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FIND college or university
and ▼ violence or assault
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- 70% 41 Milhausen, R. R., et. al., [Evaluating a Peer-Led, Theatrical Sexual **Assault Prevention** Program: How Do We Measure Success?](#), *College Student Journal* v. 40 no. 2 (June 2006) p. 316-28
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- 70% 42 Foubert, J. D., et. al., [An Exploration of Fraternity Culture: Implications for Programs to Address Alcohol-Related Sexual **Assault**](#), *College Student Journal* v. 40 no. 2 (June 2006) p. 361-73
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- 70% 43 Gidycz, C. A., et. al., [The Evaluation of a Sexual **Assault** Self-Defense and Risk-Reduction Program for **College** Women: A Prospective Study](#), *Psychology of Women Quarterly* v. 30 no. 2 (June 2006) p. 173-86

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Title: Perceiving classroom aggression: The influence of setting, intervention style and group perceptions

Personal Author: [Lawrence, Claire](#); [Green, Karen](#)

Peer Reviewed Journal: Y

Journal Name: [The British Journal of Educational Psychology](#)

Source: [The British Journal of Educational Psychology v. 75 no. pt4 \(December 2005\)](#) p. 587-602

Publication Year: 2005

Physical Description: Bibliography; Table

ISSN: 0007-0998


Language of Document: English

Abstract: Background: **Violence** and aggression in the classroom are often cited as a major concern within the teaching community. Teachers' perceptions of the appropriateness of intervention behaviours during aggressive incidents, however, are less often examined (Meyer, Astor, & Behre, 2002), nor how they compare to the perceptions of training teachers (John, 2002). Aims: This paper examines differences in the perceptions of practising and training teachers after exposure to an account of a violent incident where a school teacher is **assaulted**. The paper also investigates the relative and combined influence of classroom condition and teacher intervention on perceptions of classroom **violence**. Sample(s): Participants included 48 practising teachers, and 48 students undertaking a Postgraduate Certificate in Education (PGCE) also took part in the study. Methods. The study utilized a 2 X 2 X 2 between-subjects factorial design, manipulating the impact of classroom condition, teacher intervention, and observer status on evaluations of the teacher, assailant and school following an incident of **violence** against the teacher. Results. Classroom environment, teacher intervention, and observer status influenced evaluations of the teacher and school, but not the assailant. Conclusions: Implications of these findings and the applied importance of these results are discussed in relation to school policy, teacher training, and classroom maintenance. Reprinted by permission of the publisher.

Subject(s): [Teachers/Crimes against](#); [Classroom climate](#); [Teachers college students/Attitudes](#); [School violence/Prevention](#); [Teachers/Attitudes](#); [Aggressiveness \(Psychology\)](#)

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