



# ***Results from the IY TCM pilot and RCT trials in Wales***

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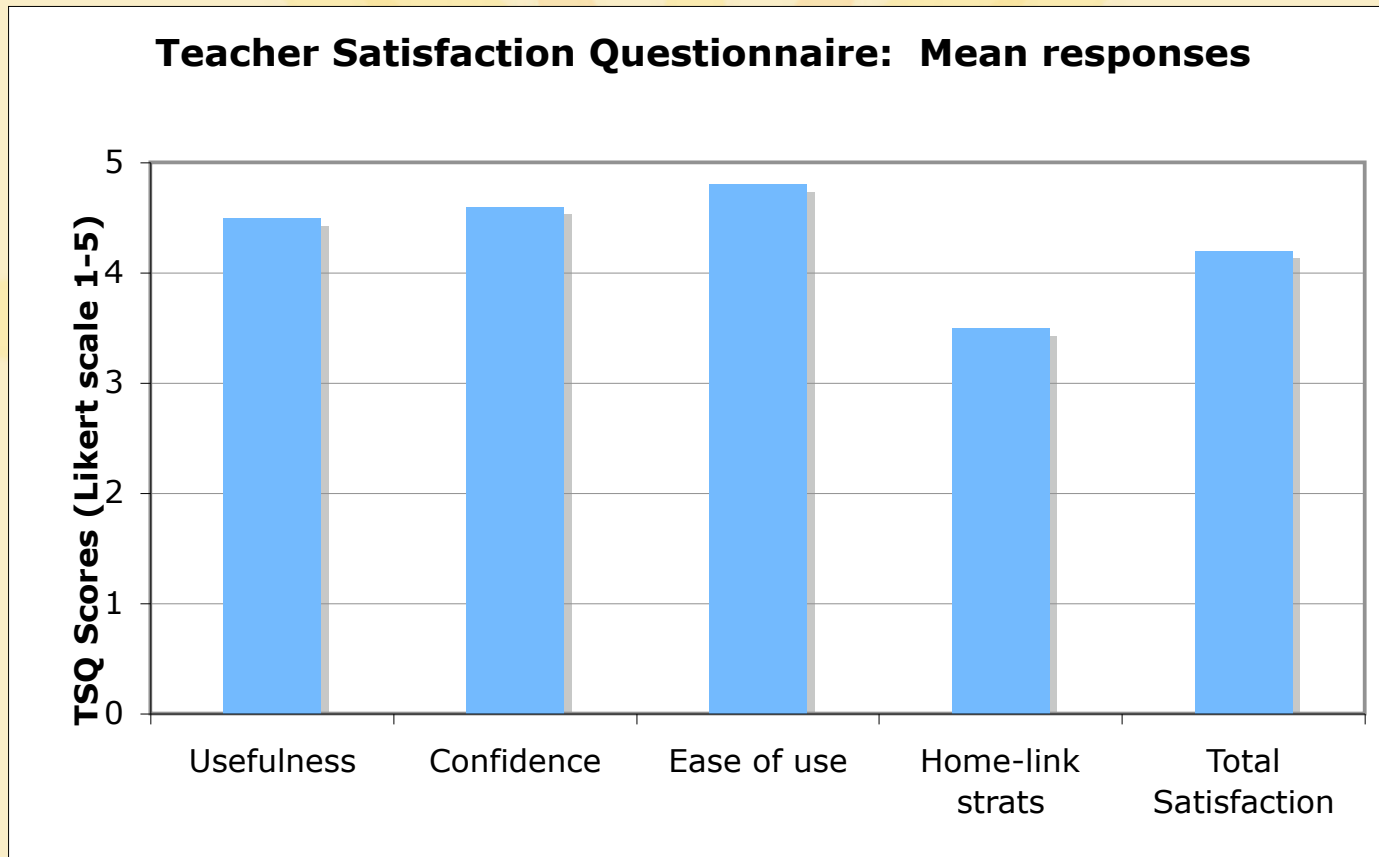
# **Initial trial of TCM programme in Wales**

- Head teacher in first Dina school had learned the TCM curriculum from the book and used it with all staff whilst implementing the first Dina trial
- We concluded TCM had the essential underpinning teacher skills for Dina School and ran two trial TCM courses
- Pilot TCM study including teacher satisfaction and classroom observation

## **First teacher pilot 2002**

- 23 teachers, 22 women, 2 Local Authorities
- 2-32 years teaching mean 17 yrs
- 15 KS1 (4 - 7 year olds), 2 KS2 (8 - 11 year olds), 3 heads, 3 special needs
- 5 days of training, mean 4.7 attendance,
- Teacher satisfaction and interview

# Teacher Report: Teacher Satisfaction Questionnaire



# Teacher responses

*“It was good to share experiences with other teacher in similar situations – I no longer felt I was alone. I just wish I’d had this course as part of my teacher training!”*

*“I liked the fact that useful strategies were highlighted. The flexibility of the course – in terms of being able to select the strategies that would work better for me was great.”*

*“I do not raise my voice half as much as I used to, and give a lot more praise. Rather, I think before reacting, and it is good to focus on good behaviour in the classroom – something that I generally tended to ignore in the past. This has had such a positive effect on the children’s behaviour to each other too.”*



*“I feel I can engage the children’s attention better. They seem to have more respect for me and other pupils. They love being involved in making up rules, and finding strategies to solve problems. The best course I ever attended!”*

*“It was refreshing to come back to the staff-room after the training, not having to say that the best thing about the course was the lunch! It definitely has been a worthwhile experience for me, and for my pupils, and I am eager for other members of my staff to receive this training.”*

*“I am completely transformed! My views on dealing with misbehaviour have changed radically – and for the better – as reflected in my pupils. I have been going on about the course to my staff – and it’s just a shame that some teachers fail to realise the applicability of adopting a new perspective. I think the only way that they would benefit would be if they all had the opportunity of attending the course.”*



# Results: pilot study

Trained teachers:

- Used more direct commands
- Allowed longer time allowed for compliance
- Increased teacher praise

Children show

- Reduced non-compliance/increased compliance
- Increased positive behaviours to both teachers and pupils

# Roll out of TCM and Dina following pilot trial

- Decision on roll out TCM and Classroom Dina across the county initially to four volunteer schools per year
- Part-time secondment of head teacher to do training and supply cover funded by grant
- By 2005 - 16 schools trained and running programme
- School inspection results good

## **Ysgol Abercaseg, Bethesda, Gwynedd School Inspectors report 2006**

The school has played a prominent role in developing the Webster-Stratton programme. As a result there has been a significant improvement in pupils attitudes towards learning and the overall standard of their behaviour

# Ysgol Bro Lleu (2008)

- Pupils' spiritual, moral, social and cultural development is fostered very effectively by a coherent strategy which incorporates and brings together aspects of the curriculum, personal and social education, circle time, services, the use of the 'Webster-Stratton' scheme and procedures for promoting good behaviour and developing emotional intelligence. The strategy ensures that there is progression and balance across the school and the manner in which it is implemented is an outstanding feature of the school.

# county-wide roll out

The TCM project was taken to scale with the full time secondment of the head teacher to train staff from the remaining 80 schools over a three year period

The plan involved training staff in the TCM programme in the first year and Dina in the second year

Roll out provided an opportunity for an RCT study

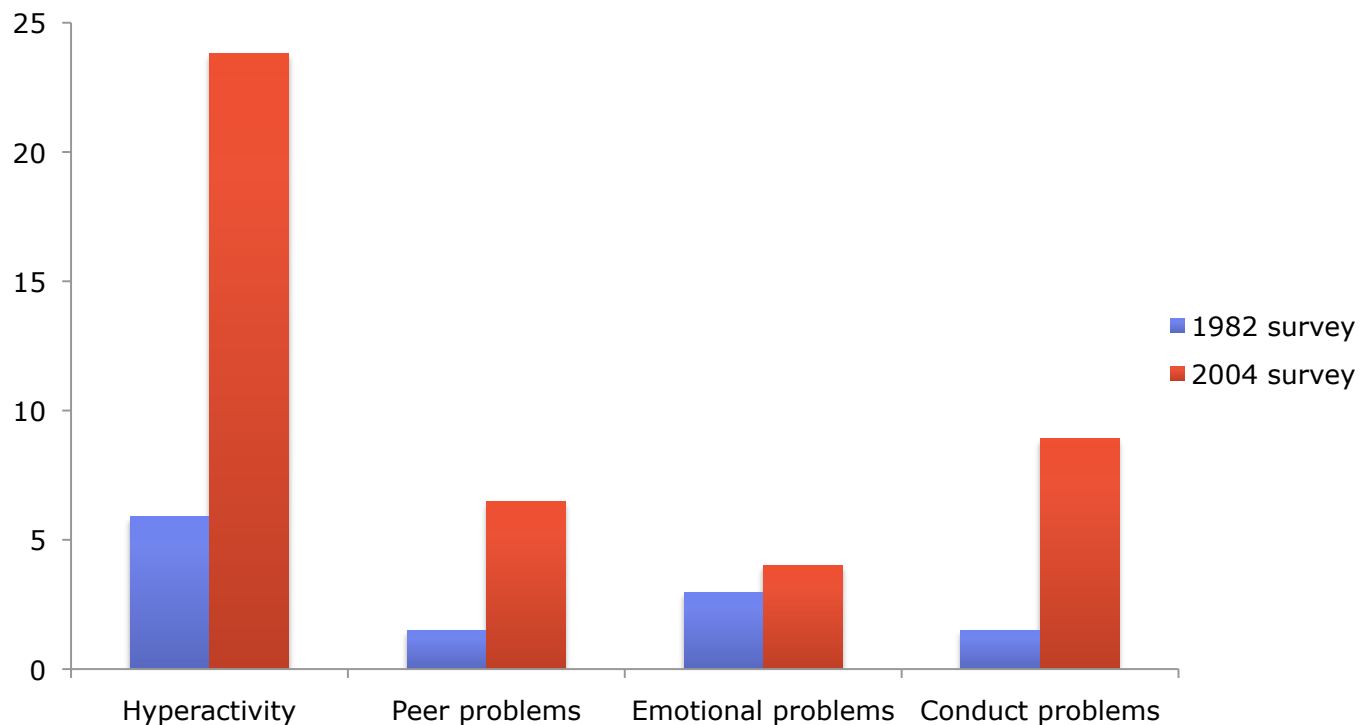
## The RCT

- 12 classrooms from 11 schools
- Observed teacher and child behaviour
- High, moderate and low risk children identified using the teacher completed Strengths and Difficulties Questionnaire (SDQ)
- Teachers trained by head teacher and myself
- Fidelity resources supplied from our Centre (Dilys!!)

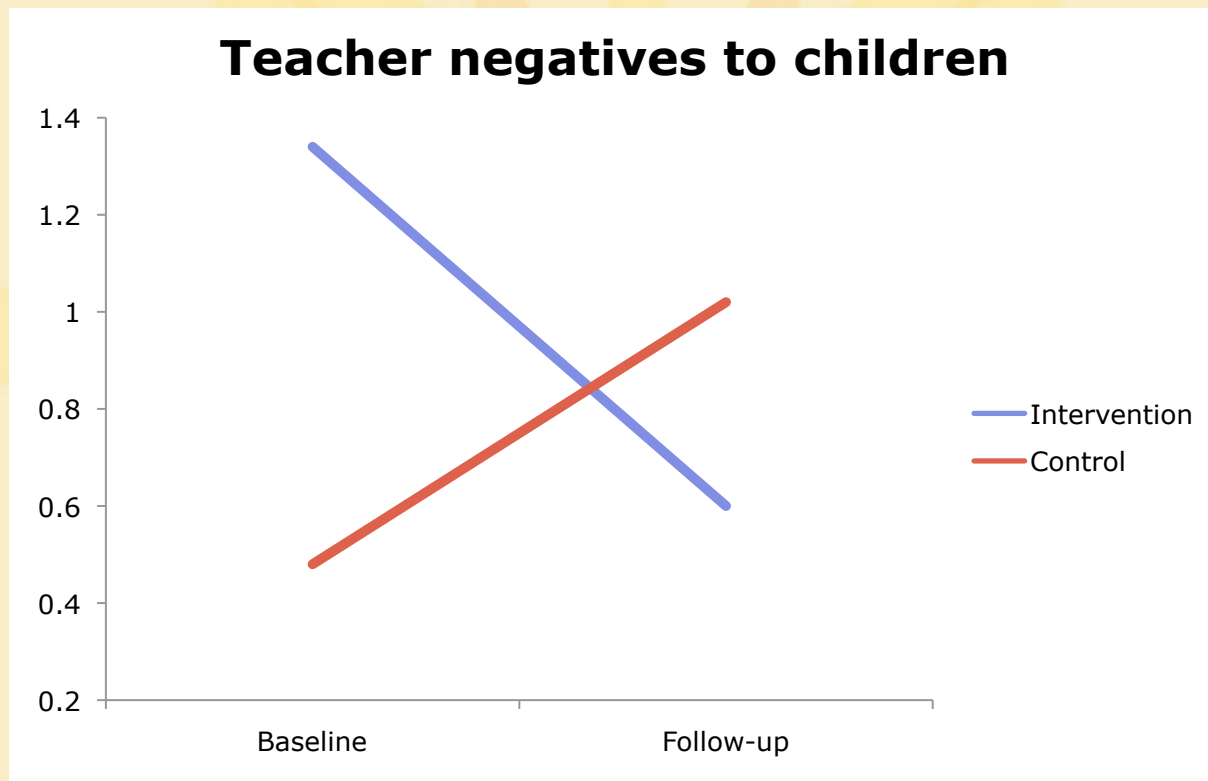


The RCT enabled us to assess teacher reported levels of problems, because teachers rated every child in their class on the T-SDQ, and to make a comparison with another local survey undertaken in 1982 (20 years earlier)

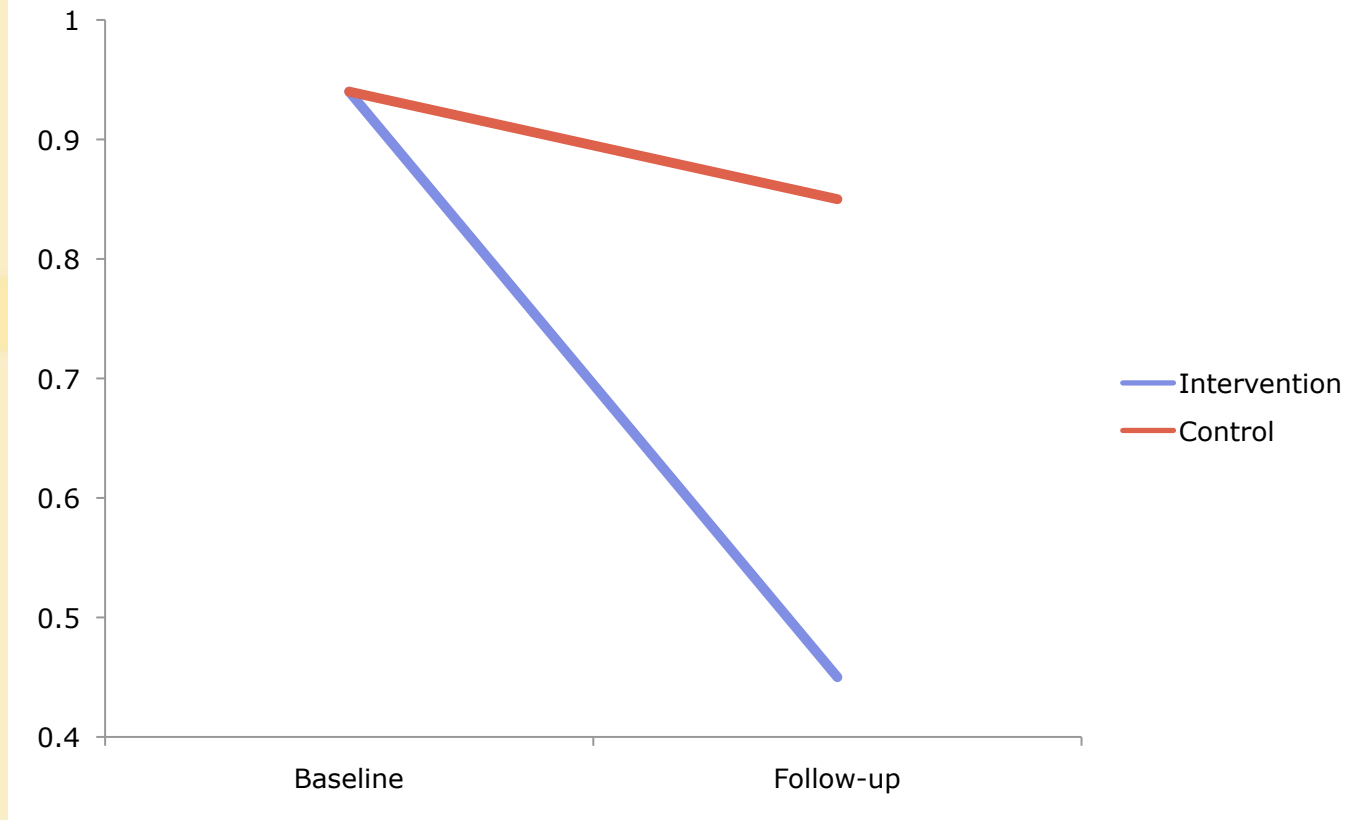
### Comparison of 1982 and 2004 child school behaviour surveys



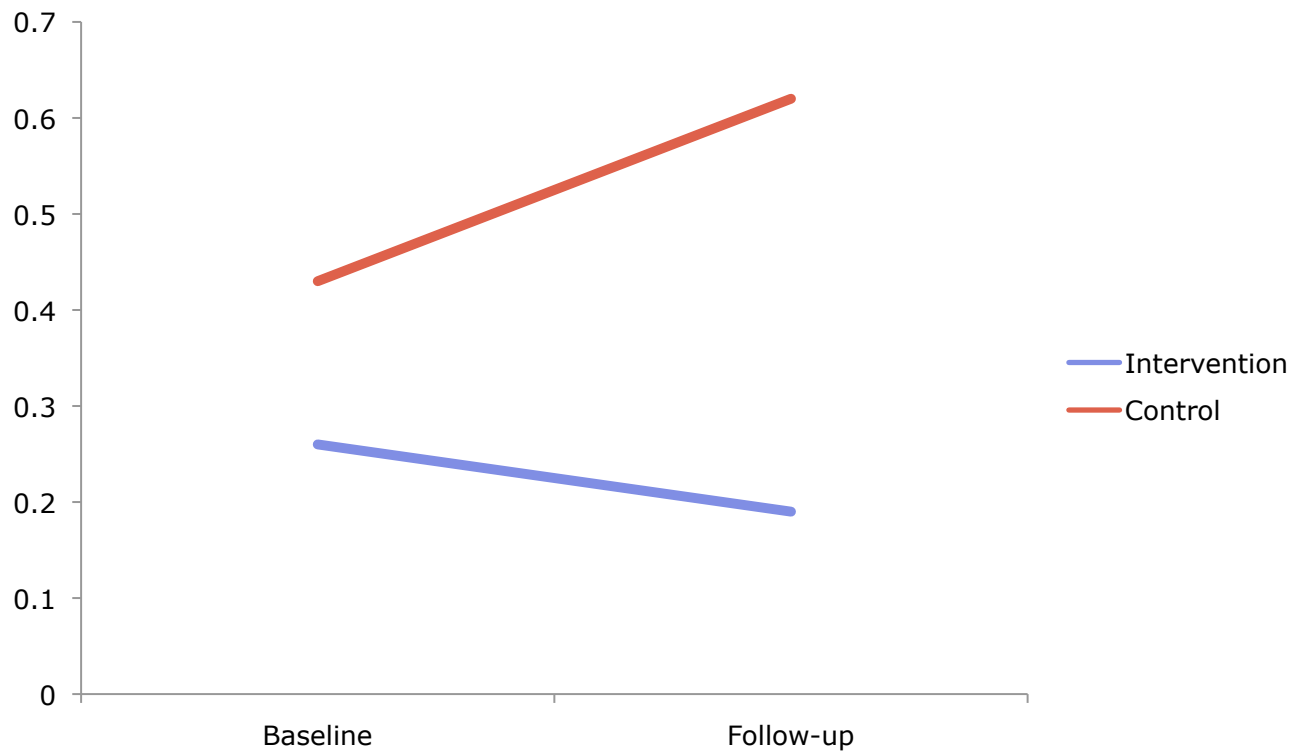
# Teacher programme results



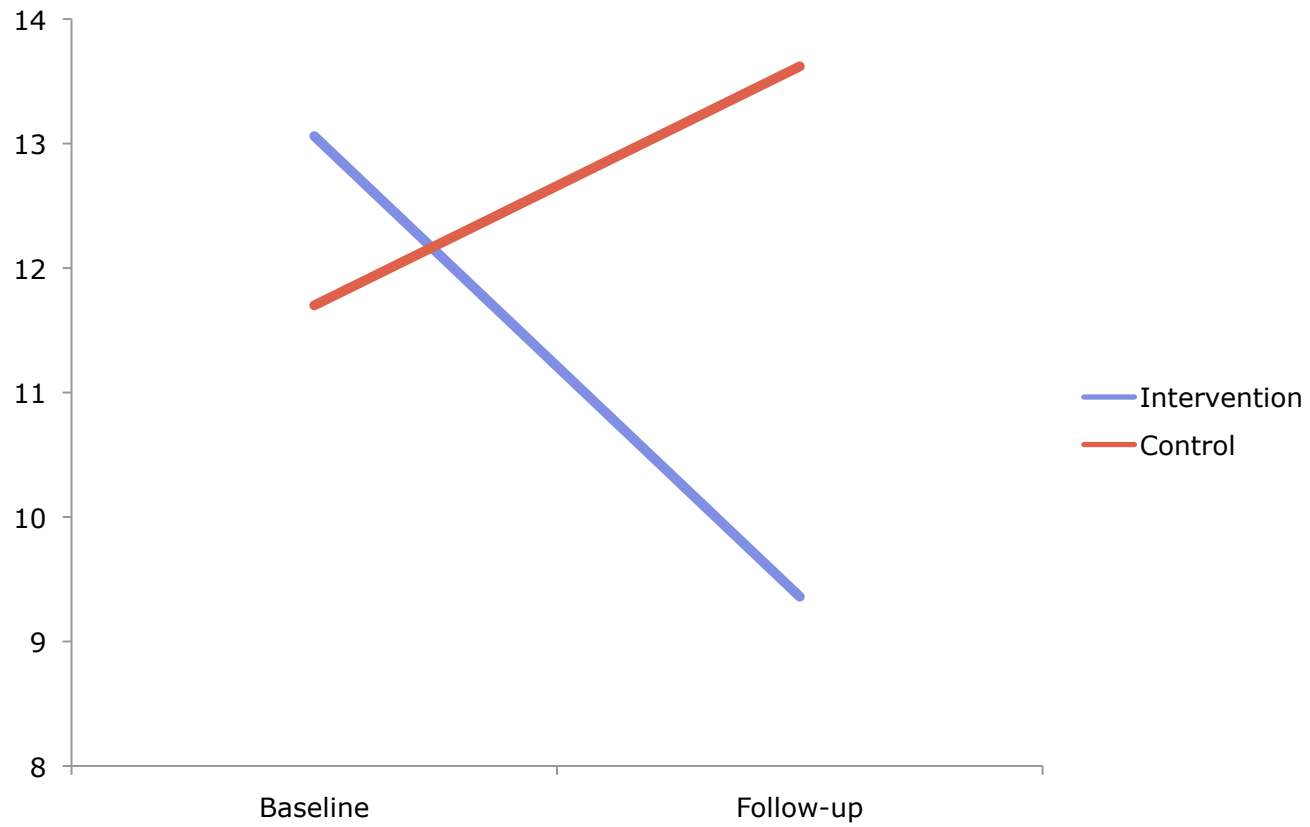
## Child off-task behaviour



## Child negatives to teacher



## Total number of commands



# Changes in teacher behaviour

- Less negatives
- Clearer commands



# Changes in Pupil Behaviour

- More on-task behaviour
- Less negative behaviour to teacher
- Generally more positive and less negative

# TCM publications

- Hutchings, J., Daley, D., Jones, K., Martin, P., Bywater, T., & Gwyn, R., (2007) Early results from developing and researching the Webster-Stratton Incredible Years Teacher Classroom Management Training Programme in North West Wales. Journal of Children's Services Vol 2 (3), 15-26.
- Hutchings, J., Williams, M.E., Martin, P. and Pritchard, R.O. (2011) Levels of Behavioural Difficulties among Young Welsh Schoolchildren. The Welsh Journal of Education 15(1) 103 – 115
- Hutchings, J., Martin-Forbes, P., Daley, D., & Williams, M.E. (2013). A randomized controlled trial of the impact of a teacher classroom management program on the classroom behavior of children with and without behavior problems. *Journal of School Psychology*, <http://dx.doi.org/10.1016/j.jsp.2013.08.001>



**Thank you**

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