

Preparing Early Elementary Preservice Teachers to Positively Support Students with Challenging Behavior

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ABSTRACT

This article describes the significance of equipping preservice teachers with the knowledge and skills necessary to effectively approach behavioral challenges with early elementary students (i.e., kindergarten to third grade). Early elementary years are crucial for a child's academic and social development, and students who exhibit challenging behaviors early often face academic struggles and potential long-term negative effects. When educators are prepared to effectively manage challenging behaviors, they provide students with the support needed to succeed. This article also highlights the need for teacher preparation programs to include coursework and practical training emphasizing evidence-based practices in behavior management, effective communication, and behavioral supports. By doing so, teachers can create inclusive and supportive classrooms, reduce disruptive, unexpected behaviors, and improve students' overall well-being by intervening early and providing a foundation for positive behaviors in school. Early intervention and skill development in K-3 preservice teachers can lead to better academic outcomes, enhanced classroom dynamics, and a brighter future for students with challenging behavior. The authors share recommendations for classroom activities, learning materials, and applications for teacher educators.

KEYWORDS

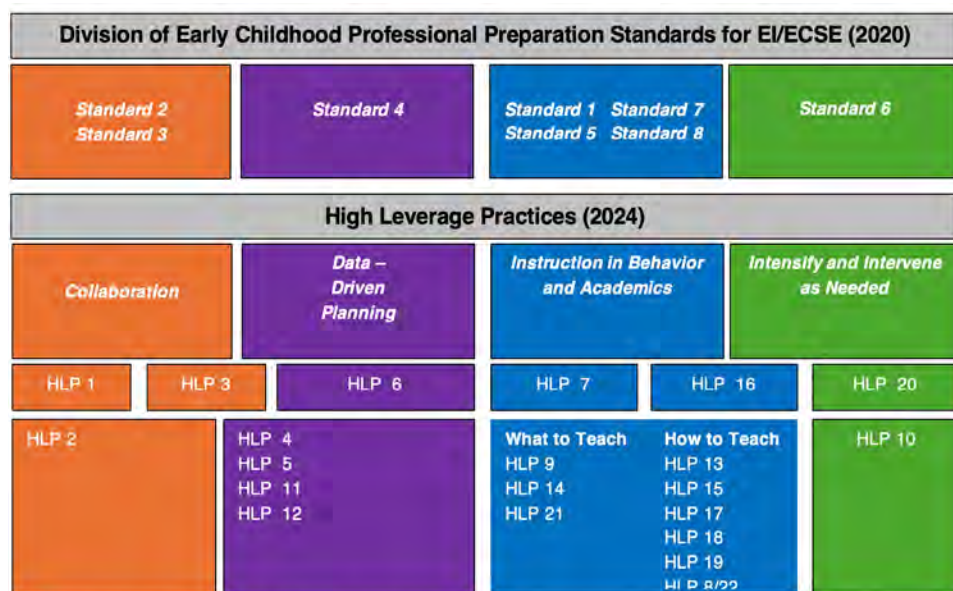
Classroom management, early childhood, early elementary, positive learning environment, proactive behavior supports

Early childhood years are a critical period for a child's social, emotional, cognitive, and brain development (Shonkoff et al., 2009; UNESCO, 2022). Providing high-quality experiences during the first eight years of childhood is vital as these experiences influence the quality of the brain architecture and build a robust foundation for children's health, behaviors, and successful learning (Shonkoff et al., 2009). Children can achieve their full potential development when they are exposed to healthy, welcoming, safe, and supportive learning environments during their early years (UNESCO, 2022).

Teachers play a pivotal role in promoting a positive classroom environment and facilitating student learning (Ghorbani et al., 2018). They are the primary influence on their students' social-emotional development and academic achievement (Heatly & Votruba-Drzal, 2017; Lippard et al., 2018; McCormick & O'Connor, 2015). Students who frequently display challenging behaviors tend to struggle in academic learning and growth (Kremer et al., 2016; Ross et al., 2023). However, teachers' intentional practices, behavioral approach, and evidence-based classroom management strategies help students learn positive behaviors and ultimately impact their academic achievement (Freeman et al., 2014). Therefore, equipping preservice teachers with the knowledge, confidence, and skills to foster student development is essential.

All teachers must be well-prepared to face the realities of teaching, specifically managing challenging student behaviors (Morgan & Sideridis, 2013). Preparing preservice teachers to effectively support students' positive behaviors requires univer-

FIGURE 1: Overview of Division of Early Childhood Standards and High Leverage Practices



Note: Adapted from the Division for Early Childhood of the Council for Exceptional Children Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (E/ECSE; 2020) and the CEEDAR Center (2024).

sity-based teacher preparation programs to offer skillfully integrated coursework and practical training in evidence-based classroom management practices with a particular focus on behavior management strategies, effective communication, behavioral supports, and inclusive classroom environments (Greenberg et al., 2014; Freeman et al., 2014). Given this preparation, preservice teachers will be able to approach behavioral challenges effectively by implementing evidence-based practices (EBPs) and providing students with specific support to foster positive behaviors and learning in school (Simonsen et al., 2014).

Importance of Early Elementary Preservice Teacher Preparation

Currently, a major concern in the American education system is the impact of insufficient teacher preparation and poor teacher retention (Carver-Thomas & Darling-Hammond, 2019; Guha et al., 2016). Nearly half of teachers leave the teaching profession within the first five years (Zhang & Zeller, 2016) and the rate of teacher turnover

has slightly increased in the wake of the COVID-19 pandemic (Bacher-Hicks et al., 2023; Barnum, 2023). Research has shown that low teacher retention rates negatively affect students’ academic achievement (Ronfeldt et al., 2013; Young, 2018). Adequate teacher preparation is needed to increase the teacher retention rate in the field. For this reason, teacher preparation programs need to provide preservice teachers with the knowledge, skills, and authentic learning experiences to be successful in their profession. Providing high-quality coursework and training emphasizing classroom management and behavioral support is essential for novice teachers to feel adequately prepared to meet the behavioral and academic needs of diverse students (Freeman et al., 2014; Shank, 2023).

High-quality preservice classroom management coursework and experiences can have a positive and lasting impact on teachers, which ultimately benefits their students. In-service teachers who are highly skilled in classroom management stay in the profession longer, note

higher levels of job satisfaction, and experience lower levels of teacher burn-out than their less-skilled counterparts (Madigan & Kim, 2021). Moreover, first-year teachers report feeling unprepared to use prevention strategies and EBPs when challenging behaviors arise (Freeman et al., 2014; Shank, 2023). This is especially prevalent in high-need areas, including special education, and causes many teachers to experience burnout and leave the field prematurely (i.e., prior to retirement or promotion; Hester et al., 2020).

The purpose of this article is to highlight the need for high-quality behavior and classroom management training in teacher preparation programs and to offer practical solutions for teacher educators. There has been, and continues to be, a shortage of educators who are prepared to address challenging behaviors and meet the social-emotional needs of young children (Osofsky & Lieberman, 2011). To ensure that all early elementary (i.e., kindergarten through grade three) teachers are prepared for their roles, including supporting students’ social-emotional needs, the Division for Early Childhood (DEC; 2020) published a list of initial standards for preparing special educators to teach young children. Each of the eight standards includes components with explanations that further outline best practices in early childhood special education teacher preparation. For example, component 6.4 directly guides teacher educators to prepare preservice teachers to effectively address student behavior: “Candidates promote young children’s social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors” (DEC, 2020). Social-emotional skills are considered a vital component of early childhood education and impact students’ academic success (Durlak et

TABLE 1: Detailed Overview of Division of Early Childhood Standards and High Leverage Practices

HLP Pillar	High Leverage Practice		DEC Standard
Collaboration	HLP 1: Collaborate with professionals to increase student success.	HLP 3: Collaborate with families to support student learning and secure needed services.	Standard 2: Partnering with families
	Embedded HLPs: HLP 2: Organize and facilitate effective meetings with professionals and families.		Standard 3: Collaboration and teaming
Data-Driven Planning	HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.		Standard 4: Assessment Processes
	Embedded HLPs:		
	HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.		
	HLP 5: Interpret and communicate assessment information to collaboratively design and implement educational programs.		
	HLP 11: Identify and prioritize long and short-term learning goals.		
HLP 12: Systematically design instruction toward a specific learning goal.			
Instruction in Behavior and Academics	HLP 7: Establish consistent, organized, and responsive learning environments.	HLP 16: Use explicit instruction.	Standard 1: Child Development and Early Learning
	Embedded HLPs – What to teach:		Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience
	HLP 9: Teach social behaviors.		
	HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.		Standard 7: Professional and Ethical Practice
	HLP 21: Teach students to maintain and generalize new learning across time and settings.		
	Embedded HLPs – How to teach:		Standard 8: Field and Clinical Practice
HLP 13: Adapt curriculum tasks and materials for specific learning goals HLP 15: Provide scaffolded supports.			
HLP 19: Use flexible grouping.			
HLP 19: Use assistive and instructional technologies.			
HLP 8/22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).			
Intensify and Intervene as Needed	HLP 20: Provide intensive intervention for academics and behavior.		Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction
	Embedded HLPs:		
HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.			

Note: HLP – High Leverage Practice; Adapted from the Division for Early Childhood (DEC) of the Council for Exceptional Children Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE; 2020) and the CEEDAR Center (2024). For HLP Pillar and embedded HLP overlap, see Figure 1.

al., 2022; Stefan et al., 2022), appearing alongside other standards focused on effective instruction and developmentally appropriate practices.

The DEC (2020) standards should be integrated into teacher preparation programs with shared emphasis on the high leverage practices (HLPs) for students with disabilities (McCleskey et al., 2022). Based on continually evolving research, the HLPs were recently restructured to reflect overlap between the HLPs within ‘pillar’ and ‘embedded’ practices (Collaboration for Effective Educator Development, Accountability, and Reform [CEEDAR], 2024). Figure 1 provides an overview of how university teacher preparation programs can align the DEC standards and the HLPs.

The DEC standards can be aligned with HLP pillars within the categories of (a) collaboration; (b) data-driven planning; (c) instruction in behavior and academics; and (d) intensify and intervene as needed. Preparation programs can use the DEC-HLP alignment to guide and enhance their coursework. Table 1 provides a more detailed alignment between the DEC standards and HLPs.

Academic and Social Issues for Students with Challenging Behaviors

It is well documented that children who exhibit challenging behavior (e.g., non-compliance, refusal, physical altercations) in their younger years have more persistent and severe academic, social, and mental health challenges later in life (Ross et al., 2023). Children with behavior problems are more likely to experience academic failure, drop out of school, or develop delinquent, hostile, or violent behavior as adolescents. Likewise, these children are less likely to productively participate in society as adults (U.S. Public Health Service, 2000). Challenging behaviors exhibited by young children can adversely

affect their academic achievement and social development (Chazin & Ledford, 2016; Kremer et al., 2016). Additionally, children who exhibit challenging behavior have lower socially competent interactions and less positive engagement with peers (Bulotsky-Shearer et al., 2020). Children entering preschool must grapple with increased academic demands, getting along with others, and following instructions. These demands can be difficult for a child to navigate and understand, leading to inappropriate responses and behaviors (Stormont & Young-Walker, 2017). Challenging behaviors may result in delayed social and emotional growth, which can eventually lead to retention, suspension, or expulsion (McGuire & Meadan, 2022).

Social-emotional skills learned in early elementary grades, specifically kindergarten, serve as the developmental building blocks for necessary academic and behavioral skills (Rana, 2022). Beginning in early childhood (i.e., birth-age five), children learn basics in academics such as emergent reading, writing, and mathematics. They have opportunities to explore and question their environment and learn through successes and failures. Both academic learning and social skill development begin at home with parents and siblings (El Nokali et al., 2010), with kindergarten serving as the connection from preschool to elementary school (Rana, 2022). As children enter preschool and matriculate to elementary school, learning continues and is fostered by teacher-student relationships. Studies have shown that teachers influence the social-emotional growth of students, which is directly correlated to both appropriate and inappropriate student behaviors (Harvey et al., 2012; Poulou, 2017). Stormont and Young-Walker (2017) suggest that educating early childhood professionals in behavior management and social-emotional learning helps effectively develop

children’s growth and development of socially appropriate behaviors.

While the long-term challenges are grave, there are also more immediate academic and social challenges faced by students who exhibit challenging behavior. One negative consequence of unaddressed behavioral issues in early childhood is suspension and expulsion. While suspension and expulsion data are under-reported, it is estimated that approximately 2,800 preschoolers received one or more out-of-school suspensions in the 2017-18 school year (Office for Civil Rights, 2021). Additionally, as many as 8,710 three- and four-year-old children may be expelled from their state-funded preschool classrooms each year (National Association for the Education of Young Children, 2016). The suspension and expulsion rate for young children is as much as thirteen times higher than that of their school-age peers (Gilliam & Shahar, 2006). Even if programs and states enact policies to prevent or limit the use of exclusionary discipline practices, these policies do not necessarily help teachers manage challenging behavior in the classroom more effectively (Wymer et al., 2020). Because one of the strongest predictors of persistent behaviors across childhood is the rate of behavior problems at kindergarten entry, it is vital to investigate behaviors and intervene in early childhood and preschool (Morgan et al., 2009; Ross et al., 2023). A practical alternative to exclusionary discipline practices is providing preservice teachers with more training and support in managing challenging behaviors.

Overview of Classroom Management Offerings in Teacher Preparation Programs

Student behavior can impact teachers directly and is also related to teacher turnover, which has progressively worsened since the COVID-19 pan-

FIGURE 2: Schoolwide Expectations Matrix Exemplar for Classroom Management Courses

SCHOOL EXPECTATIONS MATRIX					
	Classroom	Hallway	Cafeteria	Playground	Bathroom
Be Safe	Keep hands, feet and other objects to self.				
	Example: Hands and feet in your desk area or carpet square Non-Example: Hitting or kicking other students, rolling around on the floor	Example: Hands and feet in your personal bubble Non-Example: Hitting or kicking someone	Example: Food is in your designated area Non-Example: Hitting someone or throwing food	Example: Playing safely with friends and toys Non-Example: Tackling or pushing someone	Example: keeping hands and feet to self and waiting your turn Non-Example: hitting or kicking someone that walks by or while in line waiting
Be Honest	Be truthful, kind, fair, and a model for your peers.				
	Example: Use your brain to answer questions Non-Example: Taking someone's worksheet	Example: If you find something, turn it in to the teacher Non-Example: Taking someone else's stuff	Example: Eating what you brought from home Non-Example: Stealing and eating someone else's food	Example: Participate and play by the rules Non-Example: Making rules up and cheating	Example: Waiting your turn in line and then going in when it is your turn Non-Example: Cutting in line
Be Responsible	Be on time, use the designated voice level, and be a quality citizen.				
	Example: Arriving on time for class Non-Example: Coming late and yelling about it as you walk in the room	Example: Picking up trash in the hallway Non-Example: Kicking trash around the hallway and leaving it where you saw it	Example: Cleaning up your lunch area and double checking to make sure it is clean Non-Example: Leaving trash at the cafeteria table	Example: Lining up as soon as the whistle is blown Non-Example: Ignoring whistle and continuing to go up the steps to the slide	Example: Reporting a clogged toilet to the teacher Non-Example: Throwing used toilet paper on the bathroom floor
Be Respectful	Stay in your personal bubble, use manners, listen to the adults, and speak politely.				
	Example: Raising hand to get teacher's attention Non-Example: Running around to get teacher's attention and invading other students' bubbles	Example: Walking in hallway with your quiet coyote Non-Example: Running in the hallway tearing down artwork	Example: Saying please and thank you Non-Example: Grabbing things from other students without asking	Example: Taking turns on slides and listen to adults on playground Non-Example: Calling people losers if they lose or laughing at them	Example: Using the restroom, washing hands, and waiting in line to return to class Non-Example: Looking under stalls at someone else using the bathroom

demic began (Barnum, 2023; Zhang & Zeller, 2016). Therefore, classroom management is a critical foundational teaching skill that must be learned, developed, and honed. In the preservice period, classroom management courses provide the components necessary to equip future teachers with the skills to create conducive social, emotional, and academic environments, and should be based on empirical evidence from the field (Greenberg et al., 2014). However, teacher preparation programs traditionally provide only one classroom manage-













ment or behavior-focused course, with some programs embedding it in other coursework (Greenberg et al., 2014). Oftentimes, these courses do not align with practices occurring in K-12 schools and lack implementation practice or support (Stevenson et al., 2020). Classroom management may be folded in with similar topical areas (e.g., positive behavior intervention and support), take a negative approach (e.g., focused on discipline), or promote practices that lack an evidence base (e.g., clip charts, learning styles). It is critical that class-

room management courses emphasize evidence-based behavior management strategies, fostering positive relationships, and creating classroom structures for student success (Freeman et al., 2014).

Evidence-Based Practices for Classroom Management in Teacher Preparation

The cornerstone of a well-managed classroom is engaging instruction (Myers et al., 2017), in which students complete interactive tasks and activities that are incompatible with unexpected

FIGURE 3: Kindergarten/First Grade Expectations

K & 1 Classroom EXPECTATIONS MATRIX			
Be Safe	Keep hands, feet and other objects to self.		
			
Be Honest	Be truthful, kind, fair, and a model for your peers.		
			
Be Responsible	Be on time, use the designated voice level, and be a quality citizen.		
			
Be Respectful	Stay in your personal bubble, use manners, listen to the adults, and speak politely.		
			

school behaviors (Gage & MacSuga-Gage, 2017). Furthermore, classrooms that have a high level of organization have been shown to predict changes in preschool children’s learning behavior (Domínguez et al., 2011). Accordingly, a preservice early elementary classroom management course should emphasize the following EBPs: (a) structured and predictable classroom environment, (b) schoolwide and classroom expectation knowledge and practice, (c) active engagement, and (d) acknowledgement and reinforcement of appropriate behavior (Simonsen et al., 2008). Because kindergarten through third grade expectations and learning outcomes are vastly different in their behavioral and academic foci, they also come with differentiated expectations within the learning environment. By emphasizing classroom management EBPs in teacher

preparation, early elementary preservice teachers can engage in meaningful activities and graduate ready to implement such practices in their future classrooms.

An essential activity for preservice teachers is engaging in the creation of a classroom management plan using EBPs as the foundation. First and foremost, young students need a structured and predictable classroom environment, which must be supported by an overarching matrix of school expectations. Figure 2 provides an exemplar of a schoolwide expectations matrix and includes examples (what the students *should* be doing) along with non-examples (what students *should not* be doing) within each overarching expectation and area of the school. Preservice teachers should practice creating such a matrix with an emphasis on developmental appropriateness in the class-

room management course.

Additionally, each classroom should have its own expectations for the learning environment. Preservice teachers can, therefore, practice using a schoolwide matrix to develop their individual classroom expectations. Figure 3 provides an example of classroom expectations for kindergarten and first grade students. These expectations contain visuals, but once students start identifying letters and words, teachers can transition the posted classroom expectations to meet student needs. Second and third grade expectations typically utilize more written words as students develop their reading skills.

Next, students must be taught these schoolwide and classroom expectations and have opportunities to rehearse them in all relevant parts of the school day. Preservice teachers should learn to use explicit instruction by modeling the expectation (*I do*), practicing the expectation alongside students (*we do*), and having students act out meeting the expectation (*you do*) until students can meet all schoolwide and classroom expectations proficiently and consistently (Archer & Hughes, 2010). Explicit instruction can be demonstrated, rehearsed, and incorporated into assignments in a teacher preparation program. For instance, preservice teachers may simulate teaching expectations in various ways, such as teaching peers during a face-to-face class or through a videoconferencing platform (e.g., Zoom, Google Meet), recording a video of themselves modeling an expectation, or engaging with mixed reality simulations (e.g., TeachLivE, Mursion).

Active student engagement is key to a well-run, highly efficient classroom (Myers et al., 2017). Within their classroom management plan, preservice teachers should address all facets of the school day. For example, students need to know the routines for entering

FIGURE 4: Online Resources for Early Elementary Classroom Management Courses

Type	Title	Website
Webinar	Prevent-Teach-Reinforce for Young Children: An Intervention Model for the Most Challenging Behaviors	https://challengingbehavior.org/webinar/prevent-teach-reinforce-for-young-children-an-intervention-model-for-the-most-serious-challenging-behaviors/
Webinar	Understanding Challenging Behavior: The Path to Behavior Support	https://challengingbehavior.org/webinar/understanding-challenging-behavior-the-path-to-behavior-support/
Learning Modules	3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan	https://csefel.vanderbilt.edu/resources/training_preschool.html
Learning Module	Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting Out Cycle	https://iris.peabody.vanderbilt.edu/module/bi1-elem/
Learning Module	Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies	https://iris.peabody.vanderbilt.edu/module/bi2-elem/
Learning Module	Early Childhood Behavior Management: Developing and Teaching Rules	https://iris.peabody.vanderbilt.edu/module/ecbm/
Resource	Division of Early Childhood EI/ECSE Standards (2020) Resources	https://www.dec-sped.org/highereducation
Resource	High-Leverage Practices for Students with Disabilities	https://highleveragepractices.org/

and exiting the classroom, turning in assignments, asking questions, and transitioning among activities within and outside of the classroom. This can be addressed by creating a classroom theme and relating all parts of the day back to the theme. It is important that preservice teachers recognize that classroom management is directly tied to academic engagement and high expectations.

Finally, preservice teachers must learn to recognize and acknowledge when students meet the expectations in their classroom. They should practice building a system of recognition, acknowledgement, and reinforcement into school days by using class-wide and individual reinforcement systems, such as token economies (Heiniger et al., 2022). In a token economy, students earn a token (often aligned with the class theme) when they demonstrate expected behaviors as specifically outlined in the classroom management plan. Students might also earn extra tokens for going

above and beyond these expectations. Crucially, students should never have a negative balance of tokens. Students can visit a classroom store and exchange their tokens for no-cost incentives (e.g., extra recess, time with teacher) as reinforcement. Collecting and cashing in tokens can also help support academic skills (e.g., counting, numeral identification).

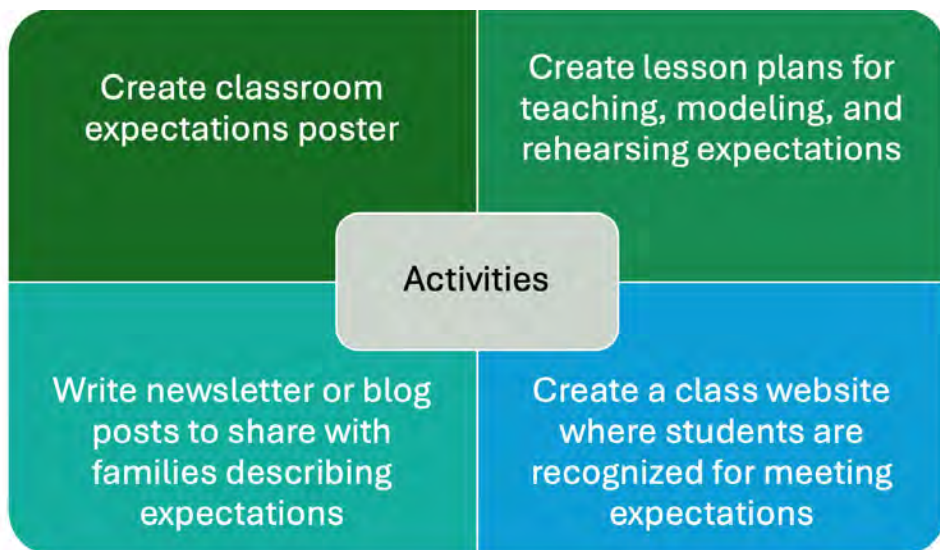
Preparing Early Elementary Special Education Teachers for Classroom Management

It is imperative that effective classroom management strategies are used in the early elementary classroom. Without appropriate behavior interventions, young children who exhibit challenging behaviors in the early childhood years are likely to continue exhibiting challenging behaviors throughout their school career and into adulthood (Ross et al., 2023). However, evidence indicates that teacher preparation programs

are not adequately preparing preservice teachers to address challenging behaviors (Flower et al., 2016). Teacher educators must prepare preservice teachers to provide a foundation for positive behaviors in their classrooms, as well as respond to challenging behaviors with EBPs. To support early elementary preservice teachers in gaining and refining these skills, a variety of free online instructional resources, including webinars, online learning modules, and additional resources, are displayed in Figure 4.

Many teacher preparation programs do not require preservice teachers to practice the behavior management skills they learn (Greenberg et al., 2014). Bridging the research-to-practice gap through practical application is vital for supporting preservice teachers in being prepared to manage challenging behaviors in the classroom (Mpu et al., 2022). With this in mind, we suggest pairing the tools provided with course readings, class discus-

FIGURE 5: Classroom Management Course Activities to Promote Positive Behaviors for K-3



sions, and practical application activities. Figure 5 offers recommended activities to incorporate such authentic practice into classroom management courses (Greenberg et al., 2014).

CONCLUSION

This article was designed to explore ways to equip preservice teachers with the knowledge and skills necessary to effectively approach behavioral challenges with early elementary students. As previously discussed, children who exhibit challenging behaviors during their early years are more likely to experience difficulties in their later life, such as academic failure, socioemotional maladjustment, and mental health challenges (Ross et al., 2023). In addition, they may display aggressive behaviors in adolescence and not be able to actively participate in society as adults (U.S. Public Health Service, 2000). Implementing a proactive approach through developmentally appropriate EBPs can prevent and reduce challenging behaviors of early elementary students (DEC, 2020). Therefore, teachers entering the profession must be cognizant of the significance of creating a positive learning environment for student success

in school and prepared to skillfully implement evidence-based behavior and classroom management strategies (Freeman et al., 2014).

Because teachers are responsible for promoting a positive classroom environment and supporting students’ social, behavioral, and academic development (Ghorbani et al., 2018; Heatly & Votruba-Drzal, 2017; Lippard et al., 2018; McCormick & O’Connor, 2015), it is imperative for teacher preparation programs to provide high-quality behavior and classroom management coursework. To prepare well-equipped educators, university-based teacher preparation programs must offer well-designed behavior and classroom management courses consisting of interactive activities and learning materials. Moreover, teacher educators should provide practical tools and application opportunities to maximize preservice teachers’ grasp of EBPs for behavior management. Preservice teachers need opportunities to practice newly learned intervention strategies by engaging in in-class or virtual activities, mixed reality training simulation systems, interactive cloud-based teaching performance feedback platforms (e.g., GoReact), or a combination of appli-

cation activities. Given these learning tools and practices, preservice teachers will be prepared to effectively structure and manage their future classrooms by creating well-organized, routine-based classroom structures, providing students with engaging learning activities, and fostering students’ positive learning and behaviors (Dominguez et al., 2011; Myers et al., 2017).

Educators “need to equip students with the skills they need to become active, responsible, and engaged citizens” (Organization for Economic Co-operation and Development, 2018, p. 4). Well-prepared and effective teachers develop proactive plans and implement EBPs that are developmentally, culturally and functionally appropriate to prevent and address challenging behaviors. In turn, teachers who are skillful in managing classrooms show lower levels of burnout and are likely to stay in the teaching profession longer (Madigan & Kim, 2021). As a result, committing to high-quality preparation of preservice teachers promotes teacher retention and, ultimately, student success in school both socially and academically.

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