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VIPP-School: Using video-feedback to enhance teacher-child interaction

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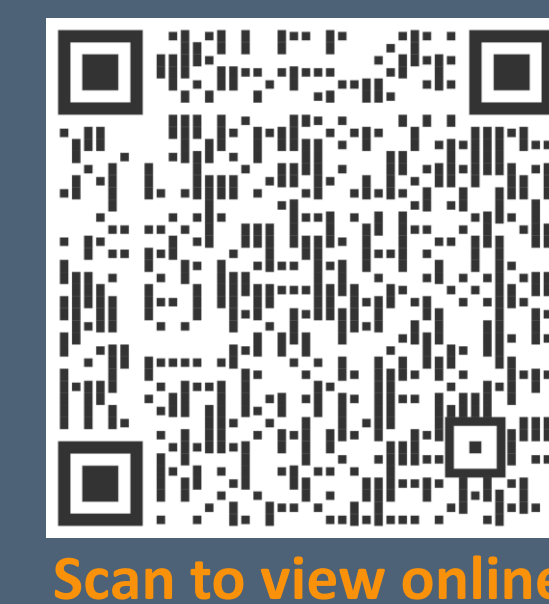
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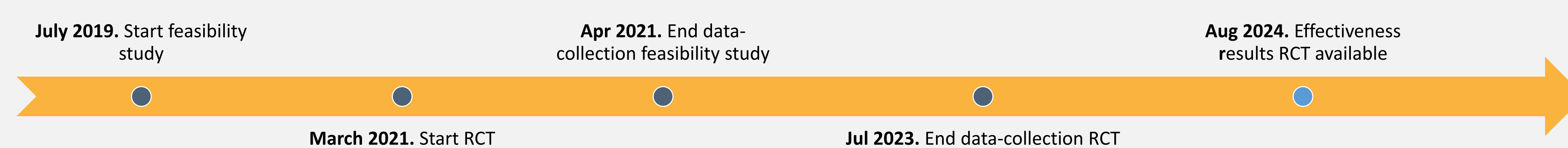


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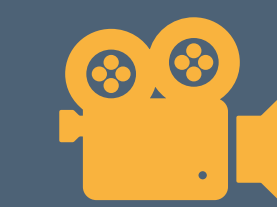
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ABSTRACT

- Teachers' sensitive responses to children predict positive interactions and better child functioning.¹ However, teachers sometimes find it challenging to deal with children with externalising behaviors.
- The **Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPPSD)** is proven to be effective in enhancing sensitive caregiving in different types of families and daycare settings.^{2,3} Therefore, we aim to test its potential for supporting teachers with children with externalising behavior (**VIPP-School**).
- A feasibility study of **VIPP-School** was conducted. Participant feedback was overall positive. We highlight factors that should be considered when implementing **VIPP-School** for use in (special) elementary education. A Randomized Controlled Trial into the effectiveness of **VIPP-School** is ongoing. Data collection has ended in July 2024.



VIPP-School



- Each visit the intervener films the teacher and child while they are doing several interaction tasks.
- After filming, the intervener and teacher discuss the videos of the previous visit focusing on different themes.

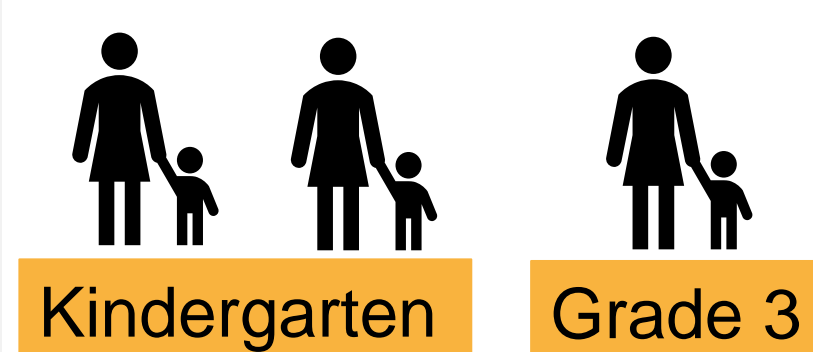
Visit	Sensitive caregiving	Sensitive discipline
1.	<i>(only filming)</i>	
2.	Exploration versus attachment behavior	Inductive discipline and distraction
3.	'Speaking for the child'	Positive reinforcement
4.	Sensitivity chain	Sensitive time-out
5.	Sharing emotions	Empathy for the child
6.	Booster session	Booster session

Table 1. Themes used in the VIPP-School sessions⁴

QUALITATIVE FEASIBILITY STUDY⁵

METHOD AND PARTICIPANTS

Participants



Kindergarten Grade 3 Three teachers (F) and their students (two M, one F)

Feasibility study design

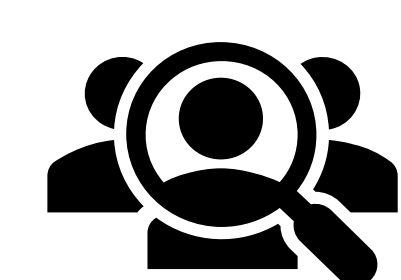


- Start meeting with group of teachers and VIPP-interveners
- Teacher-student dyads received six visits of VIPP-School
- Evaluation meeting with each individual teacher and their VIPP-intervener

Qualitative analysis

- Clustering interview data under (predetermined) themes
- Analysis focused on adaptation and feasibility

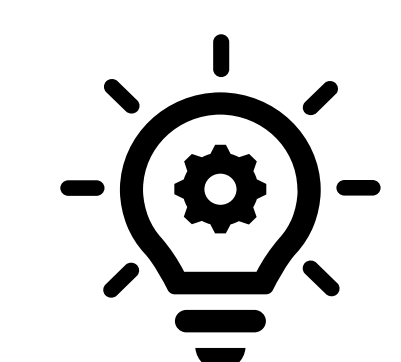
RESULTS



Target group

Teachers think that less experienced teachers will profit most from the intervention, but acknowledge that the intervention can also be useful for more experienced teachers.

"I can have 35 years of experience, but even I can learn things. I got some tips that made me think: 'Hey, I did know that, but I don't apply it.' Those 'of course' moments. You are never too old to learn."

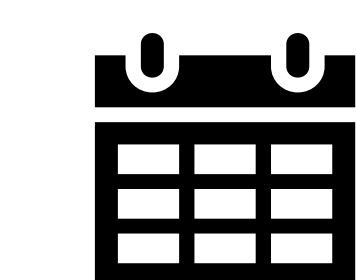


Experiences

Teachers believe that VIPP-School is suited to improve teacher-child relationships. Teachers and interveners experienced improvements in the following domains:

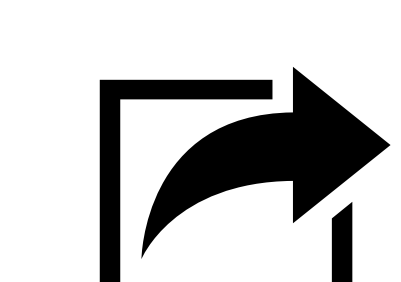
- Quality of interaction:** The interaction between the teachers and children became more enjoyable and open.
- Sensitivity:** Teachers were more capable of noticing and interpreting signals of the child.
- Behavior in class:** The behavioral problems of the child were still present in the classroom. However, teachers could easier redirect negative behavior.

"Without VIPP-School I would not have come this far in the relationship with this child. That is why I think it is useful for other teachers as well."



Burden and scheduling

Since teachers have limited time because of other responsibilities, the number of sessions was limited to six (1 booster session instead of 2). Clear communication about time investment and scheduling was emphasised.



Generalization

VIPP-School would add to currently available school support, but generalizing newly learned skills to daily practice in the classroom is not easy. Thus, the last observation took place in of the classroom and the final intervention session focused on classroom processes.



"The intervener presented the feedback in a way I was not judged. She gave me tips, but not causing me to feel like 'Oh she is going to come and tell me what I should do'."

Working alliance

The interveners sometimes felt that they were too pedantic while giving feedback because of the professionalism of the teachers. Teachers did not perceive them so; they were happy to receive constructive criticism.

Intervention elements

- Video-feedback:** Teachers enjoyed reviewing the videos and considered them interesting and informative. Being filmed was okay for them.
- Tasks:** Teachers appreciated the variety in tasks, emphasizing the importance of alternating structured and unstructured play. Adaptations to the tasks were made to better reflect school related tasks while still evoking different child behaviors.
- One-on-one situation:** Focusing on the individual teacher-child relationship was a new way for teachers to look at behavioral problems. Teachers and children enjoyed working together.
- General information:** Because teachers have knowledge about child development they appreciate more in-depth theory.

"Through video-feedback you become more aware of your own behavior (...), that you start thinking 'oh that is useful'. You just do it unconsciously."

You also see signals from the child you would otherwise miss. Because when you are part of the interaction, you don't see it as clear as you do now on video."

ONGOING RCT⁴

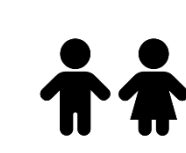
STUDY DESIGN AND PARTICIPANTS

Participants

53 teacher-child dyads from the Netherlands (50,9% from kindergarten and 47,4% from Grade 1 and 2)

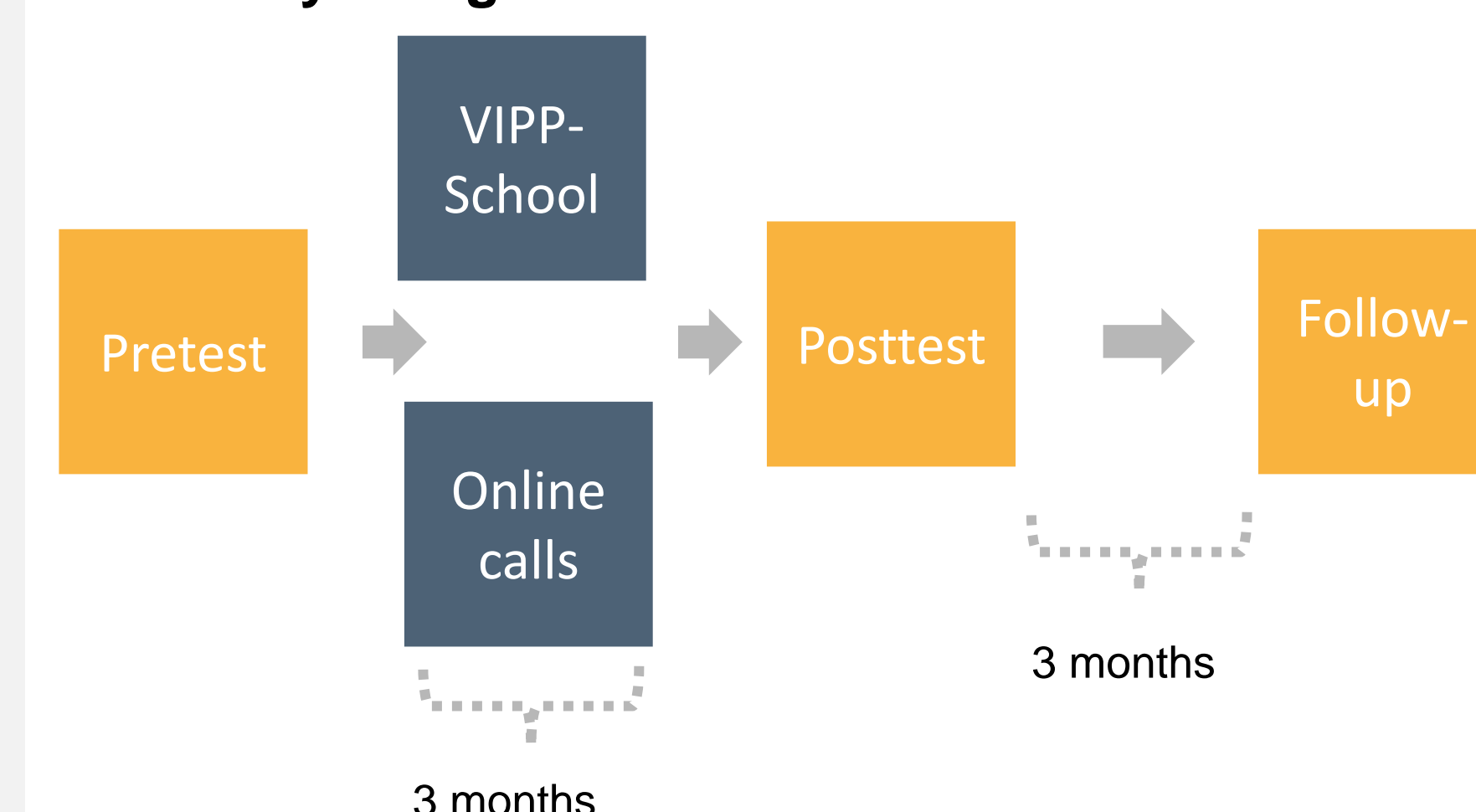


94,7% of the teachers were female, Teacher's age ranged between 22 – 64 years



64,9% of the children were male. Children's age ranged between 4 – 9 years

RCT study design



- Teacher-child dyads are randomly assigned to either VIPP-School or a control group receiving a dummy intervention (online calls).

RESULTS

- Data-collection ended in July 2023.
- Study results are expected medio 2024

CONCLUSION

- VIPP-School** can be successfully implemented in elementary education as participant feedback regarding practicality was overall positive.
- Taking the participant feedback from the pilot study into account, the effectiveness of **VIPP-School** is now studied in a randomized controlled trial

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