

# VIPP-School: Video-feedback intervention to promote a positive teacher-child relationship with young school-aged children

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<b>Registration date</b> 17/08/2022	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 14/11/2024	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

During busy school days, teachers sometimes find it challenging to deal with children with disruptive behavior. The Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD) is proven to be effective in enhancing sensitive caregiving in different types of families and daycare settings. Given the effectiveness of VIPP-SD, we aim to test its potential for supporting teachers in the interaction with children with externalising behaviour (VIPP-School).

This study examines whether participation in the VIPP-School intervention improves the sensitivity and sensitive discipline of teachers in kindergarten to grade 2 in primary (special) education.

### Who can participate?

Teachers of kindergarten, first and second grade with a child with behavioural problems living in the Netherlands.

### What does the study involve?

The study involves three measurement moments. Once before the intervention, once after the intervention and once three months later. During those measurements, the teacher-child dyad are filmed during two interaction tasks. In addition, the teacher and child fill out some questionnaires and the emotional climate in the classroom is observed.

In the study, teacher-child dyads are randomly allocated to the intervention group or the control group. Teacher-child dyads in the intervention group receive VIPP-School, a video-feedback intervention which includes six biweekly sessions during which the intervener films about 15 minutes of teacher-child interactions and provides the teacher with feedback on the child's or teacher's behavior of the previous session based on the theme of the session. Teachers in the control group receive six online calls about the general development of the child parallel to the intervention sessions to assure that they had the same number of contacts.

### What are the possible benefits and risks of participating?

No risks are anticipated. We are in the early stages of this research and therefore we cannot say

with certainty that taking part will be of benefit, although this is hypothesized. However, VIPP-SD has been studied previously and parents and daycare professionals have found the intervention helpful. Other benefits for the participants are that they receive reimbursements for each measurement moment.

Where is the study run from?

Vrije Universiteit Amsterdam (Netherlands)

When is the study starting and how long is it expected to run for?

May 2019 to July 2023

Who is funding the study?

The study is funded by Nationaal Regieorgaan Onderwijs onderzoek (NRO project number: 40.5.19630.025), Additional funding was provided by Vrije Universiteit Amsterdam (VU)

Who is the main contact?

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### **Study website**

<https://b-kijk.nl/>

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**Additional identifiers****EudraCT/CTIS number**

Nil known

**IRAS number**

**ClinicalTrials.gov number**

Nil known

**Secondary identifying numbers**

Funder NRO: 40.5.19630.025, VCWE-2020-167-R1

## **Study information**

**Scientific Title**

The effect of VIPP-School on elementary school teachers' sensitivity and sensitive discipline and child behavioral problems: a randomized controlled trial

**Acronym**

VIPP-School

**Study objectives****Primary hypothesis**

1. Sensitivity and sensitive limit-setting of teachers in the intervention condition will increase significantly more from pre- to post-intervention, compared to sensitivity and sensitive limit-setting of teachers in the control condition

**Secondary hypotheses**

1. Quality of the teacher-child relationship in the intervention condition will increase significantly more from pre- to post-intervention compared to quality of the teacher-child relationship in the control condition
2. Child Behaviour problems in the intervention condition will decrease significantly more post-intervention, compared to behavioural problems of children in the control condition
3. Feelings of self-efficacy of teachers in the intervention condition will increase significantly more post-intervention, compared to feelings of self-efficacy of teachers in the control condition
4. Observed positive classroom climate in the intervention condition will increase significantly more post-intervention, compared to observed positive classroom climate in the control condition

**Ethics approval required**

Old ethics approval format

**Ethics approval(s)**

Approved 13/11/2020, The Scientific and Ethical Reviewboard (VCWE) of the Faculty of Behavior & Movement Sciences, VU University Amsterdam (Van der Boechorststraat 7, 1081 HV Amsterdam, The Netherlands, +31 (0)2059 88786; vcwe.fgb@vu.nl), ref: VCWE-2020-167R1

**Study design**

Longitudinal interventional single-blinded randomized controlled trial

**Primary study design**

Interventional

**Secondary study design**

Randomised controlled trial

**Study setting(s)**

School

**Study type(s)**

Treatment

**Participant information sheet****Health condition(s) or problem(s) studied**

Teacher sensitivity and sensitive discipline

**Interventions****Method of randomization**

The researchers randomized the study sample at the school level in a ratio of 1:1 using a random numbers generator to assign the teacher-child dyads to either condition. If only one teacher-child dyad participated in a school, they were randomized with another single dyad for an equal distribution over conditions. Pairs were made based on when consent was obtained. For objective randomization all randomization sessions were video-taped and archived for monitoring reasons. 50% of the teacher-child dyads are allocated to the intervention group and 50% of the teacher-child dyads are allocated to the control group.

**Methodology**

The VIPP-School, based on VIPP-SD (Juffer, Bakermans-Kranenburg & Van IJzendoorn, 2008) consists of six sessions. During each session (except the last) the intervener films approximately 15 minutes of standardized teacher-child interactions. After that the intervener provides feedback to the teacher on the child's and teacher's behavior based on the tape of the previous session, focusing on the theme of the session and using a script prepared before the session. Each visit lasts approximately 1,5 hours. The first four sessions are filmed outside of the classroom so the teacher can practice with newly acquired behavior, the fifth session is filmed in the classroom so the teacher can also practice with the transfer of their skills to the final setting

Teachers in the control condition receive six online video calls parallel to the intervention sessions to assure that they have the same number of contacts. Trained university students ask teachers about general themes in the development and functioning of the child, using a semi-structured interview. Themes that are discussed are for instance the child's mood, contact with peers, language development, motor skills and learning progress. In these sessions no attention is paid to the quality of the teacher-child relationship or sensitivity.

**Total duration**

The total duration of the intervention period is approximately 10 weeks, whereas the time from the first assessment until the third assessment (including the intervention) is approximately 6 months (T1: pretest, T2: posttest, T3: follow-up, with the intervention taking place shortly after T1 and after completion quickly followed up within a month by T2. There is a three-month period between T2 and T3).

**Intervention Type**

Behavioural

**Primary outcome measure**

1. Teacher sensitivity is measured using observation of the computerized version of the Etch-A-Sketch task and coded using the revised Erickson 7-point rating scale at baseline (T1), 12 weeks

later (T2) and 6 months later (T3)

2. Teacher sensitive discipline is measured using observation of the adapted version of the Do-Don't task and coded using the revised Erickson 7-point rating scale at baseline (T1), 12 weeks later (T2) and 6 months later (T3)

### **Secondary outcome measures**

1. Quality of the teacher-child relationship is measured from the teacher perspective with the Student-Teacher Relationship Scale (Dutch translation: Leerkracht Leerling Relatie Vragenlijst; Koomen, Verschueren & Pianta, 2007), and from the child's perspective with the Young Children's Appraisals of Teacher Support (Mantzicopoulos & Neuharth-Pritchett, 2003) at baseline (T1), 12 weeks later (T2) and 6 months later (T3).

2. Child behaviour problems are measured using a teacher-report questionnaire (Teacher Report Form; Achenbach & Edelbrock, 2001) at baseline (T1), 12 weeks later (T2) and 6 months later (T3)

3. Teacher self-efficacy is measured using a teacher self-report questionnaire (Ohio State Teacher Efficacy Scale (OSTES); Tschannen-Moran & Woolfolk, 2001) at baseline (T1), 12 weeks later (T2) and 6 months later (T3)

4. Classroom climate is measured using real-time observation of a morning in the classroom and coded using the adapted version of the Child-Caregiver Interaction Scale (Carl, Overbeek & Starreveld, 2020) at baseline (T1), 12 weeks later (T2) and 6 months later (T3)

### **Overall study start date**

01/05/2019

### **Completion date**

21/07/2023

## **Eligibility**

### **Key inclusion criteria**

1. Teachers teaching in kindergarten, grade 1 or 2 (or 3, provided the cognitive functions of the child are at grade 2 level) in primary education, special primary education or special education cluster 4 in the Netherlands

2. Teacher and child speak Dutch

3. Teacher works with the child for at least two days a week

4. Teacher experiences some difficulties in the teacher-child interaction or struggles with the child's behaviour problems

### **Participant type(s)**

Mixed

### **Age group**

Mixed

### **Sex**

Both

### **Target number of participants**

Target number: 80. 40 teacher-child dyads in the intervention group and 40 teacher-child dyads in the control group.

**Total final enrolment**

58

**Key exclusion criteria**

1. Teachers from the same class (they can participate in succession with a different child)
2. Teachers and children from special education cluster 1, 2 or 3 (hearing/language impaired, visually impaired or learning and/or physical disability).
3. Children diagnosed with autism

**Date of first enrolment**

07/10/2019

**Date of final enrolment**

31/05/2023

**Locations****Countries of recruitment**

Netherlands

**Study participating centre**

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**Sponsor information****Organisation**

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University/education

**Website**

<https://vu.nl/nl/over-de-vu/faculiteiten/faculteit-der-gedrags-en-bewegingswetenschappen>

**ROR**

<https://ror.org/008xxew50>

## **Funder(s)**

### **Funder type**

Government

### **Funder Name**

Nationaal Regieorgaan Onderwijsonderzoek

### **Alternative Name(s)**

Netherlands Initiative for Educational Research, NRO

### **Funding Body Type**

Government organisation

### **Funding Body Subtype**

National government

### **Location**

Netherlands

### **Funder Name**

Vrije Universiteit Amsterdam

### **Alternative Name(s)**

VU University Amsterdam, VU University, VU

### **Funding Body Type**

Private sector organisation

### **Funding Body Subtype**

Universities (academic only)

### **Location**

Netherlands

## **Results and Publications**

**Publication and dissemination plan**



- Planned publications in high-impact peer-reviewed journals on
1. The pilot and feasibility study of VIPP-School
  2. The effectiveness of the intervention for the primary and secondary outcome measures.

**Intention to publish date**

31/08/2024

**Individual participant data (IPD) sharing plan**

The pseudonymized datasets with scores of the participants generated during the current study will be stored in a publicly available repository where other researchers can make use of the data upon request (only for participants who consented for their data to be stored in this database). Video-data (observations between teacher and child) of the participants who consented to data sharing will be stored in an offline archive for sensitive data. Other researcher can make use of the data upon request. Data sharing is expected to start at the end of 2024 and be stored without an end date. Data will be shared with researchers interested in collaborating and using the data for research purposes, in line with the current research topic and according to FAIR principles. A Data Sharing Agreement (DSA), specifying the aim and type of data sharing, will be signed by both parties. This ensures a legal basis for data sharing and prevents overlap of research projects.

**IPD sharing plan summary**

Stored in publicly available repository, Stored in non-publicly available repository, Available on request

**Study outputs**

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Participant information sheet</a>	For students version 1.6	31/08/2021	29/06/2022	No	Yes
<a href="#">Participant information sheet</a>	For teachers version 1.6	31/08/2021	29/06/2022	No	Yes
<a href="#">Results article</a>		29/10/2024	14/11/2024	Yes	No