A universal preventive intervention in kindergarten

Piloting step one of a two-step implementation model for the TCM program in Norway

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IY Mentor Meeting

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Photo: S.Å.Nikolaisen

Previous findings TCM – Norway:

The evaluation study (2014 - 2018):

The teacher-student relationship improved (including for children in the clinical range)

Reduction in children's behavior problems (both for externalizing and internalizing difficulties), aggression, and attention issues

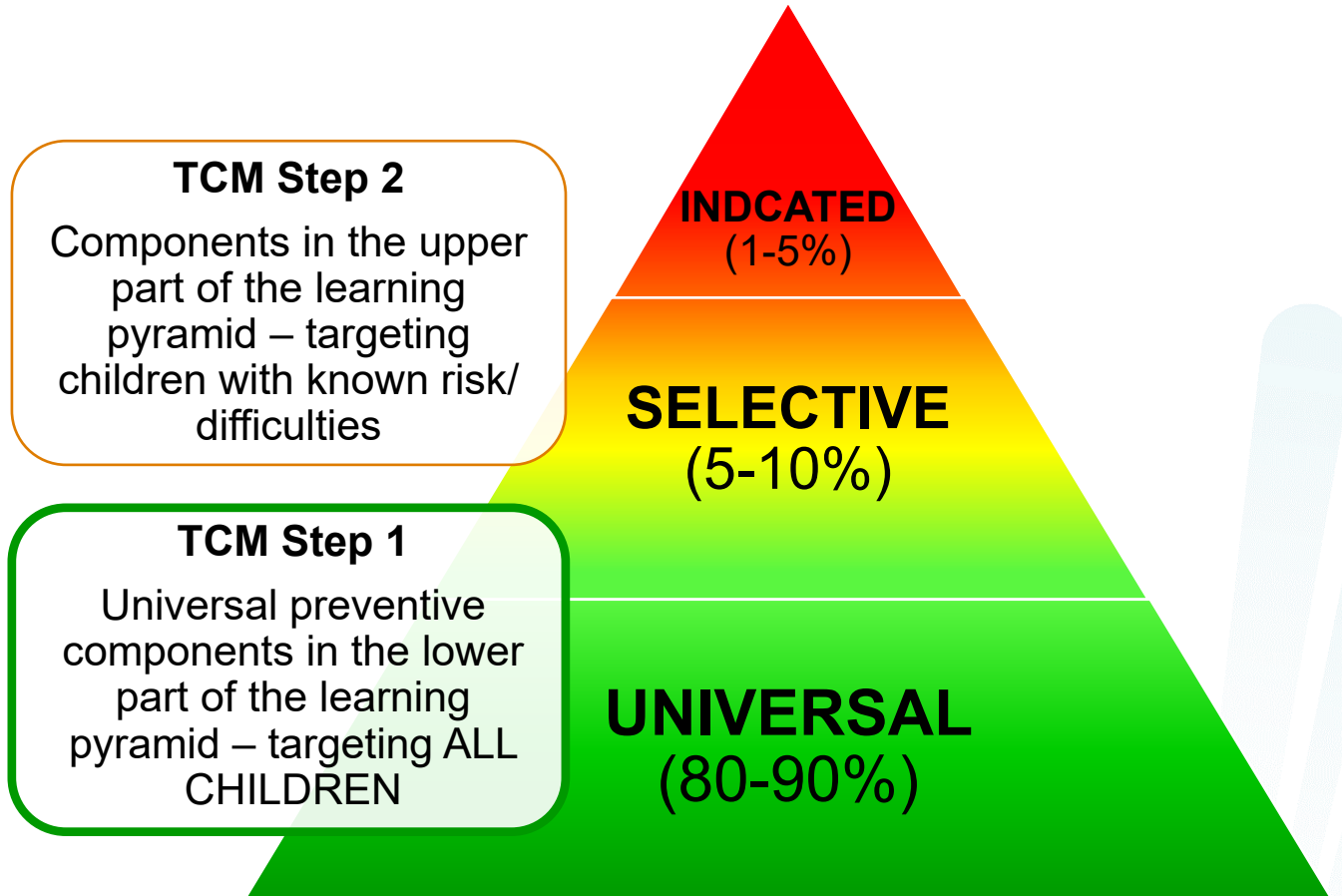Increase in children's social skills (including for children in the clinical range)

Children within the clinical range benefited *slightly less* from the program than other children

Overall - changes in children's behavior was explained through changes (mediated) through the teacher-student relationship

A two- step implementation of the TCM
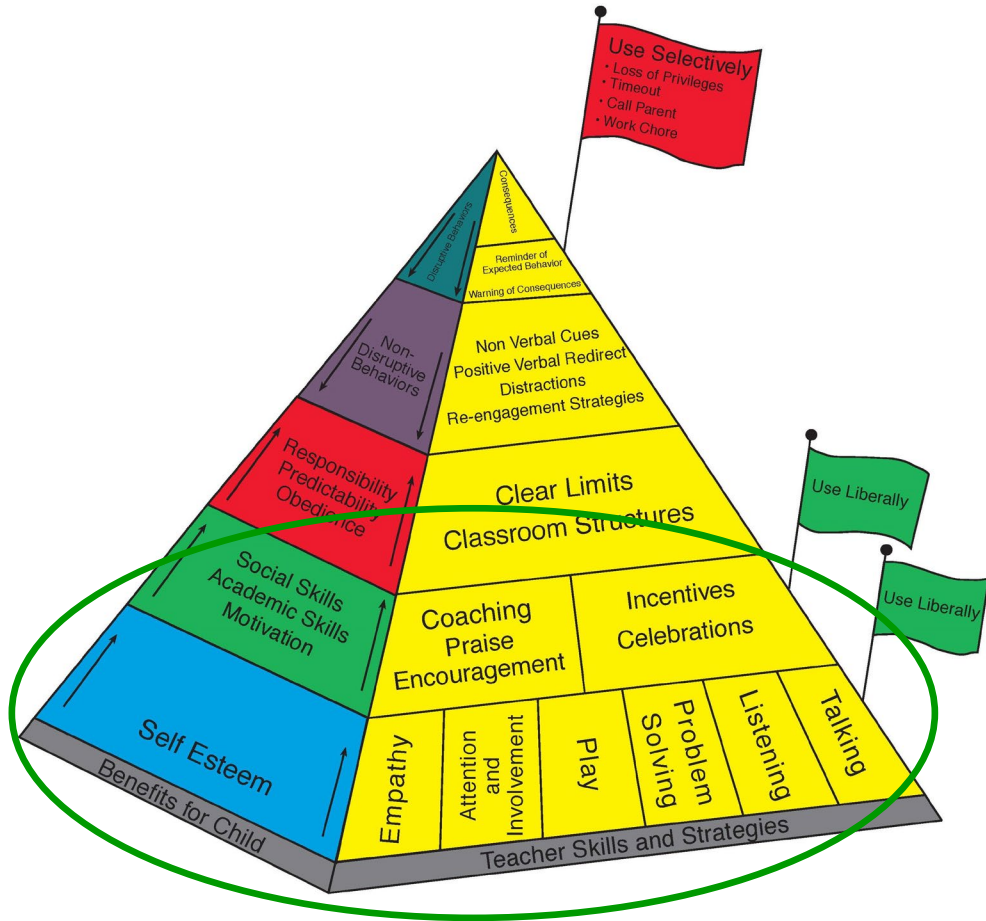
Teaching Pyramid™

TCM Step 2

Components in the upper part of the learning pyramid – targeting children with known risk/ difficulties
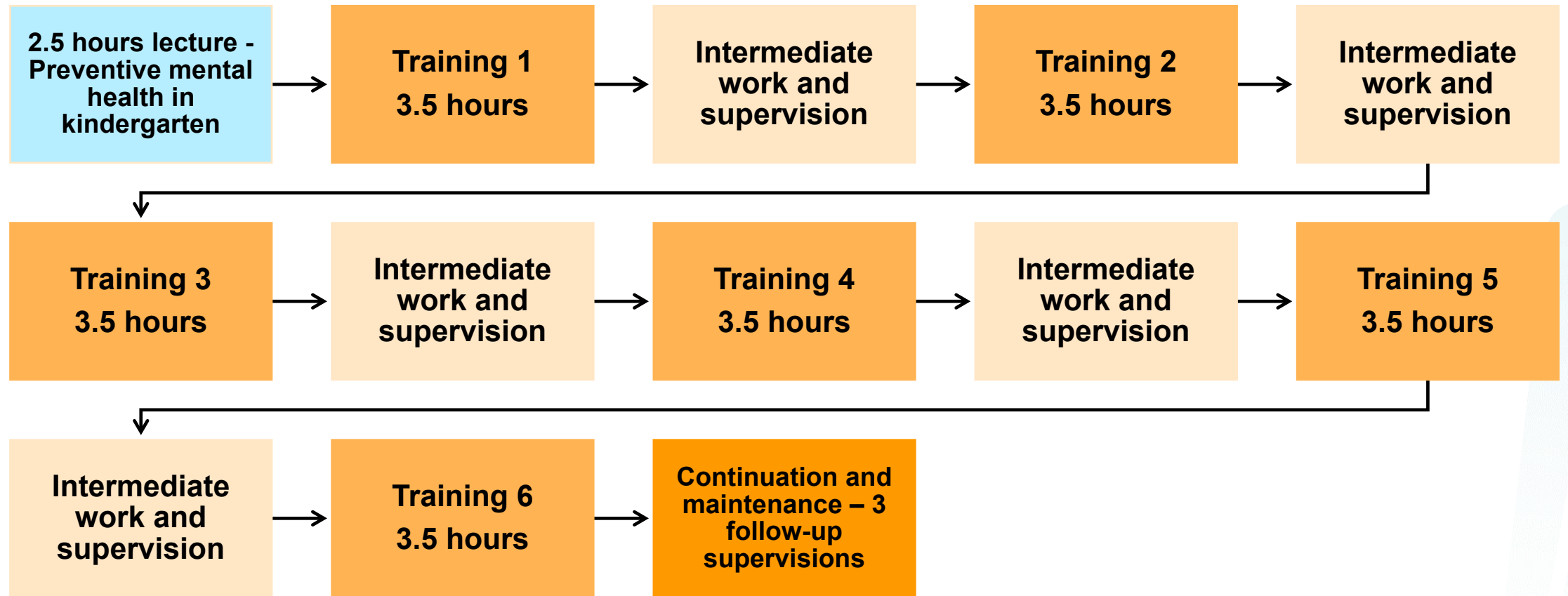
TCM Step 1

Universal preventive components in the lower part of the learning pyramid – targeting ALL CHILDREN

INDCATED (1-5%)

SELECTIVE (5-10%)

UNIVERSAL (80-90%)

Training and supervision, TCM Step 1

2.5 hours lecture - Preventive mental health in kindergarten →	**Training 1 3.5 hours** →	**Intermediate work and supervision** →

Training 2 3.5 hours → **Intermediate work and supervision**

Training 3 3.5 hours → **Intermediate work and supervision** → **Training 4 3.5 hours** → **Intermediate work and supervision** → **Training 5 3.5 hours**

Intermediate work and supervision → **Training 6 3.5 hours** → **Continuation and maintenance – 3 follow-up supervisions**

Evaluation design

Pre- measurements before training (T1)

Post- measurements after training (T2)

Follow-up measurements 6 months after (T3)

Data collection included questionnaires about

children, staff + observations

Staff and children from 8 kindergartens in 2 municipalities
(included 20 classrooms with children aged 3-6 years)

Included participants

Random selection of 7 children from each classroom with children aged 3-6 years

Teachers filled out questionnaires about children (aged 3-6 years)

Staff from classrooms with children aged 3-6 years

All staff in the kindergarten were request to fill out questionnaire for staff, and evaluations of trainings

Group leaders filled out checklists

Data collection - questionnaires

Children's behavior:

Sutter-Eyberg Student Behavior Inventory-Revised- **SESBI-R**

Student Teacher Relationship Scale **- STRS**

Social Competence and Behavior Evaluation - **SCBE**

Staff: **EBP** (attitudes towards), **TWQ** (workload and work climate)

The Classroom Assessment Scoring System - CLASS Pre-K observation:

The overall care- and learning environment related to three domains:

    1) emotional climate
    2) organizing/group management
    3) support for children's play and learning

Fidelity: Group leader's checklists and evaluations of trainings

CLASS observations

Classroom Assessment Scoring System (CLASS) – standardized observation tool

CLASS Pre-K for the age group 3-8 years was used

Focus on the quality of the overall care- and learning environment in the kindergarten

CLASS domains align well with TCM components

Short feedback was provided to staff after observations to promote staff's development of practice

Total of 18 classroom included in CLASS observations

Demografhic information – children

	Mean (SD) / %
	n=112
Child's age	3.7 (0.6)
Gender	
Girl	44 (39%)
Boy	68 (61%)
Nationality	
Norwegian	105 (94%)
Other nationality	7 (6%)
Number of hours in kindergarten	
Less than 31 hours per week	10 (9%)
31-40 hours per week	68 (61%)
40 hours or more per week	28 (25%)
Special education intervention	5 (4.5%)

Demographic information – staff

	Mean / %
	n=141
Age	40 (11.5)
Work experience	11.4 (9.1)
Gender	
Female	129 (92%)
Male	12 (8%)
Nationality	
Norwegian	127 (90%)
Other nationality	14 (10%)
Education	
Preschool teacher	56 (40%)
Child and youth worker	43 (31%)
Completed high school	24 (17%)
Other pedagogical education	5 (4%)
Other	13 (9%)
Special education	10 (7%)

Results can't be shared yet because of unpublished data

Thanks to:

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Research support/Statistican: **Geraldine Mabille** (RKBU North/UiT)

Certified CLASS Pre-K observeres: **Oddbjørn Løndal, Lene-Mari Potulski** and **Merete Aasheim** (all RKBU North/UiT)

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Thank you!