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Social and emotional learning (SEL) coaching central and integral in skills of students, teachers, and school

Submission date
14/11/2024

Recruitment status
No longer recruiting

Registration date
25/11/2024

Overall study status
Completed

Last Edited
20/10/2026

Condition category
Other

[_] Prospectively registered
[_] Protocol
[_] Statistical analysis plan
[_] Results
[_] Individual participant data
[X] Record updated in last year

Plain English summary of protocol

Background and study aims
Social and Emotional Learning (SEL) refers to the skills and attitudes children need to interact positively with themselves and others. These skills include recognizing and managing emotions, showing empathy, forming friendships, and making responsible decisions. SEL is important for students' overall development and for creating a positive and safe classroom environment. However, teachers often feel they lack the tools to effectively support students' SEL. To address this, we developed the SEL-intervention "SCCILLS" with the help of school professionals. SCCILLS aims to provide teachers with the knowledge and tools to support students' SEL through daily interactions. This study will test the effectiveness of SCCILLS in improving students' SEL skills, reducing behavioural problems, fostering positive interactions, and enhancing teachers' skills.

Who can participate?
Elementary school children from grades 1 to 3 (ages 5 to 10) and their teachers in mainstream elementary schools in the Netherlands can participate in this study.

What does the study involve?
Participants will be involved in the SCCILLS intervention, which includes psychoeducation, video-coaching, and team-learning sessions for teachers. Teachers will use the tools and knowledge gained to support students' SEL in their daily classroom interactions. Measurements will be taken at the beginning and end of the study to assess the impact of the intervention.

What are the possible benefits and risks of participating?
The possible benefits of participating include improved SEL skills for students, reduced behavioral problems, better peer and teacher-student interactions, and enhanced teaching skills for teachers. There are no significant risks associated with participating in this study.

Where is the study run from?
National Initiative for Education Research (NRO; Netherlands)

When is the study starting and how long is it expected to run for?
May 2019 to August 2026

Who is funding the study?
National Initiative for Education Research (NRO; Netherlands)

Who is the main contact?
Dr Fanny de Swart, f.de.swart@vu.nl
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Contact information

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Public, Principal investigator

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Additional identifiers

Protocol serial number
40.5.19630.068

Study information

Scientific Title
SCCILLS: SEL Coaching Central and Integral in skills of Students, Teachers, and School

Acronym
SCCILLS

Study objectives
1. Does the SCCILLS-intervention reduce externalizing behavioural problems of students significantly more compared to the control condition?
2. Does the SCCILLS-intervention significantly improve social emotional learning of children with externalizing problems compared to the control condition?
3. Are reductions of externalizing behavioural problems explained by increases in social emotional learning skills?
4. Does the SCCILLS-intervention improve teachers' pedagogical skills significantly more than in the control condition?
5. Does the SCCILLS-intervention improve teacher-child interactions and peer-interactions significantly more than in the control condition?

Ethics approval required
Ethics approval required

Ethics approval(s)
Approved 22/06/2023, Scientific and Ethical Review Board (Vaste Commissie Wetenschap en Ethiek; VCWE of the Vrije Universiteit Amsterdam) (Van der Boechorststraat 7, Amsterdam, 1081BT, Netherlands; +31 20598 8888; vcwe.fgb@vu.nl), ref: VCWE-2023-099R1

Primary study design
Interventional

Allocation
Non-randomized controlled trial

Masking
Open (masking not used)

Control
Uncontrolled

Assignment
Parallel

Purpose
Prevention

Study type(s)

Health condition(s) or problem(s) studied

Elementary school students' social emotional learning, positive peer- and teacher-student interactions and teachers' pedagogical skills, and reducing/preventing students' cognitive, internalizing, and externalizing behavioural problems

Interventions

Elementary school teachers in the intervention condition partake in the SCCILLS-intervention, a psychoeducation and video-coaching intervention consisting of three meetings for the whole school team, an intake and three individual (video)coaching sessions, and two video-intervision meetings with colleagues. During the individual coaching sessions teachers focus on one focal student with whom they experience difficulties in scaffolding their social and emotional learning. Teachers are coached in their interactions with this student. In the control condition, teachers follow their teaching practice as usual.

There are two measurement moments for both the intervention and control condition: the first measurement moment (pre-test) is in autumn 2024 (October until December 2024); the second measurement moment (post-test) will follow in the Spring/Summer (May/June/July) of 2025.

The intervention will take place between week 3 (mid-January 2025) and week 17 (mid/end April 2025). Training hours are flexible and planned at a convenient moment for both trainers/coaches and teachers.

For the intervention group only there will be a mid-intervention evaluation after the first phase of the intervention (the individual training sessions). This is already mentioned in the submission and the exact moment varies per school/teacher.

Intervention Type

Behavioural

Primary outcome(s)

1. Externalizing Problems
1.1. Students' externalizing problems are measured using the Dutch adaptation of the ASEBA Brief Problem Monitor (BMP; teacher-report), subscale "Externalizing" at baseline and post-intervention
1.2. Students' externalizing problems are measured using peer-nominations (questions: "Who hit other children?", "Who doesn't listen to the teacher?", "Who bully, kick, hit, or threaten other children to get their way or to boss others around?", "Who find it difficult to stay calm and react angrily, curse, or start fights?", and "Who often argues with the teacher") at baseline and post-intervention
1.3. Students' externalizing problems are measured using the Dutch adaptation of the Child Behaviour Checklist (CBCL; parent-report), subscales "Oppositional Defiant Problems" and "Conduct Problems" at baseline and post-intervention

2. Social and Emotional Learning/Skills
2.1. Students' social and emotional learning is measured using the Dutch adaptation of the Social Skills Improvement System – Social Emotional Learning (SSIS-SEL; brief version; teacher-report) at baseline and post-intervention
2.2. Students' emotional competence is measured using the Dutch adaptation of the Head Start Emotional Competence Scale (HSCS; teacher-report) at baseline and post-intervention
2.3. Students' prosocial behaviour is measured using the Dutch adaptation of the Strengths and Difficulties Questionnaire (SDQ; teacher-report), subscale "Prosocial Behaviour" at baseline and

post-intervention
2.4. Students' prosocial behaviour is measured using peer-nominations (question: "Who are nice to other children?") at baseline and post-intervention
2.5. Students' prosocial behaviour is measured using the Dutch adaptation of the Social Experiences Questionnaire (SEQ; parent-report), subscale "Prosocial Behaviour" at baseline and post-intervention
2.6. Students' sharing behaviour with others (i.e., with an anonymous other, a best friend, a disliked peer, and their teacher) is measured using the Dictator Game (computerized behavioural task performed by the student) at baseline and post-intervention
2.7. Students' ability to recognize other children's mental states is measured using Reading the Mind in the Eyes test for children (RME-children; computerized behavioural task performed by students) at baseline and post-intervention
2.8. Students' social mindfulness is measured using the SoMi for children (computerized behavioural task performed by students) at baseline and post-intervention

3. Peer-Interactions/Peer-Relationships
3.1. Students' experiences of bullying victimization are measured using the Dutch adaptation of the Social Experiences Questionnaire (SEQ; teacher-report), subscales "Relational Victimization" and "Overt Victimization" at baseline and post-intervention
3.2. Students' experiences of bullying victimization are measured using peer-nominations (questions: "Who gets excluded by other children?", "Who gets ignored by other children?", "Who gets shoved by other children?", "Who gets kicked or hit by other children?", and "Who gets threatened by other children?") at baseline and post-intervention
3.3. Students' relational bullying perpetration/relational aggressive behaviour towards peers is measured using the Dutch adaptation of the Social Experiences Questionnaire (SEQ; parent-report), subscale "Relational Aggression" at baseline and post-intervention
3.4. Social acceptance/preference is measured using the Dutch Perceived Competence Scale for Children (Competentie Belevingsschaal voor Kinderen; CBSK; student-report), subscale "Social Acceptance" at baseline and post-intervention
3.5. Social acceptance/preference is measured using peer-nominations (questions: "Who do you like most?" and "Who do you like least?") at baseline and post-intervention
3.6. Friendships with classmates are measured using peer-nominations (question: "These are my best friends") at baseline and post-intervention

4. Teachers' Pedagogical Skills
4.1. Teachers' sense of efficacy – both general and student-specific level - is measured using the Dutch adaptation of the Teachers' Sense of Efficacy Scale (TSES, teacher-report) and the student-specific TSES (teacher-reported) at baseline and post-intervention
4.2. Teachers' confidence in their ability to understand the student (i.e., social perspective taking) is measured using the Dutch adaptation of the Social Perspective Taking Confidence Scale (SPTC; teacher-report) at baseline and post-intervention
4.3. Teachers' effort to understand the student (i.e., perspective taking effort) is measured using the Dutch adaptation of the Social Perspective Taking Effort Scale (SPTE; teacher-report) at baseline and post-intervention

5. Teacher-Student Interactions
5.1. Teacher's perceptions of their interpersonal behaviour with students are measured using the Dutch adaptation of Vragenlijst Interpersoonlijk Leraarsgedrag (VIL; teacher report and student report) at baseline and post-intervention
5.2. Teachers' perception of the student-teacher relationship is measured using the Dutch adaptation of the Student-Teacher Relationship Scale (STRS; teacher-report) at baseline and post-intervention

5.3. Teacher-student conflict is measured using peer-nominations (prompts: “These children easily have quarrels with the teacher” and “At these children the teacher gets angry very often”) at baseline and post-intervention
5.4. Indicators of a positive teacher-student relationship (i.e., closeness) are measured using peer-nominations (prompts: “I think these children have a good relationship with the teacher” and “These children really trust the teacher and tell the teacher things that are important to them”) at baseline and post-intervention

6. Intervention Group Only
6.1. Student-specific Teachers’ Sense of Efficacy Scale (Student-specific TSES; teacher-report) is measured using the Dutch adaptation of the Teachers’ Sense of Efficacy Scale (TSES; teacher-report) after the three individual coaching sessions in the intervention group only
6.2. Social Perspective Taking Confidence Scale (SPTC; teacher-report) is measured using the Dutch adaptation of the Social Perspective Taking Confidence Scale (SPTC; teacher-report) after the three individual coaching sessions in the intervention group only
6.3. Social Perspective Taking Effort Scale (SPTE; teacher-report) is measured using the Dutch adaptation of the Social Perspective Taking Effort Scale (SPTE; teacher-report) after the three individual coaching sessions in the intervention group only
6.4. Student-Teacher Relationship Scale (STRS; teacher-report) is measured using the Dutch adaptation of the Student-Teacher Relationship Scale (STRS; teacher-report) after the three individual coaching sessions in the intervention group only

Key secondary outcome(s)

1. Psychological Distress, Psychological Functioning & Behavioural Attitude
1.1. Students’ internalizing problems are measured using the Dutch adaptation of the ASEBA Brief Problem Monitor (BMP; teacher-report), subscale “Internalizing” at baseline and post-intervention
1.2. Students’ internalizing problems are measured using peer-nominations (questions anxiety: “Who are easily frightened?”, question depression: “Who are easily sad?”) at baseline and post-intervention
1.3. Students’ internalizing problems are measured using the Dutch adaptation of the Child Behaviour Checklist (CBCL; parent-report), subscales “Depressive Problems” and “Anxiety Problems” at baseline and post-intervention
1.4. Students’ perceived stress symptoms are measured using the Dutch adaptation of the Perceived Stress Questionnaire 8-11 (PSQ8-11; student report), subscale “Physiological Stress” at baseline and post-intervention
1.5. Students’ self-esteem is measured using the Dutch Perceived Competence Scale for Children (Competentie Belevingsschaal voor Kinderen; CBSK; student-report), subscale “Self-esteem” at baseline and post-intervention
1.6. Students’ evaluation of their own behaviour is measured using the Dutch Perceived Competence Scale for Children (Competentie Belevingsschaal voor Kinderen; CBSK; student-report), subscale “Behavioural Attitude” at baseline and post-intervention
1.7. Students’ risk-taking behaviour is measured using the Balloon Analogue Risk Task (BART; behavioural task performed by the student) at baseline and post-intervention
1.8. Students’ temperament is measured using the Dutch adaptation of the Child Behaviour Questionnaire (CBQ; parent-report), subscales “Negative Affectivity” and “Effortful Control” at baseline and post-intervention

2. Cognitive Skills/Performance
2.1. Students’ attention problems are measured using the Dutch adaptation of the ASEBA Brief Problem Monitor (BMP; teacher-report), subscale “Attention Problems” at baseline and post-intervention

2.2. Students' attention problems are measured using the Dutch adaptation of the Child Behaviour Checklist (CBCL; parent-report), subscale "Attention Deficit/Hyperactivity Problems" at baseline and post-intervention
2.3. Students' performance monitoring is measured using the Flanker Task (computerized behavioural task performed by the student) at baseline and post-intervention
2.4. Students' working memory is measured using the GRID (computerized behavioural task performed by the student) at baseline and post-intervention

3. Peer Interactions/Relationships
3.1. Students' popularity among classmates is measured using peer nominations (questions: "Who are the most popular?" and "Who are the least popular?") at baseline and post-intervention

4. Teachers' Psychological Distress
4.1. Teachers' symptoms of depression, anxiety and stress are measured using the Dutch adaptation of the Depression, Anxiety, Stress Scale (DASS21; teacher-report) at baseline and post-intervention
4.2. Teachers' symptoms of burnout are measured using the Utrechtse Burnout Schaal (UBOS-L) at baseline and post-intervention

5. Classroom Climate
5.1. Students' view of the peer context in their classroom is measured using the Classroom Peer Context Questionnaire (CPCQ; student-report), subscales "Conflict" and "Comfort" at baseline and post-intervention

Completion date
31/08/2026

Eligibility

Key inclusion criteria
1. Participants in grade 1, 2, 3 (US grades; age ~5 – 10 years; whole classrooms are included)
2. Students' teachers
3. Students' parents (optional)
Intervention condition only:
4. School teams

Participant type(s)
Learner/student, Other

Healthy volunteers allowed
No

Age group
Child

Lower age limit
5 Years

Upper age limit
10 Years

Sex
All

Total final enrolment
503

Key exclusion criteria
Current key exclusion criteria as of 20/10/2026:

1. Special education schools
2. Teachers who teach in a participating classroom for less than two days per week
3. Classrooms who already implemented a form of video-coaching

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Previous key exclusion criteria:

1. Special education schools
2. Teachers who teach in a participating classroom for less than two days per week

Date of first enrolment
01/09/2024

Date of final enrolment
15/12/2024

Locations

Countries of recruitment
Netherlands

Study participating centre
Vrije Universiteit Amsterdam - Faculty of Behavioural and Movement Sciences
Van der Boechorststraat 7
Amsterdam
Netherlands
1081 BT

Study participating centre
Rotterdam University of Applied Sciences – Research Centre Urban Talent
Museumpark 40
Rotterdam
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3015 CX

Sponsor information

Organisation
National Initiative for Education Research

Organisation
Rotterdam University of Applied Sciences

ROR
https://ror.org/0481e1q24

Organisation
Royal Netherlands Academy of Arts and Sciences

ROR
https://ror.org/043c0p156

Organisation
Ministry of Education Culture and Science

ROR
https://ror.org/02x3w5g21

Organisation
Hermen J. Jacobsfonds

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

Results and Publications

Individual participant data (IPD) sharing plan
The datasets generated during and/or analyzed during the current study will be available upon request from the data manager of the Faculty of Behavioural and Movement Sciences, department of clinical, neuro and developmental psychology. Name: Alex van der Jagt; e-mail: apc.vander.jagt@vu.nl
Our data assets consist of personal data and the data involves sensitive subjects (i.e., minors), so they will not be openly accessible. However, for participants who gave explicit consent that their data can be used by third parties, data will be available upon request. When a data request is made, first the identity of the person requesting the data will be ascertained. When the identity of the person is ascertained (generally with the help of the PIs), the next step is to ensure that the data requested matches the analytical plan and project description. If that passes, the dataset will be prepared by the data manager, where extra attention is given to data minimization (only issue relevant / requested data) and ensure that no or very little personal data is included (open questions should be recoded, age should be supplied instead of date of birth, etc.) Pseudonmys in the data (Participant IDs, School IDs, Group IDs, Teacher IDs, etc.) will be double pseudonimized via a random number generator. The key will remain with the data manager in case extra data must be added post issuance, but the data will only be issued with these double pseudonyms (unique per dataset). Three years after publication of the article associated with the dataset, this keyfile will be deleted. Finally, data will be encrypted before it is sent. The password will be sent to the receiving party through a different medium than the dataset (for example: via ZIVVER, via text or in person). The dataset will be sent to the requesting party via SURFFilesender via a link with an expiry date (two to three weeks). A record of these passwords will be kept in a password protected excel file only accessible by the data manager.

Metadata, i.e., a codebook in which we describe for each questionnaire and test that we use the instruction texts, the variable labels, the variable info, syntax, references, etc., will be openly published in DataverseNL under a CC0 or similar license.
Weblink: www.dataverse.nl/dataverse/vuamsterdam

Personal data will be archived in “Your Data” (YoDa). YoDa is a surf application that supports research data management including storage, sharing, archiving and publishing. YoDa adheres to the internationally accepted FAIR data principles.
Weblink: https://yoda.vu.nl/site/getting-started/getting-started-portal.html

All data will be stored in the respective repositories after completion of the project and will be retained for 10 years after the last publication about the project.

IPD sharing plan summary

Available on request

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Participant information sheet	Consent form parents_SCCILLS schools (in Dutch)		20/10/2026	No	Yes
Participant information sheet	Consent form parents_control schools (in Dutch)		20/10/2026	No	Yes
Participant information sheet	Consent form teachers (in Dutch)		20/10/2026	No	Yes
Participant information sheet	Information letter parents_SCCILLS schools (in Dutch)		20/10/2026	No	Yes
Participant information sheet	Information letter parents_control schools (in Dutch)		20/10/2026	No	Yes
Participant information sheet	Information letter teachers (in Dutch)		20/10/2026	No	Yes
Study website	Study website	11/11/2025	11/11/2025	No	Yes