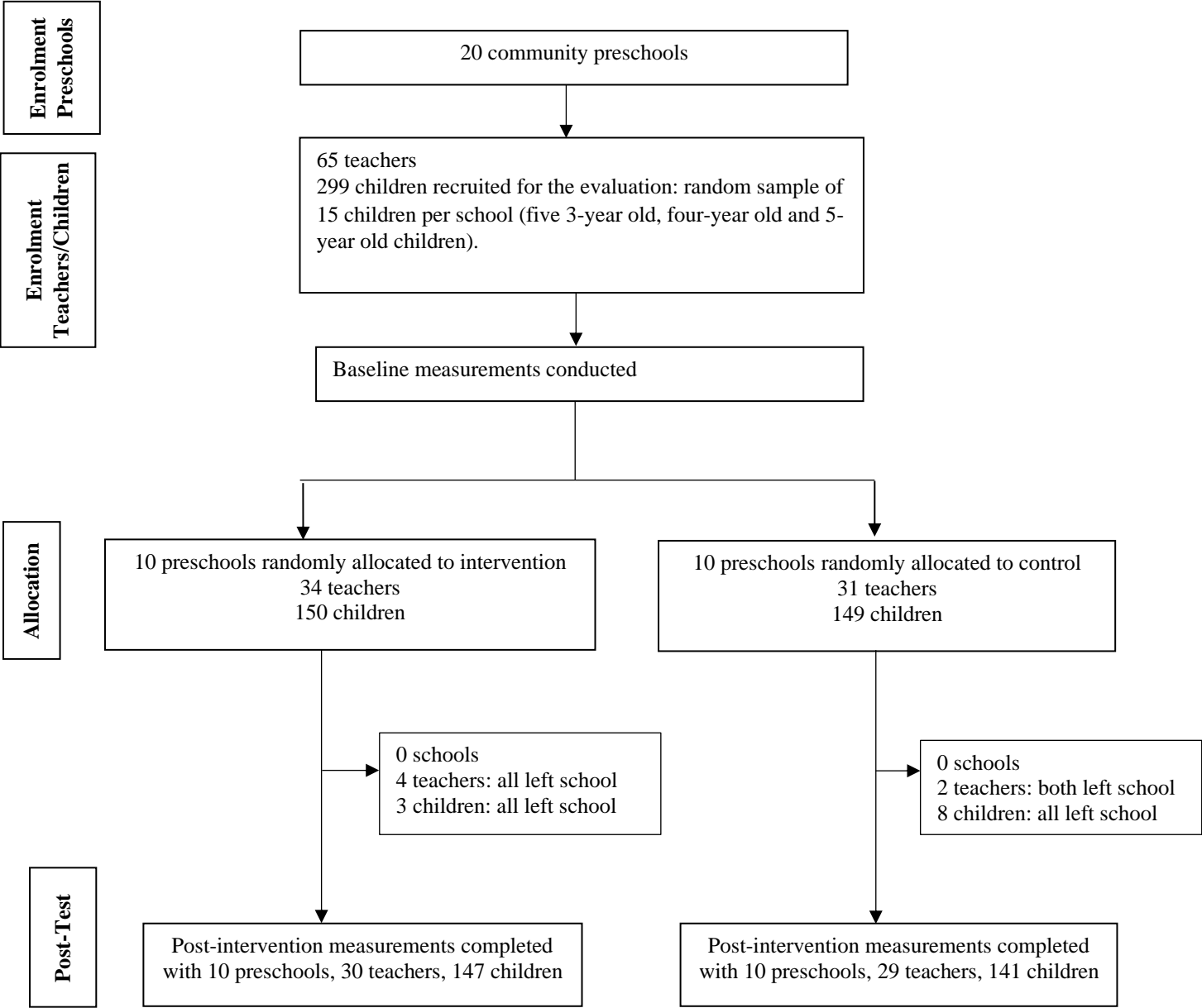


Participant Flow



Training Jamaican preschool teachers in effective instructional support techniques to increase teacher effectiveness and children's early learning and language skills: Basic Results

**Table 1** Classroom, teacher, and child characteristics at baseline by study group

	<b>Intervention</b>	<b>Control</b>	<b>P-Value</b>
<i>Classroom Characteristics</i>	<i>n=34</i>	<i>n=31</i>	
Number of children in class (mean (SD))	16.9 (7.0)	13.7 (5.4)	0.04
<i>Teacher Characteristics</i>	<i>n=34</i>	<i>n=31</i>	
Number of years teaching (median (IQR))	13 (6-26)	15 (7-19)	0.91
Number of years teaching at current school (median (IQR))	11 (4-23)	8 (5-18)	0.71
Completed secondary school (grade 11) n (%)	29 (85%)	27 (87%)	0.83
Trained teacher: n (%)	13 (38%)	10 (32%)	
Sex of teacher: n (%) female	33 (97%)	31 (100%)	0.34
Teacher age: n(%)			0.54
<25 years	2 (6%)	0 (0%)	
25-34 years	11 (32%)	11 (36%)	
35-44 years	8 (24%)	11 (36%)	
45-54 years	9 (27%)	6 (19%)	
≥55 years	4 (12%)	3 (10%)	
<i>Child characteristics</i>	<i>n=150</i>	<i>n=149</i>	
Child age (in years): (mean (SD))	4.3 (0.9)	4.3 (0.8)	0.59
Child sex: n (%) boys	84 (56%)	77 (52%)	0.45

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**Table 2. Raw Scores of Observations of Teachers Use of Instructional Support Strategies Across Five 20-Minute Periods in One School Day (Primary Outcome)**

	Baseline			Post-test		
	Intervention	Control	P-Value	Intervention	Control	P-Value
	n=34	n=31		n=30	n=29	
Teachers' use of instructional support strategies: mean (SD)	43.5 (20.1)	49.8 (15.7)	0.17	64.2 (24.8)	45.1 (23.9)	0.004

Values are independent observations of teachers' use of open-ended questions, parallel talk, and contingent responding during book reading and during everyday teaching and learning activities.

**Table 3. Raw Scores of Child Oral Language and School Readiness Skills at Baseline and Post-test (Secondary Outcomes)**

	Baseline			Post-test		
	Intervention	Control	P-Value	Intervention	Control	P-Value
	n=150	n=149		n=147	n=141	
Child receptive language skills (PPVT)	42.2 (20.4)	45.4 (20.2)	0.17	54.0 (21.8)	56.6 (20.9)	0.30
Child expressive language skills (OWPVT)	-	-	-	42.5 (15.9)	43.7 (13.7)	0.49
Child School Readiness Scores (Bracken School Readiness Assessment)	26 (11-52)	29 (15-53)	0.60	46 (29-62)	49 (32 -63)	0.74
Child School Readiness Scores (Daberon Screening for School Readiness 2: 6 subscales only including body parts, ordinal numbers, prepositions, following directions, general knowledge, and categorisation)	-	-	-	40 (29-48)	40 (32-48)	0.65

PPVT: Peabody Picture Vocabulary Test, OWPVT: One Word Picture Vocabulary Tests

# Training Jamaican preschool teachers in effective instructional support techniques to increase teacher effectiveness and children's early learning and language skills: Basic Results

THERE WERE NO ADVERSE EFFECTS WITH THIS TRIAL

We monitored whether providing additional training for teachers altered the effectiveness of previous training and the results are shown below.

**Table 4. Raw Scores of Measures Used to Monitor Potential Harms of the Intervention**

	Baseline			Post-test		
	<i>Intervention</i> <i>n=34</i>	<i>Control</i> <i>n=31</i>	<i>P-Value</i>	<i>Intervention</i> <i>n=30</i>	<i>Control</i> <i>n=29</i>	<i>P-Value</i>
<i>Teacher measures</i>						
Observations of violence by teachers over five 20-minute observation periods: N (%) using violence	18 (56%)	17 (55%)	0.93	13 (43%)	13 (45%)	0.91
Teacher depressive symptoms: median (IQR)	13 (5-21)	12 (4-24)	0.89	13 (6-19)	9 (4-17)	0.59
Teacher burn-out: median (IQR)	28 (23-35)	27 (22-36)	0.69	31 (25-39)	28 (24-39)	0.69
Teacher self-efficacy: median (IQR)	93 (86-101)	93 (86-99)	0.89	88 (79-102)	95 (86-102)	0.52
<i>Child measures</i>	<i>n=150</i>	<i>n=149</i>		<i>n=147</i>	<i>n=142</i>	
Child behaviour difficulties (teacher-report using the SDQ): median (IQR)	11 (6-16)	8 (5-13)	0.001	10 (6-14)	8 (4-12)	0.03
Child behaviour difficulties in abnormal range ( $\geq 16$ on the SDQ behaviour difficulties scale by teacher report): n (%)	38 (25%)	20 (13%)	0.009	30 (20%)	20 (14%)	0.16

Observations of violence included physical violence (e.g. hitting, pinching), and psychological aggression (e.g. threatening to hit, name calling)

IQR: Interquartile range; SDQ: Strengths and Difficulties Questionnaire