A Key to Special Teaching; A study on the application and effectiveness of a teacher-focused coaching programme in specialized settings for primary education.

No registrations found.

Ethical review   Not applicable
Status   Recruiting
Health condition type -
Study type   Interventional

Summary

ID

NL-OMON23403

Source
NTR

Brief title
Key2Teach-Speciaal

Health condition

Stress and burn-out symptoms; problem behaviour in class; learning difficulties

Sponsors and support

Primary sponsor: Utrecht University
Source(s) of monetary or material Support: Nationaal Regieorgaan Onderwijsonderzoek (NRO)

Intervention

Outcome measures

Primary outcome

Primary outcomes are elements of the student-teacher relationship and teacher's occupational wellbeing
a) To determine teachers' functional interaction skills, four 15-minute video recordings of teacher's lessons are observed, using the Upper Elementary version of the Classroom Assessment Scoring System (CLASS-UE).
b) Teachers complete the Dutch version of the Student-Teacher-Relationship Scale (STRS). Students complete the Student Perception of Affective Relationship with Teacher Scale (SPARTS).
c) Teachers complete the short version of the Teachers' Sense of Efficacy Scale (TSES).
d) Teachers complete the Emotional Exhaustion subscale (9 questions) of the Dutch version of the Maslach Burnout Inventory; the Utrechtse Burnout Schaal for teachers (UBOS-L) and several other stress-related questions.

Secondary outcome

Secondary outcomes are outcomes related to student functioning:
e) Teachers (teacher-reports) complete the Strength and Difficulties Questionnaire (SDQ-T) for their students.
f) Data related to students' school performance are derived from the student monitoring systems (SMS) used within schools.

Study description

Background summary

Due to new policy promoting more inclusive education in the Netherlands, the student population in specialized schools for primary education is becoming increasingly complex. This trend puts a strain on the pedagogical and didactical skills of special education teachers, who already face the manifold challenges that come with educating this population. How can teachers be supported in building optimal relationships with students with complex behaviours? The proposed research investigates the effectiveness and implementation of an adaptation of the personalized, teacher-focused coaching intervention Key2Teach. Key2Teach is developed to help teachers gain insight into their relationships with students with problem behaviours, and support their interaction skills. In regular elementary education, Key2Teach has been shown to positively impact teachers' mental representations of their relationships with students with problem behaviour, but also their emotional exhaustion and self-efficacy. To be able to adapt this intervention to the most pressing issues in special (primary) education, we begin by examining student and teacher characteristics within this population, as well as teachers' subjectively reported and observed need for support, using a multi-method approach (surveys, interviews, observations). We then use this

information to adapt Key2Teach for use in this population (Key2Teach-S). Subsequently, we conduct a randomized controlled trial comparing Key2Teach-S to a control condition (educational support as usual). To determine the effectiveness of Key2Teach-S, with four assessments (pre-intervention, mid-intervention, post-intervention, and at follow-up), we assess the student-teacher relationship, teachers' interaction skills, emotional exhaustion, and self-efficacy, as well as students' problems and school performance.

Study objective

1. We expect teacher-focused coachingprogramme 'Key2Teach-Speciaal' (K2TS) to have a positive effect on the student teacher relationship (STR): We expect K2TS to increase closeness and reduce conflict between teachers and children in class.
2. We expect K2TS to have a positive effect on teachers' interaction skills.
3. We expect K2TS to increase teachers' self-efficacy and to reduce teachers' emotional exhaustion (partly via changes in the student-teacher relationship).
4. We expect K2TS to positively impact student functioning, by reducing their socioemotional and behavioural problems in class and improve their academic performance (partly via changes in the student-teacher relationship).

Study design

Measurements are conducted at four timepoints during the trial:
M1: A pre-intervention measurement at the start of the schoolyear (Okt/Nov 2019). Randomization will take place after the pre-intervention measurement.
M2: A measurement during the schoolyear (Jan/Feb 2020).
M3: A post intervention measurement at the end of the schoolyear (Jun 2020).
M4: A follow-up measurement, during the next schoolyear (Okt/Nov 2020).
During the schoolyear, weekly measurements will take place via an app through which teachers can answer various questions.

Intervention

Key2Teach is a theory and evidence-based teacher-focused coaching intervention designed to improve a conflictual relationship between a teacher and a student with problem behaviour. Key2Teach uses elements of reflection, functional behavioural analysis, and coaching on the job, and adopts a tailored, personalized approach that focuses on teachers' individual need for support. Key2Teach is conducted by a trained Key2Teach-coach, and consists of two phases and four building blocks.

The first phase is designed to provide the teacher with insight into his or her own representation of the STR and how this representation influences the actual interactions with the student. To this end, the coach uses two building blocks. First is the Relationship-Focused Reflection Program, which leads to a unique relationship profile of the relationship between teacher and student. The second building block concerns elements of functional behaviour analysis, based on the ABC analyses (Antecedent, Behaviour, Consequence), stemming from cognitive behavioural therapy, which provides the teacher with insight into the function of his

or her as well as the students' behaviour. Subsequently, coach and teacher identify the areas in which the teacher needs support, and formulate a working hypothesis together. Goal-directed behaviours are determined based on the three dimensions identified by the Classroom Assessment Scoring System (CLASS): emotional support, classroom organisation and instructional support. Subsequently, short and specific behavioural suggestions (keywords) related to these dimensions are distinguished. Phase 1 consists of four coaching sessions between K2T-coach and teacher of approximately 45-60 minutes.

The second phase aims to promote positive interaction patterns between students with problem behaviour and their teachers through focusing on the interaction skills of the teacher. The teacher is instructed to adapt his or her behaviour to the needs of the student. To achieve this goal, this phase incorporates two building blocks: Video Interaction Guidance (VIG) and Synchronous Coaching. During VIG, the coach uses video material to discuss the visible interaction patterns between teacher and student, focusing on both teacher's and student's thoughts and behaviours during this interaction. Synchronous Coaching sessions provide the teacher with direct opportunities to practice functional interaction skills in class. Within these sessions, the coach provides the teacher with direct behavioural suggestions (keywords) while coaching the teacher in class, using bug-in-ear technology. Phase 2 consists of six-eight coaching sessions between K2T-coach and teacher of approximately 45-60 minutes.

Key2Teach is developed within the context of regular education. In specialized settings for primary education, teachers may encounter different challenges, different student behavioural issues, and different contextual variables than teachers in regular education, and may therefore also have a different need for support. Therefore, before conducting the trial, the existing Key2Teach intervention will be adapted for use in special education (Key2Teach-Speciaal).

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Eligibility criteria

Inclusion criteria

This study aims to include 100 teachers, who teach in the upper elementary classes (grade 5,6,7) in schools for primary education. Teachers can participate if they teach this class at least 2,5 days a week, We aim to include all students of participating teachers as well.

Exclusion criteria

Teachers are excluded form participation if they receive intensive teacher-coaching or training outside the context of this study, and if other intervention programmes focusing on teacher skills or student behaviour problems are being implemented in the classroom during the course of this study (schoolyear 2019-2010).

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial
Masking:	Open (masking not used)
Control:	N/A , unknown

Recruitment

NL

Recruitment status:	Recruiting
Start date (anticipated):	01-05-2019
Enrollment:	1300
Type:	Anticipated

IPD sharing statement

Plan to share IPD: Undecided

Ethics review

Not applicable

Application type: Not applicable

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

Other (possibly less up-to-date) registrations in this register

No registrations found.

In other registers

Register ID

| NTR-new | NL7649 |
| Other | Nationaal Regieorgaan Onderwijsonderzoek (NRO) : 40.5.18540.190 |

Study results