GHENT UNIVERSITY

Time-in

PROMOTING POSITIVE BEHAVIOR, EMOTIONAL READINESS AND ACADEMIC PERFORMANCE IN FLEMISH EDUCATION

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INTRODUCTION

Students' readiness for school is threatened by the occurrence of problem behavior, with prevalence rates between 5 and 10 percent in Flemish education. Problem behavior complicates teaching and often leads to disciplinary actions and reduced academic performance. Unfortunately, solely using punishment strategies seems to be ineffective and provokes further escalation. In search for solutions, previous research shows that School-Wide Positive Behavior Support (SWPBS) is particularly effective for preventing and addressing externalizing problems. However, SWPBS lacks clear evidence-based interventions for dealing with negative emotions and internalizing problems. Therefore, 'Time-In' (TI) was developed as a school-wide healthcare policy, which extends SWPBS by adding emotional support systems focusing on increasing safety in the school environment, positive teacher-students relationships and adaptive emotion regulation. In doing so, Time-In aims to include at-risk students in the classroom and to promote academic performance by reducing students' externalizing and internalizing problems, which is a key priority for Flemish government (cf. M-Decree).

This research project investigates the effectiveness of Time-In for children aged 8 to 12 in special primary education using a prospective controlled before-after study. Positive effects are expected on problem behavior and academic performance, by influencing transactional mechanisms such as emotion regulation and teacher-student relationship quality. Also an implementation study will be conducted to identify barriers and facilitators using a retrospective hermeneutic-fenomenological research paradigm.

PROJECT

Study 1: Associations between Emotion Regulation, Academic Performance and Internalizing Problems

#### *Cross-Sectional (T1/T2) and Longitudinal Study (T1→T2)**
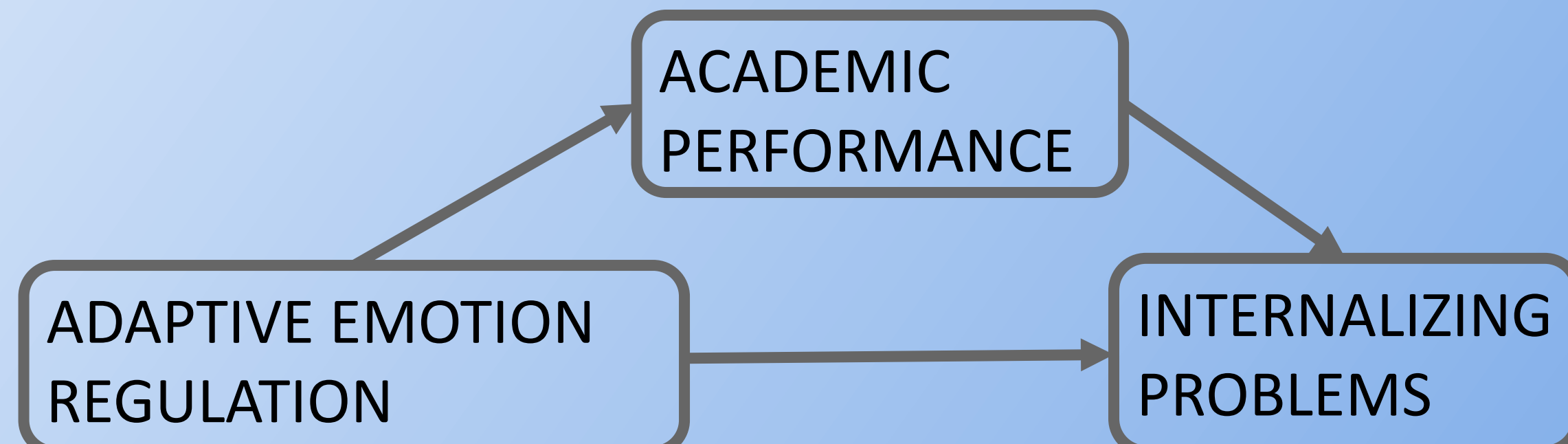
1a Is the relation between emotion regulation and internalizing problems mediated by academic performance (i.e. success and productivity) (cfr. Wills, Simons, Sussman & Knight, 2016)?

1b Time-In: within group differences in academic performance (i.e. succes and productivity) T1 → T2

Study 2: Effectiveness of Time-In on emotion regulation and problem behavior

Between group differences (T1 → T2)
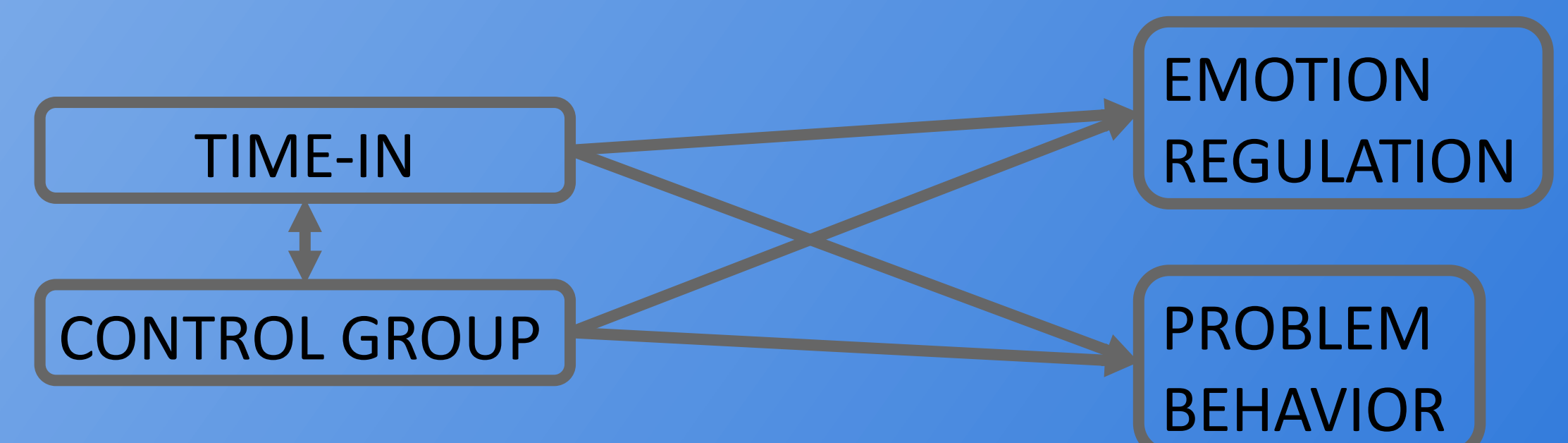
2a Is Time-In significant for increasing adaptive and reducing maladaptive emotion regulation?

2b Is Time-In significant for preventing students' problem behavior?
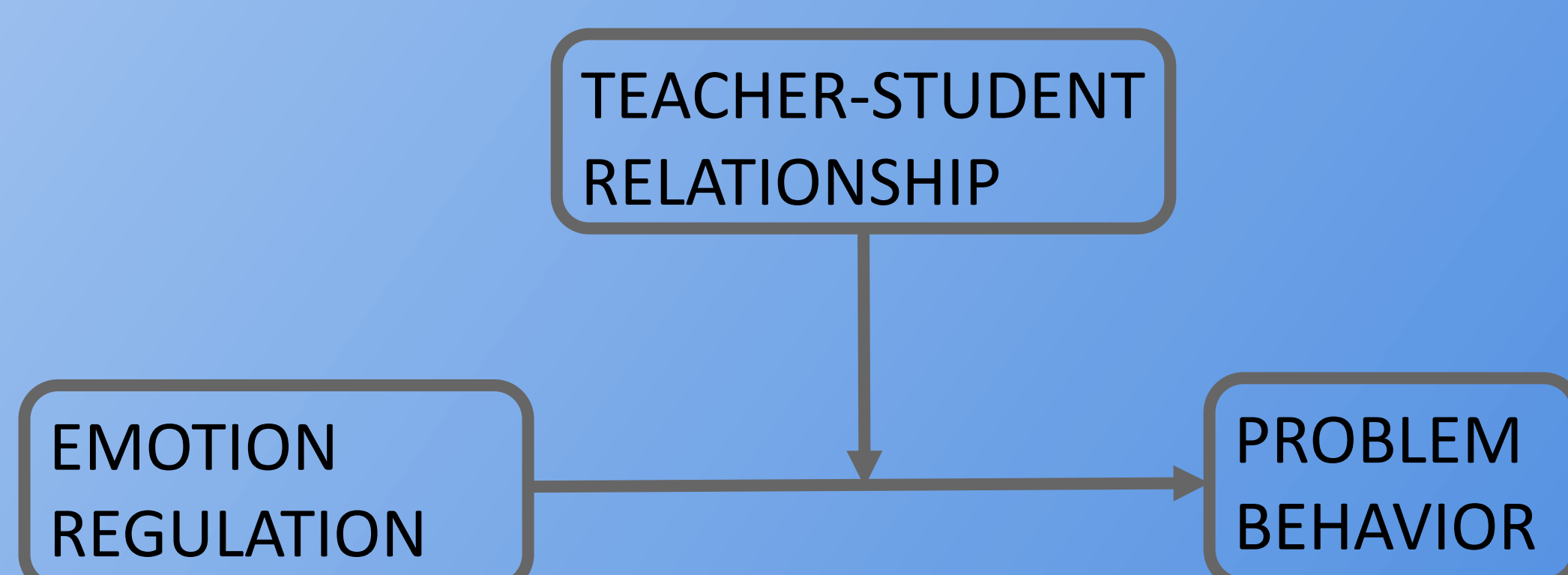
Within group differences (T1 → T2)
2c Emotion regulation T1 → T2
2d Problem behavior T1 → T2

Study 3: Associations between Emotion Regulation, Teacher-Student Relationship and Psycho-Social Well-Being

Cross-Sectional (T1/T2) and Longitudinal Study (T1 →T2)

3a Is the relation between emotion regulation and students' psycho-social well-being moderated by the quality of the teacher-student relationship (cfr. Graziano, Garb, Ros, Hart & Garcia, 2015)?

3b Time-In: within group differences in Teacher-Student Relationship T1 → T2

Study 4: Implementation of Time-In in Primary Education

Implementation Study

Understanding barriers and facilitators of implementation (cfr. Lohrmann, Forman, Martin, Palmieri, 2008): how educational practitioners experienced the implementation of Time-In?

*T1 = October 2014
T2 = June 2015