

Supporting Teachers and Children in Schools (STARS)



Louise Fitzpatrick, a recently qualified teacher said:

“As I spent more time on the training course I could feel my thought process changing. When I was back in the classroom I found it easier to spot all of the wonderful things the children were doing and praise them for that, rather than picking up on negative behaviour.”

The Supporting Teachers And childRen in Schools (STARS) study is hoping to improve children's mental health by evaluating the effectiveness of the Incredible Years Teacher Classroom Management (TCM) course.

The aim is to enhance teachers' skills in dealing with children's behavioural problems and to promote their social, emotional and academic achievements. With an emphasis on reinforcing positive behaviour, the TCM course uses collaborative learning that draws on teachers' own experiences and group work to find solutions to problems encountered in the classroom.

Research indicates that 10% of children and young people aged between five and 16 years have a clinically impairing psychiatric disorder. This leads to poor social and emotional skills that can affect a child's academic attainment, as well as adversely impacting the life chances of all children in a classroom. Disruptive behaviour is also a common source of stress among teachers, and a common reason for many leaving the profession.

What Happened Next?

The five year STARS study, led by researchers from PenCLAHRC, involves over 80 primary schools across Devon and is investigating whether pupils benefit from their teachers attending the TCM programme. The study will look for improvements in child behaviour, psychological distress, enjoyment of school and academic attainment.

Teacher feedback has been extremely positive, with teachers stating their attendance on the course has had a positive impact on their teaching practice and on behaviour and attainment in their classrooms.

Additional funding has been received to extend the analysis of data collected during the trial through linking to the National Pupil Database, as well as to explore whether the TCM course is helpful for Teaching Assistants and children with special educational needs and disabilities.

The findings from STARS will help to make evidence-based recommendations on how to hone teachers' skills to boost the academic performance of their pupils, manage bad behaviour, as well as improving teachers' own wellbeing.

For further information visit:

www.clahrc-peninsula.nihr.ac.uk



References:

Ford, T., Edwards, V., Sharkey, S., Ukoumunne, O.C., Byford, S., Norwich, B., and Logan, S. (2012) Supporting teachers and children in schools: the effectiveness and cost-effectiveness of the incredible years teacher classroom management programme in primary school children: a cluster randomised controlled trial, with parallel economic and process evaluations *BMC Public Health*, 12:719

Marlow, R., Hansford, L., Edwards, V., Ukoumunne, O. C., Norman, S., Ingarfield, S., Sharkey, S., Logan, S. and Ford, T., (2015), Teaching classroom management – a potential public health intervention? *Health Education* 115, 230-248, doi:10.1108/HE-03-2014-0030

Useful Links:

clahrc-peninsula.nihr.ac.uk/research/supporting-teachers-and-children-in-schools-stars
penclahrc.exposure.co/transforming-teaching

Acknowledgement:

This research was joint funded by the National Institute for Health Research (NIHR) Collaboration for Leadership in Applied Health Research and Care South West Peninsula (PenCLAHRC) and the National Institute for Health Research Public Health Research Programme (project number 10/3006/07). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health. View more BITEs at www.dahrcpp.co.uk