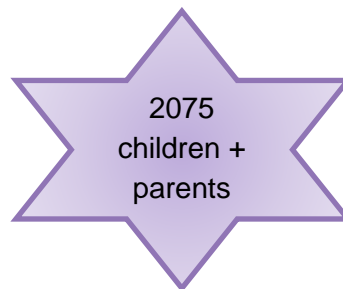


Supporting Teachers And childRen in Schools

Thank you for taking part in the STARS study run by the University of Exeter! We have now finished the study so we wanted to let you know what we found. We worked with over...



What did we do?

We compared the development of children taught by a teacher who attended the Incredible Years Teacher Classroom Management (TCM) training with those children who were not taught by a TCM trained teacher

What did we find?

Was there a difference between the children? YES

In the TCM classrooms there was:

- Better classroom behaviour and concentration
- Small improvements in whole class child mental health as reported by teachers
- Large improvements in mental health of those children who were struggling at the start of the study.

Did these differences last? Mostly no

- Only the differences in concentration and low level disruptive behaviour were also seen by teachers over the next two years

Did it help with children's performance at school? Unclear

- No difference for either literacy or numeracy as a whole
- However, it appears possible that children with good mental health made better progress when taught by a TCM teacher
- BUT: Our attainment measure was not great and our results are not conclusive enough to draw any firm conclusions

What did the teachers think of the course?

for me it was like therapy for teachers

- They really enjoyed the course and “learning from each other and supporting each other”
- It helped improve their relationships with the children they teach

- They found the materials from the course useful
- They enjoyed having the time between sessions

it's having the time to go back and work on things

we are important, teachers, and we do mean a lot to the children and how we can actually make a difference



What are our conclusions?

The Incredible Years Teacher training course does improve children's development, especially those who struggle most.

What happens next?

As we only found most differences in the first year when the children were taught by a teacher attending the course, we would like to see what happens if more school staff go on the course, so we can increase the 'dose' of TCM children get.



We would like to say a huge thank you to everyone who took part in the STARS study: the schools, teachers, school staff, parents and the children without you this study would not have been possible

Full details are available in our published paper (<https://doi.org/10.1017/S0033291718001484>) and please feel free to contact Rachel Hayes for more details (R.A.Hayes@exeter.ac.uk)

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