Abstract

An Examination of Self-Regulation Through Teacher-Child Relationships on Kindergarten Students’ Reading Achievement and Classroom Behavior. Katie Jo Sanchez, 2018: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. Keywords: Kindergarten, behavior, elementary schools, student achievement, teaching strategies, student engagement, positive teacher-student relationships

This applied dissertation was designed to provide strategies and information on teacher student relationships and self-regulation information and strategies for primary elementary school teachers. Kindergarten students are occasionally off-task and are disruptive to the class and teacher. These behaviors affect the outcome of student achievement in reading. The relationships between the teacher and students have an impact on instructional and independent learning. The purpose of this study was to determine how self-regulation through high-quality teacher-child relationships affects kindergartners’ reading performance and off-task behaviors at a Title I elementary school in South Florida.

Archival data was collected on the Letter Names and Sounds Assessment in August and October of 2016, as well as on the Student Engagement Walkthrough Checklist, which was used to assess students’ on and off-task behaviors in two kindergarten classes. The data was compared using independent samples t tests. The results implied there was no significant difference in the reading scores between the two kindergarten classes at the beginning of the school year or 3 months into the school year. The time-on-task data included engaging activities such as positive body language, consistent focus, verbal participation, student confidence, and fun and excitement. There was no significant difference in any of the activities except student confidence. The students in the classroom with a high-quality teacher-student relationship had higher confidence than the classroom without a high-quality teacher-student relationship.