**Four-Phase TCIT Protocol**

During the study, the effectiveness of a four-phase Teacher-Child Interaction Training (TCIT) protocol was evaluated. The protocol was designed to improve teacher-child interactions and reduce child behavior problems in a preschool classroom. Here is a brief overview of the four phases:

* **Phase 1: Understanding the Child**
  - Discuss normative social, emotional, and behavioral development in preschool children.
  - Identify factors contributing to behavior problems.
  - Guide teachers in establishing a safe and predictable classroom environment.

* **Phase 2: Emotion Coaching**
  - Assist teacher in arranging a “Feelings Center” in the classroom (e.g., feelings pictures, books, music, soft toys).
  - Model and practice emotion coaching strategies.
  - Provide strategies for building specific social-emotional skills (e.g., problem-solving, listening, anger management).

* **Phase 3: Child-Directed Interaction**
  - Provide rationale for child-directed interaction.
  - Discuss, model, and coach the use of child-directed interaction.
  - Practice shaping children’s behaviors using these skills (e.g., praising the opposite, ignoring, selective attention).

* **Phase 4: Managing Behavior**
  - Discuss strategies for preventing behavior problems in the classroom.
  - Provide guidelines for using appropriate behavior management techniques.
  - Discuss and model classroom management strategies for behavior challenges.

**Results of Classroom Observations**

A summary of the results from classroom observations shows an improvement in the teacher’s use of child-directed interaction skills. The number of praises, descriptions, and reflections increased significantly during the intervention phases. The average number of praises increased from 5.5 (SD = 2.4) in Phase 1 to 8.2 (SD = 3.6) in Phase 4. Similarly, the number of descriptions showed a similar increase, from 6.2 (SD = 2.1) in Phase 1 to 8.4 (SD = 3.2) in Phase 4. The number of reflections also increased, from 3.7 (SD = 1.5) in Phase 1 to 5.8 (SD = 2.3) in Phase 4.

**Implications and Future Directions**

The results of this study demonstrate the effectiveness of the TCIT protocol in improving teacher-child interactions and reducing child behavior problems in a preschool classroom. Further research is needed to explore the long-term effects of the intervention and to understand the factors that contribute to its success. Additionally, the protocol could be adapted for use in other settings, such as homes or clinics, to provide support to parents and caregivers.

**Conclusion**

The TCIT protocol appears to be a promising intervention for improving teacher-child interactions and reducing behavior problems in preschool classrooms. Further research is needed to explore its effectiveness in different settings and to understand the mechanisms underlying its success.