



EVALUATION OF STARS: INCREDIBLE YEARS® TEACHER CLASSROOM MANAGEMENT

Technical Notes to accompany the Evaluation

September 2022

Sarah Tang, Kerry Martin, Eleanor Bradley, Ruth Staunton,
Chris Morton, Ben Styles and Caroline Sharp



The Education Endowment Foundation (EEF) is an independent grant-making charity between family income and educational achievement, ensuring that children from all backgrounds have the opportunity to reach their full potential and make the most of their talents.

The EEF aims to raise the attainment of children facing disadvantage by:

- identifying promising educational innovations that address the needs of disadvantaged children in primary and secondary schools in England;
- evaluating these innovations to extend and secure the evidence on what works and can be made to work at scale; and
- encouraging schools, government, charities, and others to apply evidence and adopt innovations found to be effective.

The EEF was established in 2011 by the Sutton Trust as lead charity in partnership with Impetus Trust (now part of Impetus - Private Equity Foundation) and received a founding £125m grant from the Department for Education. Together, the EEF and Sutton Trust are the government-designated What Works Centre for improving education outcomes for school-aged children.

For more information about the EEF or this report please contact:



Jonathan Kay
Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
SW1P 4QP



0207 802 1653



jonathan.kay@eefoundation.org.uk



www.educationendowmentfoundation.org.uk

Contents

Appendix C: Effect size estimation	3
Appendix D: Teaching pyramid	4
Appendix E: IY®-TCM logic model	5
Appendix F: Student-Teacher Relationship Scale (revised)	7
Appendix G: Randomisation code	8
Appendix H: Data collection to address IPE dimensions	15
Appendix I: Practitioner survey (baseline)	17
Appendix J: Practitioner survey (endpoint)	20
Appendix K: Proportion of endpoint surveys returned by schools	34
Appendix L: Distribution of baseline measures of the Pupil Behaviour Questionnaire in the control and intervention groups	35
Appendix M: Distribution of secondary outcomes in the control and intervention groups	36
Appendix N: Residuals plotted against fitted values for secondary outcome models	39

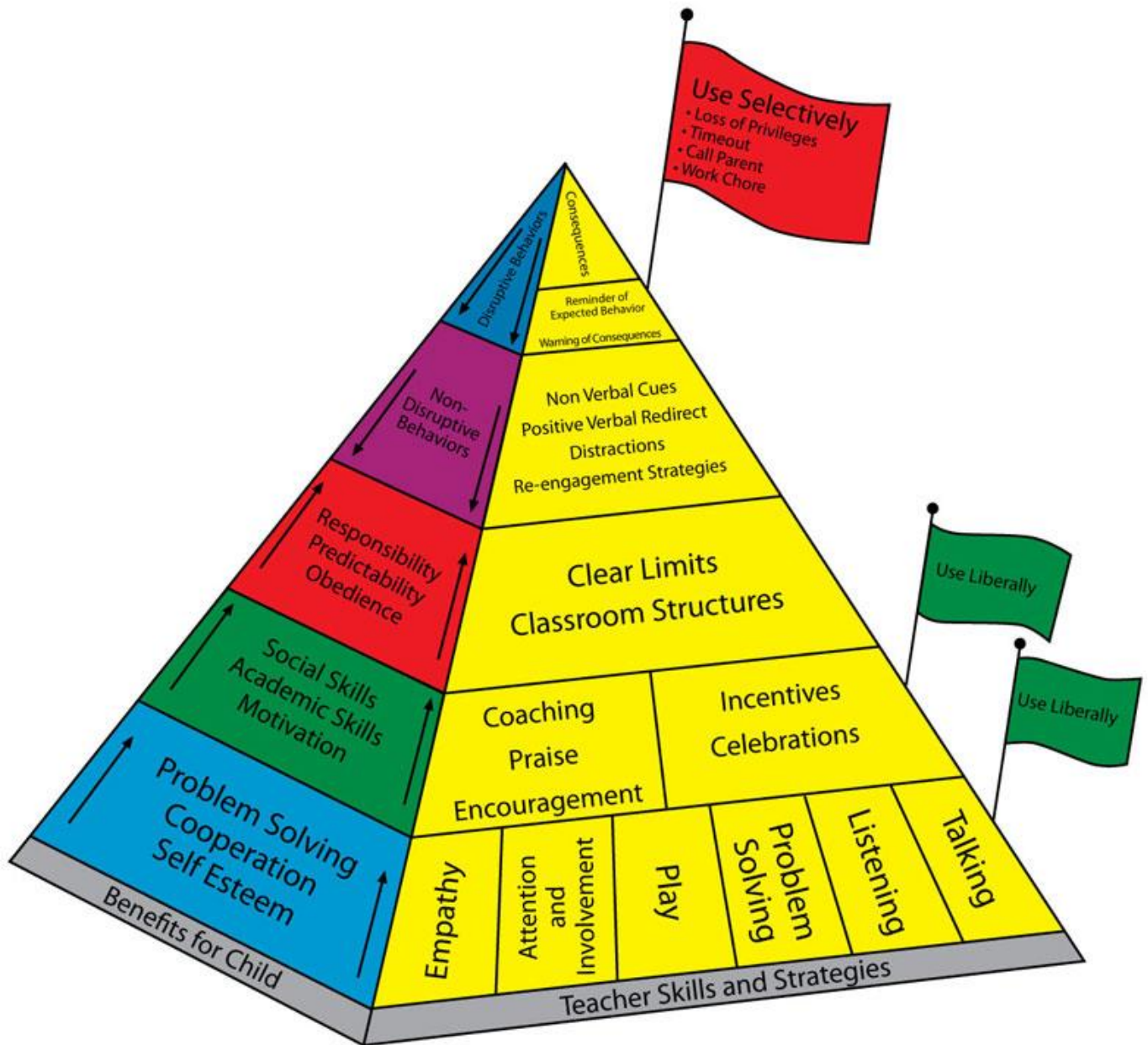
Appendix C: Effect size estimation

Appendix table 2: Effect size estimation

			Intervention group		Control group		Variance component ¹		
Outcome	Unadjusted differences in means	Adjusted differences in means	n (missing)	Variance of outcome	n (missing)	Variance of outcome	Cluster variance σ_s^2	Residual variance σ_{error}^2	Pooled variance $\sigma_s^2 + \sigma_{error}^2$
Pupil Behaviour Questionnaire	-0.16	-0.11	1314 (1373)	5.84	1758 (1138)	6.62	0.57	5.80	6.37
SDQ Total Difficulties Score	0.10	0.31	1315 (1372)	43.18	1759 (1137)	36.71	7.49	33.54	41.03
SDQ Hyperactivity Scale	-0.22	-0.21	1315 (1372)	9.11	1759 (1137)	9.15	0.67	8.54	9.22
SDQ Prosocial Scale	-0.01	-0.14	1315 (1372)	5.32	1759 (1137)	5.21	0.86	4.53	5.39
Student Teacher Relationship Scale (revised version)	0.45	-0.49	1310 (1377)	70.91	1756 (1140)	75.18	16.00	59.69	75.69

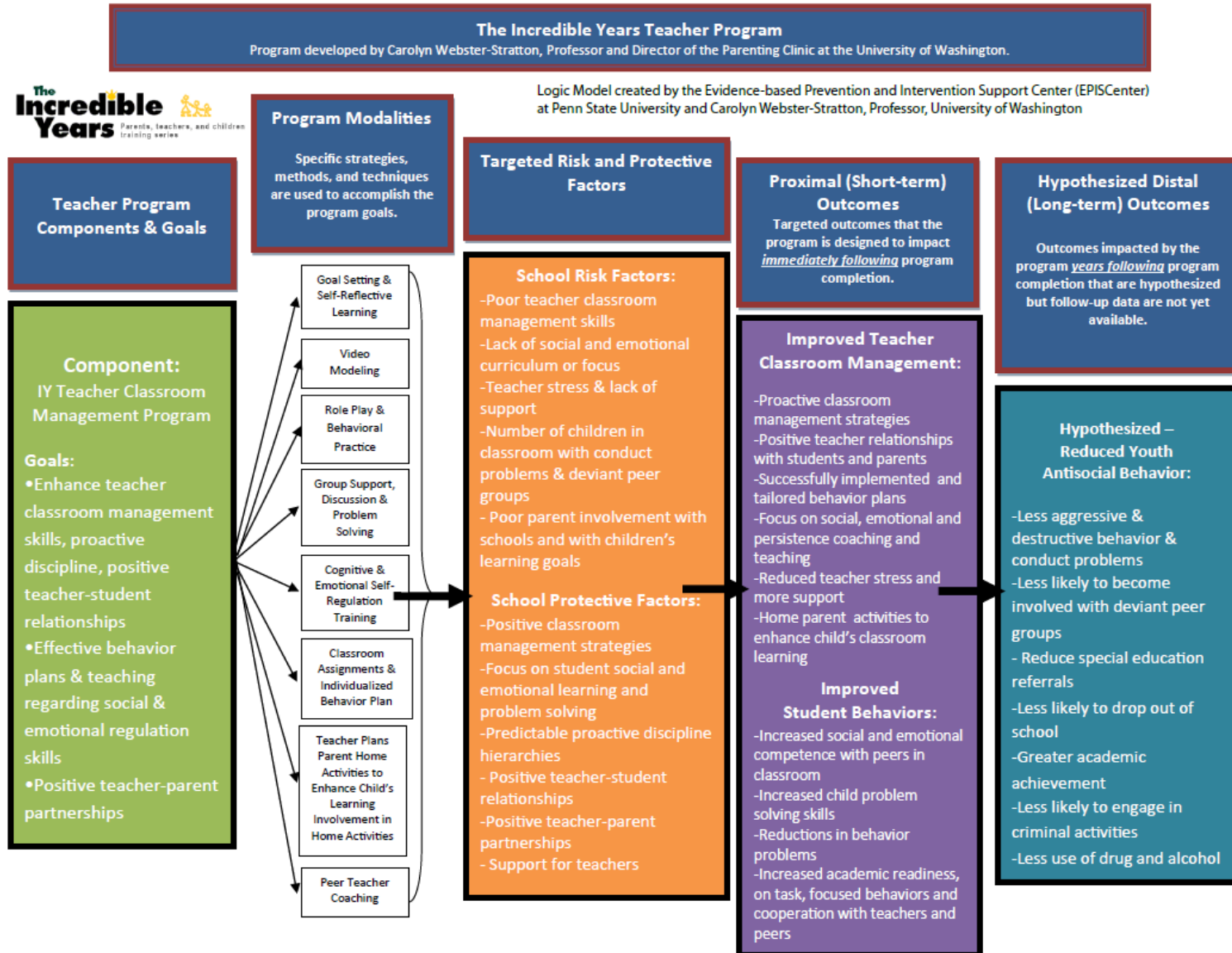
¹ Variance components for a two-level (pupil, school) multi-level model where the cluster variance is the between-school variance.

Appendix D: Teaching Pyramid®

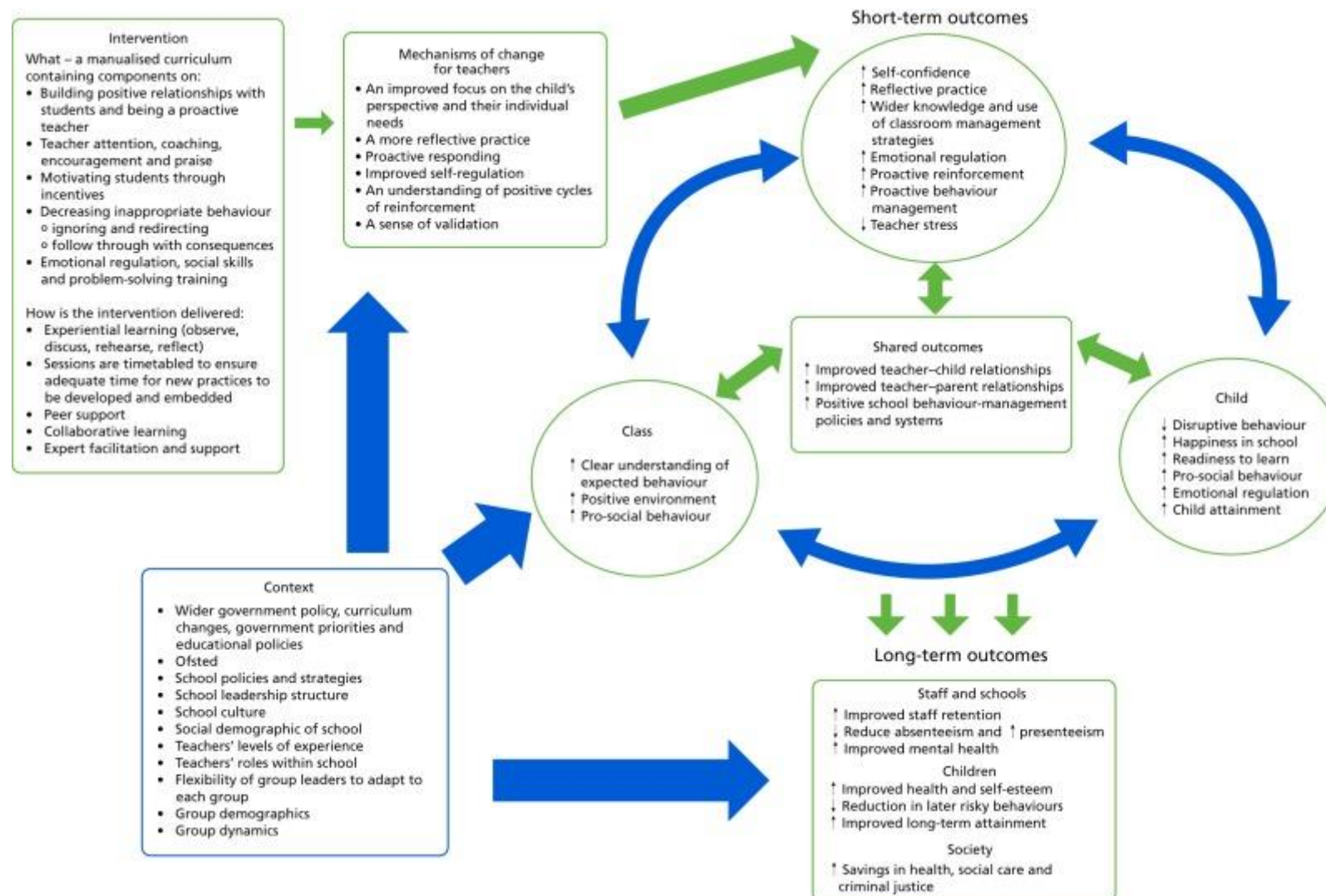


Teaching Pyramid®

Appendix E: IY[®]-TCM logic model



Incredible Years® (IY) Teacher Classroom Management (TCM) logic model highlighting the proposed mechanisms of change (Ford *et al.*, 2019)



Appendix F: Student-Teacher Relationship Scale (revised)

Please reflect on the degree to which each of the following statements currently applies to your relationship with this child, put a cross in the box that corresponds to your response.

Adapted UK-STRS-SF Measure – changed items in bold	Definitely does not apply	Does not really apply	Neutral, not sure if it applies	Somewhat applies	Definitely applies
I share a warm positive relationship with this child					
I do not feel that this child and I have very good connection					
If upset, this child will seek support from me					
Teaching this child is an enjoyable part of my job					
This child values his/her relationship with me					
When I praise this child, he/she beams with pride					
This child spontaneously shares information about himself/herself with me					
This child rarely shows signs of anger towards me					
It is easy for me to understand what this child is feeling					
This child reacts badly if I tell them off					
Dealing with this child's behaviour can feel exhausting at times					
Dealing with this child's behaviour can occupy a large part of my day					
I find it hard to predict how this child will respond to me					
This child always tells the truth to me					
This child openly shares his/her feelings and experiences with me					

Appendix G: Randomisation code

Title Randomisation syntax Part 1 for EEIY.

Subtitle Written by Connie on 12.07.2019.

Dataset close all.

GET DATA

/TYPE=XLSX

/FILE='K:\EEIY\RPO\Data\Randomisation\T1 randomisation.xlsx'

/SHEET=name 'Sheet1'

/CELLRANGE=FULL

/READNAMES=ON

/LEADINGSPACES IGNORE=YES

/TRAILINGSPACES IGNORE=YES

/DATATYPEMIN PERCENTAGE=95.0

/HIDDEN IGNORE=YES.

EXECUTE.

DATASET NAME DataSet1 WINDOW=FRONT.

Frequencies NFER_NO.

Select if nvalid(NFER_no).

Execute.

Sort cases by Schoolname postcode.

Match files file =*/first = f/last = l/by schoolname postcode.

crosstabs f by l.

delete variables f l.

*Stratified randomisation of regions and school size as measured by number of reception teachers.

Frequencies region numberofreceptionteachers.

*Regions in a random order,

*within that receptionteachers are in a random order,

*within that schools are in a random order.

Rename variables numberofreceptionteachers = nteacher.

sort cases by Region nteacher (a).

dataset copy schools.

Aggregate outfile = * /break region nteacher/nschools=n(NFER_No).

list vars = region nteacher nschools.

set rng=mt, mtindex=120719.

compute regteachrand=rv.uniform(0,1).

execute.

dataset copy region_teach.

aggregate outfile = */break = region/nregteach=n(region).

list vars Region nregteach.

set rng=mt, mtindex=201907122.

compute regrand=rv.uniform(0,1).

execute.

dataset copy regions.

match files file = schools/table = region_teach/in = inregteach/by Region nteacher.

frequencies inregteach.

match files file = * /table = regions/in = inreg/by Region.

frequencies inreg.

dataset name alldata.

set rng=mt, mtindex=3190712.

compute schoolrand=rv.uniform(0,1).

execute.

sort cases by regrand regteachrand schoolrand.

compute twos=2*trunc((\$casenum-1)/2).

compute group=\$casenum-twos.

list vars=NFER_No nteacher group.

cross region by group.

*Creating string variable for excel output for schools.

String Randomisation_Results (A60).

Do if group eq 1.

Compute Randomisation_Results eq "Intervention group".

End if.

Do if group eq 2.

Compute Randomisation_Results eq "Control group".

End if.

Crosstabs group by Randomisation_Results.

delete variables nschools

regrand

regteachrand

schoolrand

inregteach

nregteach

inreg

twos.

Rename variables nteacher = Numberofreceptionteachers.

Sort cases by Region (a) Randomisation_results (d).

Save outfile = "K:\EEIY\CFS\Randomisation\EEIY Randomisation block 1_R.sav".

save translate OUTFILE= "K:\EEIY\CFS\Randomisation\EEIY Randomisation block 1_R.xlsx"

/TYPE=XLS

/VERSION=12

/MAP

/REPLACE

/FIELDNAMES

/CELLS=LABELS.

Dataset close all.

OUTPUT SAVE outfile = "K:\EEIY\CFS\Randomisation\EEIY Randomisation block 1_R.spv".

.....

* Encoding: windows-1252.

Title Randomisation syntax Part 2 for EEIY.

Subtitle Written by Connie on 31.07.2019.

Dataset close all.

GET DATA

/TYPE=XLSX

/FILE='K:\EEIY\RPO\Data\Randomisation\T2 randomisation.xlsx'

/SHEET=name 'Sheet1'

/CELLRANGE=RANGE 'A1:M19'

/READNAMES=ON

/DATATYPEMIN PERCENTAGE=95.0

/HIDDEN IGNORE=YES.

EXECUTE.

DATASET NAME DataSet1 WINDOW=FRONT.

Frequencies NFER_NO.

Sort cases by Schoolname postcode.

Match files file =*/first = f/last = l/by schoolname postcode.

crosstabs f by l.

delete variables f l.

*Stratified randomisation of regions and school size as measured by number of reception teachers.

Frequencies region numberofreceptionteachers.

*Regions in a random order,

*within that receptionteachers are in a random order,

*within that schools are in a random order.

Rename variables numberofreceptionteachers = nteacher.

sort cases by Region nteacher (a).

dataset copy schools.

Aggregate outfile = * /break region nteacher/nschools=n(NFER_No).

list vars = region nteacher nschools.

set rng=mt, mtindex=2019073101.

compute regteachrand=rv.uniform(0,1).

execute.

dataset copy region_teach.

aggregate outfile = * /break = region/nregteach=n(region).

list vars Region nregteach.

set rng=mt, mtindex=02310719.

compute regrand=rv.uniform(0,1).

execute.

dataset copy regions.

match files file = schools/table = region_teach/in = inregteach/by Region nteacher.

frequencies inregteach.

match files file = * /table = regions/in = inreg/by Region.

frequencies inreg.

dataset name alldata.

```
set rng=mt, mtindex=331972019.
```

```
compute schoolrand=rv.uniform(0,1).
```

```
execute.
```

```
sort cases by regrand regteachrand schoolrand.
```

```
compute twos=2*trunc(($casenum-1)/2).
```

```
compute group=$casenum-twos.
```

```
list vars=NFER_No nteacher group.
```

```
cross region by group.
```

```
*Creating string variable for excel output for schools.
```

```
String Randomisation_Results (A60).
```

```
Do if group eq 1.
```

```
Compute Randomisation_Results eq "Intervention group".
```

```
End if.
```

```
Do if group eq 2.
```

```
Compute Randomisation_Results eq "Control group".
```

```
End if.
```

```
Crosstabs group by Randomisation_Results.
```

```
delete variables nschools
```

```
regrand
```

```
regteachrand
```

```
schoolrand
```

```
inregteach
```

```
nregteach
```

```
inreg
```

```
twos.
```

```
Rename variables nteacher = Numberofreceptionteachers.
```

```
Sort cases by Region (a) Randomisation_results (d).
```

```
Save outfile = "K:\EEIY\CFS\Randomisation\EEIY Randomisation block 2_R.sav".
```

```
save translate OUTFILE= "K:\EEIY\CFS\Randomisation\EEIY Randomisation block 2_R.xlsx"
```

```
/TYPE=XLS
```

```
/VERSION=12
```

```
/MAP
```

```
/REPLACE
```

```
/FIELDNAMES
```

```
/CELLS=LABELS.
```

```
Dataset close all.
```

```
OUTPUT SAVE outfile = "K:\EEIY\CFS\Randomisation\EEIY Randomisation block 2_R.spv".
```

```
cross region Numberofreceptionteachers by group.
```

```
cross region by Numberofreceptionteachers by group.
```

Appendix H: Data collection to address IPE dimensions

IPE dimension	IPE RQ/focus of data collection	Source of data
Compliance / Reach	<i>IPE RQ2: How much of the intended intervention has been delivered?</i> How many teachers attended the IY-TCM training sessions What are the reasons for non-attendance? How was attendance impacted by Covid-19?	Attendance log Teacher survey Developer Interviews Trainer interviews Teacher interviews
Fidelity	<i>IPE RQ1: To what extent is fidelity to the intervention maintained?</i> To what extent does the delivery of IY-TCM training workshops adhere to the intended approach / practices advocated by IY-TCM? How consistent is delivery across the six training hub areas? Was the training delivered as planned? How was delivery adapted and impacted by Covid-19?	Training observations Developer interviews Trainer interviews
Dosage	<i>IPE RQ2: How much of the intended intervention has been delivered?</i> How frequently do intervention teachers use each of the IY-TCM strategies in the classroom? (i.e. how embedded are they in their usual practice?) How was dosage impacted by Covid-19?	Teacher end point survey Teacher interviews
Quality of delivery	<i>IPE RQ6: Does the intervention have a perceived impact on teacher self-efficacy?</i> <i>IPE RQ7: Does the intervention have a perceived impact on teacher stress?</i> What do teachers think about the quality and effectiveness of delivery of IY-TCM training? What are teachers' perceptions of the effectiveness of individual elements of the programme? What are teachers' suggestions for improving the programme? What are the impacts on pupils' engagement in learning? What are the (perceived) impacts of the IY-TCM programme on teacher practise? Self-efficacy? What are the (perceived) impacts of the IY-TCM programme on and stress? What are the impacts of the IY-TCM programme on school behaviour policies? How have the impacts been affected by Covid19?	Teacher Interviews Teacher survey
	What do the IY-TCM delivery team think about the quality and effectiveness of delivery? What factors are affecting the quality of delivery?	Developer interviews Training observations Trainer interviews
Responsiveness	<i>IPE RQ3: To what extent did teachers and pupils engage with the intervention?</i> <i>IPE RQ5: What level and type of support does the developer team provide to intervention schools?</i> How do school staff respond to IY-TCM programme? (e.g. how useful do they find the various elements?) Are they implementing the strategies? To what extent? Why did teachers not use the intervention/strategies? Did teachers share any of the STARS training/materials with other staff in school who did not attend the training? To what extent are the approaches advocated congruent with teachers/schools' existing beliefs about effective practice? What additional support is required to engage with the IY®-TCM programme and its advocated school improvement practices? (was any further support from development team provided?) What are participants' views about the suitability, of the intervention?	Training observations Teacher survey Teacher interviews
Programme differentiation	What was usual practice in intervention schools before the intervention? To what extent do teachers think that the IY®-TCM techniques are distinctive to practices prior to randomisation? What (is any) practices and approaches does IY®-TCM replace in participating schools? What are the implications for the results (attribution) if usual practice is similar to the intervention?	Teacher interviews CLASS observations Teacher survey
Monitoring of control group	<i>IPE RQ4: What does 'business as usual' consist of for the comparison group?</i> What are the business as usual practices in control schools and how distinctive are these from IY®-TCM practices? (i.e. what techniques for classroom management do control teachers use?) How do the business as usual practices in control schools change over time? What (other) behaviour management training activities have control and intervention teachers taken part in?	Teacher survey Teacher interviews

Adaptation	IPE RQ3: To what extent did teachers and pupils engage with the intervention? How have schools adapted IY®-TCM and why? What contextual factors have influenced teachers adaptation of IY®-TCM practices? What challenges have schools/teachers faced in implementing IY®-TCM? How have any challenges been overcome?	Teacher interviews Developer interviews Trainer interviews
	Did trainers adapt their delivery of IY®-TCM training workshops / why? What challenges have trainers faced in providing the programme? What were the main Covid-19 adaptations from what was intended?	Training observations Developer interviews Trainer interviews

Appendix I: Practitioner survey (baseline)

INTRODUCTION					
Evaluation of "Incredible Years: Teacher Classroom Management" Baseline Questionnaire (2019)					
<p>The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to evaluate the 'Incredible Years: Teacher Classroom Management' (IY-TCM) programme. This evaluation aims to ascertain the impact of the programme on pupil mathematical attainment, wellbeing and behaviour.</p> <p>For this purpose we are collecting teachers' views about pupils' wellbeing and classroom behaviour through this online questionnaire. It is designed to be answered by the teacher about each individual child in the class, and should only take about 15 minutes to complete for each pupil. You will receive a different link to the questionnaire for every pupil.</p> <p>Your answers will remain confidential to NFER, we will not share your data or identify any individuals or settings in our reports. The privacy notices for teachers and parents are available at https://www.nfer.ac.uk/key-topics-expertise/nfer-education-trials-unit/current-projects/rct-evaluation-of-incredible-years-teachers-classroom-management/</p> <p>If you have any queries about the completion of this survey, or would like further information about the evaluation exercise, please do not hesitate to contact Jishi Jose at NFER on +44 (0)1753 637205, or by email at incredibleyears@nfer.ac.uk</p> <p>Thank you for your help with this important research.</p> <p>Please use the buttons at the bottom of the page to move through the survey, please <u>do not</u> use your browser's forward and back buttons.</p> <p>Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use your personalised link in your email to resume completion. If you exit the survey before the end, any answers that you have given may still be read and used by the research team.</p>					

Confirmation Details					
A					
A.1	Please confirm that you are [Insert teacher name].	Yes (1)	No (2)		If A.1 = No (2) then the survey should be closed – please see close screen A.1 below.
A.2	Please confirm that you work at [insert school name].	Yes (1)	No (2)		If A.2 = No (2) then the survey should be closed – please see close screen A.2 below.
A.3	This survey is about [Insert pupils name], please confirm that you are their current teacher.	Yes (1)	No, they have recently left the school (2)	No, they are still at the school but no longer in my class (3)	If A.3 = (2) then the survey should be closed – close screen A.3. If A.3 = (3) the survey should be closed – close screen A.4.

Question 1 – Ask all
Strengths and Difficulties Questionnaire (©Robert Goodman, 2005)

1	For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.			
		[1] Not True	[2] Somewhat True	[3] Certainly True
1.1	Considerate of other people's feelings			
1.2	Restless, overactive, cannot stay still for long			
1.3	Often complains of headaches, stomach-aches or sickness			
1.4	Shares readily with other children (treats, toys, pencils etc.)			
1.5	Often has temper tantrums or hot tempers			
1.6	Rather solitary, tends to play alone			
1.7	Generally obedient, usually does what adults request			
1.8	Many worries, often seems worried			
1.9	Helpful if someone is hurt, upset or feeling ill			
1.10	Constantly fidgeting or squirming			
1.11	Has at least one good friend			
1.12	Often fights with other children or bullies them			
1.13	Often unhappy, down-hearted or tearful			
1.14	Generally liked by other children			
1.15	Easily distracted, concentration wanders			
1.16	Nervous or clingy in new situations, easily loses confidence			
1.17	Kind to younger children			
1.18	Often lies or cheats			
1.19	Picked on or bullied by other children			
1.20	Often volunteers to help others (parents, teachers, other children)			
1.21	Thinks things out before acting			
1.22	Steals from home, school or elsewhere			
1.23	Gets on better with adults than with other children			
1.24	Many fears, easily scared			
1.25	Sees tasks through to the end, good attention span			

Question 2 – Ask all

Pupil Behaviour Questionnaire

2.	Please complete all questions about how the child has been in the last month. There are no right or wrong answers, and just go with the answer that seems closest to the child's behaviour.			
		[1] Never	[2] Occasionally	[3] Frequently
2.1	Talking out of turn (e.g. by making remarks, calling out, chattering)			
2.2	Interrupting other pupils (e.g. by distracting them from work)			
2.3	Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)			
2.4	Verbal abuse towards other pupils (e.g. offensive or insulting remarks)			
2.5	Physical aggression towards other pupils (e.g. by pushing, punching, striking)			
2.6	Cheeky or rude remarks to the teacher			

Appendix J: Practitioner survey (endpoint)

INTRODUCTION	
Evaluation of STARS: Incredible Years® Teacher Classroom Management Endpoint questionnaire (2020)	
<p>This survey is being sent to Year 1 and Year 2 teachers in all schools taking part in the evaluation of STARS: Incredible Years® Teacher Classroom Management (IY-TCM) programme. It should take less than 15 minutes to complete.</p> <p>Your responses will inform the evaluation conducted by the National Foundation for Educational Research (NFER) on behalf of the Education Endowment Foundation. Please complete the survey by 30th June.</p> <p>Your answers will be treated confidentially, which means that you and your school will not be identified in any reports produced from this research. Your personal details and individual responses will not be shared with anyone outside NFER and no one within your school will be able to see your answers. You can find a copy of our Privacy Notice at https://www.nfer.ac.uk/media/3235/eeiv_schools_privacy_notice.pdf.</p> <p>If you have any queries about the completion of these questions, the intended data linking, or would like further information about the evaluation, please do not hesitate to email incredibleyears@nfer.ac.uk.</p> <p>Thank you for your help with this important research.</p> <p>Please use the buttons at the bottom of the page to move through the survey, please <u>do not</u> use your browser's forward and back buttons.</p>	
<p>Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use the original link again to return to the survey. If you exit the survey before the end, any answers that you have given may still be analysed.</p>	

Q1– Ask all			
1	Before we begin, please confirm that you work at [INSERT SCHOOL NAME]	(please select one only)	1 Yes
			2 No

Q2 – Ask all		
2	Please give your full name	<i>Please write your response in the box below.</i>

Q3 – Ask all				
3	Which year group/s do you currently teach?	<i>Please select all that apply</i>	a	Year 1
			b	Year 2
			c	Other (please specify)

Q4 – Ask all		
4	Please give your email address.	<i>Please write your response in the box below.</i>

Q5 – Ask all				
5	How long have you been in the teaching profession?	<i>Please select one only</i>	5.1	First year of teaching (NQT)
			5.2	1 – 4 years
			5.3	5 – 9 years
			5.4	10 – 19 years

			5.5	20 – 29 years
			5.6	30 years or more

(Intervention schools only): Q6				
6	Did you attend any STARS: Incredible Years® Teacher Classroom Management workshops in Autumn 2019/Spring 2020?	<i>Please select one only</i>	a	Yes
			b	No
			c	I don't know

Q7.1 – SR, Ask all				
If respondent selects b (No) or c (don't know) route to Question 8.				
7.1	Does your school have a school-wide behaviour management strategy/policy?	<i>Please select one only</i>	a	Yes
			b	No
			c	I don't know

Q7.2 – Ask if Q7.1 = a				
If respondent selects b (No) or c (don't know) route to Question 7.5.				
7.2	Have there been any changes in your school's behaviour management strategy/policy since November 2019?	<i>Please select one only</i>	a	Yes
			b	No
			c	I don't know

Q7.3 – Ask if Q7.2 = a				
7.3 a	(Intervention schools only) Do you think the changes to your school's behaviour management strategy/policy are....?	<i>Please select all that apply</i>	a	due to changes necessary because of Covid-19
			b	due to your school's involvement in the STARS: Incredible Years® Teacher Classroom Management programme
			d	due to another reason
			e	I don't know
7.3 b	(Control schools only) Do you think the changes to your school's behaviour management strategy/policy are....?	<i>Please select all that apply</i>	a	due to changes necessary because of Covid-19
			b	due to another reason
			c	I don't know

Q7.4 – Ask if Q7.3a = d OR Q7.3b = c		
7.4	What are the other reasons for changes to your school's behaviour management strategy/policy since November 2019?	[free text 400 characters??]

Q7.5 – Ask if Q7.2 = a				
7.5	Have the changes to your school's behaviour management policy impacted your ability to implement the STARS: Incredible Years® Teacher Classroom Management programme?	<i>Please select one only</i>	a	Yes, positively
			b	Yes, negatively
			c	No
			d	I'm unsure

Q7.6 – Ask if Q7.2 = b or c				
7.6	Does your school's behaviour management policy impact your ability to implement the STARS: Incredible Years® Teacher Classroom Management programme?	<i>Please select one only</i>	a	Yes, positively
			b	Yes, negatively
			c	No
			d	I'm unsure

Q7.7 – Ask if Q7.1 = a				
7.7	Are pupils in your school aware of the behaviour management policy and how it affects them?	<i>Please select one only</i>	a	Yes
			b	No
			c	I don't know

Q7.8 – Ask if Q7.1 = a				
7.8	Do you believe that your school policy has adequate strategies in place for managing challenging behaviour?	<i>Please select one only</i>	a	Yes
			b	No
			c	I don't know

Q8 – Ask all						
8	To what extent do you agree with each of these statements about behaviour management?	<i>Please select one answer per row</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
8.1	I frequently deal with difficult behaviour in the classroom					
8.2	I usually feel confident when dealing with difficult behaviour					
8.3	I worry about pupil/class behaviour when I am not at school					

Q9 – Ask all						

9	To what extent do you agree with each of these statements about your experiences at work?	<i>Please select one answer per row</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
9.1	I easily over-commit myself					
9.2	I have little time to relax					
9.3	There isn't enough time to get things done					
9.4	There is little time to prepare for my lessons/responsibilities					
9.5	There is too much work to do					
9.6	The pace of the day is too fast					
9.7	My workload/class is too big					
9.8	My personal priorities are being short-changed due to time demands					
9.9	There is too much administrative paperwork in my job					

Q10 – Ask all						
10	To what extent do you agree with each of these statements? I feel frustrated...	<i>Please select one answer per row</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
10.1	...because of discipline problems in my classroom					
10.2	...having to monitor pupil behaviour					
10.3	...because some pupils would do better if they tried					
10.4	...attempting to teach pupils who are poorly motivated					
10.5	...because of inadequate/poorly defined discipline problems					
10.6	...when my authority is rejected by pupils					

Q11 – Ask all	

1 1	Please indicate your opinions about each of the statements below by selecting the appropriate number.	<i>Please select one answer per row</i>								
		1 Nothing	2	3 Very little	4	5 Some influence	6	7 Quite a bit	8	9 A great deal
1 1 . 1	How much can you do to get children to follow classroom rules?									
1 1 . 2	How much can you do to control disruptive behaviour in the classroom?									
1 2 . 3	How much can you do to prevent problem behaviour on the school grounds?									
1 1 . 4	How much can you do to make the school a safe place?									
1 1 . 5	How much can you do to make pupils enjoy coming to school?									
1 1 . 6	How much can you do to get pupils to trust teachers?									
1 1 . 7	How much can you help other teachers with their teaching skills?									
1 1 . 8	How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?									
1 1 . 9	How much can you do to reduce school dropout?									
1 1 . 10	How much can you do to reduce school absenteeism?									
1 1 .	How much can you do to get pupils to									

1	believe they can do well in schoolwork?									
---	---	--	--	--	--	--	--	--	--	--

Control only): Q12		
12	Which of the following techniques do you use for classroom management purposes?	Please select all that you use
12.1	Child-Directed Play	
12.2	Academic and Persistence Coaching	
12.3	Praise/Encouragement	
12.4	Incentives	
12.5	Ignoring	
12.6	Good Commands/Clear Limit Setting	
12.7	Time Out/Calm Down Place	
12.8	Loss of Privileges, Logical Consequences	
12.9	Redirects/Distracton	
12.10	Social and Emotional Coaching	
12.11	Problem-Solving Training	
12.12	I do not use any of these techniques	[exclusive]

(Intervention only): Q13 – Ask if Q6 = a						
13	Thinking back to the STARS: Incredible Years® Teacher Classroom Management training, how useful did you find the.....?	Please select one answer per row				
		1 Not useful at all	2	3 Neutral	4	5 Extremely useful
13.1	Handbook 'Incredible Teachers'					
13.2	Information presented by the group leader					
13.3	Group leaders' use of video examples					
13.4	Group discussion and sharing ideas with other teachers					
13.5	Practicing of skills in small groups during the workshops					
13.6	Small group breakouts to work on behaviour plans					
13.7	Support from other teachers during the workshops					

13.8	Support from group leaders during the workshops					
13.9	Classroom activity assignments					

(Intervention only): Q14.1 - Ask if Q6 = a		
14.1	Which techniques have you used as a result of the STARS: Incredible Years® Teacher Classroom Management training?	<i>Please select all that you have used</i>
If respondent selects 14.1.12 route to Question 14.6		
14.1.1	Child-Directed Play	
14.1.2	Academic and Persistence Coaching	
14.1.3	Praise/Encouragement	
14.1.4	Incentives	
14.1.5	Ignoring	
14.1.6	Good Commands/Clear Limit Setting	
14.1.7	Time Out/Calm Down Place	
14.1.8	Loss of Privileges, Logical Consequences	
14.1.9	Redirects/Distracton	
14.1.10	Social and Emotional Coaching	
14.1.11	Problem-Solving Training	
14.1.12	I have not used any of the techniques as a result of the STARS training	[exclusive]

(Intervention only): Q14.2 – Ask any of 14.1.1-14.1.11							
14.2	How effective have you found the techniques from STARS: Incredible Years® Teacher Classroom Management?						
		1 Highly ineffective	2 Slightly ineffective	3 Neutral	4 Somewhat effective	5 Highly effective	Don't know
14.2.1	[LISTED HERE RESPONSES (14.1.1-14.1.11)]						
14.2.2							
14.2.3							
14.2.4							
14.2.5							
14.2.6							

14.2.7							
14.2.8							
14.2.9							
14.2.10							
14.2.11							

(Intervention only): Q14.3 – Ask if any of 14.1.1-14.1.11

14.3	When have you attempted to implement the techniques presented in the STARS: Incredible Years® Teacher Classroom Management training?	<i>Please select all that apply</i>	A	During the training period (November 2019-March 2020)
			B	When teaching pupils remotely (when schools were closed to the majority of pupils due to Covid-19)
			C	With pupils who were attending school (when schools were closed to the majority of pupils due to Covid-19)
			D	After the training period but when schools were open to all pupils
			E	Don't know

(Intervention only): Q14.4 –Ask if ticks any of 14.1.1-14.1.11

14.4.1	[IF 14.3 = A, and/or C and/or D but NOT B or E] How often, on average, do you use the techniques from STARS: Incredible Years® Teacher Classroom Management training <u>in the classroom?</u>						
	[IF 14.3 = B only and NOT A or C or D or E] How often, on average, did you use the techniques from STARS: Incredible Years® Teacher Classroom Management training <u>when teaching remotely/online?</u>						
		1	2	3	4	5	Don't know
		5 or more times a week	2 – 4 times a week	Once a week	2 – 3 times a month	Once a month or less	
14.4.1.1	[LIST HERE RESPONSES (14.1.1-14.1.11)]						
14.4.2	[IF 14.3 = B AND A or C or D] How						

	often, on average, did you use the techniques from STARS: Incredible Years® Teacher Classroom Management training in the classroom and when teaching remotely/online?						
		1	2	3	4	5	Don't know
		5 or more times a week	2 – 4 times a week	Once a week	2 – 3 times a month	Once a month or less	
14.4.2.a	IN THE CLASSROOM						
14.4.2.1	[LIST HERE RESPONSES (14.1.1-14.1.11)]						
14.4.2.2							
14.4.2.b	REMOTELY/ONLINE						
14.4.2.1	[LIST HERE RESPONSES (14.1.1-14.1.11)]						

(Intervention only): Q14.5 – Ask if ticks any of 14.1.1-14.1.11

14.5	Overall, what has been the impact of the techniques from STARS: Incredible Years® Teacher Classroom Management you used on pupils' engagement in learning?	<i>Please select one only</i>					
		a	b	c	d	e	f
		Large negative effect	Slight negative effect	No effect	Slight positive effect	Large positive effect	I'm unsure

(Intervention only): Q14.6 – Ask if Q14.1.12

14.6	Why did you not use the recommended techniques from the STARS: Incredible Years® Teacher Classroom Management programme?	<i>Please select all that apply</i>
14.6.1	I was already using the recommended techniques	
14.6.2	I was unsure how to implement them	
14.6.3	The techniques do not align to my school's behaviour management policy	

14. 6.4	The techniques were not appropriate for my pupils	
14. 6.5	Covid-19 disruption meant that it was not possible to implement them	
14. 6.6	Another reason (please specify)	[text box 400 characters?]

(Intervention only): Q15.1 SR, Ask if Q 6 = a		
We are interested in the amount of time spent on taking part in the STARS: Incredible Years® Teacher Classroom Management programme.		
<i>If respondent selects b or c route to 15.3</i>		
1 5. 1	Other than the time spent attending the STARS: Incredible Years® Teacher Classroom Management workshops, have you spent any other time on <u>preparing to implement</u> the programme? (e.g. reading the Handbook or trialling techniques between workshops)	<i>Please select one only</i>
A	Yes	
B	No additional time spent outside of the workshops	
C	Don't know	

(Intervention only): Q15.2, Ask if 15.1 = a and c		
1 5. 2	Thinking about any time spent on <u>preparing to implement</u> the STARS: Incredible Years® Teacher Classroom Management programme outside of the workshops, please give an estimate of the total time spent doing each activity in hours.	<i>If you are unsure please provide an estimate</i>
		Estimate of total time spent on activity (hours)
1 5. 2. 1	Reading Handbook	
1 5. 2. 2	Trialling techniques	
1 5. 2. 3	Adapting techniques	
1 5. 2. 4	Other training activities outside of workshops	

(Intervention only): Q15.3 – Ask if Q 6 = a		
If respondent selects b or c route to Q16		
1 5. 3	Have you spent any <u>additional</u> time on implementing any techniques from the STARS: Incredible Years® Teacher Classroom Management programme in your school? By 'additional' we mean any time spent outside of normal planning and administrative time (e.g. in planning specific activities, organising/creating resources, following up behaviour)	
a	Yes	
b	No	
c	Don't know	

(Intervention only): Q15.4, Ask if Q 15.3 = a		
1 5. 4	Thinking about the <u>additional</u> time spent on implementing techniques from the STARS: Incredible Years® Teacher Classroom Management programme, please give an estimate of the total time spent doing each activity in hours.	<i>If you are unsure please provide an estimate</i>
		Estimate of total time spent on activity (hours)
1 5. 4. 1	Planning specific classroom activities	
1 5. 4. 2	Organising/creating resources	
1 5. 4. 3	Following up behaviour	
1 5. 4. 4	Training/disseminating training to other members of staff in the school	
1 5. 4. 5	Re-writing the school behaviour policies	
1 5. 4. 6	Other activities relating to implementing the programme	

(Intervention only): Q16.1 – Ask if Q 6 = a			
<p>The following two questions relate to the financial costs to the school in taking part in the STARS: Incredible Years® Teacher Classroom Management programme. If you need to ask other staff members about the financial costs in order to answer these questions you are able to close the survey and come back to this question. If you re-click on the original survey link it will take you back to this question.</p>			
1 6. 1	Were there any costs to the school associated with attending the workshops?		
		Brief description of cost	Cost per workshop <i>If the exact cost is not known please provide an estimate. Please give the cost for yourself rather than the total costs to the school for all attendees.</i>
1 6. 1. 1	Travel to workshops		
1 6. 1. 2	Supply cover		
1 6. 1. 3	Other cost (please specify)		
	No financial cost to school	[tick] [exclusive]	
	Don't know	[tick] [exclusive]	

(Intervention only): Q16.2 – Ask if Q 6 = a			
1 6. 2	Were there any costs to the school associated with implementing the STARS: Incredible Years® Teacher Classroom Management programme in school?		
		Brief description of cost	Total cost <i>If the exact cost is not known please provide an estimate</i>
1 6. 2. 1	Resources		
1 6. 2. 2	Other cost (please specify)		
1 6. 2. 3	No financial cost to school	[tick] [exclusive]	
1 6. 2. 4	Don't know	[tick] [exclusive]	

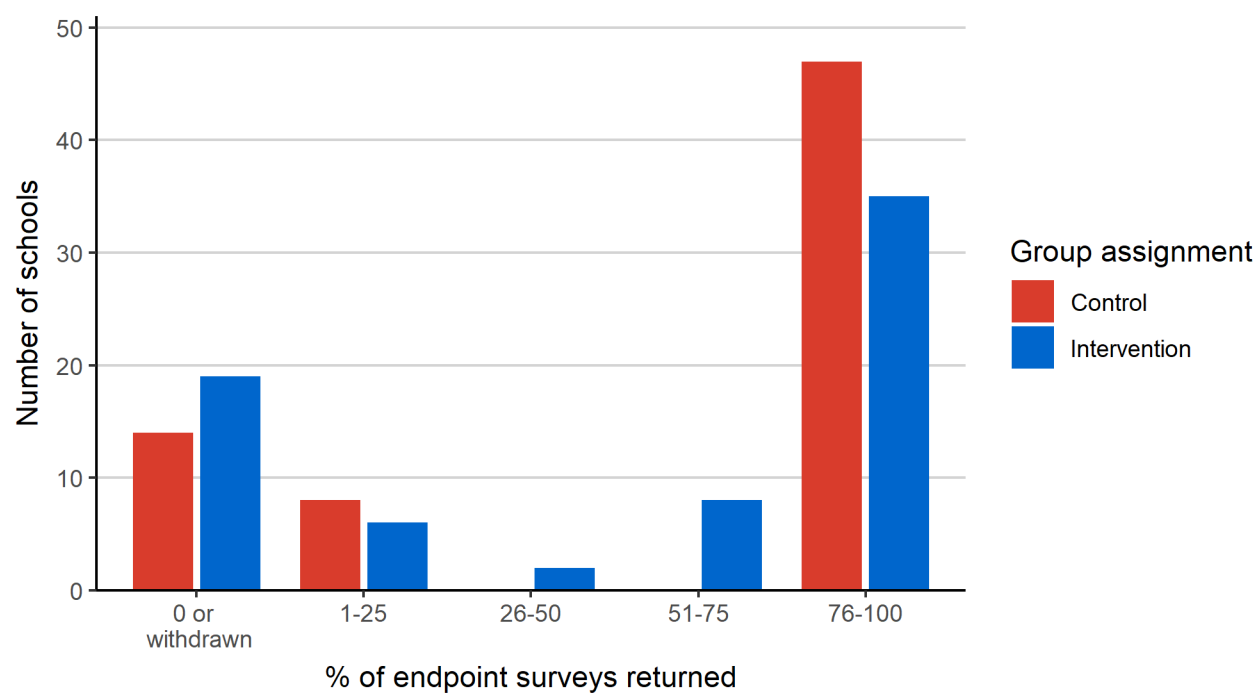
Q17 – Ask all							
1 7	[ask if Q6=a] Since November 2019, have you participated in any of the following activities <u>in addition</u> to the STARS: Incredible Years® Teacher Classroom Management programme? If yes, how frequently?	<i>Please select one answer per row</i>					
	[ask ALL (except if Q6=a)] Since November 2019, have you participated in any of the following activities? If yes, how frequently?						
		No	Yes, once or twice	Once a year	Several times per year	Once per month	Once per week or more
1 7. 1	Workshops, training or meetings about behaviour management provided by my school						
1 7. 2	Workshops, seminars or other CPD about behaviour management, provided by another organisation						
1 7. 3	Mentoring or coaching on behaviour management, provided by your school or another organisation as part of a recognised arrangement with your SLT/school						

Q18 – Ask if any of Q17.1, 17.2, 17.3 ticked			
The following question relates to the financial costs to your school in taking part in the behaviour management CPD activities described in the previous question. If you need to ask other staff members about the financial costs in order to answer these questions you are able to close the survey and come back to this question. If you re-click on the original survey link it will take you back to this question.			
1 8. 1	Were there any costs to the school associated with attending the CPD?		
		Brief description of cost	Cost (for all activities) <i>If the exact cost is not known please provide an estimate. Please give the cost for yourself rather than the total cost to the school for all attendees.</i>
1 8. 1. 1	Travel		

1 8. 1. 2	Supply cover		
1 8. 1. 3	Event fee		
1 8. 1. 4	Other cost (please specify)		
	No financial cost to school		
	Don't know		

Appendix K: Proportion of endpoint surveys returned by schools

Figure 1: proportion of endpoint surveys returned (including incomplete surveys) by control and intervention schools.



Appendix L: Distribution of baseline measures of the Pupil Behaviour Questionnaire in the control and intervention groups

Figure 1: distribution of baseline Pupil Behaviour Questionnaire scores in the control and intervention groups at the randomisation stage.

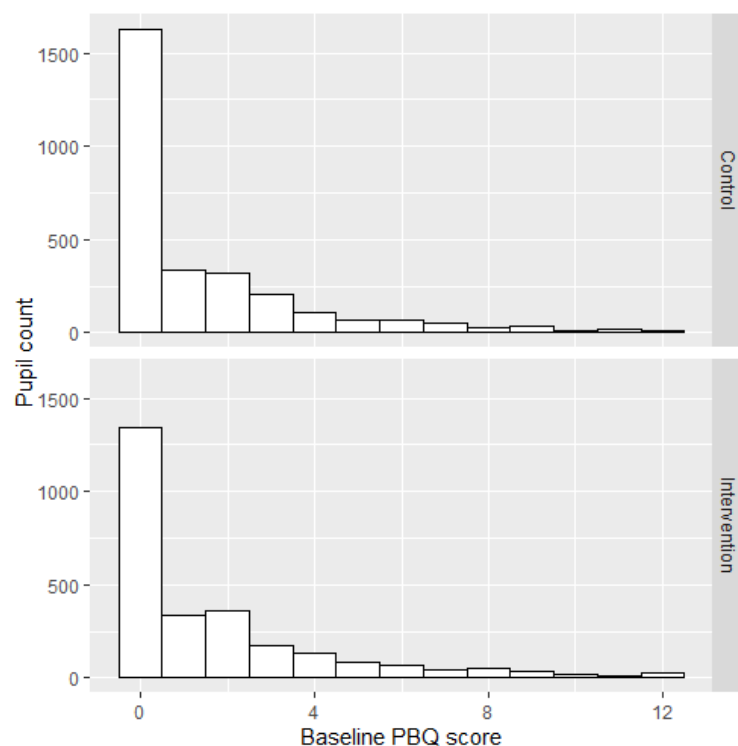
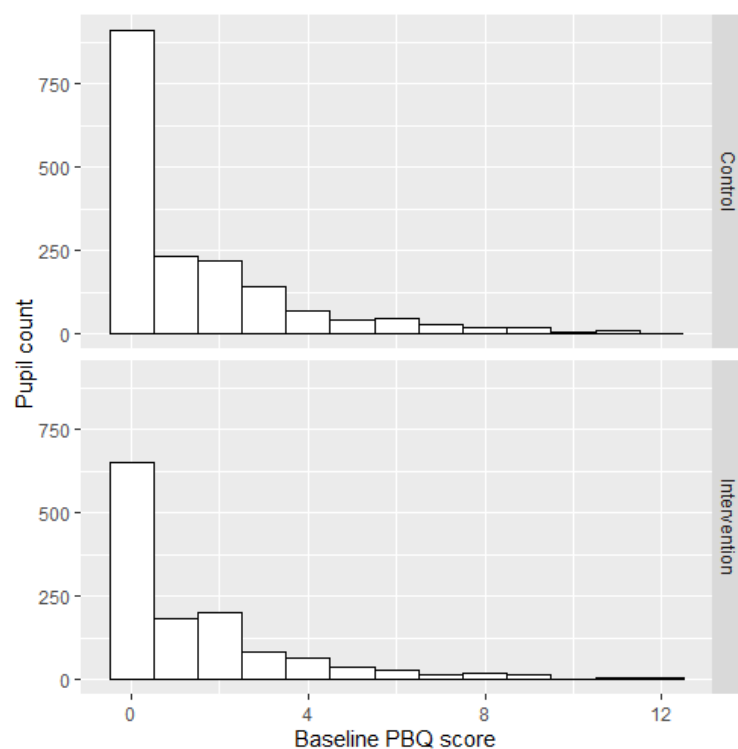


Figure 2: distribution of baseline Pupil Behaviour Questionnaire scores in the control and intervention groups at the analysis stage.



Appendix M: Distribution of secondary outcomes in the control and intervention groups

Figure 1: distribution of Year 2 Pupil Behaviour Questionnaire scores in the control and intervention groups.

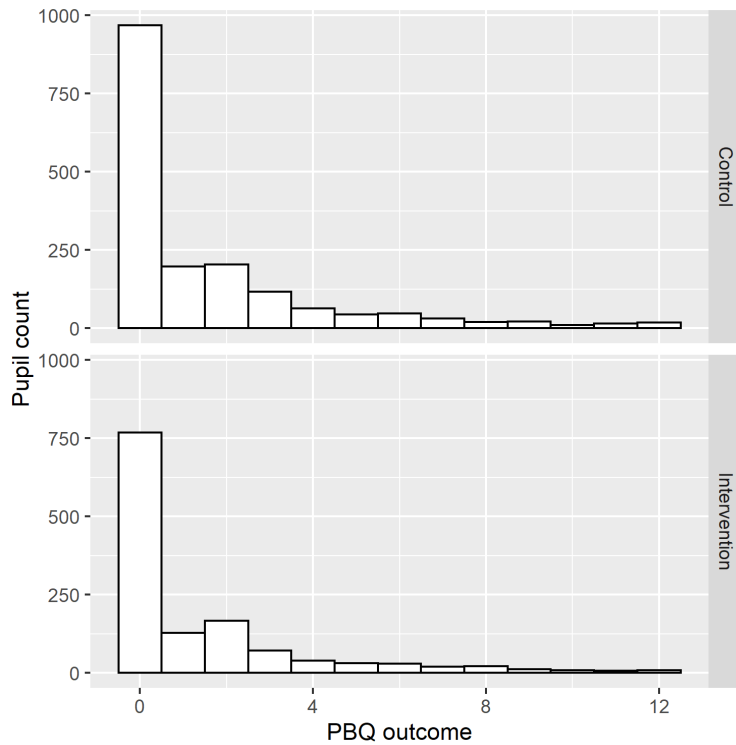


Figure 2: distribution of Year 2 SDQ Total Difficulties Scores in the control and intervention groups.

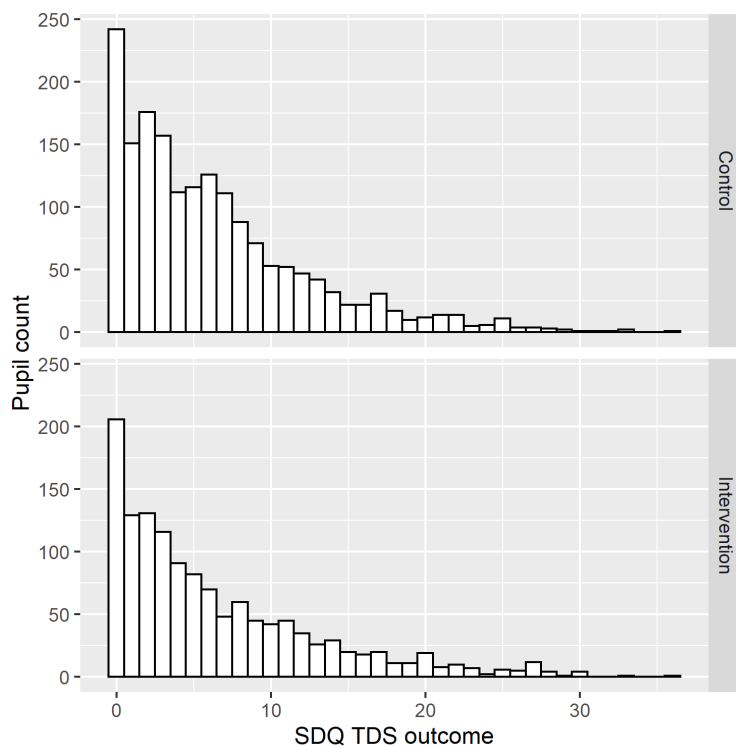


Figure 3: distribution of Year 2 SDQ Hyperactivity Scale scores in the control and intervention groups.

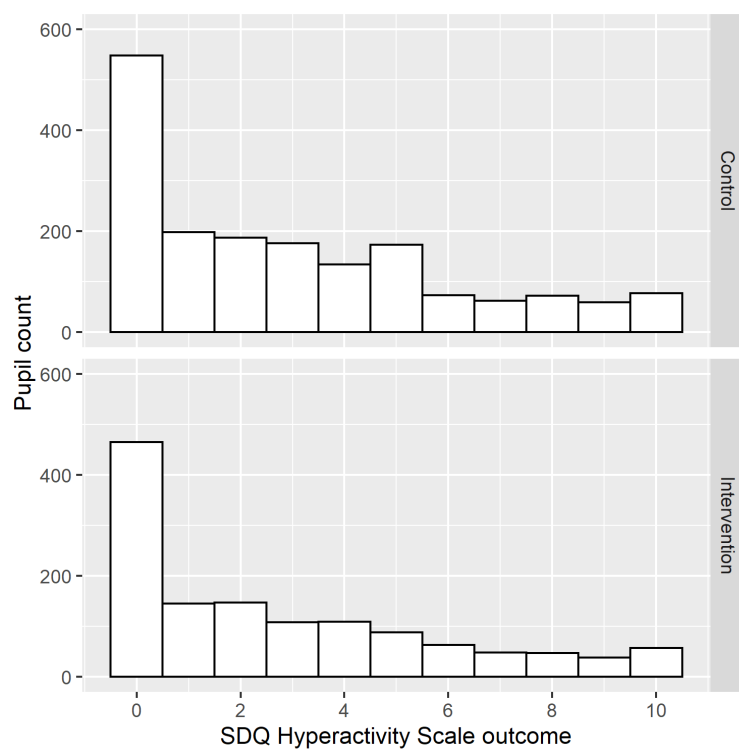


Figure 4: distribution of Year 2 SDQ Prosocial Scale scores in the control and intervention groups.

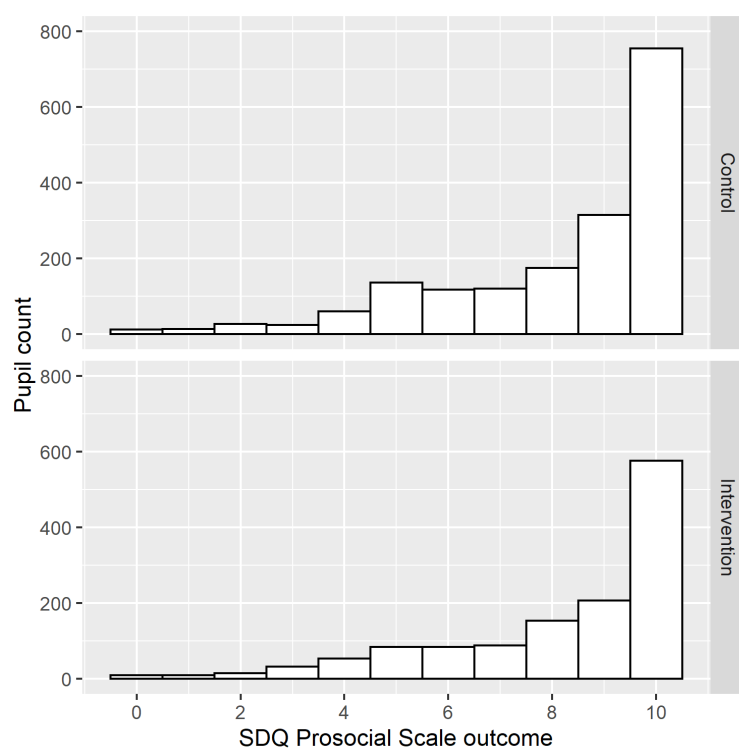
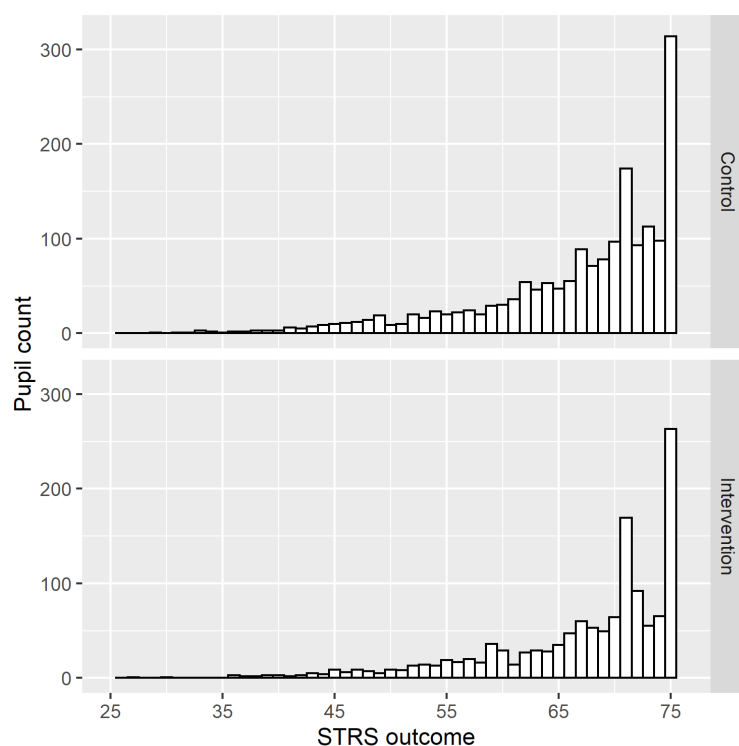


Figure 5: distribution of Year 2 Student Teacher Relationship Scale scores in the control and intervention groups.



Appendix N: Residuals plotted against fitted values for secondary outcome models

Figure 6: fitted values and Pearson residuals from the secondary outcome model for Pupil Behaviour Questionnaire scores.

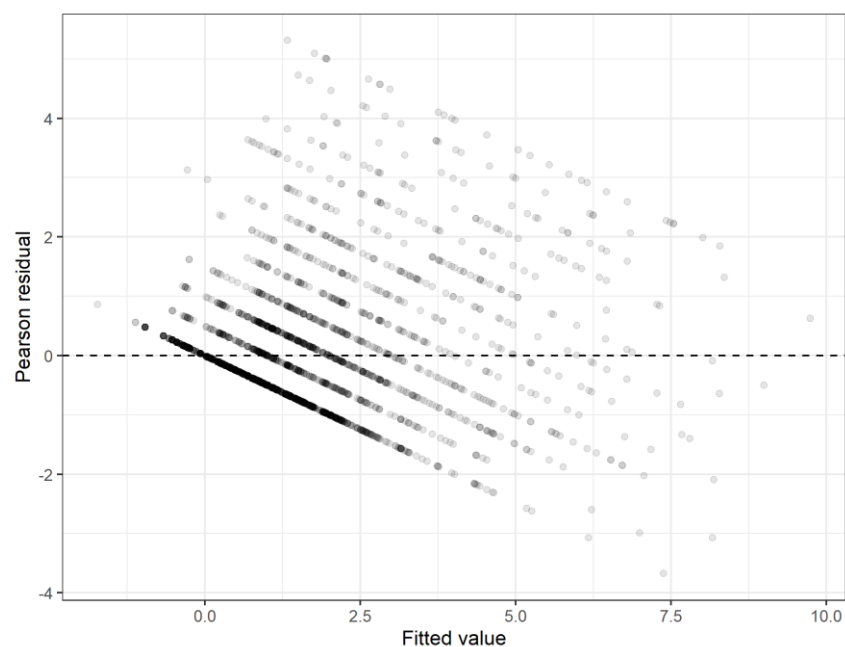


Figure 7: fitted values and Pearson residuals from the secondary outcome model for SDQ Total Difficulties Scores.

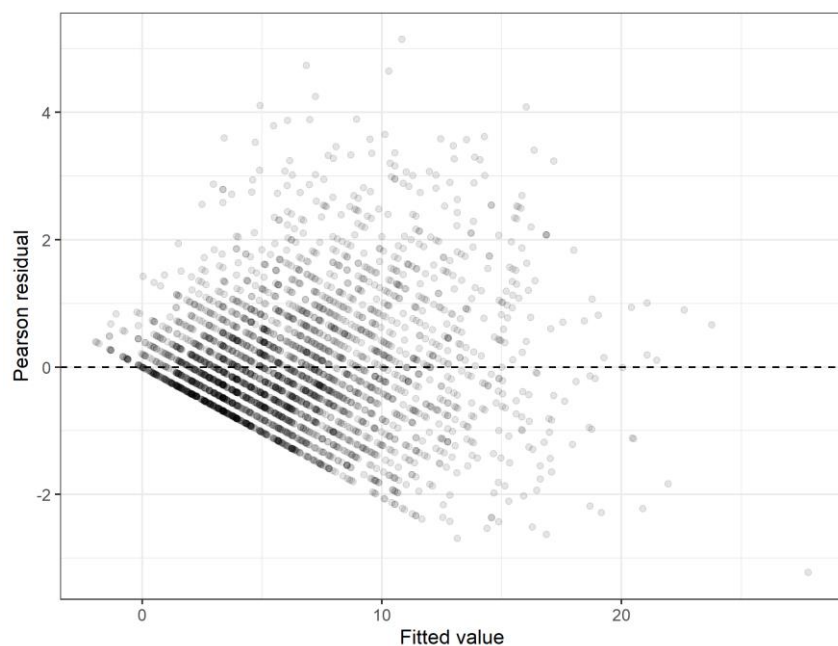


Figure 8: fitted values and Pearson residuals from the secondary outcome model for SDQ Hyperactivity Scale scores.

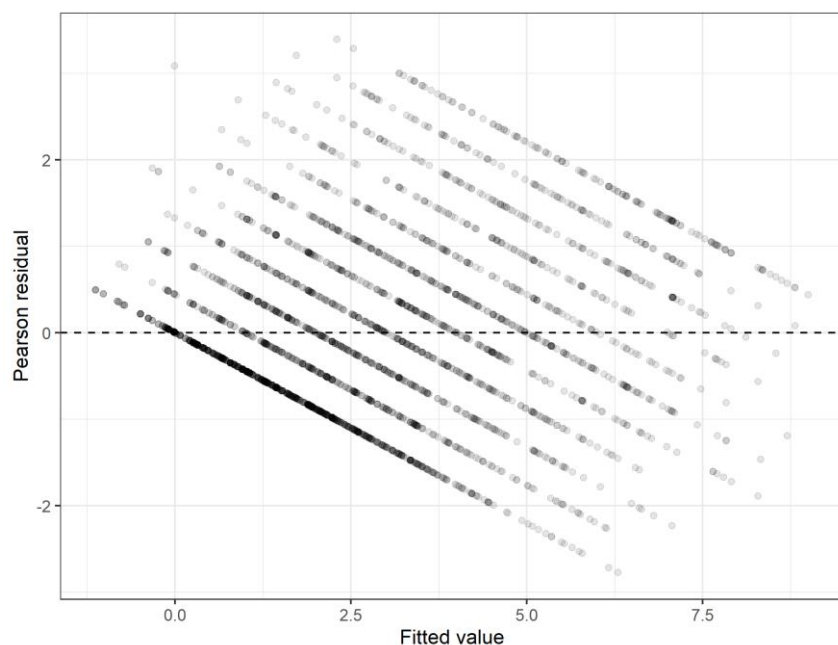


Figure 9: fitted values and Pearson residuals from the secondary outcome model for SDQ Prosocial Scale scores.

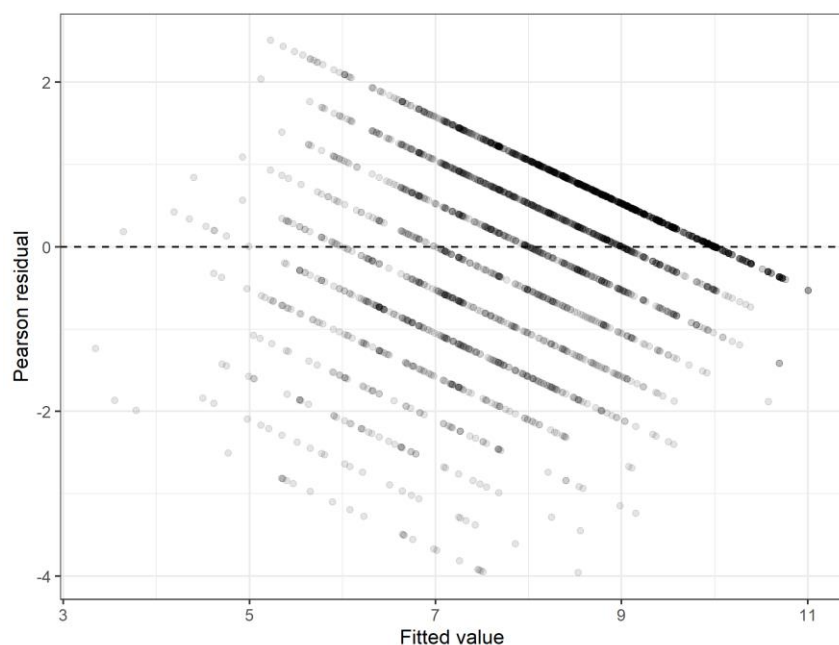
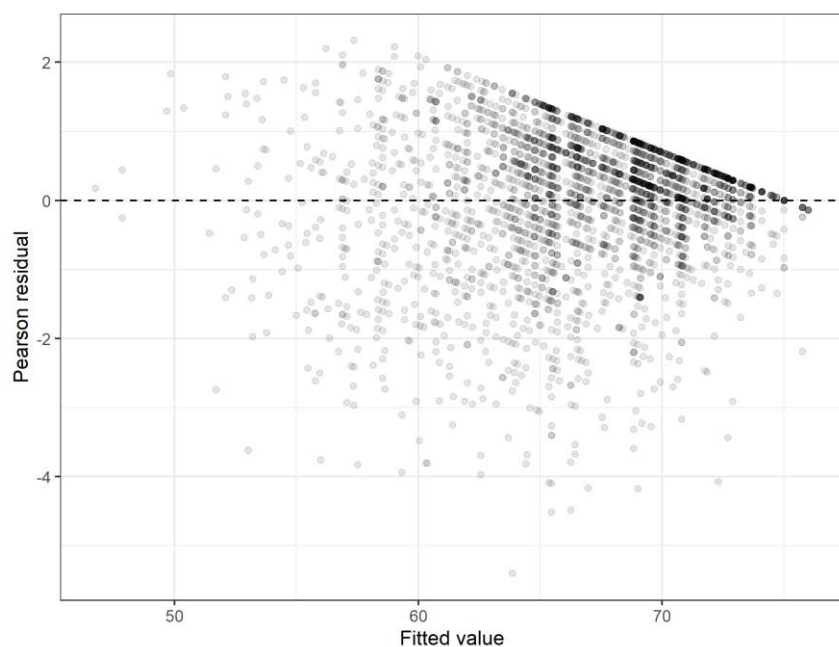


Figure 10: fitted values and Pearson residuals from the secondary outcome model for Student Teacher Relationship Scale scores.



You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v3.0.

To view this licence, visit <https://nationalarchives.gov.uk/doc/open-government-licence/version/3> or email: psi@nationalarchives.gsi.gov.uk


Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned. The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

This document is available for download at <https://educationendowmentfoundation.org.uk>



The Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
London
SW1P 4QP

<https://educationendowmentfoundation.org.uk>

 @EducEndowFoundn

 Facebook.com/EducEndowFoundn