

Supporting Teachers And children in Schools

Pilot Phase – Post Course and Research Process

Topic Guide: Focus Group Interview for intervention teachers to take place

June 2013 (CO1)

[More detailed interview guides will be developed to assist researchers and maintain consistency during data collection, to include: introductions, equipment checks, parameters and ground rules, brief explanation of interview process, roles and timing]

Topics

1. TCM course :delivery, content and relevance

- a. Views on how the course has been run generally
- b. Any particularly positive/negative aspects?
- c. Which aspects of the content of the TCM course do they think were most valuable to help manage children in the classroom? Prompts? for example:
 - Theoretical
 - Practical skills
 - Materials in course
 - Social or peer support – shared burden
 - Style of delivery
 - Mode of delivery (e.g. video clips)

Prompt to give example of how this is manifest in what they do in their practice in the classrooms

- d. Where do they think TCM strategies fit in with their general teaching practice?
- e. Were any of the sessions more useful than others? If so, in what way?
- f. Views on refresher/top-ups for TCM skills: have they any suggestions about when and how to run – prompt – couple of classroom visits/whole revision days?

2. Context: School and teachers:

- a. Do they think that the course would be useful for other teachers, and if so when and in what ways? e.g., in general training, in newly qualified teacher year, or at what point - 2 yr/5yr/10yr experienced?
- b. Transference of TCM principles within and beyond school
- c. Have they discussed TCM principles with colleagues? If so, how received?
- d. Any other similar programmes in their school / in their area that they are aware of – how does TCM compare – prompt e.g. complement, supplement, clash - ask specifically about Thrive

3. The research study/process:

- a. Arrangements for attending TCM course:
 - o Feasible within school day, ease of attending, things that would make it easier and barriers in attending
 - o What could be improved?
 - o What worked and what did not work
 - o Any suggestions as to how the STARS team could alter/improve arrangements of the TCM course itself?
- b. Recruitment: For example – how they were asked about/get selected to go on TCM course? Any thoughts on the consent process?
- c. Questionnaires:
 - Views in general, ease of completion, any difficulties, irrelevance to job, etc
 - Any important areas that we have not covered?

4. Any other comments on course or study?

Sum up/confidentiality reminder

Supporting Teachers And childRen in Schools

Main trial – C01 teachers who leave TCM course

Topic Guide and questions: Teachers telephone interviews

Ask if speaking with.....

- Introduce self and why ringing. *Hello. My name is and I'm a researcher with the University of Exeter Medical School, ringing as arranged to talk with you about the STARS study and the Teacher Classroom Management course. Is this time still convenient?*
- Explain purpose of the interview: *The aim of the interview is to hear your views and get your feedback on the TCM course content and how the study has been run. This will be really helpful to us in running future courses and research. You are the expert here and you'll be able to provide us with important information. So questions will be focused on TCM course and the research, but there will also be time at the end if you want to raise anything.*
- Explain what will happen during the interview – format (questions, wanting to hear their experiences and views about STARS); maximum half an hour; no right or wrong answers
- Explain strict confidentiality, have ethical approval, would like to use their feedback in future research, right not to answer/withdraw.
- Remember to Check understanding – but not too often!
- Any questions from them at this stage?
- Remind about tape recorder (might they hear anything?) and check ok?
- Also that you will probably take notes to help with interviewing eg. coming back to anything
- Some of the questions may not be relevant depending on the individual teacher's circumstance – use only the relevant ones

1. Now, lets get going on our discussion. Can we start with general feedback on the TCM course if thats ok? I'm interested in how you think the course has been run.

- a) How has it been run generally? Overall?
- b) Any particularly positive/negative aspects?
- c) Which aspects of the content of the TCM course do you think were most valuable to help manage children in the classroom? Prompts? – for example:
- a. Theoretical
 - b. Practical skills
 - c. Materials in course (note for me – US/UK)
 - d. Social or peer support – shared burden
 - e. Style of delivery
 - f. Mode of delivery (eg video clips)
- Prompt – examples?*

- d) How do you think TCM fits in with your general teaching practice? For example, Have you been able to apply TCM principles in the classroom?
How easy? Hard? Feasible? Barriers/facilitators?
Encourage them to give Examples
- e) Were any of the sessions more useful than others? If so, in what way?

2. Now can we talk about TCM in the context of your school:

- a) Do you think the course would be useful for other teachers, and if so when and in what ways? – in general training, in Newly Qualified teacher year, or at what point - 2 yr/5yr/10 yr experienced?
- b) Have you been able to discuss TCM principles with colleagues in your schools? If so
- which professional groups?
 - Whats their views? How received?
 - Used by them?
- c) Are they aware of any similar programmes in their schools / areas?
- a. Used?
 - b. Compare to TCM? How? Strengths/weaknesses, complement, supplement, clash?
Prompt – ask specifically about Thrive?

3. Thinking about the research study –

- a) How have the arrangements been for attending the TCM course?
- Feasibility within the school day, ease of attending, things that would make it easier and barriers in attending
 - What could be improved?
 - What worked and what didn't work
 - Any suggestions as to how the STARS team could alter/improve arrangements for the TCM course itself
- b) How did recruitment go? How were you asked about/get selected to go on TCM course? Any thoughts on the consent process?

4. Any other comments on the course or the study?

Thanks

Sum up

Remind re confidentiality

Very helpful

Supporting Teachers And childRen in Schools

Main Phase - Impact of course one year on

Topic Guide: Telephone Interviews for intervention Head- teachers to take place March/April (2015 CO2 & 2016 CO3) following previous year's course

Audio File No..... Date.....Time.....

- Ask if speaking with.....
- Introduce self and why ringing: *Hello. My name is and I'm a researcher with the University of Exeter Medical School, ringing as arranged to talk with you about the STARS study and the Teacher Classroom Management course. Is this time still convenient?*
- Explain: *the aim of the forthcoming telephone interview is to explore your experiences and views about a teacher from your school attending the Teacher Classroom Management (TCM) course and to discuss any impact you feel that this might have had on their teaching practice and/or on the school*
- Explain what will happen during the interview – format (questions, wanting to hear their experiences and views about STARS both positive and negative); maximum half an hour; no right or wrong answers
- Explain strict confidentiality, have ethical approval, would like to use their feedback in future research, right not to answer/withdraw.

Remember to check understanding – but not too often!

- Any questions from them at this stage?
 - Remind about tape recorder and check ok?
 - Also that you will probably take notes to help with interviewing eg. coming back to anything
-

School

1. Ok lets start: I'd like to get some **background details** about your school first if that's ok?
 - a) Can I check some details please about your type of school and locality? (urban, rural, community school, church school, academy)
 - a. Confirm -Type of school and locality– urban, rural, community school, chu,
 - b) Have there been any particular changes to your school since you signed up to the STARS study? (e.g. flagship or outstanding school, special measures, change in leadership)
2. Any general reflections on the previous year for your school and teachers since the TCM training?

Thank you. We'll move on now to talk about the Teacher Classroom Management (TCM) training course.

So reflecting over the last year, since [NAME OF TEACHER] finished their TCM training course, it would be useful to get your views and observations on a few areas:

3. Have you noticed any changes in the type and range of external support the school has received or asked for in relation to managing children's behaviour in the classroom?

If so in what way? From whom?

4. Have you observed, or had feedback about, any changes in the ways in which [TEACHERS NAME] talks about or manages children's behaviour in the classroom?

If so, what has changed? Can you give examples?

5. Would you say there have been any changes in the ways in which other members of staff in the school (e.g. other teachers or classroom support staff) talk about or manage children's behaviour in the classroom?

If so, what/who? Any examples?

6. How have teachers specifically, and the school more generally, integrated TCM principles into the classroom environment?

7. Are there any new programmes in your school / area for managing children's behaviour in the classroom?

If so, how does TCM work alongside them?

Prompt e.g. complement, supplement, clash - ask specifically about Thrive

8. Have you noticed any changes to the teacher/parent relationships in the school, specifically relating to management of children's behaviour in the classroom?

9. Has there been any other impact from the school being involved in a research project? (On teacher, school, Head)

Prompts – positive or negative impacts, access to additional training/funding, organisational change, impact on children and/or parents, relationships with external teachers/schools/organisations?

10. Any there any other comments you'd like to make or feedback you would like to give us?

Supporting Teachers And childRen in Schools

Topic guide for Group Leaders focus group

[A more detailed guide will be developed to assist researchers and maintain consistency during data collection, to include: introductions, equipment checks, parameters and ground rules, brief explanation of focus group process, roles and timing]

Course

1. Strengths / weaknesses within the TCM programme - suggestions and views? Which aspects of the content of the TCM course do you think are most valuable to help manage children in the classroom? Are there aspects of the course that you feel are not valuable?

Prompt: Theory, practical skills, materials

2. What (from TCM) are the benefits for students with SEN who have special behavioural needs and where might the training fall short?

Prompt: How do you think pupils with SEN who also exhibit problematic behaviours responded to TCM strategies? How might teachers need to adapt these management strategies when working with students with SEN who have additional behavioural needs?

3. Delivery methods – what works well and not so well?

Prompt: Style of delivery, mode of delivery (e.g. video clips)

4. Do you think any of the sessions (or parts of sessions) were more useful for teachers than others? If so, in what way?
5. Any comments about how social / peer support might impact on teachers' experience of TCM?

Prompt: Group size, peer group dynamics, similar levels of experience?

Use and Impact of TCM

6. What influences how receptive teachers are to the course?
 - Is it more useful depending on level of experience / time since qualification?
 - Do you think teacher's type of qualification makes a difference to how useful TCM is (i.e. B.Ed. or PGCE)?
 - Method of recruitment / reason for taking part?
7. Other influences on the uptake and use of TCM strategies by teachers?
8. How does teachers' practice change as a result of TCM?

9. Are you aware of any impact on
- Children
 - Parents
 - The wider school environment that teachers are working within

School context

10. How does school context influence dissemination and wider uptake within schools?
11. What do you think about the benefits of training a group of teachers from one school (to embed the approach in the whole school) vs. the benefits of training a group of teachers from different schools (being able to talk freely and openly away from their own school)?
12. What other similar programmes in schools are you aware of and how does TCM compare?

Prompt: Strengths / weaknesses, complement, supplement, clash? Thrive?

13. What do you think is the impact of OFSTED (or other observers / reviewers) on teacher's uptake and use of TCM strategies?

Future of TCM

14. Do you think top up/refresher sessions would be useful for teachers? If so in what format?
15. How would you take the work forward?
16. How useful have you found the supervision process? Any other comments about training/support/accreditation for group leaders?
17. Any other comments from the perspective of a group leader?

Impact of research

18. Any other impact from being involved in research? For themselves or their organisation? (resources, funding, training, support, links with schools / other organisations)

Sum Up

Reminder re. confidentiality
