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DESIREE AND LUCAS (I)
OUTLINE

Idea
- Theoretical background

Plan
- Original intervention protocol

Execution
- Pilot study
- Randomised controlled trail
INTERVENTIONS FOR REDUCING BEHAVIOURAL PROBLEMS IN STUDENTS

Current (effective) interventions

OR
ATTACHMENT THEORY

- Relationships play a large part in behavioural regulation
- Positive teacher–child relationships are associated with positive child functioning
- The capacity of teachers to sensitively respond to the needs of children predicts positive interactions

INTERVENTIONS FOR REDUCING BEHAVIOURAL PROBLEMS IN STUDENTS

Current (effective) interventions  OR  Our hypothesis for the future
Video feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD)
VIPP-SD

Visit 1 Filming
Visit 2 Session
Visit 3 Session
Visit 4 Session
Visit 5 Session
Visit 6 Session
Visit 7 Session

Booster sessions
VIPP-SD: FILMING

- Interaction tasks
- Evoke sensitive reactions of the caregiver to differing needs of the child

Filming for +/- 20 minutes
Feedback on the interaction processes and behaviours

Each visit consists of new themes
- Focus on sensitivity
- Focus on sensitive discipline

Discussing for 1 hour
PILOT STUDY

- Kindergarten
- Kindergarten
- Grade 3

Pretest

- Start meeting

VIPP-School

- Six visits (five sessions)

Posttest

- Evaluation meeting
RESULTS FROM THE PILOT STUDY

- Less available time
- More knowledge about general child development and interaction processes

‘Then it only seems like say, just fifteen minutes. Nearly all the general tips I give during the intervention, she (the teacher) has already been using in the videos or she indicates that she has been using them in class in general. Therefore she does not really have something to work with in my opinion’

‘The teacher learned most from watching the footage and the feedback related to this.’
RESULTS FROM THE PILOT STUDY

- Less available time
- More knowledge about general child development and interaction processes
- Tasks and materials should relate to school tasks
- Transfer to the classroom is important
TRANSFER TO THE CLASSROOM IS IMPORTANT

‘I look at the student in a different way than I usually would but I am missing a piece [in the intervention]: the behaviour in class.

I do see changes in him in class, but the issue in class is still quite present. (…)

That (the generalization to the class context) is something I find I would like to get more into'.
RESULTS FROM THE PILOT STUDY

Effectiveness

- The use of video was a great means to become more aware of:
  - small signals of the child
  - The (subconscious) behaviours of the teacher
- Teachers experienced a more positive relationship with their student
- Teachers could more easily correct their student in the classroom
  
‘If I had not done this I would not have come this far with him (the student).

‘you become more aware of your own behaviour (...) That you start thinking oh that is useful. You just do it subconsciously. Also I think that sometimes there are signals [from the student] you would otherwise miss. Because when you are part of it I think you don't see it as consciously as you do now [on video]'.
RANDOMIZED CONTROLLED TRIAL

**Intervention group**
- Kindergarten
- Grade 1
- Grade 2

**Control group**
- Kindergarten
- Grade 1
- Grade 2

Six bi-weekly VIPP-School visits

Six bi-weekly online calls
RANDOMISED CONTROLLED TRIAL

Pretest

Online calls

VIPP-School

Posttest

Follow-up

3 months

3 months
### Outcome measures

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<td>- Observation: Etch-A-Sketch task</td>
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<td></td>
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<td><strong>Teacher sensitive discipline</strong></td>
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<td>Classroom climate</td>
<td>- Observation: CCIS</td>
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DESIREE AND LUCAS (2)

- Desiree understands better what motivates the behaviour of Lucas
- Desiree is able to react more adequate to Lucas’ behaviour
- Lucas can work longer on tasks than before and doesn’t interrupt Desiree as often as before
The teacher-child relationship may play a big role in supporting teachers in dealing with children with behavioural problems.

We expect VIPP-School supports teachers in supporting these children in their behavioural regulation.

Study results expected medio 2024

More information can be found at: www.b-kijk.nl

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