-student relationships can have detrimental effects, especially for primary school students (Roorda et al., 2011). Adding to attachment theory, Cherry (2019) asserts that children who do not form secure attachments early in life may exhibit poor behavior in later childhood and throughout life. In contrast, children with secure attachments develop stronger relationships, less depression, and greater self-esteem.

Care Theory

The theoretical framework of this study is based on the perspectives of Noddings' theory of care and Bowlby's attachment theory. The Ethics of Care, a feminist moral theory, is most linked with Noddings and Gilligan (Starratt, 1991; McCollum, 2014) and "can be used to enhance our understanding of what it means to be caring teachers" (Goldstein, 1998, p. 1). As 88.7% of elementary teachers are women (National Center for Educational Statistics, 2018), it is only fitting that the ethic of care contributes to the current study's look at caring student-teacher relationships, and how that care gets implemented into the classroom environment (McCollum, 2014).

Regarding the nature of care and concern, Noddings' work is the most influential regarding the concept of caring, stating that caring is an engaging interaction where individuals retain the option of relating in either a caring or uncaring way (Goldstein, 1998; Banks 2009).

Focusing on the discussion of morality, Carol Gilligan, originator of the Ethics of Care Theory, made a case against Kohlberg's "binary concept of men as strong and

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rational and women as emotional and weak” (Friedman, 2020, p. 672) by claiming that relationships have to do more with authentic, relational, connectedness, caring, and a need for responsiveness in relationships, along with compassion, respect, and a voice for everyone (Gilligan, 2011). Starratt (1991) supports Gilligan by claiming that in addition to valuing authentic individuality, ethics of caring requires a loyalty to the relationship. He asserts that “one becomes whole when one is in relationship with another and with many others” (p. 195). Expanding on Gilligan’s work, Noddings (2005) points out that these relations are the foundation for teacher-student relationships and are strengthened as we do for and form relations with others (Noddings, 2013). The theoretical understanding of Noddings’ care theory parallels with British psychologist John Bowlby’s attachment research.

Attachment Theory

Bowlby believed that “children are born with an innate drive to form attachments... [and that these] earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life” (Cherry, 2019, p. 4). Citing Bowlby, Banks (2009) emphasizes that not only do children require caring relationships, but also that these relationships foster social and emotional behaviors. If this connection is a positive experience, the impact is predictive of relational “success in any social setting, including school” (p. 19). Healthy attachment can also be predictive of either student behavior problems or appropriate behavior later in life (McGrath & Van Bergen, 2015; Kennedy & Haydon, 2021), such as their ability to form relationships with groups and cope with adversities (Lavy & Naama-Ghanayim, 2020).

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The above theorists promote positive teacher-student relationships; caring interactions continue to influence educational practices and beliefs. In fact, Lavy & Naama-Ghanayim (2020) and Noddings (2012) propose that the component of teacher care is the most important factor of effective student-teacher relationships despite the lack of empirical research regarding the effect of teacher care surrounding the student-teacher relationship.

The next section will clarify how previous research explores caring teacher-student relationships and how the studies relate to the theories of care and attachment. Attachment influences relationships (Cherry, 2019), and relationships are influenced by emotional bonds and responsiveness (Noddings, 2005; Infed.org, 2013). Thus, responsiveness is the connection between the theories of care and attachment.

Phenomena of Care and Attachment in Education

As noted by Noddings, education is central to the cultivation of a caring society (Infed.org, 2013). She identifies four components related to the concept of caring: modeling, practice, dialogue, and confirmation. These components act as ways teachers can engage with students and display care (Noddings, 2010; McCollum, 2014). Noddings (1995) suggests, “personal manifestations of care are probably more important in children’s lives than any particular curriculum or pattern of pedagogy, and care must be taken seriously as a major purpose of schools” (p. 676-678). Noddings (1995, 2005) stresses that for caring to occur, there must be a carer and a cared-for. Furthermore, if the cared-for does not acknowledge the caring in some detectable manner, then no caring relationship exists. She also emphasized that care is basic to life, and that people need to be cared for (Infed.org, 2013). Noddings (2015) contends that this responsiveness and

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reciprocity of a relationship is varied and unique, and as students acknowledge caring with appropriate responses, receptive teachers can see when caring is received (Infed.org, 2013). When caring is received and recognized the caring experience is complete and students are able to experience the benefits of feeling cared-for (Noddings 2005, 2012).

Caring teachers teach by example and must display in their actions what it means to care (Noddings, 2010; Infed.org, 2013; Barrow, 2015). During teacher modeling (an essential component of caring) students interpret teacher actions. In order for these actions to emulate care, teachers need to consider students' individual needs and interests (Barrow, 2015). Starratt (1991) explains the ethic of care as compassion for others. He maintains that relationships are sacred and based on the valuing of others for who they are. Thompson (2018) suggests, "the most fundamental element of these relationships is the display of care, thus a caring relation is ethically basic to humans. [This notion] suggests that in the absence of care, humans are likely to function at a level below, or outside of, their better selves" (Thompson, 2018, p. 46). Communication, connectedness, and fairness are noted by McCollum (2014) as additional elements of modeling. Wentzel (2002) argues that students learn by observing their teachers' behaviors, such as modeling, and mentioned elements of compassion, connectedness, and fairness. Caring as a classroom practice creates a sense of community. For example, "Young learners need to see caring demonstrated on a regular basis to engage in caring acts themselves. The teacher's modeling of caring behaviors is vital to incorporating caring into the classroom setting" (Johnson & Thomas, 2009, p. 10), as it impacts students' socializing skills (Wentzel, 2012).

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Additionally, theory needs to become practice (Starratt, 1991). The most identified component of caring described by teachers is practice. Classrooms dedicated to caring encourage students to support each other, provide opportunities for peer interactions, and emphasize relationships (McCollum, 2014). Empathy and sympathy are additional exercises that involve the practice of caring (Noddings, 2010), and the practice of caring is dependent on the “caring relationship between a master-carer and the one learning to care” (p.148). These intentional practices promote positive teacher-student relationships (Kennedy & Haydon, 2021).

Another component noted by Noddings is dialogue, which “involves active listening and responding to the needs of others” (Johnson & Thomas, 2009, p. 9). In order to promote attentiveness and confidence, teachers should guide students in deliberative discussions with the intention of developing trust- a crucial component in establishing care (Garza et al., 2014; Johnson & Thomas, 2009; McCollum, 2014; Noddings, 2005, 2010). Although the roles of the carer and cared-for may shift during dialogue in the teacher-student relationship, the educator is usually the carer as teachers and students work together to meet needs and sustain the caring relation (Noddings, 2010), whilst contributing to the growth of the cared-fors (Infed.org, 2013).

Similar to the Pygmalion effect or self-fulfilling prophecy, confirmation is a belief in others’ behaviors. These behaviors are considered by the teacher to be the students’ best qualities (Infed.org, 2013), and when applied, students will put forth their best effort (Lumpkin, 2007). Through confirmation, a teacher will notice student capabilities that even the student may question about themselves. Considering that influence and beliefs can impair stereotyped students to build initial skills (Appel & Kronberger, 2012),

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confirmation is a crucial need for underachieving students (McCollum, 2014). Appel & Kronverger (2012) stress that “stereotypes include the underperformance of specific subgroups in certain cognitive tasks” (p. 2), and the beliefs increase with an individual’s identification with a group (i.e. at-risk students). This stereotype threat may cause one to underestimate or not confirm a subject’s ability. An already caring relationship makes confirmation possible “and confirmation would be meaningless without the personal knowledge acquired in caring relations” (Noddings, 2010, p. 148).

Bergin & Bergin (2009) point out that there are similarities between parent-child and teacher-child relationships, including the patterns of separation and reunion, and associate these patterns with teacher sensitivity. It is likely that childhood relationships with parents inform initial relationships with teachers (Van Bergen et al., 2020). These similarities suggest an attachment component to the teacher-student relationship, where the teacher functions as a temporary attachment figure; with vulnerable children, this is of greater importance (Verschueren & Koomen, 2012). Cherry (2019) states that “children diagnosed with oppositional defiant disorder (ODD), conduct disorder (CD), or post-traumatic stress disorder (PTSD) frequently display attachment problems” (p. 8), which can seriously impact future relationships and self-esteem (Bowlby, 2005). Children that develop healthy attachments are more successful in school and social relationships.

Importance and Impact of Positive/Caring Student-Teacher Relationships

Teachers who develop and maintain genuine teacher-student relationships empower students to perform well socially and academically in the learning environment. This is especially true for teachers who understand the role of encouraging talk and how influential it can be during everyday conversation (Banks, 2009). Furthermore, “for the

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child who struggles in school, having a good relationship with their teachers is critical to their success” (Gonzalez, 2016, p.1). As mentioned above, “research has documented the benefits of a caring classroom for student engagement and pro-social behaviors” (Johnson & Thomas, 2009, p. 8).

Teacher Care and the Student at-risk

School enrollment data states that “In 2019, approximately 56.6 million students attended elementary and secondary school in the United States” (*K-12 School Enrollment & Student Population Statistics*, 2021 p. 1). Of the 50.8 million students that attended public school, 13.7% received special education services and 9.6% were identified as English language learners. Furthermore, population demographics consisted of 52% non-Hispanic White students (*K-12 School Enrollment & Student Population Statistics*, 2021). Characteristics of students’ families, in particular, socio-economic status, can be one statistic to place a student in the at-risk category. For example, in 2018, 17.5% of families of students attending public schools lived in poverty. Racial and ethnic disparities can also place a student at-risk, as can English language learners and those that qualify for free and reduced lunch (U.S. Department of Education, 2020). In addition to students with disabilities, students that are disengaged and/or disruptive are also considered to be at risk. Low academic performance, behavioral problems, and the inability to form caring, interpersonal relationships are some of the at-risk student characteristics. Based on overall indicators, 22.91% of public-school students are considered at-risk (Dillon, 2021).

Family dynamics have also changed significantly from 2011-2015. More mothers were out of the household and entering the workforce instead of at home raising children,

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leading to diminished parent and family engagement in schools. The aforementioned indicators for being at-risk and the societal changes and shifts over time have intensified; therefore, increasing the need for schools to care (McDonnell & Elmore, 1987; Banks, 2009).

All members of the classroom, no matter their circumstances, gender, or learning abilities, desire caring relationships, and these relationships are especially critical for at-risk students (Johnson & Thomas, 2009). Authentic caring considers students' families and involves understanding students' lives outside of school (McBee, 2007), as well as showing interest in their activities (Banks, 2009). Furthermore, authentic caring can help build appreciation and compassion for students. Concern for the whole child will establish respect for differences and help shape a teacher's responsiveness toward students (King, 2013). However, Muller et al. (1999) maintain that teachers often fill knowledge voids regarding students' lives outside of school with stereotypes and second-hand information. As a result, students lose respect for their teachers. Mercer & DeRosier (2009) highlighted a study done by Stuhlman & Pianta (2002) indicate that "teachers who expressed negative affect regarding specific students in interviews were observed to interact more negatively with these students in the classroom" (p. 185); therefore, increasing lower relationship quality. The authors also state that teachers prefer non-aggressive, non-disruptive, high achieving students.

In addition to the required teacher performance goals, meeting the unique needs of all students along with the demands of inclusive education are causing teachers to feel frustrated (Kraska & Boyle, 2014). In contrast, Oz & Dolapçioğlu (2019) argue that some studies revealed that when the teacher-student relationship is strong, a protective

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effect comes into play for the learner-in-need.

Teachers' attitudes are the core determinant in how successfully diverse learners are included into the classroom (Kraska & Boyle, 2014); therefore, teachers need to learn to effectively handle diverse students. Furthermore, teachers should not lower their expectations for students or use their behavior, family plight, or disengagement as an excuse for poor performance. Valenzuela (1999) explained that this tendency to expect less has a direct impact on social relationships and the ability for teachers to form meaningful connections with their students, and that once teachers form an opinion about a student, they "make no further effort to forge effective reciprocal relations..." (p. 22).

Johnson & Thomas (2009) conclude that "Caring as a classroom practice requires us to invite students to acquire, collaborate, and synthesize social knowledge from other people while valuing diversity" (p. 9). Additionally, caring requires teachers to believe that they can influence student learning, especially for unmotivated students. Vaz et al. (2015) refers to this as self-efficacy in teaching and believes that teachers' level of self-efficacy is a predictor of how successfully inclusion can be implemented. In addition, Vaz et al. (2015) reported that the availability of support and perceived competence were additional factors impacting teacher attitudes toward inclusion.

According to Bergin & Bergin (2009), "Secure attachment is also associated with greater emotional regulation, social competence, and willingness to take on challenges, each of which in turn is associated with higher achievement. These effects tend to be stronger for high risk students" (p. 141). Teachers must realize that their treatment of a student "may deeply affect the way he behaves in the world" (Noddings, 2005).

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Students identified with a disability experience less stable, less close, teacher-student relationships; therefore, relationships with students exhibiting behavior problems are more conflictual (Blacher et al., 2009) and can lead to a less positive teacher-student relationship. In order to promote an ethic of care, sensitivity to the uniqueness of every person needs to be considered (Starratt, 1991).

Teacher Care and Student Achievement and Engagement

Students' perceptions of care have a direct relation to their work ethic, learning ability (Banks, 2009), achievement (Garza et al., 2014), and motivation (Ramberg et al., 2018). Encompassing a feeling of belonging, an emotional bond, and teacher belief in a student, nurturing care has both an academic and influential impact on students' lives and self-worth (Banks, 2009). Creating a sense of community in the classroom "provides a context and an anchor for the concept of caring" (Perry, 1996, p. 72). Johnson & Thomas (2009), note the importance of creating a sense of community in the classroom and making differentiation a regular classroom practice to meet needs and display care. Nurturing relationships are necessary for learning to occur. Asserting "that we should want more from our educational efforts than adequate academic achievement" (p. 675), Noddings (1995) maintains that gains, including academic achievement, can be made by implementing care into the school curriculum. Valenzuela (1999) emphasizes that when relationships are formed based on care and an appreciation for student differences, opportunities are created for students to achieve both personally and academically. When teachers fully understand the aspects of caring they can begin thinking of caring as a foundation for curricular decision-making (Goldstein, 1998; Banks, 2009; Infed.org, 2013).

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Teacher care directly contributes to student engagement and learning achievement (Lavy & Naama-Ghanayim, 2020; Roorda et al., 2011). In effect, “Close relationships with teachers lead to higher levels of student engagement and achievement” (Johnson & Thomas, 2009, pp. 10-11). Unfortunately, students who struggle academically, typically do not have a positive relationship with their teachers (Stipek, 2006).

Teacher Care and Student Behavior

Noddings (1995) declared that schools will not achieve success unless “children believe that they themselves are cared for and learn to care for others” (p. 675). According to Kennedy & Haydon (2021), in order for effectiveness in the classroom, a teacher needs to first attend to the affective quality of their teacher-student relationships.

The demonstration of care possesses the power to improve both behavioral and academic performance (Thompson, 2018; Ramberg et al., 2018). In Thompson’s (2018) view, “The related issue is whether, in the absence of care, human behavior veers off its ideal or desired path and, in the case of students, towards indiscipline, that undermines performance (p. 46). In fact, “one of the likely consequences of negative relations between teachers and students is student indiscipline” (p. 48).

In the educational setting, “It’s far more often the relationship students have with you than it is the rules themselves that encourages students to follow those rules” (Boynton & Boynton, 2005, p. 6). This idea is also supported by Marzano (2003), who argues that students’ non-conforming attitudes toward rules are likely because a solid, positive, foundational teacher-student relationship, mentioned by previous researchers is non-existent.

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Teaching students more than academic knowledge comes from those teachers who define teaching as an opportunity to care and to participate in caring encounters (Goldstein, 1998); therefore, students will be learning how to care while their academic performance and behavior improve (Garza 2009; Noddings 2003).

Teacher Beliefs, Behaviors, and Barriers

The 1975 Public Law 94-142 Education for All Handicapped Children's Act (EAHCA) required public schools to create an educational plan for handicapped children that would emulate a school experience similar to their non-disabled peers. Defining a free and appropriate education in the least restrictive environment was the 1982 Board of Education v. Rowley case. The No Child Left Behind (NCLB) Act of 2001 followed, mandating that educators focus on increased student achievement, alignment, and accountability testing. In 1990, Public Law 94-142 was reauthorized and renamed to The Individuals with Disabilities Act (IDEA), which caused many to focus on total inclusion of students with disabilities into the general education classroom, all without the involvement of those charged with implementing inclusive practices (Kraska & Boyle, 2014) or training those affected most-the general education teachers (Snyder, 1999). In her study, Snyder (1999) found that general education teachers did not feel adequately trained and were not given the supports needed to work with students with special needs. Having school districts acknowledge unique circumstances, the Every Student Succeeds Act (ESSA) of 2015 emphasized educational stability for vulnerable youth. Lavy & Naama-Ghanayim (2020) stress that the need to be cared for is especially important for students, as their age and hierarchical structure of schools make them particularly vulnerable.

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Researching inclusion of students with disabilities, Vaz et al. (2015) indicated that more negative attitudes toward inclusion came from the older teachers, who, in turn, were also lacking supports, accommodations, and skill-set. The researchers also noted that teachers' attitudes towards inclusion correlated with the severity of the student's disability—the more severe the less positive their attitude towards inclusion.

Education Reform

Education reform has focused on best practices in teaching, but with a reliance on test scores. In fact, in the 1970s, effective teachers were measured by student achievement on standardized tests. As McCollum (2014) points out, it is easier for teachers to focus more on student academic performance than to understand their feelings associated with learning these skills, especially with 'at-risk' students. Gonzalez (2016) points out that it is common for struggling students to experience challenging teacher-student reservations, which further impacts student performance.

Over 50 years later, teachers are still evaluated by student growth and achievement. Desegregating subgroup data and filling achievement gaps is the result, and this compliance has shifted the role of the teacher; limited time is left for teachers to display the caregiving behaviors (Verschueren & Koomen, 2012; Oz & Dolapçioğlu, 2019) needed to meet students' emotional, behavioral, and moral development needs (Oz & Dolapçioğlu, 2019). Noddings (2005) argues that we live in an age with an emphasis on testing when teachers should be confirming their practice of caring, stating, "what we learn in the daily reciprocity of caring goes far deeper than test results" (p. 6).

Using a large sample of primary and pre-service teachers, Kraska & Boyle (2014) investigated teacher attitudes towards inclusion. Employing an adjusted version of the

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Teachers' Attitudes Towards Inclusion Scale, a module on inclusive education (for some participants), along with participant definitions of inclusion, the researchers found that preschool and pre-service teachers were generally more positive towards inclusion.

Reviewing teacher attitudes relevant to beliefs and challenges related to the inclusive classroom, Logan & Witmer (2013) stress that not only do teacher attitudes matter, but they drive the communication style and decision-making in the classroom. Over a three-month period, Logan & Witmer conducted Likert-style surveys with a combination of K-8 teachers. The study findings indicated that high school teachers felt more confident than K-8 teachers in implementing inclusion, finding that negative teacher beliefs disrupt successful inclusion. These concerns solidify the need to address perceptions of teacher-student relationship quality, especially from the student point of view.

The Conveyance of Care

As mentioned, the theory of caring involves daily personal interactions between teachers and their students, and this type of caring for young students necessitates a special kind of teacher attention (Johnson & Thomas, 2009). A teacher's relational influence is based on several elements, including responsiveness and respectfulness, and the effects of those influences increase as the teacher-student relationship is strengthened (Banks, 2009).

Noddings (2005, 2012) has examined how teachers implement care in the classroom, explaining that natural caring comes from experience or a memory of being cared for. As a result of her past experiences with caring teachers, Noddings shared that she herself has had a life-long interest in teacher-student relationships (Infed.org,

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2013). In her conception of caring, “emphasis is given to motivational displacement: the one-caring must give primacy to the needs and goals of the cared-for” (Goldstein, 1998, p. 9), and their teaching approach should be engrained “in a commitment to each child as an individual” (p. 11). The student-teacher relationship can become complex (Infed.org, 2013). In fact, Goldstein (1998) acted as a daily participant-observer for three months in an elementary classroom and found this type of commitment by the teacher illustrated Noddings’ assertion that “caring teachers will respond differentially to their students” (Goldstein, 1998, p. 12, as cited by Noddings, 1992).

Research indicates that “The personal relationships that these behaviors engender are particularly valuable for children who come to school lacking social and academic skills” (Johnson & Thomas, 2009, p. 11). Being accepting (Barrow, 2015), implementing multiple instructional approaches, creating diverse learning experiences, and engaging students in critical thinking (Lumpkin, 2007), while promoting fairness, patience, and praise (Barrow, 2015) is exemplify caring in the classroom.

Verbal and non-verbal behaviors not only convey care but “have a significant impact on the affective climate in classrooms, [and are not] perceived the same by all students” (Whitfield, 1976, p. 350). Students look for these verbal and non-verbal behaviors to convey warmth and closeness (Kennedy & Haydon, 2021). In fact, “although some teachers believe that they can conceal negativity toward students by treating students equitably, nonverbal ‘leakage allows children to detect teacher preference’” (Mercer & DeRosier, 2009, p. 185, as cited by Babad, 1993). King (2013) states that teachers need to be cognizant of their non-verbal behaviors (i.e. eye contact, proximity, facial expressions) and be certain they convey the intended

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message. Nonverbal responsiveness is a way that caring educators aid learning (Teven, 2007). Furthermore, Mercer & DeRosier (2009) examined teacher preference toward a specific student as a predictor of students' perceptions of the teacher-student relationship and found "that children become aware of teacher preference over time" (Mercer & DeRosier, 2009, p. 189).

Teachers should focus their attention on how students discern care (Poulou, 2009). As previously mentioned, everyone is deserving of care and wants to be cared for. Banks (2009) stresses that teacher care is not found in the methodology of teaching, but realized in their heart.

Also, it is important to note what students identify as un-caring teacher behaviors. Students may reject the cruel treatment, yet internalize the uncaring ways (Noddings, 2010). According to Lumpkin (2007), caring teachers that nurture their relationships with students realize that learning is more likely to occur when comments are positive and not critical. Those students identified with emotional and behavioral disorders are more sensitive than their peers to praise and reprimands (Kennedy & Haydon, 2021). Effective teachers care by looking at "the student first as a person, and second as a student" (Stronge, 2007, p. 2). Banks (2009) further emphasizes that from the students' perspective, genuine teacher care is displayed when students are treated "not just as students, but also as human beings" (p. 70).

Valenzuela (2009) emphasizes that students express their relationship needs in terms of caring and teacher investment in them. Noddings (2005) suggests that teachers demonstrate this care by placing students at the center of learning. According to Valenzuela (1999), "Relations with school personnel, especially with teachers, play a

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decisive role in determining the extent to which youth find the school to be a welcoming, or an alienating place” (p. 7). Furthermore, studies indicate that positive student-teacher relationships have an impact on children’s behavior, work habits, academic performance, and overall school careers (Hamre & Pianta, 2001).

The intent of this review is to encourage teachers to self-reflect on their practices in terms of care toward all students. Research indicates the importance of gathering information from students. Students are in a good position to share their perspectives about teacher care. Caring is sensed (Banks 2009; Lumpkin, 2007), and the extent to which students recognize receive and a willingness of their teachers to listen has implications for the value of teaching and learning (Thompson, 2018).

Mindfulness, Well-being, and Compassion

In over two decades, beliefs have either not changed or have come full circle. For example, “Today, even elementary teachers complain that the pressure to produce high test scores inhibits the work they regard as central to their mission: the development of caring and competent people” (Noddings, 1995, p. 679). Garza et al. (2014) warns that setting aside students’ perspectives may cause teachers’ demonstration of care to be inadequate.

King (2013) maintains that classrooms based on the ethic of care enables teachers to reflect upon and adjust their practices; therefore, increasing their satisfaction and commitment to the teaching profession, as well as to themselves and to their students. Lumpkin (2007) notes that this reflection and commitment emphasizes the importance of a learner-centered environment. In fact, she argues that “The teacher who cares is dedicated to a lifelong quest to become the best teacher possible” (p. 7). Therefore, future research regarding teachers’ emotional states of mind and the

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correlation concerning the capacity to facilitate positive relationships (Gallagher et al., 2013) is needed for educators to increase their willingness to go beyond the classroom with their caring.

Barrow (2015) illustrates “the profound difference caring could have on one student” (p. 45). She emphasizes that teaching with a care ethic can be challenging and pointed out inescapable risks of caring such as conflict, guilt, and the risk of ceasing to care. During a seven-month case study, through observations, Barrow (2015) focused on one teacher’s behavior regarding her relationship with her students. Semi-structured interviews were also done with both the teacher and students. While analyzing verbatim transcriptions and coding field notes, patterns of care were identified, and major themes emerged highlighting what students identified as the teacher going the extra mile, making time, and listening to students. Educators must have moral motivation to develop and maintain relations with students even though some students will find their own place and pace. Educators need to continue to understand and accept those not necessarily receptive to developing a relationship via the chosen approach.

Stress, Burnout and Compassion Fatigue

It can be agreed that schools should be nurturing places, yet “many people experience a lack of caring in today’s institutions, particularly school” (Muller et al., 1999, p. 298). To care and be cared for are fundamental human desires (Logan & Witmer, 2013; Lumpkin, 2007; Muller et al., 1999; Noddings, 1995; Thompson, 2018).

Stress in schools is very real, and the role of the teacher has gone from caring teacher to skilled professional (Banks, 2009). The implication is that “The educational reform movement based in standards and accountability, which began in the late 20th century, has helped to shift this relationship and the role of teachers in school” (Banks,

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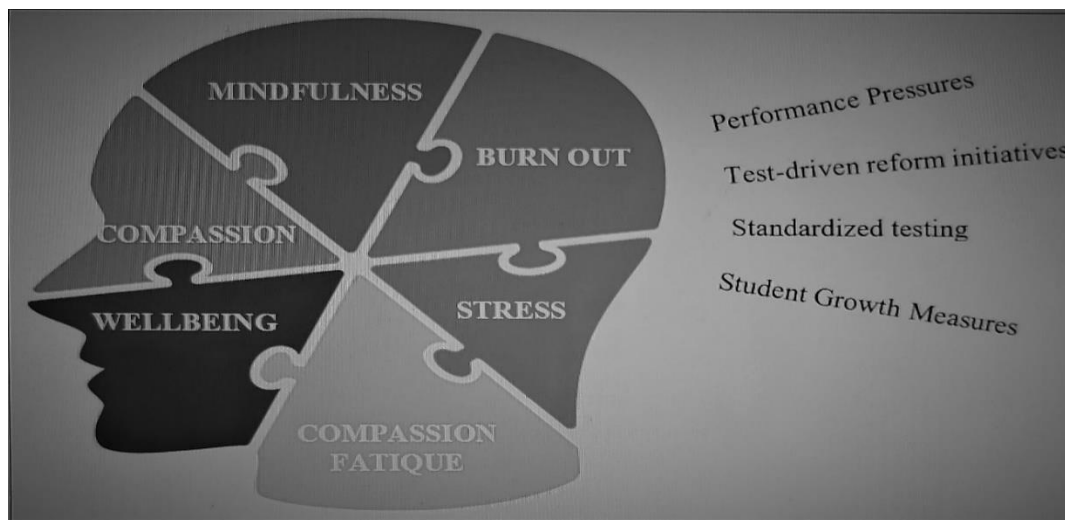
2009, p. 24). The increased testing and enhanced focus on scores have made teacher performance the criteria for competency. Local, state, and federal mandates bombard schools, and time does not allow for the needed training so that teachers can connect with their special education students (Logan & Witmer, 2013).

Furthermore, Jennings (2014) shares that current teacher responsibilities, challenging student behaviors, and additional emotional stressors can impede a teacher's ability to initiate and show care. Roeser et al. (2012) adds to the concept of occupational stress, arguing that if teachers do not have the tools to handle the uncertainty and demands of teaching, then the lack of relevant resources will undermine personal well-being and classroom instruction (Kennedy & Haydon, 2021). Sadly, "When teachers burn out and succumb to the daily stress, neither they nor their students benefit" (Muhammad, A., & Dufour, R., 2009, p. 59). The conceptualization of teacher beliefs and barrier are demonstrated in Figure 1.

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Figure 1

Beliefs and Barriers



Note. Figure 1 image was designed by slidescarnival.com and the content was created by the author for the current investigation. The figure displays teacher mindset regarding pressures that produce negative consequences.

A lack of training and a low comfort level for relationship forming could be reasons that some teachers display care through student compliance and academic effort rather than authentic caring. In order to shape and sustain authentic relationships, teachers will need to begin including social-emotional learning as well as academics into their daily planning. Implementing these practices would help to build trusting, reciprocal relationships; therefore, enabling teachers to focus on the diverse needs of their students. Conversely, if student insight is not considered, classroom interactions will continue to be centered on student compliance and academic achievement (King, 2013).

Jennings (2014) suggests, “Improvements in classroom climate may reinforce a teacher’s enjoyment of teaching, efficacy, and commitment to the profession, thereby creating a positive feedback loop that may prevent teacher burnout” (p. 2). According to

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King (2013), missing from the existing literature is the comparison of teacher-student perceptions of care.

The Need for Student Perceptual Data Regarding Teacher Care

The teacher's task is to initiate relations with students (Noddings 1995). Conveying acceptance and confirmation to cared-for students is dependent on the teacher's attitudinal behaviors, perceptions, and assumptions, and is essential to caring (Valenzuela, 1999). This initiated "connectedness can have a direct impact on success at school" (Valenzuela, 1999, p. 63). In fact, "Teachers who are skilled at providing emotional support respond to their students with warmth and sensitivity, and they recognize, understand, and are responsive [to] their students' individual needs and perspectives" (Jennings, 2014, p. 2). Educators should reach out, initiate a relationship, and create a climate of care, as "not all students feel comfortable expressing their needs" (Barrow, 2015, p. 51). This act will take persistence, as some students are unresponsive and need their teachers to care.

Surveys

Pianta's Student-Teacher Relationship Scale (STRS) is the most common of teacher-student relationship assessments (Oz & Dolapçioğlu, 2019). The STRS tool measures teachers' perceptions of interpersonal relationships and interactive behaviors, thoughts, and feelings about each student (Verschueren & Koomen, 2012). The patterns of teacher proximity, responsiveness, and sensitivity are also features of attachment theory.

Research indicates that "Students represent the less powerful constituency within the school community and allowing others to have a voice is one of the most potent

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expressions of power-sharing and therefore, also, an expression of the ethics of care” (Thompson, 2018, p. 43). A school culture allowing students to have a voice creates an environment of care that leads to better student discipline and greater achievement (Boynton & Boynton, 2005; Nishioka, 2019; Thompson, 2018). Furthermore, a sense of community built on positive relationships is perceived by students as a caring environment (King, 2013; Perry, 1996). Caring is a receiver perception that varies based on that perception (Garza et. al., 2010) and “While we may perceive ourselves as caring, that does not mean that others perceive us that way” (Banks, 2009, p. 27).

Teacher caring from the student perspective is seldom analyzed (Beishuizen et al., 2001; Mercer & DeRosier, 2009). Viewpoints of younger children ranging from five to seven years old are especially scarce (Oz & Dolapçioğlu, 2019). Although test data is informative and indicates a student’s learning or lack of growth, the data does not tell us why there is a lack of progress. Ripley (2012) believes “Surveys focus on the means, not the ends—giving teachers tangible ideas about what they can fix right now, straight from the minds of the people who sit in front of them all day long” (p. 4). Unfortunately, most research regarding teacher care and caring behaviors is based on outsider observations and not on the students’ perceptions (Banks, 2009; King, 2013; Mercer & DeRosier, 2009; Poulou, 2009). Whitfield (1976) asserts that, "Perceptions are within the individual and will not be brought out unless the climate outside is safe for them” (p. 350). Teachers may perceive their behaviors as caring, but that does not mean students perceive them the same way (Barrow, 2015).

Student Voice Expressed Through Drawings

Implementing a descriptive method-draw and explain task, Ozsoy (2012) studied fourth- through eighth-grade students' perceptions of their environment through their drawings. Codes for the drawings were determined and sorted by themes pertaining to what students observed and illustrated. Although drawing is a means of expression, Ozsoy (2012) points out that there are few studies incorporating the analysis of children's drawings about their environment.

Using student drawings to investigate attachment relationships was introduced in 1986 by Kaplan & Main. McGrath et al. (2017) chose to use the same methodology in a study regarding student-teacher relationship perceptions because they believe that "young children's drawings... accurately depict the emotional quality of their relationships" (p. 645).

Harrison et al. (2007) supports the "validity of using children's drawings to represent the student-teacher relationship" (p. 645); however, they conducted a study that did not consider the perceptions of disruptive students.

Furthermore, Harrison et al. (2007) note that child-reported perception data regarding relationships with their teachers, "only modestly matched to teachers' ratings of the relationship and may be influenced by child age or grade level" (p. 3). On the other hand, representational methods (i.e. drawing) is a familiar means of expression and "a natural mode of expression for children age 5–11" (Harrison et al., 2007, p. 3).

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Closeness and Conflict

Teacher-student relationships are determined by the quality of interactions by both parties and are typically measured in terms of closeness, conflict (Kennedy & Haydon, 2021), and a sense of belonging and relatedness (Johnson & Thomas, 2009). Investigating perceptions of informational support, emotional support, and closeness, Oz & Dolapçioğlu (2019) proposed that academic achievement, self-esteem, and emotional adjustment were, in fact, important to children regarding perceived teacher-student relationships, yet also stressed the lack of information available regarding teacher-student relationships at the primary level.

Gallagher et al. (2013) examined teachers' perspectives concerning closeness and conflict. Correlations between predictor variables of academic performance, behavior, demographics, teacher experience, and maternal education were analyzed. The sample included 199 kindergarten and first-grade students in 20 classrooms in rural schools. Tests were administered to students and teacher data was collected via a questionnaire. Results indicated teachers had more favorable relationships with girls than with boys and African American students. Experienced teachers reported more conflict, yet higher relational closeness, and less conflict with children scoring high on literacy tests and having positive behavior ($p=.001$). Furthermore, the aforementioned demographic and process factors were associated more with conflict than relational closeness. Implications from this study indicated the importance of researching teachers' emotional states of mind and the correlation concerning the capacity to facilitate positive relationships.

Recruiting and assessing participants from 50 fourth-grade classrooms, Mercer & DeRosier (2009) also measured care regarding support and conflict. Student

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questionnaires were administered using a standardized data collection script, and teachers completed the measure in a separate room. The results indicated a statistically significant relationship between teacher preference and conflict and support. Specifically, higher teacher preference predicted lower levels of conflict and higher levels of support ($p < .001$). The lack of generalizability (only fourth-grade students were included in the study) supports the need for exploration of caring relationships in other grade levels.

Summary

Kennedy & Haydon (2021) stress that quality teacher-student relationships need to be maintained, as the relationship is not the end goal, but something formed and refined throughout the school year. It is important that student perceptions of their own lived experiences be understood (Van Bergen et al., 2020).

Implications of Related Literature

Although related literature emphasizes that perceived teacher care by students has a positive effect on academic performance and improves student behavior, the voices of elementary students are missing from the research (Bombi et al., 2020). Realizing this gap, the current study aims to examine elementary students' perceptions of teacher-student relationship quality, with a focus on the sub-dimensions of teacher care and at-risk students.

Furthermore, "Teachers who feel respected, trusted, and cared about as individuals are in a much better position to offer the same support to their students" (Johnson & Thomas, 2009, p. 11). The goal of the current investigation is to improve relationships between at-risk students and their teachers by training teachers from a relational perspective (Verschueren & Koomen, 2012).

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Current Study

In summary, “When students feel that [teachers] value and care for them as individuals, they are more willing to comply with [teacher’s] wishes” (Boynton & Boynton, 2005, p. 6). However, there are few studies exploring teacher care from the students’ viewpoints (Banks, 2009; King, 2013; Mercer & DeRosier, 2009; Poulou, 2009). Most research regarding teacher care is based on classroom observations. The relativity of this study is supported by the lack of student perception data (particularly younger students) concerning teacher-student relationships (Poulou, 2009).

In response to the dearth of existing research studies analyzing the students’ viewpoints and to improve the educational experience for at risk students, this study will further explore student perceptions of teacher care.

The results from the current investigation can impact and improve instructional practices and motivate teachers to reflect on their actions and consider how they are perceived by at risk students in their classrooms. Furthermore, teachers can contemplate how they convey caring overall. Additionally, student voices can potentially be implemented into in-service opportunities and teacher preparation courses to build pedagogical understanding of how to best meet student needs (King, 2013).

As indicated, due to the small amount of data collected from the students’ viewpoints regarding relationship quality, further investigation is needed (Mercer & DeRosier, 2009; Poulou, 2009).

Caring for students is essential, as is developing teachers with a strong capacity for care (Noddings, 1995; Logan & Witmer, 2013). According to Johnson & Thomas (2009), in order to move schools toward more caring models, “Teachers must make

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caring concrete through their actions every day...in a way that nurtures and sustains our schools and the communities in which they are embedded” (p. 9).

Chapter 3

Methodology

Research Purpose

The purpose of the current study was to consider the phenomenon of caring and the interrelated perceptions from both the teacher and student perspectives regarding their interactions. An additional goal of the current study was to inform teachers of how their competency of care in the classroom is perceived by their students, particularly those at-risk. Perceptions become reality, and the belief that one is cared for is based on that individual's viewpoint.

This investigation explored how grades one through four students, particularly those considered at-risk, discern teacher care. Viewpoints from both parties were examined to determine if a correlation exists between teacher perceptions of how they exhibit care, and student discernment of that teacher's caring behaviors. The following questions guided this research.

1. What elements in students' drawings positively or negatively identify their discernment of teacher care?
2. Are these elements perceived differently by students not considered at risk?
3. Do teachers categorize their relationship with students at-risk differently than those not at risk on the measure of closeness or conflictual?

Participants

This study used non-probability, purposive sampling to select participants. Trochim et al. (2015) emphasizes that non-probability sampling is utilized in smaller descriptive studies where sampling is not random. Additionally, when wishing to gather the viewpoints of the target population, purposive sampling is suggested. Moreover, Field

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(2017) states that purposive sampling ensures participants with specific characteristics relating to the topic are chosen.

The current investigation was conducted at a highly-rated public school district that focuses on academic achievement and equity. While over 50% of the teachers employed by the district have ten or more years of teaching experience, only 36 % of the teaching staff lives within the school district they serve (District Education Management Information System-EMIS). The Ohio median income for the district families is \$34,130.00 with 27.98% disadvantaged (this percentage could be low due to the fact that the USDA has made breakfast and lunch free for all students that past two school years). The FY21 District Profile indicated an Average Daily Membership (ADM) of 958 students and a total year-end enrollment of 1,087 students. The district demographic data is as follows:

Asian students	1.01%
Black students	0.64%
Hispanic students	2.48%
White students	93.19%
Multiracial students	2.67%

The district student database was used to find that current student enrollment for the entire PK-4 campus is 432. The present research encompassed only a portion of that population. The target population included grades one through four students ($n=302$) and the teacher ($n=15$) of record for that homeroom (Table 1). Current student enrollment is inclusive of a 47% male, 53% female composition, and a 7% minority student enrollment.

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Table 1

Teacher/Class Participant Information

Class	Grade	Average Daily Membership	Male	Female	At-Risk	Typical
1	1	20	45%	55%	20%	80%
2	1	18	44%	56%	11%	89%
3	1	19	53%	47%	42%	58%
4	1	19	58%	42%	21%	79%
5	2	19	53%	47%	53%	47%
6	2	18	44%	56%	39%	61%
7	2	19	37%	63%	32%	68%
8	2	19	37%	63%	32%	68%
9	3	24	46%	54%	33%	67%
10	3	21	57%	43%	71%	29%
11	2	23	43%	57%	22%	78%
12	4	22	45%	55%	5%	95% ¹⁹
13	4	19	37%	63%	79%	21%
14	4	21	52%	48%	14%	86%
15	4	21	57%	43%	19%	81%

Note. Data retrieved from DASL.

As indicated in Table 1, the enrollment in grades one through four was composed of a 32.45% identified at-risk student membership. This percentage included students

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with an individual education plan (IEP) for speech, other health impaired, learning disabilities (i.e. a range of comprehension, reasoning, and processing difficulties), autism, or multiple disabilities (i.e. a combination of learning difficulties needing intensive support). For the sake of the current investigation, response to intervention (RtI) students (disruptive, disengaged, learner in need) were also considered a part of the at-risk student membership.

The district in which the current study's data was collected classifies a student as at-risk if the following identifications are in place: an academic individual education plan (IEP), a speech only IEP, a response to intervention (RtI) referral, a socio-economic status (SES) of free or reduced, and/or an office referral for behavioral intervention. Several students have multiple identifications. The present research considered all students typical-learning except those with an IEP, an active RtI, and/or an office referral for behavioral intervention. Table 2 provides a breakdown of the at-risk classifications.

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Table 2

At-Risk Student Participant Information

Class	Grade	Aca. IEP	Sp. IEP	Sp. IEP w/RTI	Aca. RtI	RTI/ Atten. Eng.	Beh. RTI
1	1			1F	1F	1F	1M
2	1			1F		1M	
3	1	1M/1F		3M	1F	1F	1M
4	1			1M	1M	1M/1F	
5	2	2M/1F	4M	1M	1F	1M	
6	2			1M/1F	1M/4F		
7	2	1M/3F	1M				1M
8	2		1M	1M/1F	2F	1F	
9	3		1M		1M/4F		2M
10	3	7M/2F	1M/1F		2F	1F	1M
11	3				2F	1M	2M
12	4			1F			
13	4	3M/5F		1F	3F	1F	2M
14	4		1M				2M
15	4		1M			1F	2M

Note. Data retrieved from building special education and response to intervention drive.

Table 2 displays a breakdown of the at-risk categories examined in the current investigation. Students identified with a disability (academic and/or speech only) made

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up 37.75% of the at-risk population. Those with an existing speech only IEP needing additional interventions made up 13.27%. Furthermore, teachers have recommended 34.69% of the students for both academic and behavioral interventions beyond whole group instruction. Behavioral intervention students made up 14.29% of the at-risk subgroup.

The teaching staff of grades one through four at the chosen site consisted of 100% certified with 79% having three or more years of experience (District Education Management Information System-EMIS). Males made up 11% of the teaching population at this site. The total potential teacher participants for the current study were ($n=13$) females and ($n=2$) males. These demographic characteristics are comparable to the larger population of elementary teachers, who typically are female (Zee et al., 2020).

The selection process ensured that students and teachers experiencing the studied phenomena are those explored (McCollum, 2014). Teacher participation in this research project was completely voluntary. There was no known physical, psychological, or social risks to participation. Responses remained confidential and anonymous. The data collecting process came at no cost to the school district or to the participants. Both the survey results, as well as the drawings, were respected, handled, and stored in an ethical manner. An effort was made to make certain there was diversity in the sample, particularly regarding gender and school context. In addition, a numerical system was used throughout this study to conceal the participants' identities.

Setting

This mixed-methods study was conducted in a highly rated public school district (ODE, 2021). The site is within an urban sprawl/fringe rural area, identified as a small-

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town typology (ODE, 2013), with an approximately 32% free or reduced lunch populace (U.S. News, 2019). The classrooms at this elementary are a heterogeneous mix of at-risk (disruptive, disengaged, learner in need) and typical-learning students.

Instrumentation: Education Professional

Instrumentation: Teacher

Claims of attachment theory in the educational setting led Robert Pianta to develop the Student-Teacher Relationship Scale (STRS). An adaptation of the STRS was employed in this study to collect quantitative data (Appendices C & D). Utilizing this 15-item self-report measure, relationship patterns will be identified and teacher perceptions regarding the quality of their relationship with an individual student will be assessed. The teacher-student relationship survey evaluates the elements of: Conflict ($\alpha=0.91$) and Closeness ($\alpha=0.86$), which characterize relational behavior patterns between a teacher and a student, and is a tool used to prevent or intervene early with support (Pianta, 2001). Furthermore, the survey results could provide an explanation of a teacher's influence on a child's development (Settanni et al., 2015). This 5-point Likert-type rating scale identifies the relationship with a student based on the student's behaviors and the teacher's beliefs about how the student feels. The response scale that will be used in this study is below:

1	2	3	4	5
Definitely does not apply	Not really	Neutral, not sure	Applies somewhat	Definitely applies

The survey asked teachers to reflect on the degree to which each of the following statements applied to a particular student.

1. This child shares a warm relationship with the adults at school.

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2. This child always seems to be struggling with the adults at school.
3. This child seeks comfort from adults at school when upset.
4. This child is uncomfortable with physical affection or touch from the adults at school.
5. This child values relationships with the adults at school.
6. This child beams with pride when praised.
7. This child spontaneously shares information about himself/herself.
8. This child easily becomes angry.
9. This child makes it easy to be in tune with what he/she is feeling.
10. This child remains angry or is resistant after being disciplined.
11. This child is an emotional drain.
12. This child's bad moods create long and difficult days.
13. This child's feelings can be unpredictable or change suddenly.
14. This child is sneaky or manipulative.
15. This child openly shares his/her feelings and experiences.

The survey factors naming items of closeness are: 1, 3, 4R, 5, 6, 7, 9, 15; conflict 2, 8, 10, 11, 12, 13, 14. The subscale scores are the mean of included items and item 4 is reverse-scored.

Using a subsample of 24 kindergarten teachers, each reporting on three students (N=72), the STRS was completed twice during a four-week interval. Test-retest correlations were as follows (all significant at $p < .05$): Closeness .88, Conflict .92, Dependency .76, Total .89. Validity studies indicate that the STRS correlates in predictable ways with concurrent and future measures of academic skills. The STRS

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scale and subscales show strong evidence for concurrent and predictive validity. Internal consistency reliability estimates for the total STRS scale (.89), and the Conflict (.92) and Closeness (.86) subscales were high. Reliability for the Dependency subscale was not as high (.64) (Pianta, 2001).

With the intention of maintaining confidentiality and anonymity, a third-party researcher executed the primary data collection for the teacher survey.

Instrumentation: Student

Harrison et al. (2007) points out that to truly understand the intricate teacher-student relationship, a researcher should not rely solely on the teacher-reported STRS data, as it “describes relationships from one perspective, that of the teacher, and thus does not give a complete picture of the child-teacher relationship” (p. 2). Hamre & Pianta (2001) stress that another measurement is needed, especially one from the child’s viewpoint. Bombi et al. (2020) asserts that children’s drawings are a reliable source of collecting information, and Creswell et al. (2007) believes that “the best format for such an instrument would be a set of five to seven easily observable drawing characteristics with a five-point ranking scale for each characteristic” (p. 229). Therefore, in addition to the *adapted* STRS teacher-rated measure, a pre-existing drawing-task was utilized. Giving students a voice will provide personalization of the data and generate richer findings (King, 2013); therefore, an expanded dialogue and or verbatim scripting with students was necessary to provide the ability to triangulate the data (Trochim et al., 2015). In order to avoid research bias, the drawing-task was performed with the building art teacher during a regularly scheduled art class. The de-identified drawing-task data was

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analyzed by this researcher. Manual, open, thematic coding was utilized to interpret students' illustrations and narratives.

Procedures

A research protocol was submitted and approved by the Youngstown State University Institutional Review Board prior to any initial data collection. Using pre-existing data for the first phase, the data collection was done in three phases.

Phase I

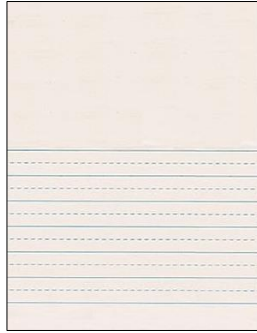
During Phase I of the current mixed-methods study, pre-existing data that was originally collected in January 2022 as part of an art project was analyzed. The purpose of this original data collection was to help students make connections and use descriptive language to communicate a personal experience. Conveying emotions through art and expressing a drawing's meaning through writing are ways the art teacher enables students to make connections to their world.

Each student in grades one through four was given a sheet of short-way ruled 9-inch x12-inch picture story newsprint with a 5 ½ inch drawing space and skip-space ruled area (7 /8" ruled • 7 /16" dotted midline • 7 /16" skip space • all blue ink • no margin • repeats on opposite side) (See Figure 2).

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Figure 2

Picture Story Ruled Newsprint



5 ½" Picture Story Newsprint
White 9"x 12"
P2656

Note. Display of newsprint used in current study.

The art class was a total of 40 minutes. Reading the prompt and asking students to identify the figure representing their teacher, along with a minimal script (Appendix E) that accompanied the drawing, allowed students approximately 30 minutes to complete their paper-pencil drawing. To ensure consistency, the same open-ended drawing-task script was shared with each class. Using their picture as a prompt, students in grades three and four were encouraged to use story writing and narrative skills to describe the components of their drawing in the space provided. The first- and second-grade students' open-ended responses were transcribed verbatim.

Upon completion, papers were de-identified and the art was displayed in the school halls, made freely available for public viewing. There was no risk to the participants within the data set.

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Phase II

In order to give students and teachers ample time to establish relationships and get to know each other, Phase II of this study was completed within the second semester of the 2021-22 school year. Teachers were asked to take an *adapted* version of the Student-Teacher Relationship Scale (STRS)-short form (Appendix C). After receiving approval from the Youngstown State University Institutional Review Board (IRB) (Appendix B), the local Board of Education for the research site, and this researcher's review committee, the aim and Phase II of this study was presented to the teaching staff via email. To minimize any bias, the survey was sent to the participating staff members by a third-party researcher. Each homeroom teacher was emailed a digital survey link with a request to complete for each student in their homeroom. Zee et al. (2020) indicates that the STRS survey takes approximately 40 minutes to complete.

In addition to the survey, consent was obtained within the survey introduction. This teacher-report tool collected information from teachers of children between first and fourth grade. The instrument measures a teacher's perception of conflict, closeness, and dependency with each individual child. The survey should take approximately one to two minutes per child (i.e. a classroom of 20 students will take between 20-40 minutes to complete).

Phase III

Ensuring researcher bias and outside influences were not a factor, similar to the quantitative piece explained above. Furthermore, the de-identification of the students' drawings (Appendix F) and data collection procedures were handled by a third party and

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returned to this researcher to analyze and interpret the drawings representing the children's perceptions.

During Phase III of this investigation, collection and analysis of both the quantitative data (teacher questionnaire) and the qualitative data (student drawings) in isolation, as well as an explanation resultant from both data sets (Creswell & Clark, 2006), were analyzed to identify the correlation and statistical significance, if any, between at-risk students' viewpoints of care and their teachers' beliefs of the care they convey. The results will be shared and used to inform teachers about how their intentions are perceived by their students.

Data Analysis

Both the quantitative and qualitative data was analyzed, preliminary codes were developed, and categories were created; identification of emerging themes and sub-themes followed (Bombi et al., 2020; McCollum, 2014). The collected data was then integrated to search for a correlation between the teacher's assessment of the relationship and the student's viewpoint of the relationship.

A mixed-method design was used in the current investigation. First, a general feeling of how participating teachers perceived their demonstration of care for each homeroom student was established. Second, the results were re-read, looking specifically at the at-risk student sample within the target population. Then, manual coding was employed to determine emerging themes of caring or non-caring behaviors and perceptions. Finally, results were combined followed with a comparison of both the quantitative and qualitative data, ending with an interpretation of both sets of data. This is

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what Shorten & Smith (2017) refer to as purposeful mixing of methods in data collection, analysis, and interpretation of the evidence.

Summary

The current study's design, sample, data types, and procedures were all described, and rationale was shared for implementing the methodological approach. Thematic coding and descriptive statistics will be used to determine if a correlation exists between student and teacher perceptions of care. By means of purposive sampling, perception data pertaining to care was collected from teachers using a questionnaire and from students utilizing a pre-existing drawing-task accompanied by a narrative. Quantitative and qualitative results are explained in Chapter 4.

Chapter 4

Results

The current investigation employed the transcendental phenomenology method to explore the essence of care that students experience with their teacher. The aim of this study was to investigate the phenomenon of caring from the perspectives of both teacher and student; moreover, the study intended to determine if students at-risk, typical-learning students, and their teachers have similar beliefs of teacher care. This was done by utilizing pre-existing, de-identified student drawings (Appendix F), along with an electronic self-report teacher-student relationship questionnaire (Appendix C). The relationship variables resulting from the student drawings were positive or negative. The teacher-student relationship outcome variables arising from the teacher survey were patterns of closeness or conflict.

The survey focused on each child's internal and external assets, together with developmental deficits in relation to school engagement, supports, and interpersonal relationships with teachers/adults in the educational environment. Pianta (2001) describes conflictual relationship patterns as a teacher struggling with a student that may be angry, unpredictable, and/or emotionally draining. He identifies closeness as the degree to which the teacher experiences a warm, affectionate, and open relationship with the child. When a relationship is identified as conflictual, the teacher may feel ineffective. On the other hand, a teacher may feel more effective when a relationship quality is denoted by closeness (Pianta, 2001).

The current study took place in a highly-rated public school district located in Northeast Ohio. The qualitative portion of this chapter will describe the central themes

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that emerged from the 283 student drawings, whereas the information obtained from 41 valid teacher-reported student profiles will highlight the quantitative data.

The data sets were then interpreted to answer the following questions:

1. What elements in students' drawings positively or negatively identify their discernment of teacher care?
2. Are these elements perceived differently by students not considered at risk?
3. Do teachers categorize their relationship with at-risk students differently than those not at-risk on the measure of closeness or conflictual?

Formed on the research questions steering the study, this chapter describes the mixed-methods analysis that was conducted. Researcher bracketing was used to guard against biased outcomes. Saldana (2009) emphasizes that the depth of researcher involvement determines how questions are coded. Therefore, to further ensure an impartial observation of the data, manual, open, thematic coding was utilized to interpret students' illustrations and narratives.

The first cycle coding consisted of color-coding key words and phrases. This researcher assisted to verbatim transcribe students' open-ended responses and combined the text with the illustrations for a deeper understanding and thematic analysis. This section is devoted to presenting drawing and narrative response themes.

Following the preliminary data analysis of the drawings (Appendix G), descriptive coding was completed. The frequency of factors indicating a positive or negative relationship status perceived by the student was recorded and grouped by emergent categories (Appendix H). Lastly, during second cycle coding, coded data was further refined to identify themes (Saldana, 2009).

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Features originating during preliminary data analysis in the facial expressions of the illustrations were signified by a smile, a frown, and a straight or open-mouth. Additional data was obtained from narrative analysis. Illustrations, together with narratives, represent students' views and values for their teacher's affective characteristics. Saldana (2009) refers to this final stage as value-coding. Major themes emerging from category refinement were: *nice, kind, and helpful*; *mad and/or yells*; *teaches content*; and *praises students*. See Figures 3-6 for specific grade-level band at-risk and typical-learning student perceptions of a 'lived' experience with their teacher. It is important to note that only one older learner-in-need mentioned teacher praise; thus, it did not appear as an emerging theme for older students at risk.

Figure 3

1st and 2nd students at-risk	
nice/kind/helpful	22.73%
mad and yells	13.64%
teaches content/reads	9.09%
praises	4.55%

Figure 4

1st and 2nd typical-learners	
nice/kind/helpful	31.31%
mad/yells	11.11%
praises	7.07%
reads	5.05%

Figure 5

3rd and 4th students at-risk	
the best/helpful	12.77%
mad	8.51%
teachers content	8.51%

Figure 6

3rd and 4th typical-learners	
nice/kind/helpful	21.51%
mad/yells	7.53%
praises	7.53%
teaches content	5.38%
proximity	5.38%

Caring practices can generally be defined as providing students with a safe and supportive environment where teachers are helpful. Consistent with the practice of

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teachers being helpful, a study conducted by Banks (2009), found that students defined teacher care as receiving support and help with learning. This assertion was reinforced in the current study, as nice, kind, and/or helpful was the most often revealed quality of teacher care. The caring characteristic of nice, kind, and/or helpful occurred most frequently for both students at-risk and typical-learners. The recurrent theme of nice and kind is a social-emotional aspect of nurturing care. Nurturing care was identified by both typical-learners and students at-risk; therefore, to study participants, a critical aspect of caring. In fact, this was the overarching theme for all four grade-levels with 88.32% of participant drawings indicating these effective teaching strategies as important to having a positive experience with their teacher.

A further analysis of the data revealed that first and second grade typical-learning students described their teacher as nice, kind, and/or helpful 8.58% more than their at-risk peers. Similarly, third and fourth-grade typical-learning students designated their teacher as nice, kind, and/or helpful 8.74% more than their at-risk peers.

On the other hand, vividly illustrated across all grade-levels in the current study were uncaring teacher behaviors described by students as being mean or mad. The teacher yelling was frequently illustrated with an open mouth. Although nice, kind, and or helpful were highlighted more by typical-learning students than students at-risk, describing a teacher as mad and/ or yelling was noted 3.51% more times from students at-risk than their typical-learning peers.

Teacher praise is critical for underachieving students, as are high-expectations. In fact, according to Banks (2009), “The way teachers talk can have a profound influence on whether students believe a teacher cares about them or not” (p. 67). Positive teacher

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language, such as praise, was alluded to by typical-learners 14.6% of the time. Younger students at-risk made mention of teacher praise 4.55% of the time.

Narrative and drawing deviations for the at-risk student category included statements such as: “My class is watching a movie”, “This is me in the water”, and “Me raising my hand to answer a question”. Three at-risk student drawings had no teacher present, eight drawings were unaccompanied by a narrative, and one narrative was unreadable. Variations within the typical-learning student narratives and drawings were comprised of statements like: “We made candy canes for Christmas”, “Sometimes I get stuck on multiplication because it is a little hard because how the equations are with the big numbers”, and “Me and my class walking to my classroom”. Two of the typical-learning student drawings had no narrative nor a teacher present, and 25 drawings by typical-learning students were unaccompanied by a narrative.

A teacher behavior noted by the older typical-learning students that characterized care were teachers who take the time to make learning fun by incorporating humor and joking. This was emphasized by the following student narratives: “I love this class because we do fun things and I can’t wait to learn about matter”, “Me and my teacher always joke around and he makes everything very fun...”, “I think my teacher is a fun teacher and a funny teacher...”.

Concerning student-teacher proximity, older at-risk students explicitly displayed a separated proximity 20.7% more times than the younger at-risk students. On the contrary, older typical-learning students noted a closer proximity 3.39% more than the younger typical-learning students.

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The influence of gender displayed a slight difference for at-risk students. The younger female students identified experiencing 4.54% more negative relationships than the younger at-risk males. For typical-learning students, younger females made mention of a positive relationship 14.14% more times than the younger typical-learning males. The older typical-learning females have a positive relationship with their teacher 11.83% more than the older typical-learning males. The first- and second-grade students noted a positive relationship only 2.32% more than the typical-learning third and fourth-graders.

Quantitative findings were obtained utilizing an adaptation of the Student-Teacher Relationship Scale. The survey was administered to examine the relationship quality regarding the dimension of care between a teacher and individual students in his/her classroom.

Descriptive Statistics

This mixed-methods study was conducted in three phases throughout a portion of a semester. Phase I (student drawings) occurred during the start of the second semester in January 2022, Phase II (teacher survey) took place in February 2022, and Phase III (combining of data sets) transpired in March 2022. Revealed in Table 3, Phase I of the study included a total sample of 283 first- through fourth-grade students.

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Table 3

Students by Grade Level for Phase I (January 2022)

Grade Level	Initial Sample	Actual
1	76	72
2	75	71
3	68	63
4	83	77

As denoted on Table 3, of the original target population of 302 first- through fourth-grade students, 19 students were absent on the day the drawing-task was completed during their regularly scheduled art class.

During Phase II, teachers were surveyed on their perceptions regarding relationship qualities for each individual student in their classrooms. Descriptive statistics revealed that two teachers responded to the 15-item Likert-type scale survey in its entirety, and one teacher partially completed the survey. Table 4 represents teachers by grade level that participated in Phase II of the current study, while Table 5 identifies student exceptionalities appearing in the classrooms of the participating staff, along with valid artwork.

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Table 4

Teachers participating in Phase II Survey (February 2022)

Grade Level	Initial Sample	Actual
1	4	1
2	4	1
3	3	1
4	4	0

As revealed on Table 4, three of the 15 originally surveyed staff completed the questionnaire (two fully and one partially).

Table 5

Characteristics of Students identified within Phase II Survey (February 2022)

Grade	Typical	At-Risk	Artwork
1	16	4	18
2	1	1	0
3	17	7	23

As displayed in Table 5, one grade-level only completed the survey for two students; thus, having no measurable effect. The statistics system categorized the partial completion (two students) as unmeasurable in further explained data. Therefore, 41 valid responses were analyzed, concluding that on average, teachers identified relationships with all students as high in closeness.

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The survey factors naming items of closeness are: 1, 3, 4R, 5, 6, 7, 9, 15 and conflict are: 2, 8, 10, 11, 12, 13, 14. The subscale scores are the mean of included items, and item 4 is reverse-scored. Scale reliability (Appendix I) was established using Cronbach's Alpha. The variable of closeness had eight items and the value for Cronbach's Alpha $\alpha=.883$. The variable of conflict had seven items and the value for Cronbach's Alpha $\alpha=.896$.

The current investigation sought to analyze whether dependent variables, closeness and conflict (based on a 1.0 to 5.0 scale), can be explained by the independent variable (students' at-risk or typical-learning identifications). The descriptive summary for these variables is indicated in Table 6 and Table 7.

Table 6

Descriptive Data (1st Grade)

Variable	Mean	SD	Skewness	Kurtosis
Closeness	28.15	4.92	-0.46	-1.20
Conflict	10.75	3.73	1.3	1.71

Table 7

Descriptive Data (3rd Grade)

Variable	Mean	SD	Skewness	Kurtosis
Closeness	34.83	4.59	-0.61	-0.41
Conflict	10.08	6.04	2.52	6.18

As indicated in Tables 6 and 7, indicators of normality were found to be within acceptable levels (skewness $|2.0|$ and kurtosis $|5.0|$). Standard normal distribution is

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apparent in the first-grade data-set regarding closeness and conflict. However, in Table 7, the kurtosis for conflict is >5 , which indicates little variance in the responses. Statistics can be observed in Appendix J.

Preliminary Analysis

During Phase I of the study, pre-existing student art work was examined for patterns and emerging themes and subthemes. During preliminary data analysis of student drawings, facial expressions of teachers and students, student narratives, and proximity between the teacher and the student were examined to indicate a positive or negative relationship. At this initial stage, gender of the student completing the art work was also designated (Appendix G). After preliminary coding, codes were collapsed to align with the survey response patterns of close or conflictual. Table 8 reveals at-risk student drawing elements, whereas Table 9 presents typical-learning student drawing elements disclosed while revising coding into central themes.

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Table 8

Drawing Elements (Students at-risk) (Phase I)

Grade-Level	Theme	Frequency	%
1-2	nice/kind/helpful	10	22.73
	mad/yells	6	13.64
	teaches content/reads to us	4	9.09
	praises	2	4.55
3-4	the best/helpful	6	12.77
	mad	4	8.51
	teaches content	4	8.51

Table 8 indicates that first- through fourth-grade students at-risk determine kind and helpful as a quality of care. Nevertheless, the data reveals that younger students at-risk experience kind and helpful teacher behaviors 9.96% more than the older students at-risk. Yet, younger students at-risk also noted their teacher as being mad and yelling 5.13% more than the older students at-risk.

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Table 9

Drawing Elements (Typical Learning Students) (Phase I)

Grade-Level	Theme	Frequency	%
1-2	nice/kind/helpful	31	31.31
	mad/yells	11	11.11
	praises	7	7.07
	reads to us	5	5.05
3-4	nice/kind/helpful	20	21.51
	angry/yells	7	7.53
	teaches content	5	5.38
	proximity	5	5.38

Denoted on Table 9, first through fourth-grade typical-learning students identified, nice, kind, and helpful as a valued teacher behavior 52.82% of the time. Similar to the above-mentioned at-risk student data, Table 9 shows that younger typical-learning students experience kind and helpful teacher behaviors 9.8% more than their older typical-learning peers. However, younger typical-learning students mentioned their teacher as being mad and yelling 3.58% more than the older typical-learning students.

Research Question Analyses

Research Question One

What elements in students' drawings positively or negatively identify their discernment of teacher care?

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Preliminary data analysis of total drawings and corresponding narratives displayed that 80.81% of first and second graders drew and described a positive experience, while 15.15% described a negative experience and 4.04% a neutral experience. Similarly, 78.49% of the total original participants in third and fourth grade illustrated a positive encounter, whereas 12.9% indicated a negative relation and 8.6% depicted a neutral experience.

Facial expressions such as a smile, coupled with encouraging narratives, revealed positive relationships, while a sad face and adverse narratives disclosed negative relationships. It was determined that codes could be placed into themes, and then a positive or negative determination could then be converted into a numeric value to better integrate with the teacher survey data. Therefore, the coding identifying the emerging positive and negative patterns followed as: positive=1, negative =-1, and neutral=0. Table 10 indicates the frequency of actual participants, while Table 11 denotes the art work for the initial 46 students aligning with the teacher survey results.

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Table 10

Frequency of Actual Participants (Phase III)

Grade	Identification	Frequency	Percent
1	Typical	16	80
	At-Risk	4	20
2	Typical	1	50
	At-Risk	1	50
3	Typical	17	70.8
	At-Risk	7	29.2

Table 10 presents 46 students; however, need to take into consideration the absent students and the second grade being unmeasurable in the statistics system.

Table 11

Drawing Element Conversion (Phase III)

Element	Grade	Frequency	Percent
Positive	1	14	77.8
	3	15	65.2
Negative	1	4	22.2
	3	4	17.4
Neutral	1	0	0
	3	4	17.4

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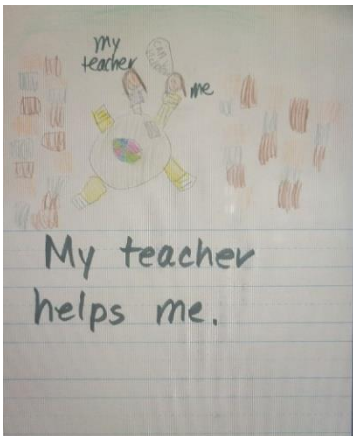
As shown in Table 11, the majority of students emphasized a positive student-teacher relationship perception, while neutral relationship frequency was the least prominent.

Emerging themes presenting in student artwork are discussed below.

Theme I: Student Drawing Elements Exhibiting Positive Relationship/Care Perceptions

As determined, the emerging themes of: *nice, kind, and helpful* transpired from both typical-learning and at-risk students as an extremely important teacher characteristic of care. A sampling of positive perceptions from typical-learning student drawings accompanied by narratives can be viewed in Figures 7-9, and positive beliefs from at-risk student drawings can be viewed in Figures 10-12.

Figure 7



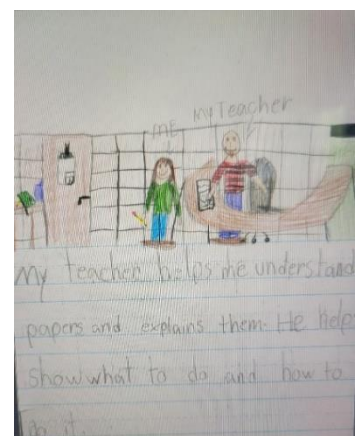
2nd Grade Student

Figure 8



2nd Grade Student

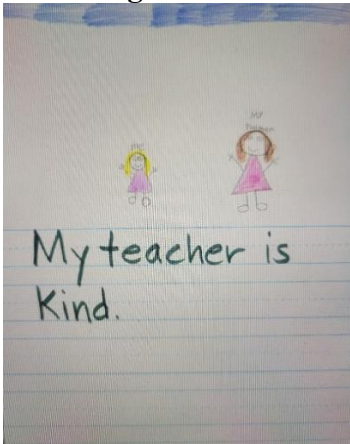
Figure 9



4th Grade Student

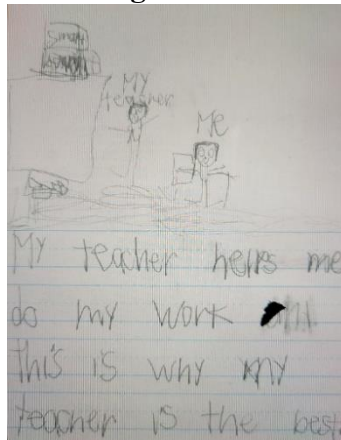
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Figure 10



2nd Grade Student

Figure 11



3rd Grade Student

Figure 12



4th Grade Student

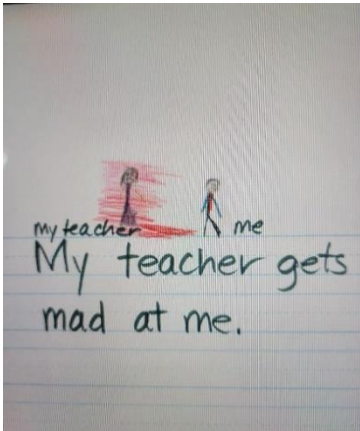
In addition to the nice, kind, and helpful theme, praises students and reads to students were also identified by first- and second-grade typical-learning students as positive elements of care. Such narratives included: “My teacher tells me great job”, “My teacher tells me I work hard”, “My teacher likes my answer”, and “My teacher gave me a super-improver”.

Theme II: Student Drawing Elements Exhibiting Negative Relationship/Care Perceptions

Extracted themes of non-caring-teacher behaviors conveyed by both typical-learning and students at-risk were expressions of anger noted in text as: *gets mad and yells*. An example of negative perceptions from typical-learning student drawings together with narratives can be viewed in figures 13-15 and negative viewpoints from at-risk student drawings and narratives are displayed in figures 16-18.

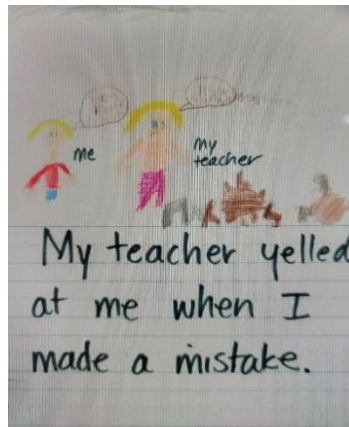
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Figure 13



1st Grade Student

Figure 14



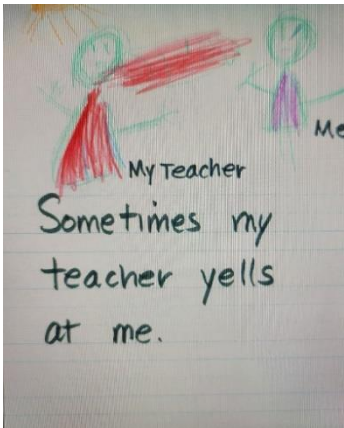
2nd Grade Student

Figure 15



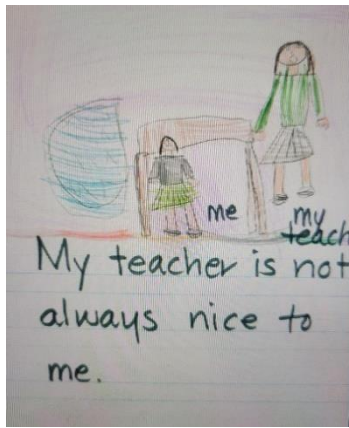
4th Grade Student

Figure 16



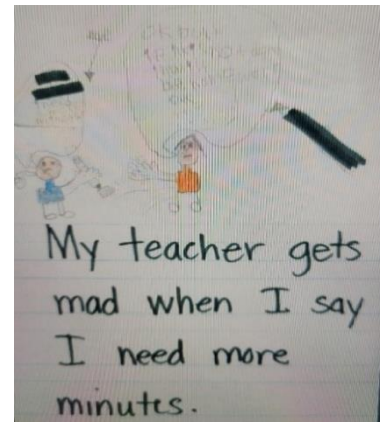
1st Grade Student

Figure 17



2nd Grade Student

Figure 18



3rd Grade Student

Research Question Two

Are these elements perceived differently by students not considered at risk?

Looking for an association between the variables of student and teacher perceptions, Chi-square analyses (Appendix K) was conducted in order to assess if students' art presented a level of care differently depending on whether or not the student is considered at-risk. Results indicate that there is a difference, $\chi^2_2=8.79, p<.012$. Specifically, typical-learning students provide more positive depictions of teacher care.

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There are not statistically significant differences when looking only at neutral or negative statements.

Research Question Three

Do teachers categorize their relationship with at-risk students differently than those not at-risk on the measure of closeness or conflictual?

During Phase II of the present study, patterns of conflict and closeness were identified by teachers as they self-reported relationship qualities with each student in their classroom. Descriptive statistics showed that two teachers responded fully and one teacher responded partially to the 15-item Likert-type survey. Table 13 and Table 14 display the combination of independent variables and the effect they have on the dependent variables. Tables 12 and 13 summarize the data-set from teachers' viewpoints of relationship closeness and conflict with student perceptions.

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Table 12

Closeness Factor

Variable	Grade	Artwork	Mean	SD
Typical	1	Negative	25.50	9.19
Typical	3	Negative	29.00	0.00
At-Risk	1	Negative	25.00	1.41
At-Risk	3	Negative	31.00	6.25
Typical	3	Neutral	33.50	9.19
At-Risk	3	Neutral	35.00	5.66
Typical	1	Positive	30.25	3.84
Typical	3	Positive	36.46	3.43
At-Risk	1	Positive	21.25	2.12
At-Risk	3	Positive	35.50	4.95

As shown in Table 12, on average teachers identify closeness more with older (third grade) students (typical $M=36.46$ and at-risk $M=35.50$). Teachers likewise, on average, identified relationships with at-risk third-grade students as high closeness ($M=31.00$). The lowest closeness on average was with first-grade at-risk students ($M=21.50$). Overall, teacher relationship rating of closeness for students was, on average, high. Table 13 provides the breakdown based on the Conflictual Factor.

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Table 13

Conflictual Factor

Variable	Grade	Artwork	Mean	SD
Typical	1	Negative	10.00	2.83
Typical	3	Negative	7.00	0.00
At-Risk	1	Negative	11.50	.707
At-Risk	3	Negative	12.00	8.66
Typical	3	Neutral	9.50	.707
At-Risk	3	Neutral	9.50	3.54
Typical	1	Positive	10.00	4.43
Typical	3	Positive	8.92	3.88
At-Risk	1	Positive	11.50	.707
At-Risk	3	Positive	19.00	16.97

Table 13 displays that, on average, teachers identify conflictual relationships more with third-grade at-risk students, regardless of the students' positive or negative perceptions of the relationship ($M=12.00$ -student perception was negative, $M=19.00$ -student perception was positive). Teachers, on average, identified relationships with typical learning older (third grade) students as low conflictual, irrespective of student relationship perception ($M=7.00$ -student perception was negative, $M=8.92$ -student perception was positive). Overall, teachers' identification of conflictual relationships was, on average, low.

After establishing that teacher relationship identification has a normal skewness and kurtosis, Pearson's Correlation analysis was conducted to assess the relationship

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between the student's reported teacher care and the teacher relationship perceptions.

Based on the sample of ($n=41$ responses), the Pearson's Correlation revealed that there is a small negative significant correlation between closeness and conflict, $r=-.365$ $p=.013$.

Based on this negative Pearson's results, Univariate General Linear Modeling analyses was deemed most appropriate for statistically analyzing the data in Tables 12 and 13.

The correlations data set can be found in Appendix L.

A univariate General Linear Model was conducted on both the Closeness and Conflict data, assessing if there were differences on these outcome variables based on the students' risk level, grade, or art evaluation. These analyses revealed that there is not a statistically significant association between the child's risk status, the child's grade, or the child's artwork response with either the dependent variable of closeness $p=.529$ or conflictual $p=.609$. The results for the Tests of Between-Subjects Effects can be viewed in Appendix M.

Summary

The current study employed a mixed-methods approach to determine if there was a correlation between teacher and student perceptions of care.

While examining the artwork of 283 first- through fourth-grade students, the following qualitative data emerged. While students overall, no matter their classification as a typical-learner or a learner-in-need, value a teacher as being kind and helpful, this theme emerged more for typical-learners than their at-risk peers. Similarly, non-caring teacher behaviors were noted in student drawings more by at-risk students. Interestingly, praise, although narrated by both younger and older typical-learners and younger students at-risk, this positive reinforcement did not surface for older students at-risk. In their

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drawings, third- and fourth-grade students highlighted teacher behaviors inclusive of a sense of humor, joking, and having fun as effective displays of care. A closer teacher-student proximity was prominent in drawings for typical-learners, yet older learners-at-risk noted a more separated proximity to their teacher. The female students identified more positive, caring relationships with their teachers than the male students. In opposition, the younger females expressed more negative relationships than the younger males.

Phase II teacher survey results were analyzed and revealed 41 valid student profiles (30 typical-learning and 11 at-risk) across two grade-levels (first- 18, third- 23) were completed. By analyzing the voices of both the teachers and students, Phase III combined data-sets to determine whether closeness and conflict can be explained by a student's exceptionality.

Regardless of illustrating and narrating a positive teacher-student relationship, first-grade at-risk students were identified by teachers, on average, to have the lowest closeness. Overall, teachers, on average, denoted their relationship with first- and third-grade students high in closeness and those same students indicated a positive relationship with their teacher. Those students depicting a negative relationship in their drawings and narratives, were, on average, slightly lower in closeness than those indicating a positive relationship.

Teacher perceptions concerning conflict, on average, were highest for third-grade at-risk students and lowest for third-grade typical students. These teacher responses were irrelevant to the students' relationship perceptions of positive or negative.

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Additionally, Phase I artwork results indicate that students' portrayed level of care is different than teachers' measures of care. For instance, students not identified as at-risk depicted more positive relational artwork and text.

Finally, the results of the Univariate GLM indicate that there is no association between child's risk status, child's grade, and child's artwork depictions.

Chapter 5 will include a discussion of student perceptions based on artwork and teacher relationship beliefs obtained from the self-report survey.

Chapter 5

Discussion

The primary intent of this study was to explore teacher beliefs and students' perceptions of care, to determine if a relationship existed between student discernment and teacher intentions. Further investigation into how characteristics of the at-risk population may impact teacher perceptions of relationship closeness or conflict was also explored.

As supported in the preceding chapters, the influence of a caring student-teacher relationship positively impacts students' overall educational experience and well-being (Noddings, 2012).

As mentioned, one purpose of this study was to consider the phenomenon of caring and the interrelated perceptions from both the teacher and student perspectives regarding their interactions. An additional aim was to inform teachers of how their students, particularly those at risk, perceive their competency of care in the classroom.

Phase One of the current mixed-methods study analyzed pre-existing student artwork for positive, negative, or neutral indications of teacher care. During Phase Two, teachers were asked to take a self-report survey pertaining to each student's perception in their classroom. The combination of data-sets was analyzed in Phase Three to determine if students not considered at-risk, perceived teacher care differently and if teachers categorize their relationships with students at-risk differently than those not considered at-risk.

As previously stated, student voice is underrepresented in research. Every student deserves the right to experience a close, supportive relationship with their teacher

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regardless of challenging, developmental, or behavioral characteristics (Spilt & Koomen, 2009). Informing teachers and assisting them in understanding the connection between teacher care and student success was a goal of this research. Building teacher capacity for intentional mindfulness and non-judgmental awareness regarding their perceptions toward each student can help them not only manage their own emotions and mindset, but aid them in creating a safe, positive, learning environment built on authentic care.

Based on student drawing elements and inferential statistics, caring features are perceived differently by some students not at-risk. Descriptive statistics shows that teachers, on average, identify relationships more as close than conflictual no matter the students' exceptionality. Specifically, there is no difference in teacher perceptions of care toward students.

This chapter will interpret findings and summarize the context and implications for each research question. Study limitations and recommendations for further research will follow.

Research Question One

What elements in students' drawings positively or negatively identify their discernment of teacher care?

Summary of Findings

Results from pre-existing student drawings and related narratives were analyzed and the following themes emerged: *nice, kind, and helpful, teaches content, praises, and gets mad and yells*. The qualitative data revealed that younger students (typical-learning and at-risk), identified more positive experiences with their teacher than

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the older students (typical-learning and at-risk) sensed. A small percentage of younger typical-learning students also described their teacher as mad and yelling more than the older typical-learners. In addition to nice and helpful, young students perceived teacher praise as a high-value indication of teacher care, whereas older students identified teaching content and the incorporation of humor as caring teacher behaviors.

Interpretation of Findings

Student art was analyzed and images portraying positive relationships included the teacher and/or student smiling and, the majority of time, was accompanied with text to further explain students' perceptions. Based on this researcher's interpretation, teachers with an open mouth and/or students with a sad face, signified a negative relation and when narrative was available, this interpretation was supported. While the student drawings primarily portrayed relationships as positive, it was a designation outcome for more typical-learners than students at-risk. Nevertheless, although not significant, qualitative findings suggest that student drawings and narratives implied that at-risk students identified non-caring teacher behaviors 3.51% more times than their typical learning peers.

Context of Findings

As supported in earlier chapters, research confirmed that qualitative data provides an understanding of how people interpret their experiences (McCollum, 2014).

Nurturing relationships are necessary for learning to occur. Being in a classroom where a child feels uncared for can have long-term impacts. Banks (2009) contends that "when caring is lacking for younger students they "act up" in class to attract attention or withdraw in fear of displeasing their teacher" (p. 82).

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As mentioned, this study's qualitative results indicate that younger students (first and second grade) highlighted kind and helpful as caring teacher behaviors. This is what Banks (2009) refers to as nurturing concepts, whereas older students (third and fourth grade) brought more of what the author refers to as pedagogical notions to the surface, such as, teaches content, further supporting the fact that caring behaviors and intentions need to change as students move from lower to higher grades (Banks, 2009).

According to Todd (2018), students view teachers' caring behaviors as a willingness to help and to understand their students. This was supported within the qualitative data as 88.32% of all participant art indicated, in some form, their teacher as nice, kind, or helpful.

Furthermore, research indicates that both students and teachers rate relationships with boys lower than relationships with girls (Van Bergan et al., 2020). Although partially apparent in the qualitative analysis of the current study, this belief was only valid for older students.

Implications of Findings

Consistent with current theories specifically the theoretical framework of care, the current study results indicate that to enhance student-teacher relationships and to provide a comprehensive analysis of the perceptions of care from all parties, the unheard voice of students (predominantly those at-risk concerning their perception of teacher care) is an important piece that must accompany teacher perceptions. As mentioned in chapter one, when students feel their opinion matters, their involvement and achievement increase, and they begin to feel empowered to take ownership of their learning environment.

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Developing meaningful relationships with others is a domain of the social-emotional learning (SEL) standards that educators are required to implement into daily classroom lessons. Teaching students to establish and maintain positive relationship skills is one of five competencies provided through social-emotional learning. This is the precise platform for educators to teach students to communicate and express their feelings. Making this the norm in classrooms would help to clarify how students really feel and more importantly demonstrate how they interpret their environment and adult intentions, especially regarding care. Implementation of SEL strategies would empower students with life-skills, including the ability to care and be cared for. Additional educator resources related to relationship skills, compassion, and trauma resilience can be found in Appendix N.

Research Question Two

Are these elements perceived differently by students not considered at risk?

Summary of Findings

To determine if the artwork of typical-learning students and that of learners-in-need depicted differences in their perceptions (positive, negative, or neutral) of teacher care, a *Chi*-square goodness of fit test was conducted and indicated a difference ($p < .012$). The students not at-risk presented more positive portrayals of their experience with their teacher.

Interpretation of Findings

Descriptive statistics describes the sample as consisting of thirty typical students and eleven at-risk students. The majority of typical-learning students (twenty-five) illustrated/narrated a positive experience with their teacher, three represented/narrated a

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negative experience, and two described a neutral relationship. Conversely, the bulk of students at-risk (five) portrayed their experience with their teacher as negative, while four rated their teacher experience as positive, and a neutral relationship experience was highlighted by two students at-risk. Based on the Pearson Chi-Square results shared above $\chi^2_2=8.79, p<.012$, not at-risk students declared more positive descriptions of their teacher. Additionally, the data indicates that there was no difference in drawings evaluated as negative or neutral based on the risk status of the student.

Context of Findings

Research reinforces that “if the typical student is influenced by caring or uncaring teachers, then those same experiences for the at-risk student, the student with special needs, or the average child at an at-risk time during their life; would be even more profound or exaggerated” (Banks, 2009, p. 95). At-risk students come to our classrooms with unique experiences regarding caring and un-caring adult behaviors that influence their perceptions (King, 2013). To meet students’ needs, it is essential that teachers understand these experiences and viewpoints.

Caring embraces the whole child. McBee (2007) explains that this means not just caring about a student’s learning but also caring about their personal lives as well. According to Banks (2009) understanding each student’s personal situations may impact academic performance and behavior in school. He also stresses that students are more encouraged to learn from teachers they perceive as caring. Authentic caring considers students’ families and involves understanding students’ lives outside of school (McBee, 2007). In order to promote an ethic of care, sensitivity to the uniqueness of every person needs to be considered (Starratt, 1991). McGrath & Van Bergen (2015) suggest that a

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single “positive relationship may be sufficient to alter the trajectory of a student at risk” (p. 14). Verbal and non-verbal behaviors not only convey care but “have a significant impact on the affective climate in classrooms, [and are not] perceived the same by all students” (Whitfield, 1976, p. 350). King (2013) revealed that there was a significant difference between behaviors that teachers thought exhibited care and how students actually perceived those behaviors. Perceptions are within an individual and “While we may perceive ourselves as caring, that does not mean that others perceive us that way” (Banks, 2009, p. 27). In fact, teachers make caring in the classroom valued by helping and talking to students in ways the students themselves value (Banks, 2009).

Implications of Findings

Taking the time to learn about students’ personal lives, the internal and external supports available to them, and what is important to them, will enable teachers to understand what each student values and more importantly why certain (adult) behaviors are valued and deemed as caring.

Student views, teacher mindset, and relational conflict with students (at risk) are seldom analyzed and less talked about openly. Teachers need to reflect and communicate honestly with administration to identify potential obstacles to caring. This open dialogue regarding barriers may be difficult, yet an essential need if teachers are to truly comprehend how their caring or un-caring behaviors, no matter the intent, are perceived by their students. In summary, the importance of teacher caring means a willingness from educators and an awareness of barriers that may mitigate teacher care.

Research Question Three

Do teachers categorize their relationship with students at-risk differently than those not at

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risk on the measure of closeness or conflictual?

Summary of Findings

A univariate General Linear Model was conducted on both the Closeness and Conflict data, assessing if there were differences on these outcome variables based on the students' risk level, grade-level, or art evaluation. These analyses revealed no statistically significant association between the child's risk status, the child's grade, or the child's artwork response with either the dependent variable of closeness $p=.529$ or conflictual $p=.609$.

Interpretation of Findings

Descriptive statistics identified that, on average, teachers categorized relationships of closeness more with third-grade students (without correlation to their exceptionality) and least close relations with first-grade at-risk students. In essence relationships, on average, were identified by teachers as high closeness and low conflictual, no matter if a student is a typical-learner or a learner in need.

Data from the teacher questionnaire Likert scale, provided the ability to measure teacher perceptions numerically. The independent variables: at-risk and typical-learning, are not associated with the dependent variables of closeness or conflictual. Teachers do not categorize their relationship differently with at-risk students. The data concludes that teachers perceive relationships with all students (despite student risk level) as high in closeness and low in conflict.

Context of Findings

Current investigation findings for Research Question 3 regarding how teachers classify their relationships with students at-risk contradicted existing literature. Research

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maintains that, how teachers care for their students is key in developing quality student-teacher relationships (Muller, 2001; Noddings, 1984; Ramberg et al., 2018; Teven & McCroskey, 1997; Wentzel, 2012). Further emphasized is that these positive, caring relationships are crucial to the teaching profession, yet little support is offered on how to develop these quality interpersonal relations with students (Forte, 2016; Hester, 2020; Roorda et al., 2011; Spilt et al., 2011). Spilt et al. (2011) emphasize that quality teacher-student relationships improve teacher wellbeing, enhance their self-esteem, and lower stress, which are noted reasons for continuing in the profession.

Implications of Findings

Teachers who develop and maintain genuine, caring teacher-student relationships empower students to perform well socially and academically in the learning environment and in other social settings. Younger students are still *learning to read* while older students are *reading to learn*. Thus, as content and interest discussions develop, teachers of older students may find it more conducive to form engaging relationships with their students. Making certain teachers have the resources (material and capacity) to create and maintain classrooms supportive of students social and emotional needs is crucial. Teacher awareness of student perceptions can improve professional development opportunities, pre-service teacher programming, classroom practices (King, 2013), and overall teacher and student wellbeing (Lavy & Naama-Ghanayim, 2020). Teachers' mindset and intentionality of promoting care in the classroom is critical for students, especially underachieving students. Strong relationships based on care and trust will produce motivated students who have the social skills to problem-solve, make good decisions, and grow academically. Empowering teachers will, in turn, empower students.

Discussion on Limitations of Study

Although the study provided useful information to administrators and staff, this researcher interpreted the student drawings without the use of an inter-rater or a follow-up with students to validate their drawing/narrative responses. Pianta (2001) suggests that for a complete view of the student-teacher relationship, additional student data be taken into consideration. What is not known is what is the scope of time being represented in the picture drawn by the students. The drawings could represent the child-teacher relationship prior to art class. Some students may not have understood the instruction about what they were drawing in class that day. More than one data point (the drawing) is needed to reliably draw conclusions about the student-teacher relationship.

Multiple attempts were made to encourage the teachers to complete the inventory, yet the survey response rate was low.

Beyond that, there may have been other contributing variables or outside influences. For instance, as much as the natural art class-setting was protected, some students may have found it difficult to conceptualize and illustrate the abstract idea of care. Anxiety, motivation, and individual differences in students could likewise have impacted student drawing content. For these reasons, current study findings do not represent the population (Trochim et al., 2015) and, therefore, cannot be generalized to all first-fourth grades, thus, “findings should be interpreted with caution” (Van Bergan et al., 2020, p. 188).

Discussion on Future Directions of Research

Noddings (1995) maintains that gains, including academic achievement, can be made by implementing care into the school curriculum. Current study data implied that

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both students and teachers value close relationships free of conflict therefore, future research can include a student portrayal of teacher care prior to, and following teacher training on the competency of care. For example, baseline drawings can be collected and after extensive teacher training, students can be asked to do a post-drawing. Content analysis can be used to determine program strength, areas for improvement, and steps for continued success. Additionally, researcher training regarding the use of student illustrations and their meaning (i.e. the use of particular colors and other elements) would make the analysis of drawing content richer. Implementation of programming and training focusing on care would be a proactive approach to learning how students perceive care and the behaviors they view as caring.

Additional variables to be considered for future research would be teachers' emotional mind-set and the correlation concerning the capacity to facilitate positive relationships needed for educators to increase their willingness to go beyond the classroom with their caring (Gallagher et al., 2013), how teachers' caring or un-caring behaviors contribute to students' self-esteem and peer relations, teacher experience level, parent perceptions, and family variables to name a few.

In addition to employing inter-rater reliability and member checks to student drawing analysis, extending research to other district elementary schools may also increase the generalizability, as would classroom observations. Not to mention, expanding the study to other populations (i.e. middle school students) because as students move to upper grades their perception of school, particularly their relationships with their teachers may change. Bombi et al., 2021

Conclusion

The first goal of this study was to define care as described by teachers and perceived by students. The second goal was to improve the relationship between at-risk students and their teachers. The final goal was to promote change, support administrators, and empower teachers to not only teach children a skill set, but to teach with care.

The current study arose from a passion to make certain all students know they are genuinely cared for, ensure that all educators recognize their own caring or uncaring behaviors as perceived by others, especially students.

Just as every student is a unique learner and needs to be offered differentiated instruction, those same students need a differentiated expression of care that aligns to what they value.

The quality and nature of student-teacher relationships may vary but genuine teacher-child relationships aid in the development of peer relations, support positive behaviors, and influence academic success (Pianta, 2001).

While the results did not confirm this researcher's expectations, schools need to stress caring, promote individuality, and value students for who they are. "When youngsters engage every day in such a school community, they learn the lessons of caring" (Starratt, 1991, p. 197), which prepare students for life beyond the interactions and rigor of a classroom (McCollum, 2014). "There is more to life and learning than the academic proficiency demonstrated by test scores" (Noddings, 1995, p. 679).

Understanding students' needs and making certain every student develops positive relationships with adults in the learning environment will promote a culture of care. We should care about who we are teaching first and what we are teaching second.

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Appendix A

District Approval for Research



Columbiana
EXEMPTED VILLAGE SCHOOLS
COLUMBIANA, OHIO 44408

Superintendent 700 Columbiana-Waterford Road 330-482-5352
Treasurer 700 Columbiana-Waterford Road 330-482-5353

JOSHUA DIXON 333 North Middle Street 330-482-5355
SOUTH SIDE MIDDLE 700 Columbiana-Waterford Road 330-482-5354
COLUMBIANA HIGH 700 Columbiana-Waterford Road 330-482-3818

Dear Mrs. Sharshan,

Thank you for reaching out to gain the appropriate access to our staff, students and building for your research project. You have the approval of the district to move forward with your research. We ask that once you have completed the project, that you share your results with our school administration and board of education. Your growth as an administrator and professional in our educational program is of paramount interest to our school system. Additionally, any opportunity for our schools to make progress or improvements would be appreciated from your research.

We look forward to learning about your results and wish you the absolute best on the rest of your doctoral journey.

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix B

IRB Approval for Research

Karen Larwin

Teacher Ed and Leadership St

Re: Exempt - Initial - 2022-113 The Discernment of Teacher Care Discovered in Elementary Student Drawings: A Mixed Methods Study Comparing Teacher and Student Perceptions of Care

Dear Dr. Karen Larwin:

Youngstown State University Human Subjects Review Board has rendered the decision below for The Discernment of Teacher Care Discovered in Elementary Student Drawings: A Mixed Methods Study Comparing Teacher and Student Perceptions of Care

Decision: Exempt

Selected Category: Category 1. Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Any changes in your research activity should be promptly reported to the Institutional Review Board and may not be initiated without IRB approval except where necessary to eliminate hazard to human subjects. Any unanticipated problems involving risks to subjects should also be promptly reported to the IRB.

The IRB would like to extend its best wishes to you in the conduct of this study.

Sincerely,

Youngstown State University Human Subjects Review Board

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix C

Survey

Survey

Child: _____ Teacher: _____ Grade: _____

Using the scale below, please reflect on the degree to which each of the following statements currently applies this child.

Definitely does not apply 1	Not really 2	Neutral, not sure 3	Applies somewhat 4	Definitely applies 5
-----------------------------------	--------------------	---------------------------	-----------------------	----------------------------

1. This child shares a warm relationship with the adults at school.	1	2	3	4	5
2. This child always seems to be struggling with the adults at school.	1	2	3	4	5
3. This child seeks comfort from adults at school when upset.	1	2	3	4	5
4. This child is uncomfortable with physical affection or touch from the adults at school.	1	2	3	4	5
5. This child values relationships with the adults at school.	1	2	3	4	5
6. This child beams with pride when praised.	1	2	3	4	5
7. This child spontaneously shares information about himself/herself.	1	2	3	4	5
8. This child easily becomes angry.	1	2	3	4	5
9. This child makes it easy to be in tune with what he/she is feeling.	1	2	3	4	5
10. This child remains angry or is resistant after being disciplined.	1	2	3	4	5
11. This child is an emotional drain.	1	2	3	4	5
12. This child's bad moods create long and difficult days.	1	2	3	4	5
13. This child's feelings can be unpredictable or change suddenly.	1	2	3	4	5
14. This child is sneaky or manipulative.	1	2	3	4	5
15. This child openly shares his/her feelings and experiences	1	2	3	4	5

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Appendix D

Survey Response Scale, Factors, and Scoring

Student-Teacher Relationship Scale (STRS)

Examines teachers' relationships with an individual child in their classroom (Pianta, 2001). The 15-item, 5-point scale yields scores on Conflict and Closeness and has excellent psychometric properties across multiple studies and samples (Pianta, 1992), including internal consistency from .86-.89 in the MTP sample, and predicts children's classroom behavior, school retention, and academic outcomes (Hamre & Pianta, 2001; Pianta, Steinberg, & Rollins, 1995).

Response Scale

Teachers are to reflect on the degree to which each of the following statements currently applies to their relationship with a particular student.

1=Definitely does not apply

2=Not really

3=Neutral, not sure

4=Applies somewhat

5=Definitely applies

Factors

Name	Items
Closeness	1, 3, 4R, 5, 6, 7, 9, 15
Conflict	2, 8, 10, 11, 12, 13, 14

Scoring Subscale scores are the mean of included items. Item 4 is reverse-scored

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Appendix E

Drawing Task-Script

The following script was read to the students during their regularly scheduled art class.

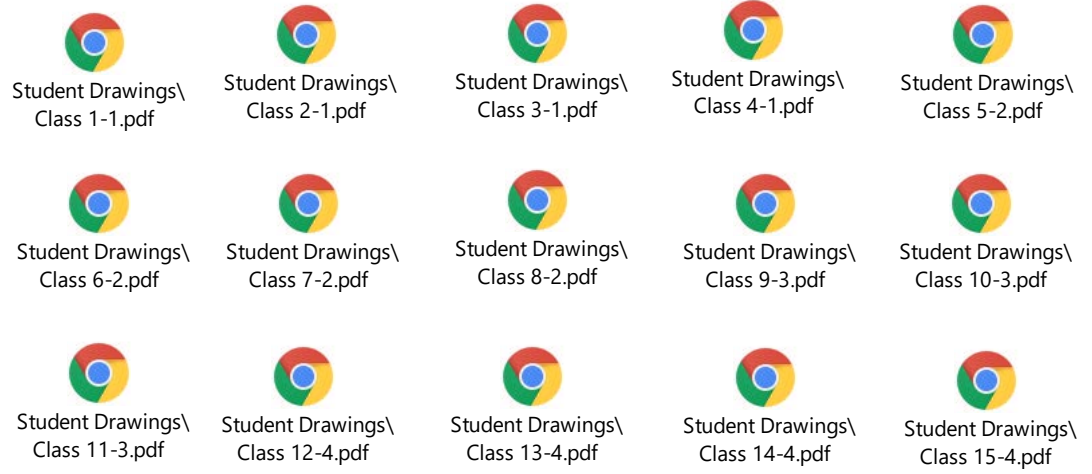
Boys and girls, we have been discussing and illustrating personal experiences. Last week we discussed the personal experience of building a snowman and illustrated our snowman. Today, I would like for you to think about your personal experience with your teacher M/M_____.

I would now like for you to draw yourself and your teacher. Please indicate/label in your drawing yourself and your teacher M/M_____. After you finish, (1st & 2nd) we will be around to write down what you describe. (3rd/4th) you may add your own narrative to describe your illustration.

Third and fourth grade students were asked to write and first and second grade students were given a scribe.

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix F Student Drawings



TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix G

Preliminary Coding

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
1-1	3	My teacher is mad when I cannot read the story./T. open mouth/St. sad face/Ok proximity -at GR table	F	Neg.
1-1	14	My teacher gave me a yellow card. I was sad ./T. sad face/St. sad face/Ok proximity	F	Neg.
1-1	15	Sometimes my teacher yells at me./T. open mouth/St. sad face/Separated proximity	F	Neg.
1-1	19	Absent	M	N/A
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
1-1	1	I gave teacher a gift./ T. smile /St. smile/Good proximity	M	Pos.
1-1	2	I got an F on my homework, mom was mad and so was my teacher./ T. mad face speech bubble "you get a F"/St. crying speech bubble "wa wa wa"/Ok proximity	F	Neg.
1-1	4	My teacher lets me help pass out folders./T. straight face /St. smile/Good proximity .	F	Pos.
1-1	5	My teacher gave me a yellow card. It made me sad ./T. straight face /St. sad face speech bubble "I got a yellow card" written do not look under this card/ Ok proximity .	M	Neg.
1-1	6	Me and my teacher are twins ./T. smile speech bubble "we are clones"/St. smile speech bubble "ok"/ Good proximity .	F	Pos.
1-1	7	No narrative. No teacher present in picture./St. sad face	M	Unknown
1-1	8	No narrative./T. smile /St. smile/Ok proximity -separated by a couple of students.	M	Pos.
1-1	9	I am good /T. smile /St. smile/Good proximity	M	Pos.
1-1	10	My teacher gets mad when I talk to my friends./T. mad face /St. open mouth/Separated proximity -student between.	F	Neg.
1-1	11	My teacher tells me I work hard/T. smile speech bubble "you work hard"/St. smile speech bubble "thank you"/ Ok proximity	M	Pos.
1-1	12	I colored the top of my paper rainbow and she liked it ./T. smile speech bubble "I like how you did that"/St. smile speech bubble "thank you"/ Good proximity .	M	Pos.
1-1	13	I saw (my teacher) at the store, outside./T. smile /St. smile/Ok proximity -student in between	M	Pos.
1-1	16	My teacher reads stories to me ./T. smile /St. smile/Good proximity	F	Pos.
1-1	17	I like learning with my teacher./T. smile /St. smile/Separated proximity -table and desk.	F	Pos.
1-1	18	My teacher is looking at my paper and I am at my desk./T. smile speech bubble "I am looking at paper"/St. smile speech bubble "I am at my desk"/ Good proximity .	F	Pos.
1-1	20	I got an extra hole punch./T. smile /St. smile/Good proximity -at GR table	M	Pos.

TEACHER AND STUDENT PERCEPTIONS OF CARE

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
2-1	6	No narrative./T. smile/St. smile/Ok proximity	M	Pos.
2-1	15	I like my teacher/T. smile/St. smile/Good proximity	F	Pos.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
2-1	1	No narrative./T. smile/St. smile/Good proximity	M	Pos.
2-1	2	No narrative./T. smile/St. smile/Good proximity	M	Pos.
2-1	3	My teacher is nice./T. smile/St. smile/Good proximity	F	Pos.
2-1	4	My teacher is nice./T. smile/St. smile/Good proximity	M	Pos.
2-1	5	My teacher makes me happy/T. smile/St. smile/Good proximity	F	Pos.
2-1	7	My teacher reads us stories./T. smile/St. smile/Good proximity	M	Pos.
2-1	8	Sometimes my teacher yells/T. open mouth/St. open mouth/Good proximity	M	Neg.
2-1	9	Me and my class is walking to my classroom./T. smile/St. smile/Ok proximity-2 students between.	F	Pos.
2-1	10	Absent	F	N/A
2-1	11	My teacher smiles at me./T. smile/St. smile/Good proximity	F	Pos.
2-1	12	My teacher is kind./T. smile/St. smile/Good proximity	F	Pos.
2-1	13	My teacher gets mad and yells sometimes./T. open mouth/St. mad face./Ok proximity-student slightly behind teacher.	M	Neg.
2-1	14	No narrative./T. smile/St. sad face/Ok proximity-student slightly behind teacher.	M	Unknown-St. Sad
2-1	16	My teacher is loud when the class does not listen./T. open mouth/St. sad face/Good proximity	F	Neg.
2-1	17	My teacher is nice./T. smile/St. smile/Good proximity	F	Pos.
2-1	18	My teacher helps me to read./T. smile/St. smile/Good proximity	F	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
3-1	1	My class is watching a movie./T. smile/St. smile/Ok proximity-some students in between	M	Pos.
3-1	2	Me and my teacher outside./T. open mouth/St. smile/Good proximity	M	Pos.
3-1	5	My teacher tells me that I need to listen./T. open mouth/St. sad face/Good Proximity	F	Neg.
3-1	8	We play a game./T. smile/St. smile/Good proximity-student at the board	M	Pos.
3-1	9	Me and my teacher outside./T. smile/St. smile/Good proximity	F	Pos.
3-1	11	My teacher told me I got it wrong./T. open mouth/St. open mouth/Ok proximity	M	Neg.
3-1	12	Sometimes my teacher yells./T. open mouth/St. sad face/Ok proximity	M	Neg.
3-1	15	I showed my teacher my picture./T.smile/St. smile/Good proximity	F	Pos.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
3-1	3	I asked my teacher if I could read Dogman./T. smile speech bubble "yes!"/St. smile speech bubble "can I read Dogman"/Good proximity	M	Pos.

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3-1	4	No teacher present./St. open mouth	F	Unknown
3-1	6	Sometimes my teacher is mad./T. open mouth/St. sad face/Good proximity	M	Neg.
3-1	7	My teacher makes me happy./T. smile/St. smile/Good proximity	M	Pos.
3-1	10	I am doing math./T. smile/St. smile/Separated proximity-teacher at desk	M	Pos.
3-1	13	Absent	M	N/A
3-1	14	My teacher watches me on the rainbow slide./T. smile/St. smile/Ok proximity-separated by slide	F	Pos.
3-1	16	We made candy canes for Christmas./T. smile/St. smile/Separated proximity-student at table	F	Pos.
3-1	17	My teacher is nice to the class and me./T. smile/St. smile speech bubble "you are a good teacher"/Good proximity	F	Pos.
3-1	18	I love when my teacher gives me hugs./T. smile/St. smile/Good proximity	F	Pos.
3-1	19	My teacher likes my answer./T. smile "I agree"/St. smile speech bubble "This is nice"/Separated proximity	F	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
4-1	2	No Narrative/T. smile/St. smile/Good proximity	M	Pos.
4-1	5	Sometimes my teacher yells at me/T. open mouth/St. sad face/Good proximity	M	Neg.
4-1	14	My teacher is kind./T smile/St. smile/Good proximity	F	Pos.
4-1	17	Absent	M	N/A
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
4-1	1	When I go to school I am happy./T. smile/St. smile/Good proximity	M	Pos.
4-1	3	My teacher is nice./T. smile/St. smile/Good proximity	F	Pos.
4-1	4	My teacher is kind. Really kind./T. smile/St. smile/Good proximity	M	Pos.
4-1	6	My teacher gets mad when I don't listen./T. straight/St. straight/Good proximity	F	Neg.
4-1	7	Student saying thank you to teacher./T. smile/St. open mouth speech bubble "thank you for being my teacher"/Good proximity	M	Pos.
4-1	8	Me and my teacher./T. smile/St. smile/Good proximity	F	Pos.
4-1	9	My teacher is nice./T. smile/St. smile/Good proximity	M	Pos.
4-1	10	My teacher is nice./T. smile/St. smile/Good proximity	F	Pos.
4-1	11	My teacher gets mad at me./T. mad face/St. sad face/Separated proximity	M	Neg.
4-1	12	No narrative./T. smile/St. smile/Good proximity	F	Pos.
4-1	13	Me and my teacher read books./T. straight/St. smile/Ok proximity	M	Pos.
4-1	15	My teacher is nice./T. smile/St. smile/Good proximity	F	Pos.
4-1	16	My teacher is mad at me./T. sad face/St. sad face/Separated proximity	M	Neg.
4-1	18	My teacher answers my questions./T. smile/St. smile/Good proximity	M	Pos.

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4-1	19	My teacher gave me a flower./T. smile/St. smile/Good proximity	F	Pos.
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Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
5-2	1	Sometimes my teacher gets mad if I don't know why./T open mouth/St. sad face/Separated proximity	M	Neg.
5-2	3	My teacher makes me happy./T. smile/St. smile/Good proximity	M	Pos.
5-2	4	I bring my teacher boxes./T. smile/St. smile/Ok proximity	M	Pos.
5-2	5	I do deliveries for my teacher./T. smile speech bubble "can you get some papers from the copier"/St. smile speech bubble "yes"/Good proximity	M	Pos.
5-2	6	My teacher takes us outside./T. open mouth "ok let's go"/St. open mouth speech bubble "yah"/Good proximity	F	Pos.
5-2	7	No teacher present./I have liked my teacher since the first day of school./St. smile/Good proximity	M	Pos.
5-2	11	My teacher helps me tie my shoe./T. smile/St. smile/Good proximity	F	Pos.
5-2	13	Me and my teacher outside when my shoe broke./T. open mouth speech bubble "oh no"/St. open mouth speech bubble "my shoes"/Good proximity	F	Pos.
5-2	14	My teacher tells me great job./T. smile speech bubble "great job"/St. smile speech bubble "thank you"/Good proximity	M	Pos.
5-2	17	My teacher showed an apple and an orange tree./T. smile/St. smile/Good proximity	M	Pos.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
5-2	2	I laugh at my teacher's jokes./T. smile/St. smile/Ok proximity	F	Pos.
5-2	8	Me and my teacher outside feeling the wind./T. smile speech bubble "of course"/St. smile speech bubble "does the wind feel good"/Good proximity	F	Pos.
5-2	9	On the first day I met my teacher./T. smile/St. smile/Good proximity	F	Pos.
5-2	10	My teacher takes pictures of us./T. smile speech bubble "say cheese"/St. smile speech bubble "cheese"/Good proximity	M	Pos.
5-2	12	My teacher yelled at me when I made a mistake./T. mad face speech bubble "it is okay remember for next time" /St. sad face speech bubble "sorry for doing it wrong"/Good proximity	F	Neg.
5-2	15	My teacher is nice./T. smile/St. smile/Ok proximity	M	Pos.
5-2	16	I was happy when I got a super improver./T. smile speech bubble "super improver"/St. smile speech bubble "yah"/Good proximity	M	Pos.
5-2	18	My teacher helps me./T. smile/St. smile speech bubble "can you help me"/Good proximity	F	Pos.
5-2	19	I sort for my teacher and it was fun./T. smile speech bubble "yes please"/St. smile speech bubble "Hey, I saw how messy the super improver draws are do you want me to clean them"/Good proximity	F	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
6-2	1	I talk to my teacher./T. smile/St. smile/Good proximity	F	Pos.

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6-2	9	My teacher says I can't go to recess./T. open mouth/St. sad face/Good proximity	F	Neg.
6-2	11	Me and my teacher match./T. smile/St. smile/Good proximity	F	Pos.
6-2	12	My teacher sometimes gets mad ./T. straight face/St. straight face/ Ok proximity	M	Neg.
6-2	16	My teacher helps me read./T. smile/St. smile/Good proximity	F	Pos.
6-2	17	My teacher is kind ./T. smile/St. smile/Good proximity	F	Pos.
6-2	18	Me and my teacher in the city./T. smile/St. smile/Good proximity	M	Pos.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
6-2	2	One day me and my teacher wore the same shirt./T. smile/St. smile/Good proximity	F	Pos.
6-2	3	Sometimes my teacher is mad ./T. sad face/St. sad face/Ok proximity	M	Neg.
6-2	4	My teacher teaches us./T. smile/St. smile/Good proximity	F	Pos.
6-2	5	My teacher is nice ./T. smile/St. smile/Good proximity	F	Pos.
6-2	6	My teacher helps me ./T. smile/St. smile/Good proximity	M	Pos.
6-2	7	I am raising my hand./T. smile/St. smile/Good proximity	M	Pos.
6-2	8	Absent	F	N/A
6-2	10	My teacher is nice ./T. smile/St. smile/Good proximity	M	Pos.
6-2	13	Me and my teacher./T. smile/St. smile/Good proximity	M	Pos.
6-2	14	Me and my teacher./T. smile/St. smile/Good proximity	M	Pos.
6-2	15	My teacher makes me happy ./T. smile/St. smile/Good proximity	F	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
7-2	1	I love you <u> </u> you are the best teacher ever!./T. smile/St. open mouth speech bubble "you are the best"/Good proximity	F	Pos.
7-2	2	My teacher is not always nice to me./T. open mouth/St. sad face/Separated proximity	F	Neg.
7-2	9	My teacher says you need to learn this./T. straight face/St. cannot see face (blacked out)/ Ok proximity	F	Unknown
7-2	10	This is me in the water./No teacher present.	M	Unknown
7-2	16	My teacher was trying to talk to me but I couldn't hear her./T. smile/St. smile/Good proximity	M	Pos.
7-2	19	My teacher is nice and kind . My badest experience was drowning in a pool./T. smile speech bubble "hi"/St. straight face speech bubble "hi"/ Good proximity	M	Pos.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
7-2	3	My teacher likes my stories./T. smile speech bubble "good"/St. smile speech bubble "the end"/ Good proximity	F	Pos.
7-2	4	My teacher says I do good ./T. smile/St. smile/Good proximity	F	Pos.
7-2	5	My teacher reads us stories./T. smile/St. smile/Good proximity	M	Pos.
7-2	6	My teacher helps me do reader's theater./T. smile/St. smile/Ok proximity	F	Pos.
7-2	7	I gave my teacher a hug ./T. smile/St. smile/Good proximity	F	Pos.

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7-2	8	I say bye to my teacher every day./T. smile/St. smile speech bubble "see you tomorrow"/Ok proximity	F	Pos.
7-2	11	I was going to ask the teacher something but she did not listen to what I was saying and told me to do my work./T. open mouth speech bubble "do your work"/St. sad face/Good proximity	M	Neg.
7-2	12	My teacher watching me on a shark./T. no facial expression/St. no facial expression/Separated proximity	M	Unknown
7-2	13	One time when I was crying she got mad at me and yelled at me. Later she said sorry./T. open mouth speech bubble "stop"/"sorry" /St. sad/happy face (student drew both versions)	F	Neg./Pos.
7-2	14	I gave my teacher a present./T. smile/St. smile/Separated proximity	M	Pos.
7-2	15	My teacher is helpful./T. smile/St. sad face speech bubble "I need help"/Ok proximity	F	Pos.
7-2	17	I gave my teacher a present./T. smile speech bubble "thank you"/St. smile/Good proximity	F	Pos.
7-2	18	I gave my teacher a hug./T. smile/St. smile speech bubble "hug"/Good proximity	F	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
8-2	1	My teacher reads us stories./T. open mouth/St. smile/Good proximity	F	Pos.
8-2	9	My teacher reads me books./T. smile/St. smile/Good proximity	M	Pos.
8-2	10	My teacher is nice and kind./T. smile/St. smile/Good proximity	F	Pos.
8-2	14	Me and my teacher outside./T. smile/St. smile/Good proximity	F	Pos.
8-2	15	My teacher gave me A+./T. smile/St. smile/Good proximity	M	Pos.
8-2	19	Absent	F	N/A
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	Student Perception
8-2	2	My teacher is super nice./T. smile/St. smile/Good proximity	F	Pos.
8-2	3	My teacher is so kind./T. smile/St. smile/Good proximity	F	Pos.
8-2	4	My teacher when we do Ninja Math./T. smile speech bubble "my class is the best"/St. smile speech bubble "you are too"/Good proximity	F	Pos.
8-2	5	My teacher is nice./T. smile/St. smile/Good proximity	F	Pos.
8-2	6	My teacher welcomed us on the first day of school./T. smile speech bubble "welcome class"/St. smile/Good proximity	M	Pos.
8-2	7	My teacher is the kindest./T. smile speech bubble "at 12:00"/St. smile speech bubble "when is lunch"/Good proximity	M	Pos.
8-2	8	My teacher reads us books./T. smile/St. smile/Good proximity	F	Pos.
8-2	11	Absent	M	N/A
8-2	12	My teacher is nice./T. smile speech bubble "can I help you"/St. smile speech bubble "no I was just saying hi"/Good proximity	F	Pos.
8-2	13	Absent	M	N/A

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8-2	16	My teacher gave me a super improver./T. smile/St. smiles speech bubble "yah I moved up a level"/Good proximity	F	Pos.
8-2	17	My teacher gives us a test./T. smile/St. smile/Separated proximity	M	Pos.
8-2	18	My teacher looks mad if I don't answer./T. open mouth/St. sad face/Separated proximity	F	Neg.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
9-3	2	Absent	F	N/A
9-3	7	Today, I was asking ___ a question about the magazine we were reading!/T. smile/St. zig-zag mouth/Good proximity	F	Pos.
9-3	9	I messed up on my paper so she told me everybody messes up. Then I kept going on my work./T. smile speech bubble "It's ok everybody messes up"/St. smile speech bubble "Sorry I messed up"/Ok proximity	F	Pos.
9-3	11	This is about me giving ___ flowers in the classroom it was nice I love it./T. smile "it is so beautiful"/St. smile "I have something for you"/Good proximity	M	Pos.
9-3	12	My teacher gets mad when I say I need more minutes./T. mad face speech bubble "ok but if it is not done it will be homework ok"/St. sad face speech bubble "I need more minutes"/Ok proximity	M	Neg.
9-3	14	When she was yelling at us because we were not quiet./T. open mouth/St. scared face/Separated proximity	M	Neg.
9-3	19	One time I got something wrong and ___ helped me and I felt happy she didn't yell at me. She is a great teacher./T. smile/St. smile/Good proximity	M	Pos.
9-3	24	When I am in class I listen to my teacher so I get good grades./T. open mouth speech bubble "good job"/St. wearing mask speech bubble "thank you"/Good proximity	F	Unknown
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
9-3	1	My teacher is teaching me about arrays. She is so nice to me and she teaches arrays so easily./T. smile speech bubble "now write it down"/St. smile "ok"/Good proximity	F	Pos.
9-3	3	I was giving a Christmas present to my teacher. I gave her chocolate and some gift cards./T. smile "thank you"/St. smile "You're welcome"/Good proximity	F	Pos.
9-3	4	Me and ___ in the classroom and in line to go somewhere talking about PT./T. smile speech bubble "how is it going"/St. smile speech bubble "good"/Good proximity	F	Pos.
9-3	5	Sometimes I get stuck on multiplication because it is a little hard because how the equations are with the big numbers./T. sad face/St. sad face/Good proximity	M	Neg.
9-3	6	When we are in the classroom ___ makes me feel happy. She also makes me feel joyful./T. smile/St. smile/Good proximity	M	Pos.
9-3	8	I offered ___ a ___ but she said no thanks./T. open mouth/St. open mouth/Good proximity	M	Unknown
9-3	10	My teacher and I learning what's a ___./T. smile speech bubble "what's a ___" /St. smile speech bubble "___" /Good proximity	F	Pos.

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9-3	13	Me and my teacher have a good personal experience because I can talk to her when something is wrong and I can open up to her ./T. smile /St. smile/Good proximity	F	Pos.
9-3	15	My picture is about when ___thought my answer to a question was great and that made me feel good about myself and more confident./T. smile speech bubble "wow that's awesome"/St. smile speech bubble "thank you"/ Good proximity	F	Pos.
9-3	16	My teacher makes me feel confident because she tells me I'm smart and kind ./T. smile speech bubble "good job to remember to raise your hand, thank you"/ St. smile "you're welcome"/ Ok proximity	F	Pos.
9-3	17	The picture explains me and my teacher in the classroom together and she is teaching the class./T. open mouth/St. straight mouth/ Separated proximity	M	Unknown
9-3	18	One time...Illustration shows student crying and teacher asking what is wrong.../T. open mouth/St. crying face/ Good proximity	F	Unknown
9-3	20	___ gets angry at me when I yell at someone./T. mad face/St. sad face/ Separated proximity	M	Neg.
9-3	21	I love this class because we do fun things and I can't wait to learn about matter./T. smile /St. smile speech bubble "I love this class"/ Good proximity	M	Pos.
9-3	22	No narrative. Illustration indicates student handing teacher a flower./T. smile speech bubble "thank you"/St. smile speech bubble "here you go"/ Good proximity	F	Pos.
9-3	23	In the classroom ___makes me feel better when she helps me with work./T. smile /St. smile/Good proximity	M	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
10-3	1	___day I hate to move up to her table./Facing front/ Good Proximity	F	Neg.
10-3	3	My teacher lets me write on the smartboard/T. smile /St. smile/Good proximity	F	Pos.
10-3	4	I was shocked I thought I got ___My teacher is so nice ./No faces-Hands shaking/hands shaking	M	Pos.
10-3	5	No teacher present in illustration./S. sad face/no T. present	F	Neg.
10-3	6	Me and my teacher are drawing animal research/T. smile /St. smile/Good proximity -T. behind student.	M	Pos.
10-3	7	Me and my teacher. We are doing math. Math is fun./T. smile /St. smile/Good proximity -St. at desk-T. standing	F	Pos.
10-3	8	No narrative./T. open mouth/St. sad face/Good proximity	F	Neg.
10-3	9	We are watching a movie in class./T. smile /St. back displayed/ Separated proximity -T. at doc. Camera/St. at desk.	M	Pos.
10-3	10	My teacher helps me do my work and this is why my teacher is the best./T. smile /St. smile/Good proximity	M	Pos.
10-3	11	No narrative/T. back or overhead view/St. sad face/Ok proximity	F	Neg.
10-3	13	It is about ___ and me playing basketball./T. scribbled out/St. smile/Good proximity but T. scribbled out.	M	Pos.

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10-3	16	No narrative./T. open mouth speech bubble saying "unknown"/St. open mouth speech bubble "no no"/Separated proximity	M	Unknown
10-3	18	This is my teacher holding up the PAX sign./T. smile/St. smile/Separated proximity	M	Pos.
10-3	19	Absent	M	N/A
10-3	20	No narrative./T. open mouth/St. sad face/Ok proximity-student slightly behind teacher	M	Unknown
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
10-3	2	We read a book in class./T. smile/St. smile/Good proximity-student at carpet-T. reading	M	Pos.
10-3	12	This was me and my teacher on the first day of school and my teacher was introducing herself to me./T. smile/St. smile/Good proximity	F	Pos.
10-3	14	This is me and my teacher doing animal research./T. smile/St. smile/Ok proximity table between.	M	Pos.
10-3	15	I had a good experience with ___ when I found out I was gifted in reading./T. smile/St. smile/Good proximity	F	Pos.
10-3	17	My class was doing animal research but I had to ask for help because one of the websites wasn't working./T. smile speech bubble "I will be there in a minute"/St. smile speech bubble "can you help me"/Ok proximity	M	Pos.
10-3	21	No narrative./T. smile/St. smile/Ok proximity-at GR table	F	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
11-3	2	This is me and my teacher talking./T. smile/St. smile/Good proximity	F	Pos.
11-3	8	This is a bad experience because I get told that I can't talk in class/T open mouth with speech bubble "you are not allowed to talk"/St. sad face speech bubble "ok"/Separated proximity	M	Neg.
11-3	9	No narrative./T. straight face speech bubble "sorry this is a pop quiz"/St. sad face speech bubble "can you please help me"/Ok proximity	F	Unknown
11-3	11	At guided reading we go up to our teacher and read a book with her/T. smile with speech bubble "Ok, what does domesticated mean?"/St. open mouth with speech bubble "owned by humans and kept as pets"/Good proximity	M	Pos.
11-3	14	No narrative-sign Need a friend./T. straight face/St. smile/Good proximity	M	Neg.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
11-3	1	Me and my teacher say hi./T. smile speech bubble "hello"/St. smile speech bubble "hi"/Good proximity	M	Pos.
11-3	3	No narrative./T. smile/St. smile/Separated proximity	F	Pos.

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11-3	4	Sometimes my teacher yells at me ./T. open mouth/St. open mouth/ Separated proximity	M	Neg.
11-3	5	No narrative. Heart/T. smile/St. smile/ Good proximity	F	Pos.
11-3	6	Absent	M	N/A
11-3	7	Absent	F	N/A
11-3	10	One personal experience is when it's Friday because we get to go to gym and my reading group gets to go on the carpet./T. smile/St. smile/ Good proximity	M	Pos.
11-3	12	No narrative./T. smile/St. smile/ Good proximity	M	Pos.
11-3	13	No narrative./T. smile speech bubble "table 4 ___"/St. smile/ Separated proximity 2 tables.	F	Pos.
11-3	15	Me and my teacher I did my test right and she said good job and I wish my teacher was my teacher every year ./T. smile speech bubble "good job"/St. smile speech bubble "yay"/ Good proximity	F	Pos.
11-3	16	Absent	F	N/A
11-3	17	This is a bad experience because my teacher yells ./T. open mouth with speech bubble "stop talking"/St. sad face with speech bubble "alright"/ Ok proximity	M	Neg.
11-3	18	No narrative./T. smile speech bubble "what is the equation"/St. smile and heart speech bubble "ok I get it 8X6"/ Ok proximity-smartboard	F	Pos.
11-3	19	This is me and my teacher reading at independent reading time./T. smile speech bubble "read til this page"/St. smile/ speech bubble "ok"/ Good proximity	F	Pos.
11-3	20	Me and my teacher. I told my teacher I was making a youtube video./ Ok proximity -kidney table between	M	
11-3	21	I gave my teacher her Christmas gift./T. smile speech bubble "thank you"/St. smile/speech bubble "Merry Christmas"/ Good proximity	F	Pos.
11-3	22	My personal experience is when I am next to her./T. smile/St. smile/ Good proximity	F	Pos.
11-3	23	No Narrative/T. smile-speech bubble "you're a really good teacher"/S. smile-speech bubble "thank you"/ Good proximity	F	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
12-4	17	No narrative./T. smile/St. smile/ Ok proximity	F	Pos.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
12-4	1	When I got to pet the ferrets./T. smile/St. smile/ Good proximity	M	Pos.
12-4	2	My teacher lets me listen to music on my chrome book./T. smile/St. smile/ Good proximity	M	Pos.
12-4	3	No narrative./T. open mouth speech bubble "yes ___"/St. sad face/ Ok proximity -separated by student desk.	M	Neg.

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12-4	4	I showed my drawing of Mr. Pickle to my homeroom teacher. She loved it./T. smile/St. smile/Good proximity	M	Pos.
12-4	5	No narrative./T. smile/St. smile/Ok proximity-student arms folded	F	Pos.
12-4	6	No narrative./T. smile/St. smile/Good proximity	M	Pos.
12-4	7	No narrative./T. smile/St. smile/Good proximity	M	Pos.
12-4	8	___ is one of the nicest teachers in the world./T. smile/St. smile/Good proximity	M	Pos.
12-4	9	We used water, cup, pepper and we put the pepper in the water and the soap and the pepper went to the side of the cup!/Illustration has no faces on people/Good proximity	F	Unknown
12-4	10	This picture is of the first time I met my teacher./T. smile/St. smile/Ok proximity	F	Pos.
12-4	11	Absent	F	N/A
12-4	12	I made this picture because I think it is great to ask questions so you know what to do on it./T. smile/St. smile/Ok proximity-GR table between	F	Pos.
12-4	13	No narrative./T. smile/St. smile/Good proximity	M	Pos.
12-4	14	I was handing my work to my teacher and she said looks good and I said thank you./T. smile/St. smile/Good proximity	F	Pos.
12-4	15	I can ask my teacher about anything and she will give me an answer./T. smile/St. back turned/Good proximity separated by kidney table	M	Pos.
12-4	16	Me asking my teacher a question./T. smile speech bubble "yes"/St. back turned speech bubble "blah blah blah"/Good proximity	F	Pos.
12-4	18	No narrative./T. smile speech bubble "your turn!"/St. smile speech bubble "ok!"/Ok proximity-playing game at table	F	Pos.
12-4	19	Absent	F	N/A
12-4	20	Me and my teacher talked about vacations we've had./T. smile/St. smile/Ok proximity-separated by kidney table	F	Pos.
12-4	21	No narrative./T. smile/St. smile/Ok proximity-separated by kidney table	F	Pos.
12-4	22	No narrative./No T. present in illustration and St. sad face	M	Unknown

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
13-4	1	No narrative/T. smile and speech bubble asking "Why?"/St. sad face with speech bubble saying "I'm sad"/Ok proximity	F	Unknown
13-4	2	Sometimes my teacher makes me sad./T. open mouth/St. sad face/Good proximity	F	Neg.
13-4	3	We are ___ and we are hugging. My teacher and my Grandma no teacher say need to learn./T. smile/St. smile/Good proximity with arrows toward each other.	F	Pos.
13-4	5	In the good it was good and the not so good I got in trouble./T. sad face with speech bubble "tell me what you did"/St. open mouth./Separate proximity.	M	Neg.
13-4	6	I got in trouble from talking to my best friend./T. open mouth with speech bubble "girls stop talking"/St. talking mouth with laughing speech bubble/Separate proximity. Actually a desk and space separates.	F	Unknown

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13-4	7	Me raising my hand to answer a question./T. smile and speech bubble saying "yes"/St. straight face/Separate proximity with desk and space between.	F	Pos.
13-4	8	I got an A in her class and she said good job./St. smile/T. smile with speech bubble saying "good job"/Ok proximity student desk between.	F	Pos.
13-4	11	Sometimes my teacher gets mad./T. open mouth/St. sad face/Separate proximity desk, chair, and space separates them.	M	Neg.
13-4	13	Cannot decipher narrative./T. mad face/St. crying face/Separate proximity with door between them (student in hall?)	M	Neg.
13-4	14	I love my teacher so much you are the best./T. smile speech bubble "thank you so much you are the best"/St. smile speech bubble "you are the best"/Separate proximity	F	Pos.
13-4	15	Me and my teacher./T. smile speech bubble "sure" /St. smile speech bubble "can you call my mom for my folder I left it at home"/Good proximity	F	Pos.
13-4	16	Me and my teacher./T. open mouth/St. smile/Separate proximity	F	Pos.
13-4	17	She asked me what's 40X2 I said 80 I got it correct./T. smile speech bubble "correct"/St. smile speech bubble "80"/Separate proximity	F	Pos.
13-4	18	Absent	M	N/A
13-4	19	So my teacher helped me with a test she just read it to me to help me./T. open mouth speech bubble "ok"/St. open mouth speech bubble "ok"/ Good proximity	F	Pos.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
13-4	4	No narrative./T. smile with speech bubble "What's the answer to ___"/St. smile with speech bubble "It is 2" and teacher "good job". Good proximity.	F	Pos.
13-4	9	No narrative./T. open mouth with speech bubble saying "Wow"/ St. open mouth with speech bubble saying "was your number 47"/Okay proximity with teacher desk between but both standing.	M	Pos.
13-4	10	Me giving my teacher a gift for Christmas./T. smile with speech bubble saying "thank you"/St. smile/Good proximity.	F	Pos.
13-4	12	No narrative./T. smile with speech bubble "oh wow" /St. smile and speech bubble "I'm related to Francis Scott Key"/ Good proximity.	M	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
14-4	4	I have a lot of fun being in ___ but even more fun with my teacher./T. smile/St. smile/Good proximity-arms around each other's shoulders.	M	Pos.
14-4	8	I'm saying hello and I'm smiling and he is too./T. smile/St. smile/Good proximity	M	Pos.
14-4	11	I said to my teacher can you help./T. smile/St. smile/Good proximity at teacher table.	M	Pos.
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
14-4	1	My teacher is helping me do my work because I made a mistake on the computer. /St. smile/T. smile/Good proximity at teacher table.	F	Pos.
14-4	2	Absent	F	N/A

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14-4	3	My teacher helps me understand papers and explains them. He helps show what to do and how to do it./T. smile/St. smile/Good proximity at teacher table	F	Pos.
14-4	5	My teacher is always kind to me! My teacher says good when I get an answer correct./T. smile speech bubble "good job"/St. smile speech bubble "thanks"/Good proximity-giving a high five to each other.	M	Pos.
14-4	6	Labeled me and my teacher/T. smile/St. smile/Good proximity-T. has arm around St. shoulder.	M	Pos.
14-4	7	Me and my teacher are playing the pop-it game and I won!/T. smile/St. smile/Good proximity-playing game at table.	F	Pos.
14-4	9	I think my school is the best I enjoy my school you can do everything I think this is the best school ever! My teacher is nice my principal is nice. What can get better./T smile speech bubble "great"/St. smile speech bubble "done"/Good proximity.	F	Pos.
14-4	10	My teacher is the best! He helps with everything. He is also very nice and funny. Whenever I need help he helps./T. smile speech bubble "ok"/St. smile speech bubble "Teacher I need a little bit of help"/Good proximity	F	Pos.
14-4	12	Me and my teacher always joke around and he makes everything very fun. He also teaches us very very much./T. smile/St. smile/Good proximity.	M	Pos.
14-4	13	This is my teacher and he helps me learn very very much./T. smile/St. smile/Good proximity.	M	Pos.
14-4	14	Me raising my hand for a question and my teacher calling on me./T. smile speech bubble "you"/St. smile/Good proximity-student at desk	M	Pos.
14-4	15	I think that ___ is an amazing teacher. He is kind and funny. I love his teaching and I love what we learn./T. smile/St. smile/Good proximity-student at desk	F	Pos.
14-4	16	My teacher lets us eat our extras from lunch. So I drew a picture of him letting me eat my extra pizza in the classroom./T. smile/St. smile/Ok proximity-student at desk-teacher at rug.	F	Pos.
14-4	17	My teacher is always nice to us and is funny. He is a good teacher./T. straight face/St. smile/Proximity is back to back	M	Pos.
14-4	18	I hated and still hate when my teacher gives us homework./T. smile speech bubble "homework"/St. straight face speech bubble "noooo"/Proximity ok-teacher front of room student at desk.	F	Unknown
14-4	19	My teacher is the best teacher I have had./T. smile/St. smile	M	Pos.
14-4	20	My teacher is reading a book to me in my teacher's classroom./T. open mouth/St. straight face. Good proximity.	F	Unknown
14-4	21	I think that my teacher is a fun teacher and a funny teacher. I learn a lot in my teacher's classroom./T. smile/St. smile speech bubble "yay books"/Good proximity	M	Pos.

Class	Student	At-Risk Student words/phrases/drawing elements	M/F	Student Perception
15-4	1	Absent	M	N/A

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15-4	6	This is a drawing of a good experience with my teacher when he was teaching me./T. smile /St. smile / Good proximity .	M	Pos.
15-4	8	I am giving my teacher my homework and it is all correct and done./T. smile speech bubble "good job"/St. smile speech bubble "I did my homework"/ Good proximity .	F	Pos.
15-4	20	I was done borrowing my friend's marker and threw it to the pencil pouch and someone told on me and said I threw it at them./T. sad face /St. sad face / Ok proximity .	M	Unknown
Class	Student	Typical-Learning Student words/phrases/drawing elements	M/F	
15-4	2	In my opinion sometimes he can be mean . But that is just my opinion./T. mean face speech bubble "PAX quiet please"/St. sad face / Ok proximity -student has folded arms.	F	Neg.
15-4	3	I'm going to tell you what my picture is about. First, this picture about helping me with my homework. Second he helped me because I was stuck on this one question. Third I could not figure out. In conclusion, that is what my picture is about./T smile speech bubble "yes, you are welcome"/St. smile speech bubble "can you help me, thank you"/ Ok proximity student at desk.	F	Pos.
15-4	4	When I took a break to stretch my teacher got mad at me and wanted me to pay attention./T. mad face speech bubble "pay attention"/St. sad face speech bubble "huh"/ Separated proximity -student back to teacher.	M	Neg.
15-4	5	Absent	F	N/A
15-4	7	I am having a not ok experience with my teacher./T. open mouth/St. sad face / Ok proximity -looks like T. is slightly behind St.	M	Neg.
15-4	9	I couldn't see but I didn't want to disturb him while he was teaching so I just went on not really being able to see the words on the smart board./T. open mouth speech bubble "everybody write this"/St. sad face / Separate proximity .	F	Neg.
15-4	10	We were checking our math homework and I got an A, I felt excited and happy./St. smile /T. smile / Good proximity .	M	Pos.
15-4	11	When I went to the bus drop off I forgot my pencil so I went to get it and my teacher was yelling at us ./T. angry face speech bubble "you are not being good PAX leaders!"/St. confused face speech bubble "uhhh"/ Separated proximity -teacher folded arms	M	Neg.
15-4	12	No narrative/T. smile /St. smile / Ok proximity -student slightly behind teacher.	M	Pos.
15-4	13	He is mean/harsh on kids that don't pay attention but he is mostly nice./T. open mouth/St. sad face / Ok proximity	M	Neg.
15-4	14	Me doing a math problem and I got it right so ___ says good job!/T. smile speech bubble "good job"/St. smile speech bubble "2+2=4"/ Good Proximity	M	Pos.
15-4	15	No narrative/T. open mouth/St. sad face speech bubble " he is mean "/ Ok proximity .	M	Neg.

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15-4	16	This is me when I get A+ or 100% on a paper. I get happy because I did good on the paper, and most likely with A+s or 100% I will move up a grade./T. smile speech bubble "here is your paper!"/St. smile speech bubble "thanks teacher"/Good proximity	F	Pos.
15-4	17	My teacher helping me work on a paper./T. smile speech bubble "Do 10X10+100 and then that is the answer"/St. smile speech bubble "how do I do this paper?"/Ok proximity-student at desk.	F	Pos.
15-4	18	Me and my teacher are building a snowman and having a snowball fight./T. smile/St. smile speech bubble "snowball fight"/Ok proximity.	F	Pos.
15-4	19	I have had my teacher for 2 years of school and he is a really nice teacher./T. smile/St. smile/Ok proximity	M	Pos.
15-4	21	No narrative./T. smile/St. smile./Ok proximity	F	Pos.

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Appendix H

Emerging Categories

1 & 2 Typical-Learning Student Comments 99:104		
I gave my teacher a gift/a hug/thanked my teacher.	6	*gave-6.06%
I got an F on my homework. Mom was mad and so was my teacher.	1	
My teacher lets me help...	2	
My teacher gave me a yellow card. It made me sad.	1	
Me and my teacher/are twins/same shirt.	2	
No narrative/no teacher	2	
No narrative	5	*no narr.
I am good/happy	2	
My teacher gets mad...	7	*mad-7.07%
My teacher yells/is loud/yells when I make a mistake...	4	*yells-4.04%
My teacher tells me I work hard/extra hole punch/flower/likes my answer/super improver/I do good-praise	7	*praises-7.07%
I colored the top of my paper rainbow and she liked it.	1	
I saw (my teacher) at the store.	1	
My teacher reads/us stories/stories to me.	5	*reads-5.05%
I like learning with my teacher/teaches us/Ninja Math	3	
My teacher is looking at my paper and I am at my desk.	1	
My teacher is nice/kind/makes me happy/smiles at me/gives me hugs.	23	*nice/kind-23.23%
Me and my class walking to my classroom.	1	
My teacher helps me...do (content)	8	*helpful-8.08%
I asked my teacher if I could read Dogman.	1	
My teacher watches me on the rainbow slide/on a shark (outside).	3	
We made candy canes for Christmas.	1	
I laugh at my teacher's jokes.	1	
On the first day I met my teacher/welcomed us.	2	
My teacher takes pictures of us.	1	
I am raising my hand.	1	
Me and my teacher.	3	
My teacher likes my stories.	1	
I say bye to my teacher every day.	1	

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I was going to ask the teacher something but she did not listen to what I was saying and told me to do my work.	1	
My teacher gives us a test.	1	
3 & 4 Typical-Learning Student Comments 93:100		
My teacher is teaching me/the class/learning...	5	*teaching-5.38%
I gave my teacher flowers/gift...	4	
Me and my teacher in line talking/talk to/next to-proximity...	5	*proximity-5.38%
Sometimes I get stuck on multiplication because it is a little hard because how the equations are with the big numbers.	1	
When we are in the classroom ___makes me feel happy/is nice/is kind/the best.	8	*nice/kind-8.6%
My picture is about when ___ thought my answer to a question was great/good/ and that made me feel good about myself and more confident/feel confident/smart/got an A/says good job-praise	7	*praise-7.53%
Teacher asking student what is wrong.	1	
___gets angry at me/yells at me/us/is mean/harsh...	7	*angry/yells-7.53%
I love this class because we do fun things and I can't wait to learn about/joking...	3	
No narrative but giving the teacher a flower	1	
My teacher helps me/I had to ask for help/helpful/ask question and helps/helpful...	12	*helpful-12.9%
We read a book in class/reads with us.	3	
This is me and my teacher on the first day of school and my teacher was introducing herself to me.- greets	3	
I had a good experience with ___ when I found out I was gifted in reading.	1	
No narrative.	19	*no narrative
One personal experience is when it's Friday because we get to go to gym and my reading group gets to go on the carpet/listen to music/pet class pet/play a game.	4	
I showed my drawing to my homeroom teacher/made a picture.	2	
Me and my teacher.	1	
Me raising my hand and my teacher calling on me.	1	

TEACHER AND STUDENT PERCEPTIONS OF CARE

My teacher lets us eat extras from lunch. So I drew a picture of him letting me eat my extra pizza in the classroom.	1	
I hated and still hate when my teacher gives us homework.	1	
I am having a not ok experience with my teacher.	1	
I couldn't see but I didn't want to disturb him while he was teaching so I just went on not really being able to see the words on the smartboard.	1	
Me and my teacher building a snowman and having a snowball fight.	1	
Total Typical 1-4: 192:204		

Teacher	1 & 2	%	3 & 4	%		Student	1 & 2	%	3 & 4	%
sad face	2	2.02%	1	1.08%		sad face	13	13.13%	11	11.83%
open mouth	7	7.07%	12	12.9%		open mouth	4	4.04%	3	3.23%
smile	79	79.8%	72	77.42%		smile	78	78.79%	70	75.27%
straight face	4	4.04%	1	1.08%		straight face	1	1.01%	3	3.23%
mad face	4	4.04%	4	4.3%		mad face	1	1.01%		
none	3	3.03%	3	3.23%		none	1	1.01%	4	4.3%
other						confused			1	1.08%
						crying face	1	1.01%	1	1.08%
Proximity	1 & 2	%	3 & 4	%		S-Perception	1 & 2	%	3 & 4	%
separated	12	12.12%	8	8.6%		Positive	80	80.81%	73	78.49%
ok/good	85	85.86%	83	89.25%		Negative	15	15.15%	12	12.9%
unknown	2	2.02%	2	2.15%		Neutral	4	4.04%	8	8.6%

Gender	1 & 2	%	Total Pos.	Total Neg.	Neutral	3 & 4	%	Total Pos.	Total Neg.	Neutral
Male	44	44.44%	33-33.33%	8-8.08%	3-3.03%	45	48.39%	31-33.33%	10-10.75%	4-4.3%
Female	55	55.56%	47-47.47%	7-7.07%	1-1.01%	48	51.61%	42-45.16%	2-2.15%	4-4.3%

TEACHER AND STUDENT PERCEPTIONS OF CARE

1 & 2 At-Risk Student Comments 44:47		Codes
My teacher is mad.	3	*mad-6.82%
My teacher gave me a yellow card. I was sad.	1	
Sometimes my teacher yells at me.	3	*yells-6.82%
My class is watching a movie.	1	
Me and my teacher outside.	3	*outside-6.82%
My teacher tells me that I need to listen.	1	
We play a game.	1	
No Narrative	2	
My teacher told me I got it wrong.	1	
I showed my teacher my picture.	1	
My teacher is kind/nice/ I like/best/makes me happy	8	*nice/kind-18.18%
I bring my teacher boxes	2	
No teacher present in drawing	2	
My teacher helps me/talks to/.	2	*helpful-4.55%
My teacher tells me great job/A+	2	*praise-4.55%
My teacher showed me an apple and an orange tree.	1	
My teacher says I can't go to recess.	1	
Me and my teacher match.	1	
Me and my teacher in the city.	1	
My teacher is not always nice to me.	1	
My teacher says you need to learn this.	2	*content-4.55%
This is me in the water.	1	
My teacher was trying to talk to me but I couldn't hear her	1	
My teacher reads us stories/books.	2	*reads-4.55%
3 & 4 At-Risk Student Comments 47:51		
Today I was asking ___ a question...	2	*ask
I messed up on my paper and she told me everyone messes up. Then I kept going.	1	
This is about me giving ___ flowers...	1	
My teacher gets mad...	2	*mad-4.26%
She was yelling at us because we were not quiet.	1	
One time I got something wrong and ___ helped me and I felt happy she didn't yell at me. She is a great teacher/helps me.	4	*helpful-8.51%
When I am in class I listen to my teacher so I get good grades.	1	

TEACHER AND STUDENT PERCEPTIONS OF CARE

I hate to move up to her table.	1	
My teacher lets me write on the smartboard.	1	
My teacher is so nice.	1	
No teacher present in drawing.	1	
Me and my teacher doing (content).	4	*content-8.51%
No narrative	8	
We are watching a movie in class.	1	
It is about ___ and me playing basketball	1	
This is my teacher holding up the PAX sign.	1	
This is me and my teacher talking.	1	
This is a bad experience because I get told I can't talk in class./Can't talk	2	*can't talk-4.26%
At GR we go up to our teacher and read a book with her.	1	
Sometimes my teacher makes me sad.	1	
In the good it was good and the not so good I got in trouble.	1	
Me raising my hand to answer a question.	1	
I got an A in her class and she said good job.	1	
Un-readable narrative.	1	
I love my teacher so much you are the best./fun	2	*best-4.26%
She asked me what's 40X2 I said 80 I got it correct.	1	
I'm saying hello and I'm smiling and he is too.	1	
This is a drawing of a good experience with my teacher when he was teaching me.	1	
I am giving my teacher my homework and it is all correct and done.	1	
I was done borrowing my friend's marker and threw it to the pencil pouch and someone told on me and said I threw it at them.	1	
Total At Risk 1-4: 91:98		

Teacher	1 & 2	%	3 & 4	%		Student	1 & 2	%	3 & 4	%
sad face	2	4.55%	2	4.26%		sad face	8	18.18%	11	23.40%
open mouth	13	29.55%	11	23.4%		open mouth	4	9.09%	5	10.64%
smile	26	59.09%	26	55.32%		smile	28	63.64%	23	48.94%
straight face	1	2.27%	2	4.26%		straight face	2	4.55%	2	4.26%
mad face		0%	2	4.26%	*	scared face			1	2.13%
none	2	4.55%	4	8.51%		none	2	4.55%	3	6.38%

TEACHER AND STUDENT PERCEPTIONS OF CARE

other						other			1	2.13%
						crying face			1	2.13%
Proximity	1 & 2	%	3 & 4	%		S- Perception	1 & 2	%	3 & 4	%
separated	4	9.09%	14	29.79%		Positive	31	70.45%	29	61.7%
ok/good	38	86.36%	31	65.96%		Negative	11	25%	12	25.53%
unknown	2	4.55%	2	4.26%		Neutral	2	4.55%	6	12.77%

Gender	1 & 2	%	Total Pos.	Total Neg.	Neutral	3 & 4	%	Total Pos.	Total Neg.	Neutral
Male	22	50%	16-72.73%	5-22.73%	1-4.55%	23	48.94%	13-56.52%	7-30.43%	3-13.04%
Female	22	50%	15-68.18%	6-27.27%	1-4.55%	24	51.06%	16-66.67%	5-20.83%	3-12.5%

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix I

Reliability Statistics

Scale: Closeness

Case Processing Summary

		N	%
Cases	Valid	46	100.0
	Excluded ^a	0	.0
	Total	46	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.883	8

Scale: Conflict

Case Processing Summary

		N	%
Cases	Valid	46	100.0
	Excluded ^a	0	.0
	Total	46	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.896	7

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix J

Statistics

Statistics

What grade do you currently teach?			Closeness	Conflict
1st Grade	N	Valid	20	20
		Missing	0	0
	Mean		28.1500	10.7500
	Std. Deviation		4.92336	3.72580
	Skewness		-.456	1.304
	Std. Error of Skewness		.512	.512
	Kurtosis		-1.201	1.706
	Std. Error of Kurtosis		.992	.992
	2nd Grade	N	Valid	2
Missing			0	0
Mean		33.5000	13.5000	
Std. Deviation		2.12132	9.19239	
Std. Error of Kurtosis		.918	.918	
3rd Grade	N	Valid	24	24
		Missing	0	0
	Mean		34.8333	10.0833
	Std. Deviation		4.59363	6.04272
	Skewness		-.614	2.523
	Std. Error of Skewness		.472	.472
	Kurtosis		-.405	6.181
	Std. Error of Kurtosis		.918	.918

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix K
Chi-Square Tests

		ARTRATE			Total
		Negative	Neutral	Positive	
Risk	TYPICAL	3	2	25	30
	AT RISK	5	2	4	11
Total		8	4	29	41

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.790 ^a	2	.012
Likelihood Ratio	8.288	2	.016
N of Valid Cases	41		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.07.

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix L

Correlations

Correlations

		Closeness	Conflict
Closeness	Pearson Correlation	1	-.365*
	Sig. (2-tailed)		.013
	N	46	46
Conflict	Pearson Correlation	-.365*	1
	Sig. (2-tailed)	.013	
	N	46	46

*. Correlation is significant at the 0.05 level (2-tailed).

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix M

Univariate General Linear Model Analysis

Tests of Between-Subjects Effects

Dependent Variable: Closeness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	757.495 ^a	9	84.166	4.253	.001
Intercept	19062.669	1	19062.669	963.262	.000
ARTRATE	50.787	2	25.393	1.283	.291
Risk	13.295	1	13.295	.672	.419
Whatgradedoyoucurrentlyteach	252.684	1	252.684	12.768	.001
ARTRATE * Risk	39.332	2	19.666	.994	.382
ARTRATE * Whatgradedoyoucurrentlyteach	32.842	1	32.842	1.660	.207
Risk * Whatgradedoyoucurrentlyteach	30.299	1	30.299	1.531	.225
ARTRATE * Risk * Whatgradedoyoucurrentlyteach	8.005	1	8.005	.405	.529
Error	613.481	31	19.790		
Total	43291.000	41			
Corrected Total	1370.976	40			

a. R Squared = .553 (Adjusted R Squared = .423)

TEACHER AND STUDENT PERCEPTIONS OF CARE

Tests of Between-Subjects Effects

Dependent Variable: Conflict

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	205.126 ^a	9	22.792	.825	.599
Intercept	2442.192	1	2442.192	88.349	.000
ARTRATE	43.296	2	21.648	.783	.466
Risk	42.928	1	42.928	1.553	.222
Whatgradedoyoucurrentlyteach	4.405	1	4.405	.159	.692
ARTRATE * Risk	52.913	2	26.457	.957	.395
ARTRATE *	22.791	1	22.791	.824	.371
Whatgradedoyoucurrentlyteach					
Risk *	41.748	1	41.748	1.510	.228
Whatgradedoyoucurrentlyteach					
ARTRATE * Risk *	7.378	1	7.378	.267	.609
Whatgradedoyoucurrentlyteach					
Error	856.923	31	27.643		
Total	5385.000	41			
Corrected Total	1062.049	40			

a. R Squared = .193 (Adjusted R Squared = -.041)

TEACHER AND STUDENT PERCEPTIONS OF CARE

Appendix N

Children’s well-being and success in school is dependent on the implementation of social-emotional learning components (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). The success of this early education means teachers need to be trained to share tools with students to empower them with life-skills, including the ability to care and be cared for.

Daily instruction at the elementary level includes an interactive read-aloud, which teachers can use to introduce social-emotional skills.

Suggested Children’s Literature that aligns with SEL components, cultural trauma care, resilience care, and empathy:

Self-Awareness:

The Way I Feel by Janan Cain
The Bad Seed by Jory John
Be Who You Are by Todd Parr

Self-Management:

The Most Magnificent Thing by Ashley Spires
Again! by Emily Gravett
Even Superheroes Have Bad Days by Shelly Becker

Social Awareness:

All Are Welcome by Alexandra Penfold
Giraffes Can’t Dance by Giles Andreae
I Am Enough by Grace Byers

Relationship Skills:

The Day You Begin by Jacqueline Woodson
A Big Guy Took My Ball by Mo Willems
I Just Ate My Friend by Heidi McKinnon

Responsible Decision-Making:

Franklin Wants a Pet by Paulette Bourgeois
A Chair for My Mother by Vera B. Williams
A Day’s Work by Eve Bunting

Trauma and Resilience:

Once a Terrible Thing Happened by Margaret M Holmes
Healing Days: A Guide for Kids Who Have Experienced Trauma by Susan Farber Strauss

Care and Compassion:

Each Kindness by Jacqueline Woodson
Enemy Pie by Derek Munson
The Lady in the Box by Ann McGovern

Empathy and Kindness:

Those Shoes by Maribeth Boelts
Most People by Michael Leannah

Educator Resources:

Riding the Wave by Jeremy S. Adams
Heart by Timothy Kanold