

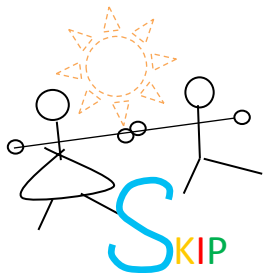
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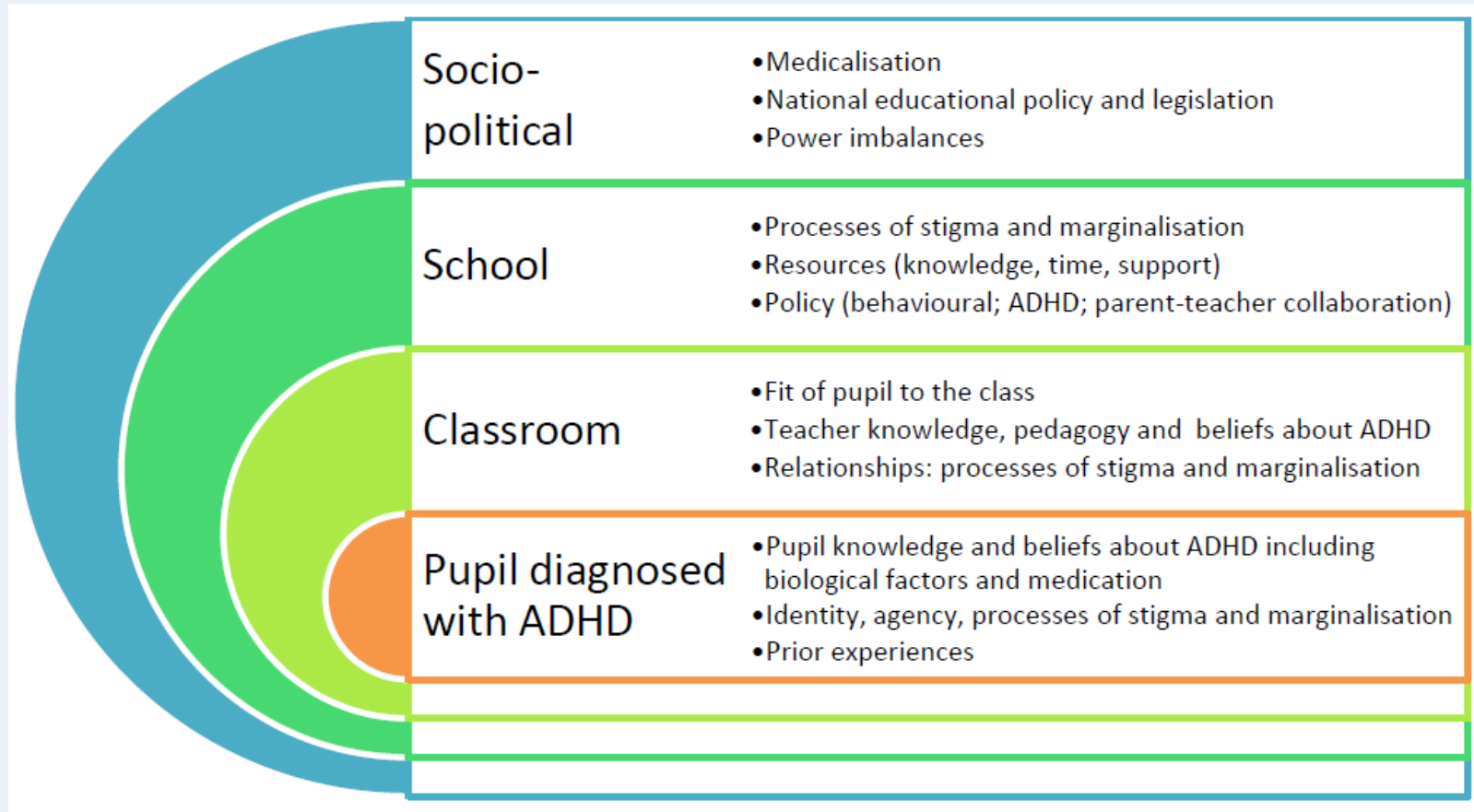
Supporting Teachers and children in Schools

Paediatric Neuropsychology Event

June 2015



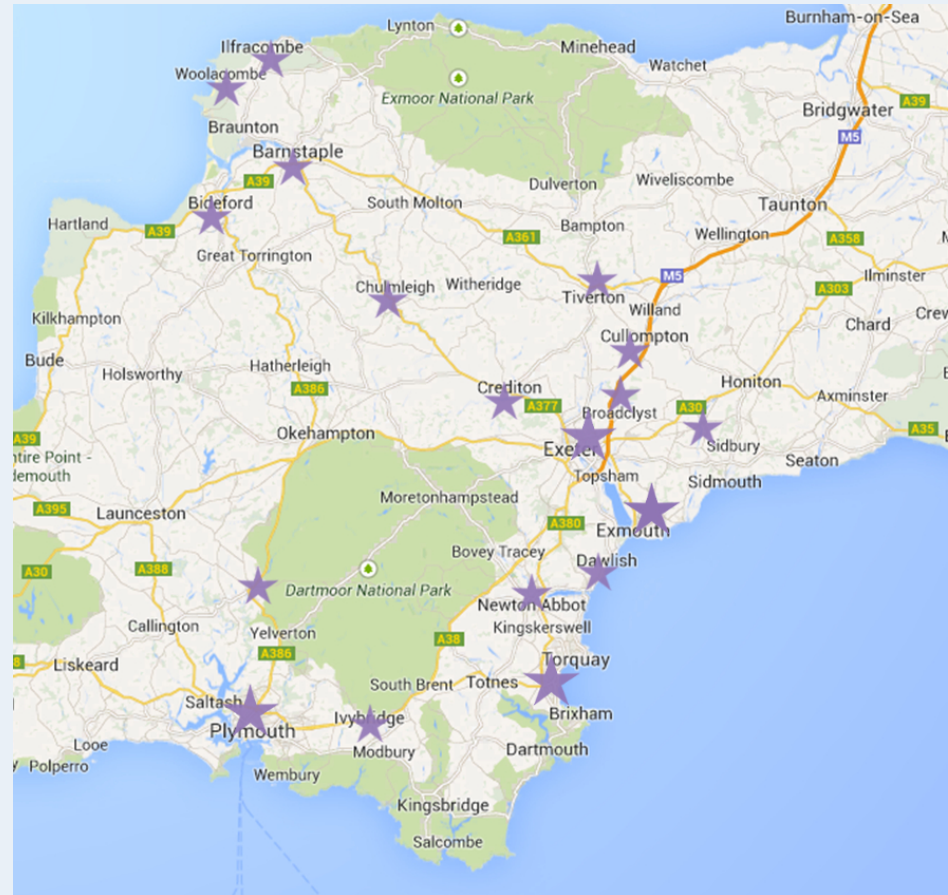
Complexity of the school context



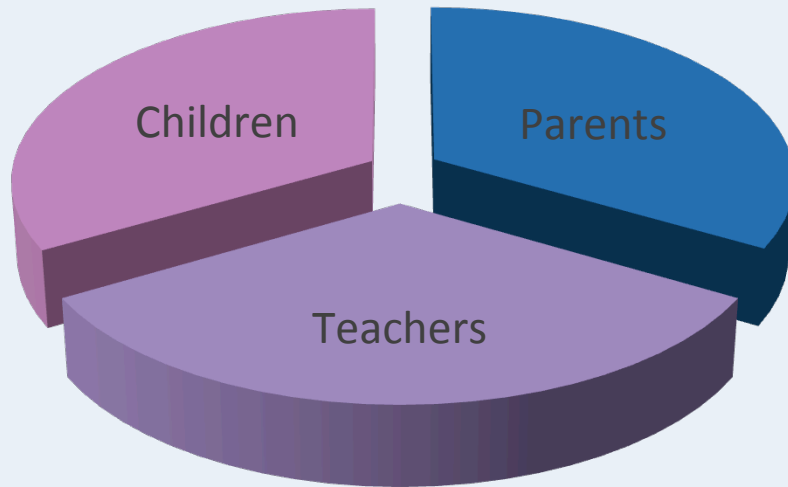
Implications for interventions: targeting classrooms and schools in addition to pupils for change may increase effectiveness

STARS Trial

- **Incredible Years Teacher Classroom Management**
- 80 primary schools across Devon, Plymouth & Torbay
- 1 teacher per school
- Foundation to Year 4



The Incredible Years Context

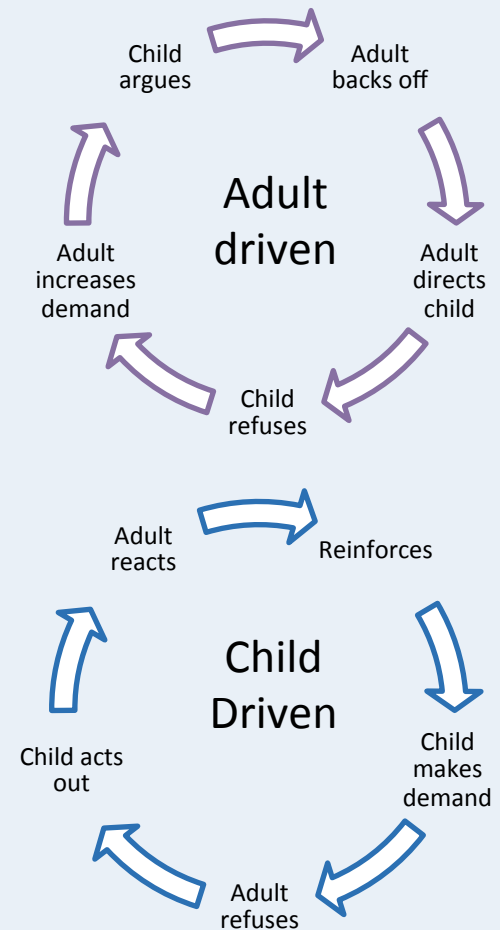


- ★ Parenting Programme
- ★ Child Focussed Therapeutic and Classroom Based Programmes
- ★ Teacher Classroom Management Programme

www.incredibleyears.com

IY course theory

- ★ Patterson's social learning model
 - ★ importance of teacher in socialisation processes.
- ★ 'Coercion hypothesis'
 - ★ Adult critical or coercive behaviours reinforce child negative behaviours.
- ★ Aims to reverse in order to aid the development of children's **social competence, emotional regulation and reduce aggressive behaviour**



IY course theory

- ★ Bandura's modelling and self-efficacy theories
 - ★ live and video modelling
 - ★ rehearsal
 - ★ self-management
 - ★ cognitive self-control and self reflection.
- ★ Bowlby's attachment theory
 - ★ importance of warm and nurturing relationships in children's development
 - ★ building relationships through social and emotional coaching, praise and incentives.

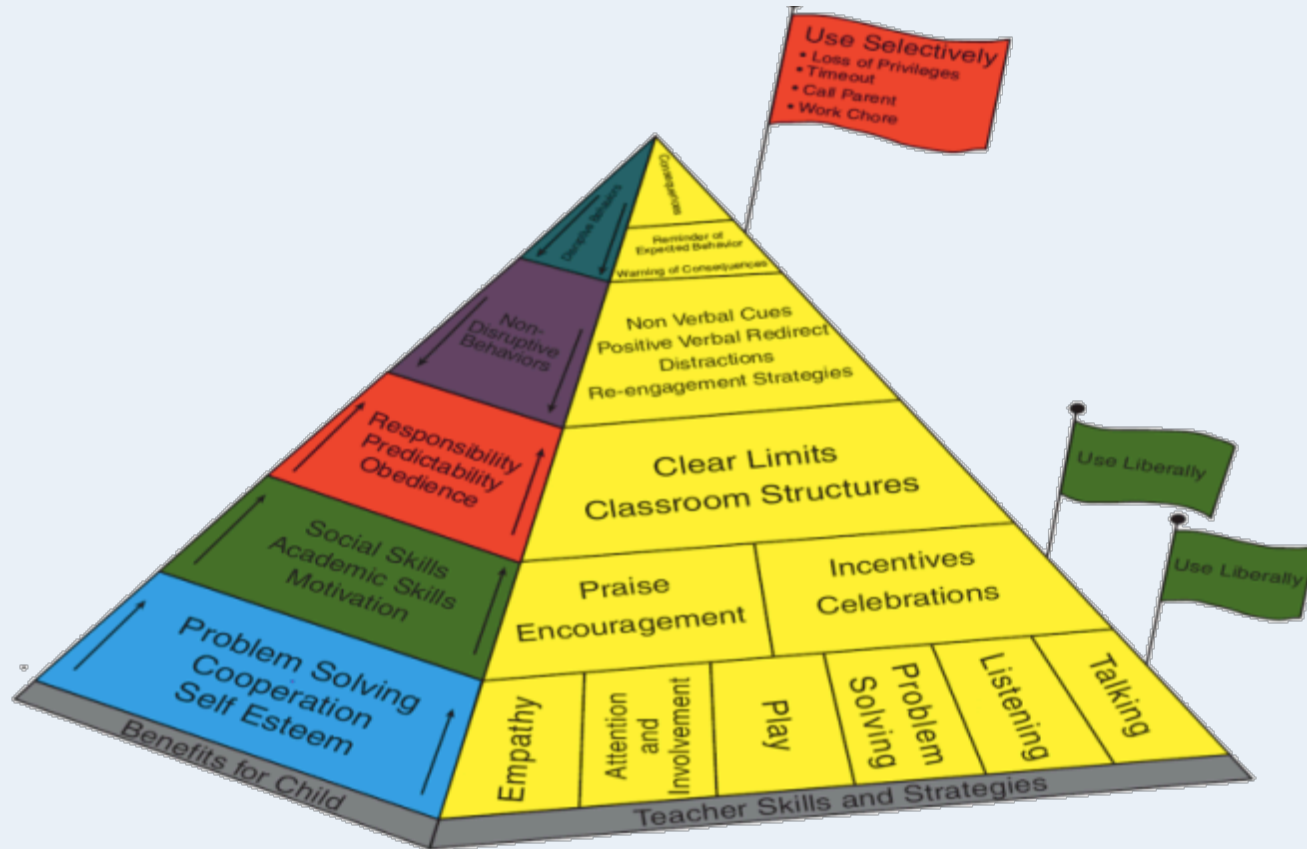
The Incredible Years Teacher Classroom Management (TCM) Programme

Content

- ★ The importance of teacher attention, encouragement & praise
- ★ Motivating children through incentives
- ★ Preventing behaviour problems – *'the Proactive Teacher'*
- ★ Decreasing students' inappropriate behaviours
- ★ Building positive relationships with students & problem solving



The Incredible Years Teacher Classroom Management (TCM) Programme - Principles

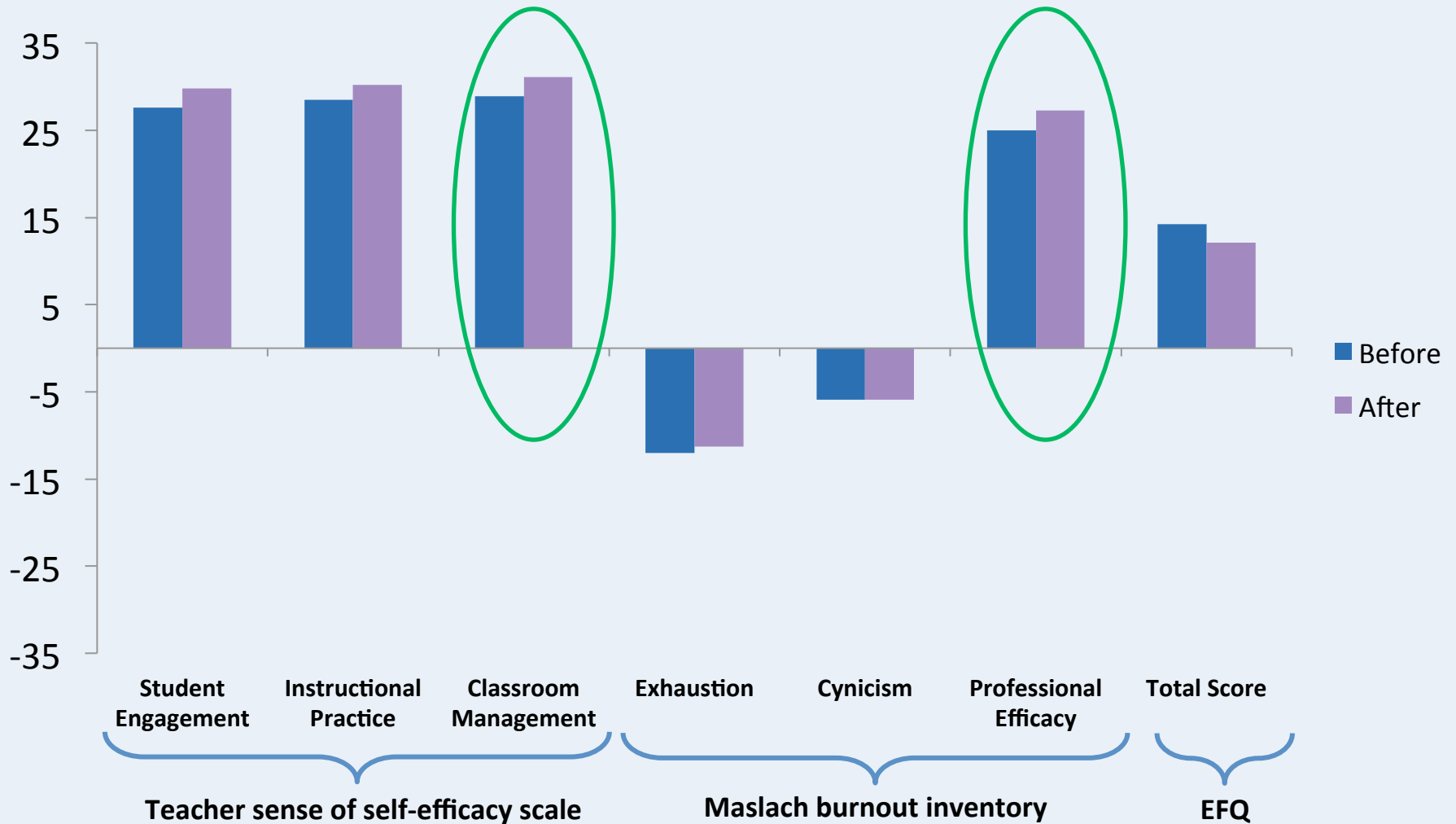


Teaching Pyramid

What teachers say ...



Feasibility Study



In reception this class had a reputation for being quite physical with each other and quite a high level of parental complaint - this is no longer the case. I think that this is down to the ground work in reception



My two PGCE students were unconvinced at first but after observing another teacher - an experienced good teacher - they couldn't believe the difference in attitude the class had and the feeling in the room from someone who was not using the STARS training.



There are couple of boys in the class who openly say that school is boring - however watching them in school would suggest differently, it is more of a case that they don't like work and without the positive environment behaviour could be very challenging indeed.



I don't know if it is a coincidence but the academic progress this year has been fantastic with some of the highest academic levels I have seen in my ten year career



Extending to children with SEND

Supporting **T**eaching staff to **E**nable children to build **E**motional and behavioural **R**esilience for interested would involve:-

- Releasing **one LSA** who has one-to-one time with 1+ child(ren) who has SEND, ideally with the **class teacher**.
- For **TCM training** - 6 full days training across 6 months (October 2015 to April 2016)
- Allowing us to **approach the parents** of the child/ren with SEND's to obtain consent for the collection of social, emotional and attainment data from them and their child before and after TCM
- The LSA and teacher **complete brief** questionnaires before and after TCM and attend a **focus group** after TCM
- Please contact me (t.j.ford@exeter.ac.uk) if you are interested



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