



STARS/STEER Project Summary



STARS

The **Supporting Teachers And childRen in Schools (STARS)** study was implemented from the University of Exeter and tested whether a teacher attending the Incredible Years® Teacher Classroom Management (TCM) course would improve upon the following:



Child's socio-emotional well-being



Child's academic attainment



Teachers' emotional well-being



Teachers' belief that they are able to manage behaviour in the classroom more effectively and feel less stressed.

The STARS group worked with 80 primary schools across the South West of England between 2012 and 2015. One teacher from each school participated in the study. Teachers randomly allocated to the intervention group attended the TCM course while teachers randomly allocated to the control group continue to teach as usual.

The study measured socio-emotional well being using a well-known and highly tested questionnaire: The **Strengths and Difficulties Questionnaire (SDQ)**. Teachers and the parents of all their pupils completed the SDQ before and after the TCM course, and again at one and two years after that. The focus is on teacher reports as it was expected they would collect more complete data from teachers, but researchers also ask parents to give their view on the socio-emotional well being of their child. Academic progress was measured using the National Curriculum standard levels, which is used routinely in all state schools. Researchers checked these scores against detailed literacy/numeracy assessments in some children. They also measured teachers' sense of effectiveness in the classroom, whether they felt burnt out, as well as their emotional well being to see if the course left them feeling more confident, motivated and less stressed.

Prior to beginning the study, researchers used a mixture of focus groups and interviews with teachers, head teachers and special educational needs coordinators (SENCOs), to determine how useful they thought the TCM course was, whether they would use it in their practice and/or schools, and how it fit with other sources of support for emotional and behavioural difficulties.

Researchers then interviewed them shortly after they attended the course and again a year later. Using questionnaires completed by parents and SENCOs, backed up by detailed interviews with some parents, they found out about additional resources used by families concerning their child's well being. This helps to identify any cost-savings that TCM might produce by reducing demands on educational support and mental health services.

STEER

The **S**upporting **T**eaching staff to **E**nable children to build **E**motional and behavioural **R**esilience (**STEER**) study is a small feasibility study being conducted between 2015 and 2016 at the University of Exeter.



The goal of the research is to explore the possibility of training Teaching Assistants (TAs), possibly alongside teachers, in Incredible Years® Teacher Classroom Management program to investigate any potential benefits for children who have been identified as having special education needs or disabilities (SEND) (including social, emotional or behavioural difficulties). This will be a small initial study to determine the feasibility to:

- Adapt the TCM course for delivery to TAs
- Recruit schools who can release TAs, possibly with class teachers as well
- Explore how acceptable the questionnaires we use are to teaching staff, parents and children

Researchers aim to work with 24 teaching staff in total across two TCM groups.

The information obtained from the teaching staff, parents, and children will be used to decide if it is feasible to run a much larger study that could assess whether the TCM programme is effective in improving the well being of children with additional needs. STEER researchers will hold focus groups after the course to gather the teaching staff's views about TCM and their use of TCM strategies with their target child(ren).