

# Evaluating how best to train classroom teachers to deliver mindfulness training competently in school settings

<b>Submission date</b> 10/11/2015	<b>Recruitment status</b> No longer recruiting	<input checked="" type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 24/11/2015	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 17/12/2021	<b>Condition category</b> Mental and Behavioural Disorders	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

This study has a number of aims. First it is examining the feasibility of recruiting and training teachers in a mindfulness curriculum. For example it is considering questions such as how many teachers/schools need to be contacted to achieve a given number of teachers consenting to participate in a study of teacher training, and how many of those teachers who consent end up completing training and going on to deliver the curriculum in their school? Understanding these feasibility issues is important in planning for a future study that will involve training teachers to deliver a mindfulness curriculum prior to examining the impact of this curriculum on young people. The study is also exploring how best to train secondary school teachers to teach a mindfulness curriculum to their pupils. To do so the study will compare four different training routes. We will compare the training routes in terms of the levels of competency teachers achieve and their associated costs (both in terms of financial cost and time). An additional aim is to examine the impact of personal mindfulness training on teacher wellbeing, in particular levels of perceived stress and wellbeing. The study will compare the impact of face-to-face and self-help personal mindfulness training on these measures.

### Who can participate?

Teachers currently teaching in a mainstream secondary school in England.

### What does the study involve?

At the start of the study, participating teachers are asked to complete online questionnaires. Participating schools are randomly assigned to one of four training routes. The first training route is the one that teachers currently follow if they want to train to teach mindfulness to their pupils. In this training route teachers first complete an 8-week face-to-face personal mindfulness training and then follow a four-day syllabus training. This training route is quite time consuming and expensive and we do not know the levels of competency achieved by teachers following this training route. Therefore this study compares this training route with three alternative, lower intensity training routes. These routes comprise: face-to-face personal mindfulness training combined with a briefer, one-day syllabus training; self-help personal mindfulness training combined with 4-day syllabus training; and lastly self-help mindfulness training combined with 1-

day syllabus training (the lowest intensity training route). Teachers are told what training they will receive and are provided with the materials they need, including, if relevant, access to a class and mindfulness instructor. Usually face-to-face mindfulness training takes place in the teachers' school or in some cases at a nearby school. Once teachers have completed their personal mindfulness training they are asked to complete an online assessment. Following this assessment they are informed of the syllabus training they will receive (either 1 day or 4 day training) and go on to receive this training. Following completion of syllabus training teachers complete a final online assessment. They then return to their schools and plan to deliver the curriculum. They video record all their classes and submit these for assessment of teaching competency.

What are the possible benefits and risks of participating?

All participating teachers will benefit from receiving free high quality training in personal mindfulness and in the delivery of the .b mindfulness in schools curriculum. Schools will benefit because training is provided free of charge and money is available to pay for supply cover whilst teachers are out of school receiving training, so they will improve the training of members of their workforce at no cost. All participating teachers receive a £100 book voucher on submission of their training videos. Additionally each participating school will receive a £250 voucher at the end of the study. There are no known risks of taking part in the study. However, the training does involve a significant time commitment as teachers are asked to practice mindfulness exercises 6 days a week and also to engage in other course-related activities. Finally teachers are required to complete questionnaires on four occasions during the study and then to video themselves teaching the .b curriculum.

Where is the study run from?

The study is run from University of Oxford (UK) and takes place in a number of schools based in Oxford (UK)

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

June 2015 to March 2018

Who is funding the study?

Wellcome Trust (UK) (Grant reference: 104908/Z/14/z)

Who is the main contact?

Dr Catherine Crane

## Contact information

**Type(s)**

Scientific

**Contact name**

Dr Catherine Crane

**Contact details**

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## **Additional identifiers**

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

N/A

## **Study information**

### **Scientific Title**

Evaluating how best to train classroom teachers to deliver mindfulness training competently in school settings: a cluster-randomised feasibility study

### **Acronym**

MYRIAD Theme 2 Teacher Training

### **Study objectives**

The aim of this study is to establish the feasibility of recruiting schools and teachers and training these teachers to deliver a mindfulness curriculum to their pupils over a 12-month time frame.

Secondary aims:

1. An exploratory comparison of self-help and face-to-face mindfulness training in improving teacher wellbeing and reducing teacher stress
2. A comparison of the relative proportion of teachers achieving competency across the four training routes and the cost effectiveness (time and financial costs) of these four routes (cost per competent teacher completing each)

### **Ethics approval required**

Old ethics approval format

### **Ethics approval(s)**

University of Oxford Medical Sciences Interdivisional Research Ethics Committee, 20/03/2015, ref: MS-IDREC-C1-2015-048 (most recent amendment dated 20/11/2015)

### **Study design**

Cluster-randomised feasibility study

### **Primary study design**

Interventional

### **Secondary study design**

Cluster randomised trial

**Study setting(s)**

School

**Study type(s)**

Other

**Participant information sheet**

Not available in web format, please use the contact details below to request a patient information sheet

**Health condition(s) or problem(s) studied**

This is a study examining teaching competency in teachers allocated to different training programmes

**Interventions**

Experimental design with schools (clusters of teachers) randomly allocated to one of four teacher training routes of increasing intensity/duration.

Schools will be randomised to one of four training routes:

Route 1: Teachers receive an 8-week instructor-led personal mindfulness course followed by a 4 day syllabus training course

Route 2: Teachers receive an 8-week self-help mindfulness course followed by a 4 day syllabus training course

Route 3: Teachers receive an 8-week instructor-led personal mindfulness course followed by a 1 day syllabus training course

Route 4: Teachers receive an 8-week self-help mindfulness course followed by a 1 day syllabus training

The instructor-led personal mindfulness course is delivered over eight 90 minute sessions, occurring approximately once per week (there may be a 1-2 week break if the course is scheduled to run over a school holiday period). Participants will follow a course based on Mindfulness: Finding Peace in a Frantic World, and will have an opportunity to be guided in the practice of mindfulness together, will be engaged in brief enquiry about their experiences of mindfulness practice and will receive brief summary handouts. The course will be delivered by experienced mindfulness instructors who meet good practice guidelines for teachers of mindfulness-based interventions (<http://mindfulnessteachersuk.org.uk/#guidelines>),

In the self-help mindfulness course participants will be provided with a copy of the Mindfulness: Finding Peace in a Frantic World course book by Penman and Williams and will be invited to follow the course and associated meditation practices outlined in the book over an 8 week period (again, there may be a suggestion of a 1-2 week break if the course is scheduled to run over a school holiday period). Participants will be left free to follow the course as best suits them.

In the second phase participants will receive training in delivery of the .b Mindfulness in Schools curriculum, through either a 4-day or 1-day training course. Each training course will be offered at approximately 2-3 locations depending on the location of recruited schools. Teachers will be drawn from across schools in the relevant areas. The curriculum content will be determined by the Mindfulness in Schools Project and will be based on their standard training packages, with content documented for the purposes of the study.

## **Intervention Type**

Behavioural

### **Primary outcome measure**

1. Perceived stress is measured using the Perceived Stress Scale at baseline, immediately pre-training phase 1, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)
2. Wellbeing is measured using the Warwick Edinburgh Mental Wellbeing Scale at baseline, immediately pre-training phase 1, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)
3. Teaching competency is assessed by the Mindfulness Based Interventions Teacher Assessment of Competency (MBI-TAC) teacher version at the end of course delivery (12 month follow-up) and accompanied by information on the classroom context in which the training was delivered (to be developed)

### **Secondary outcome measures**

As of 11/05/2016, the teacher context section of the secondary outcome measures has been updated to the following (all other secondary outcome measures remain the same):

1. Teacher involvement in contemplative practices is measured using the Contemplative Practices (CONTPRAC) at baseline
2. Teachers' trust in their Headteacher is measured using the Head-teacher Trust Scale (PTRUST) at baseline
4. Teachers' trust in their colleagues is measured using the Teacher Trust Scale (TTRUST) at baseline
5. Teachers' perceptions of intervention credibility will be assessed in week 2 of phase 1 personal mindfulness training and post phase 1 personal mindfulness training (approximately 5 month follow-up), using a 5 item measure of intervention credibility modified from: Bluth, K., Campo, R. A., Pruteanu-Malinici, S., Reams, A., Mullarkey, M., & Broderick, P. C. (2015)
6. Teacher's adherence to mindfulness training course and experience of the course, including negative experiences, assessed post phase 1 personal mindfulness training (approximately 5 month follow-up)
7. Teacher confidence to deliver .b curriculum is assessed post training phase 2 (approximately 7 month follow-up) using a measure to be developed

As of 02/02/2016, the secondary outcome measures have been updated to the following:

1. Depressive Symptoms are measured using the Patient Health Questionnaire (PHQ-9) at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)
2. Anxiety is measured using the Generalised Anxiety Disorder (GAD-7) at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)
3. Emotion regulation skills are measured using the Emotion Regulation Questionnaire (ERQ) at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)
4. Distress tolerance is measured using the Distress Tolerance Scale (DTS) at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)
5. Stressful Life Events are measured using a three item measure at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)
6. Dispositional Mindfulness is measured by the Five Facet Mindfulness Questionnaire, Short-

Form at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)

7. Self-compassion is measured by the Self Compassion Scale, Short-Form, at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)

8. Interpersonal Mindfulness in Teaching is measured by the Interpersonal Mindfulness in Teaching Scale at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)

#### Teacher burnout

1. Time Pressure is measured using the Time Urgency Scale (TUS) at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)

2. Self-Efficacy is measured using the Teacher Sense of Efficacy Scale (TSES) at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)

3. Burnout is measured using the Maslach Burnout Inventory Educator Survey at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)

#### Physical symptoms

1 Physical symptoms are measured using the Daily Physical Symptoms measure at baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)

2. Sleep Quality is measured using the PROMIS Sleep Disturbance Questionnaire baseline, post training phase 1 (approximately 5 month follow-up) and post training phase 2 (approximately 7 month follow-up)

#### Teaching context

1. Teacher involvement in contemplative practices is measured using the Contemplative Practices (CONTPRAC) at baseline

2. Teachers' trust in their Headteacher is measured using the Head-teacher Trust Scale (PTRUST) at baseline

4. Teachers' trust in their colleagues is measured using the Teacher Trust Scale (TTRUST) at baseline

5. Teachers' perceptions of intervention credibility will be assessed in week 2 of phase 1 personal mindfulness training using three items adapted from a previous trial

6. Teacher confidence to deliver .b curriculum is assessed post training phase 2 (approximately 7 month follow-up) using a measure to be developed.

#### Original secondary outcome measures:

A range of secondary outcome measures will be assessed although final selection will be dependent on piloting online measures, which has not yet commenced. The majority will be assessed at baseline (T0), immediately following personal mindfulness training (T1), and immediately following syllabus training (T2). The exceptions are the teacher context variables that will be assessed only at baseline and the teacher video rating of competency (T3) that will be submitted after the teacher has delivered their mindfulness training in their school.

#### Measures

1. Patient Health Questionnaire (PHQ-9)

2. Generalised Anxiety Disorder (GAD-7)

3. Emotion Regulation Questionnaire (ERQ)

4. Distress Tolerance Scale (DTS)

5. Stressful Life Events

Teacher burnout

1. Time Urgency Scale (TUS)

2. Teacher Sense of Efficacy Scale (TSES)

3. Maslach Burnout Inventory

Physical symptoms

1. Daily Physical Symptoms

2. PROMIS Sleep Disturbance Questionnaire

Teaching context

1. School Support Activities (SUPACT)

2. Contemplative Practices (CONTPRAC)

3. Professional Development (PD)

4. Head-teacher Trust Scale (PTRUST)

5. Teacher Trust Scale (TTRUST)

6. Teacher confidence to deliver .b curriculum (assessed T3 only)

Video assessment of teaching competency and contextual data (class/year group etc)

**Overall study start date**

01/06/2015

**Completion date**

30/03/2018

## **Eligibility**

**Key inclusion criteria**

School inclusion criteria:

1. English mainstream secondary school

2. School willing to release teachers for training

3. School willing to timetable teachers to deliver the course

4. School willing to offer space for instructor-led frantic world course if randomised

Teacher inclusion criteria:

1. Participant is willing and able to give informed consent for participation in the study

2. Currently teaching in a mainstream secondary school in England

3. Teacher has QTS or at least 5 years teaching experience

**Participant type(s)**

Healthy volunteer

**Age group**

Adult

**Sex**

Both

**Target number of participants**

200 across approximately 40 schools

**Total final enrolment**

206

**Key exclusion criteria**

School exclusion criteria:

1. School currently in special measures
2. School does not currently have a substantive head teacher
3. School has delivered .b curriculum to pupils age 11-16 as part of their general curriculum in last 12 months (i.e. not only to specific groups of children based on need)
4. If at the point of randomisation the school has too few participant teachers and is too geographically remote from other participating schools to make delivery of face-to-face frantic world teaching possible

Teacher exclusion criteria:

1. Teacher does not have QTS or at least 5 years teaching experience
2. Teacher is planning to leave teaching profession within the next 12-18 months
3. Teacher is on a temporary contract which does not extend to duration of study and where renewal is uncertain
4. Teacher will be unable to deliver the MT curriculum to pupils within the timeframe of the study
5. Teacher has already received .b syllabus delivery training or formal training in the delivery of another mindfulness-based intervention
6. Teacher has completed a mindfulness-based intervention in the past 12 months

**Date of first enrolment**

12/12/2015

**Date of final enrolment**

07/02/2016

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

England

United Kingdom

**Study participating centre****University of Oxford**

Oxford Mindfulness Centre

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# Sponsor information

## Organisation

University of Oxford (UK)

## Sponsor details

Clinical Trials and Research Governance

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## Sponsor type

University/education

## ROR

<https://ror.org/052gg0110>

# Funder(s)

## Funder type

Charity

## Funder Name

Wellcome Trust

## Alternative Name(s)

## Funding Body Type

Private sector organisation

## Funding Body Subtype

International organizations

## Location

United Kingdom

# Results and Publications

## Publication and dissemination plan

1. Main outcome data from phase 1 will be available in later 2016 and from phase 2 and with respect to teacher competency in 2017.
2. Data will be analysed and the results of the study will be written up as soon as possible thereafter, with the intention of publishing the outcomes in high quality peer reviewed journals in line with the MYRIAD dissemination policy.

## Intention to publish date

31/12/2019

## Individual participant data (IPD) sharing plan

Not provided at time of registration

## IPD sharing plan summary

Stored in repository

## Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Results article</a>		01/01/2020	12/05/2021	Yes	No
<a href="#">Results article</a>		18/10/2021	17/12/2021	Yes	No