

Improving skills and pedagogical sensitivity of teachers in Dutch primary education: A study on the effects of the behavioral intervention for teachers Multi-Method Coaching on teacher and child mental health and educational outcomes.

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Ethical review	Approved WMO
Status	Recruitment stopped
Health condition type	Psychiatric and behavioural symptoms NEC
Study type	Interventional

Summary

ID

NL-OMON39904

Source

ToetsingOnline

Brief title

Key2Teach

Condition

- Psychiatric and behavioural symptoms NEC

Synonym

burnout symptoms, Children: Conduct problems; teachers: stress, symptoms of

anxiety/depression

Research involving

Human

Sponsors and support

Primary sponsor: Inholland University of Applied Sciences Hogeschool Inholland

Source(s) of monetary or material Support: Stichting Innovatie Alliantie

Intervention

Keyword: Educational outcomes, Mental health, Pedagogical sensitivity, Teacher-child relationship

Outcome measures

Primary outcome

A. Primary study parameters (teacher outcomes):

- Reactive and proactive skills and pedagogical sensitivity (competencies of teachers regarding classroom management practices and behavior management strategies);
- Teacher perceptions of self-efficacy;
- Teacher perception of levels of conflict within the relationships with all children in class;
- Teacher perception of the relationship with the dyad-child: levels of closeness (warmth and open communication), conflict (negativity and discordance), and dependency of the child on the teacher;
- Observed quality of the relationship between the teacher and the dyad-child.

B. Primary study parameters (child outcomes):

- Child perceptions of teacher-child interactions;

- Observed quality of the relationship between the teacher and the dyad-child.

Secondary outcome

A. Secondary study parameters (teacher outcomes):

- Teacher-reported symptoms of stress;
- Teacher-reported symptoms of burnout;
- Teacher reported symptoms of anxiety/depression;
- Teacher reported job satisfaction.

B. Secondary study parameters (child outcomes):

- Child-reported prosocial problems (Conduct problems, Hyperactivity, Emotional problems, Problems with peers and Social problems);
- Teacher-reported Conduct problems, Hyperactivity, and Emotional problems;
- Child-reported social wellbeing in relation to teacher and classmates;
- Teacher-reported learning conditions;
- Academic progress (CITO) and teacher expectancies about academic progress;
- Peer nominated aggression and sociometric status.

Study description

Background summary

Ten percent of the Dutch children cope with conduct problems. These children are at elevated risk for future problems such as school drop-out, social isolation, criminal behavior, unemployment, depression and addiction.

Relationships with teachers can be considered as the driving force behind a healthy development of children. Teacher-child relationships that can be characterized by warmth, an open communication and few conflicts and dependency of the child on the teacher have a positive influence on the social-emotional and cognitive development of children. However, the relationships between teachers and children with conduct problems are often problematic. These relationships are typically characterized by conflict and elicit hampered feelings of self-efficacy, and feelings of anger and helplessness in teachers. Research indicates that teachers are less sensitive and more controlling towards children with conduct problems. These conflictuous relationships deteriorate child problem behavior, hamper the child's wellbeing, hamper a positive and safe class climate, and have a negative impact on the academic progress and wellbeing of classmates. Moreover, conflictuous relationships with children with conduct problems appear to be the most important cause of teacher-reported stress- and burnout symptoms.

Teachers emphasize the need for effective ways to cope with conduct problems and to improve the relationships with children with conduct problems. The main objective of the Key2Teach-study is to develop the intervention Multi-Method Coaching, to test the effects of this intervention, and to study the experiences of teachers and coaches. Moreover, this study aims to supervise adaption and implementation of Multi-Method Coaching and corresponding training in manual guidance for coaches in primary education and teacher training.

Study objective

The first objective of this study is to test the effects of a classroom-based, manual-guided intervention Multi-Method Coaching on the skills and the behavioral sensitivity of Dutch primary education teachers in order to improve the relationships with children with (sub)clinical levels of conduct problems. Additionally, the effects of improved skills and improved teacher-child relationships on levels of children's behavioral problems, academic progress, learning conditions, social wellbeing will be studied, as well as on mental health aspects of teachers (symptoms of stress, symptoms of burnout, symptoms of anxiety/depression). The second objective of this study is to investigate the association between school- and program factors and child- and teacher outcomes of Multi-Method Coaching.

Study design

In this study, a Randomized Controlled Trial will be conducted to compare differences between the intervention condition and control condition during four assessments: before the intervention, during the intervention, one month after completion of the intervention, and three months after completion of the intervention (follow-up measure). At every school, two or four dyads will be included and randomly assigned to one of the two conditions.

Intervention

The intervention Multi-Method Coaching (MMC) will be implemented during the course of a schoolyear at the schools assigned to the intervention condition. MMC is a manual-based school-based intervention that consists of two elements: (1) The Relationship Focused Reflection Program (RFRP) and (2) Synchronous Videocoaching (SV) on teacher skills and behavioral sensitivity. MMC will be implemented as part of the curriculum in the classes of the 72 dyad-teachers (grades 3, 4 and 5).

The RFRP comprises four individual sessions. Goal of the RFRP is to help the teacher to reflect (under the supervision of a well-trained Multi-Method Coach) on the positive and negative emotions that the teacher experiences in daily interactions with the dyad-child, and to help the teacher to reflect on the quality of his/her behavioral sensitivity (effective use of rules and routines, praise, corrections, selective ignoring, opportunities to respond and quality of feedback). The teacher will be encouraged to reflect on the associations between quality of aspects of behavioral sensitivity, the quality of the teacher-child relationship, problem behavior of the child, and wellbeing of the teacher. Attention will be paid to the improvement of the skills and behavioral sensitivity of the teacher. In session one, teacher's narratives about the relationship with the dyad-child will be elicited using an interview between coach and teacher. In session two, the coach will help the teacher to associate the narrated representation to actual interactions with the child using videorecordings. After that, the coach presents the teacher with a unique relational profile based on the teacher's narrative with strengths and weaknesses regarding different aspects of his/her behavioral sensitivity in interaction with the dyad-child. This profile serves as a starting point for in-depth reflection on teacher competencies regarding classroom management practices and behavior management strategies (session three and four).

Synchronous Videocoaching comprises two phases of nine sessions at the most; 18 sessions in total. During Synchronous Videocoaching, the coach and teacher are connected wirelessly via a Bluetooth connection. The coach observes the teacher and whispers short and clear instructions (keywords) directly to the teacher through an earpiece if the teacher engages in undesirable behavior during the lesson. Keywords are immediate, short and specific suggestions which identify the type and the extent of errors, and which provide specific ways to the teacher to correct them. The advantage of using immediate feedback through (pre-structured) keywords is that it provides teachers the opportunity to change target behaviors while practicing a skill. In this way a repetition of errors, which leads to internalising the undesirable behavior, will be avoided. With immediate feedback, the coach is able to stop the teacher from performing an incorrect technique and use corrective feedback to inform the teacher of what to do instead. In this way, teachers will immediately experience the effects of their own behavior. The coaches film their interventions (keywords)

and the effects of the key words on teacher-child interactions. The coach and teacher will discuss these video fragments after the lesson through micro-analysis of the problematic situation and the effects of the keywords on teacher-child interaction.

In this study, the specific learning goals of the participating teachers will be determined through the use of data from observations and a micro-analysis of his/her behavioral sensitivity (effective use of rules and routines, praise, corrections, selective ignoring, opportunities to respond and quality of feedback). Teachers will receive Synchronous Videocoaching on behavior patterns and interactions related to these classroom management practices and behavioral strategies. The analysis, keywords and techniques are based on the scientific knowledge base on these behavioral strategies.

Study burden and risks

Extent of the burden:

In the intervention-year, and in the first three months of the consecutive schoolyear, teacher-, child-, and parent reports will be collected, and videorecordings will take place in the classrooms. Completion of the questionnaires will take approximately thirty minutes for the children (four times), 2,5 hours for the teacher reports (four times). An interview of 45 minutes about experiences with MMC will be conducted with all teachers during the study. Teacher reports for the multiple-gate screening procedure will take approximately 1,5 hours. Also, during the study period, four classroom observations will be conducted by trained research-assistants.

Risks associated with participation:

No risks are involved in participation in this study.

Contacts

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Trial sites

Listed location countries

Netherlands

Eligibility criteria

Age

Adults (18-64 years)

Children (2-11 years)

Elderly (65 years and older)

Inclusion criteria

This study will employ a multiple-gate screening procedure to identify 144 teacher-child dyads. All children from ages 8 to 12 (grades 5, 6, 7) years attending the 62 participating schools will be included in this procedure and screened.

Step 1 inclusion: all children with (sub)clinical levels of conduct problems will be identified;

Step 2 inclusion: teachers who report a conflictuous relationship with all of the children in their class who were identified in step 1 will be selected;

Step 3 inclusion: When more than 1 conflictuous teacher-child dyad is identified within one class, one dyad will be randomly selected;

Step 4 inclusion: Finally, schools will be included when they have at least two conflictuous teacher-child dyads. If a participating school has two or three dyads, two dyads will be randomly selected to participate. If a participating school has more than four dyads, four dyads will be randomly selected to participate in the study.

Exclusion criteria

1. Schools will be excluded when they are participating in an intensive intervention aimed at reducing childrens' conduct problems during the schoolyear in which MMC is conducted;
2. Teachers of the selected schools will be excluded when they are participating in another intensive behavioral teacher-training during the schoolyear in which MMC is conducted
3. Children will be excluded when their parents/caregivers did not provide consent to participate, or (when children are at age 12 or older) when children themselves did not provide consent to participate.

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial
Masking:	Open (masking not used)

Primary purpose: Prevention

Recruitment

NL	
Recruitment status:	Recruitment stopped
Start date (anticipated):	19-06-2013
Enrollment:	7344
Type:	Actual

Ethics review

Approved WMO	
Date:	17-06-2013
Application type:	First submission
Review commission:	METC Leiden-Den Haag-Delft (Leiden)
	metc-ldd@lumc.nl

Approved WMO	
Date:	21-01-2015
Application type:	Amendment
Review commission:	METC Leiden-Den Haag-Delft (Leiden)
	metc-ldd@lumc.nl

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
CCMO	NL39598.098.13