



Crisis Intervention in Troubled Classes

Does the Kanjertraining Work?

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Classroom problems

- Primary school classes with characteristics:
 - Unsafe and noisy atmosphere
 - Some children are too aggressive
 - Some children are too anxious/shy
 - Teacher has lost authority



A solution: Kanjertraining

(Weide, 1996, The Netherlands)

- Trained psychologist in classroom
- Group training
- Teacher is coached
- Pays attention to
 - group dynamics
 - school policy
 - parents
 - cultural background



What is Kanjertraining?

- Preventive and curative training
- For children aged 4 to 16 years
- 10 lessons
- Elaborated manual, books and workbooks



“Kanjer”?

Tiger!

Well done, you are a kanjer!

Some
eyeful!

- In the Kanjertraining:
 - Authentic
 - Social competent
 - Respectful
 - Can deal with conflicts



Goals

- Create a quiet and safe atmosphere in the classroom

Which is:

- Positive social interaction of children
- Positive relationship with teacher
- Children feel happy and valuable



How to measure the goals?

- Social interaction between children
 - Own behavior: (Kanjer questionnaire, Vliek & Weide, 2007)
 - Prosocial
 - Internalizing
 - Externalizing
 - Perceived acceptance of classmates (School questionnaire, SVL, Smits & Vorst, 1990)
- Relationship with teacher
 - Relationship with teacher (SVL)
- Children feel happy and valuable
 - Happy: emotional well-being, (SVL)
 - Valuable: self-esteem (Kanjer questionnaire)



Research questions

1. What is the effectiveness of the Kanjertraining?

(in primary school classes in the Netherlands on the social interaction of children in the classroom, the relationship with the teacher and well-being and self-esteem of the children)

2. What is the size of this effect?

3. For whom does the training work?



Research design

- Pre-posttest
- Control group = parallel class in same school



Subjects

- 11 trained classes (N= 237)
- 11 control classes in same schools (N = 255)
- Age range: 8-12 years
- Mean age:
 - 9,9 years (trained classes)
 - 10,4 years (control classes)



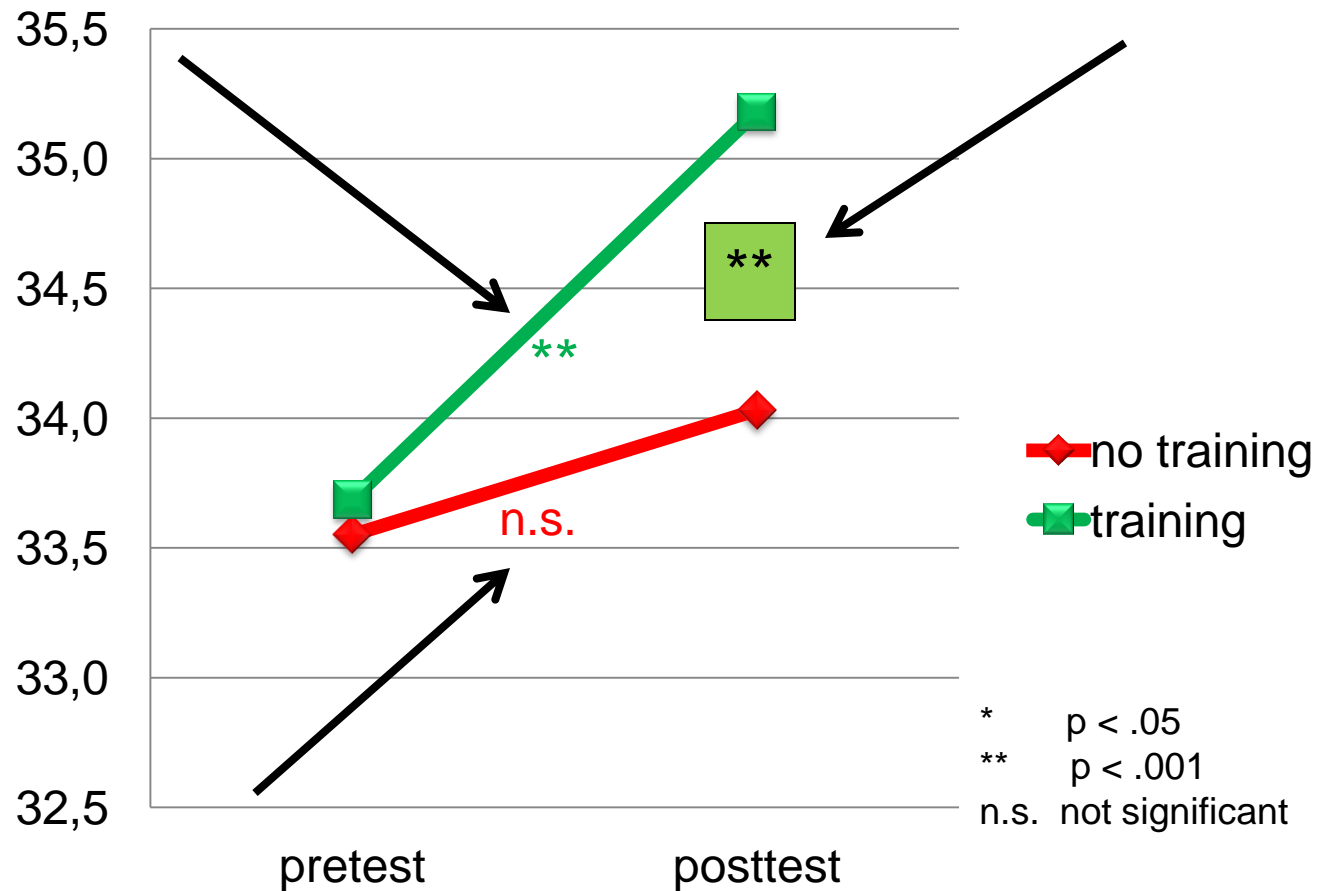
Analyses

- T-test for pre-post test differences
- Regression analyses for control-training group differences
 - Dependent variable: posttest score
 - Independent:
 - 1. pretest score and age
 - 2. control vs training

Kanjer training

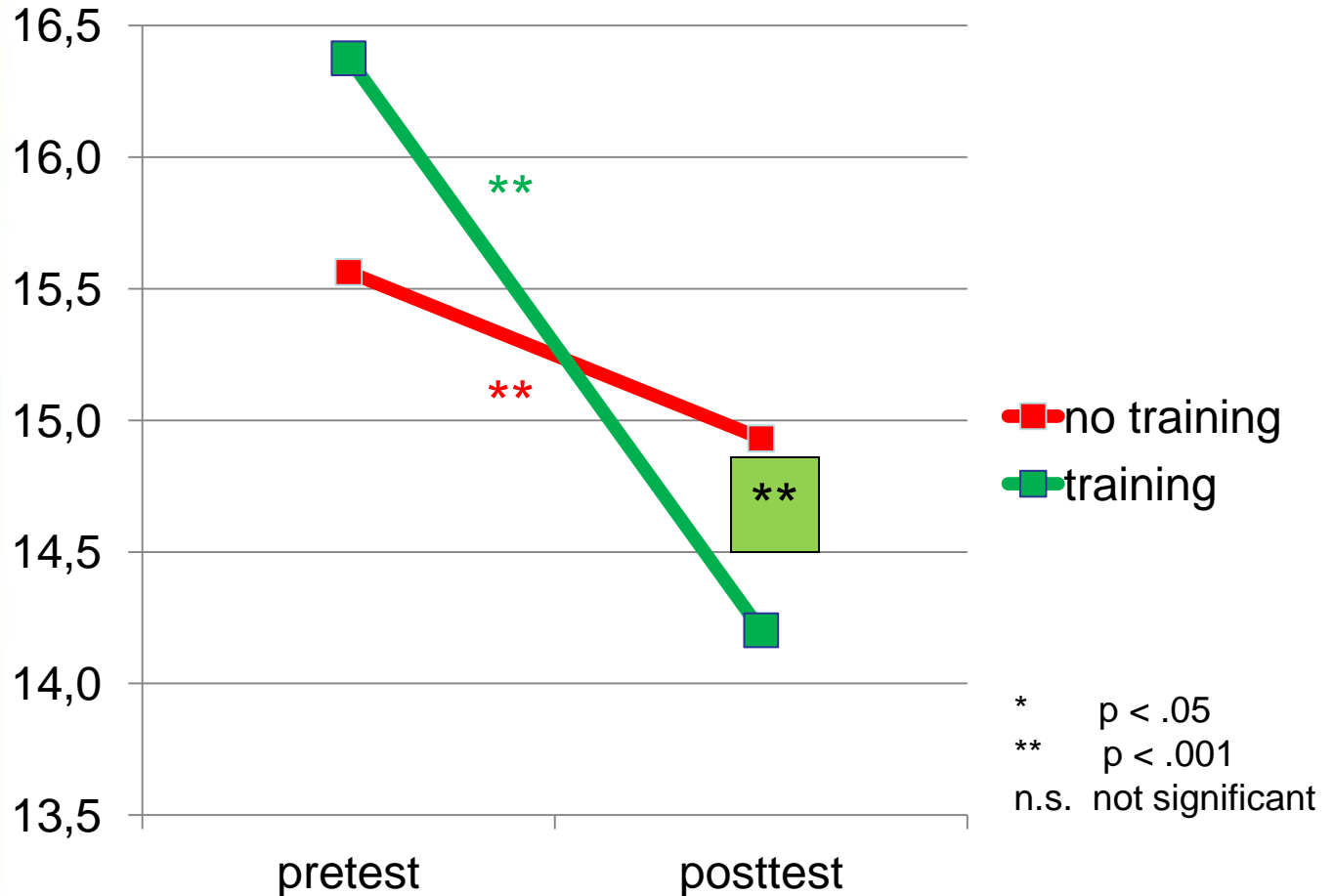


Prosocial (Kanjer) behavior



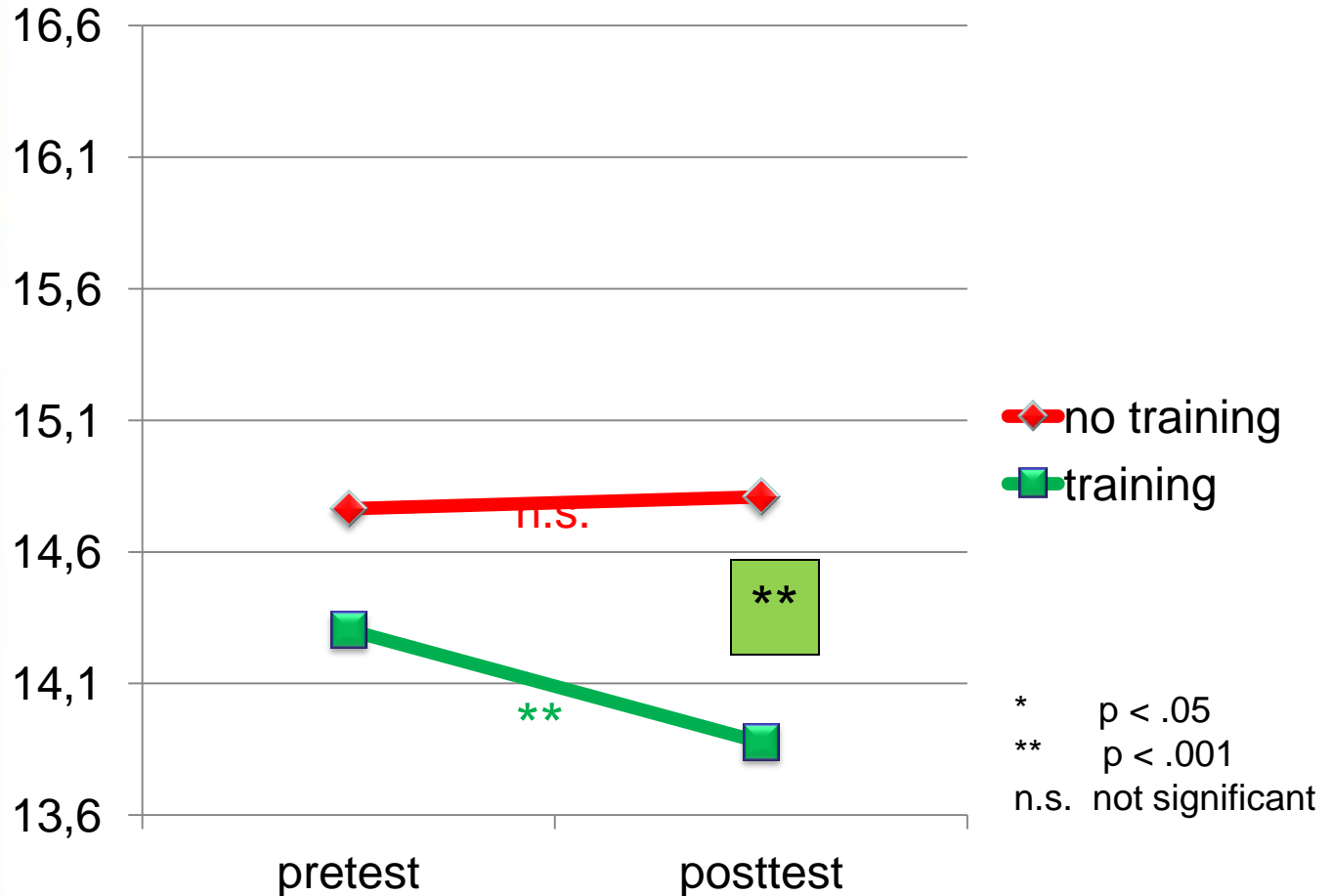


Internalizing behavior



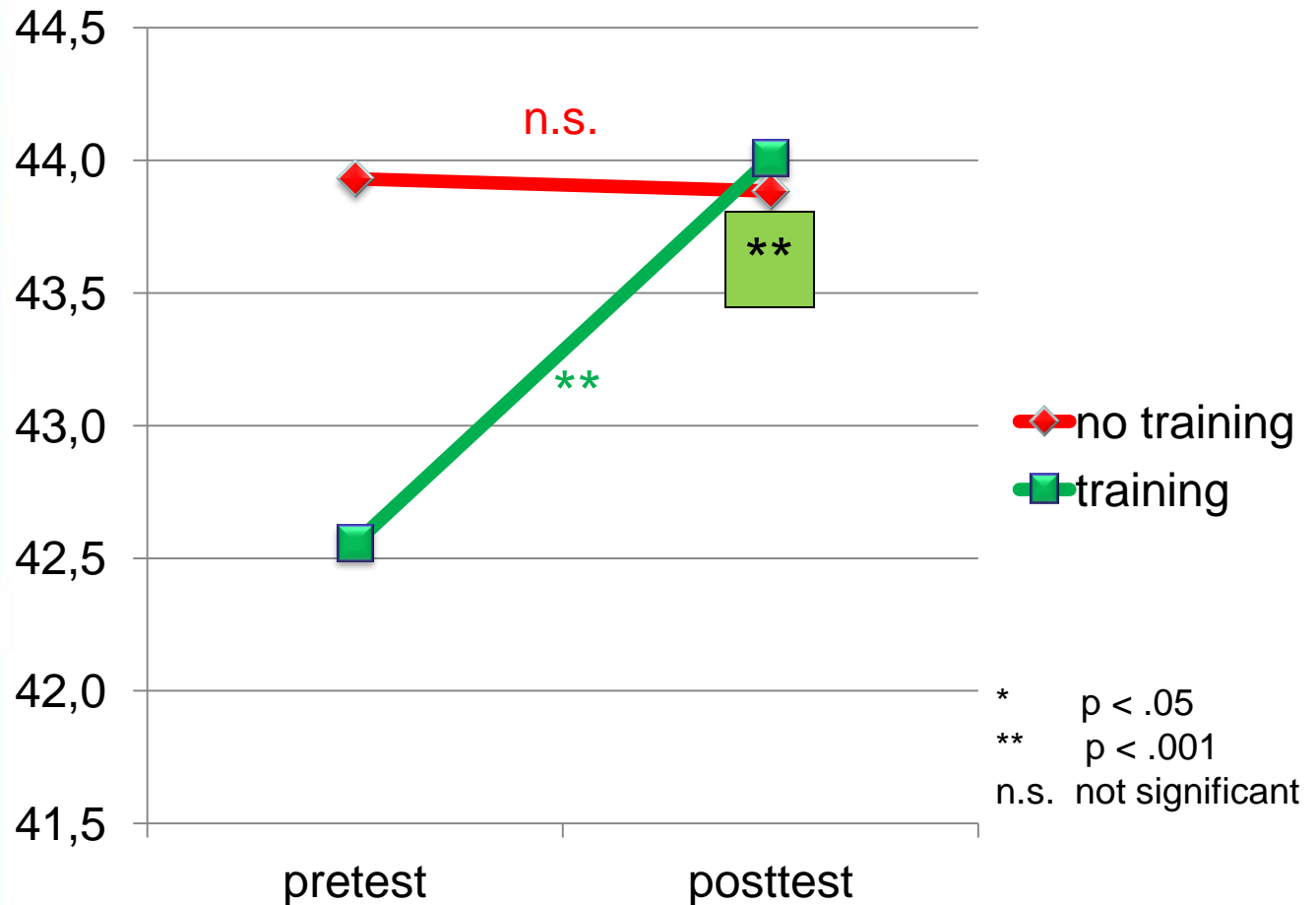


Externalizing behavior



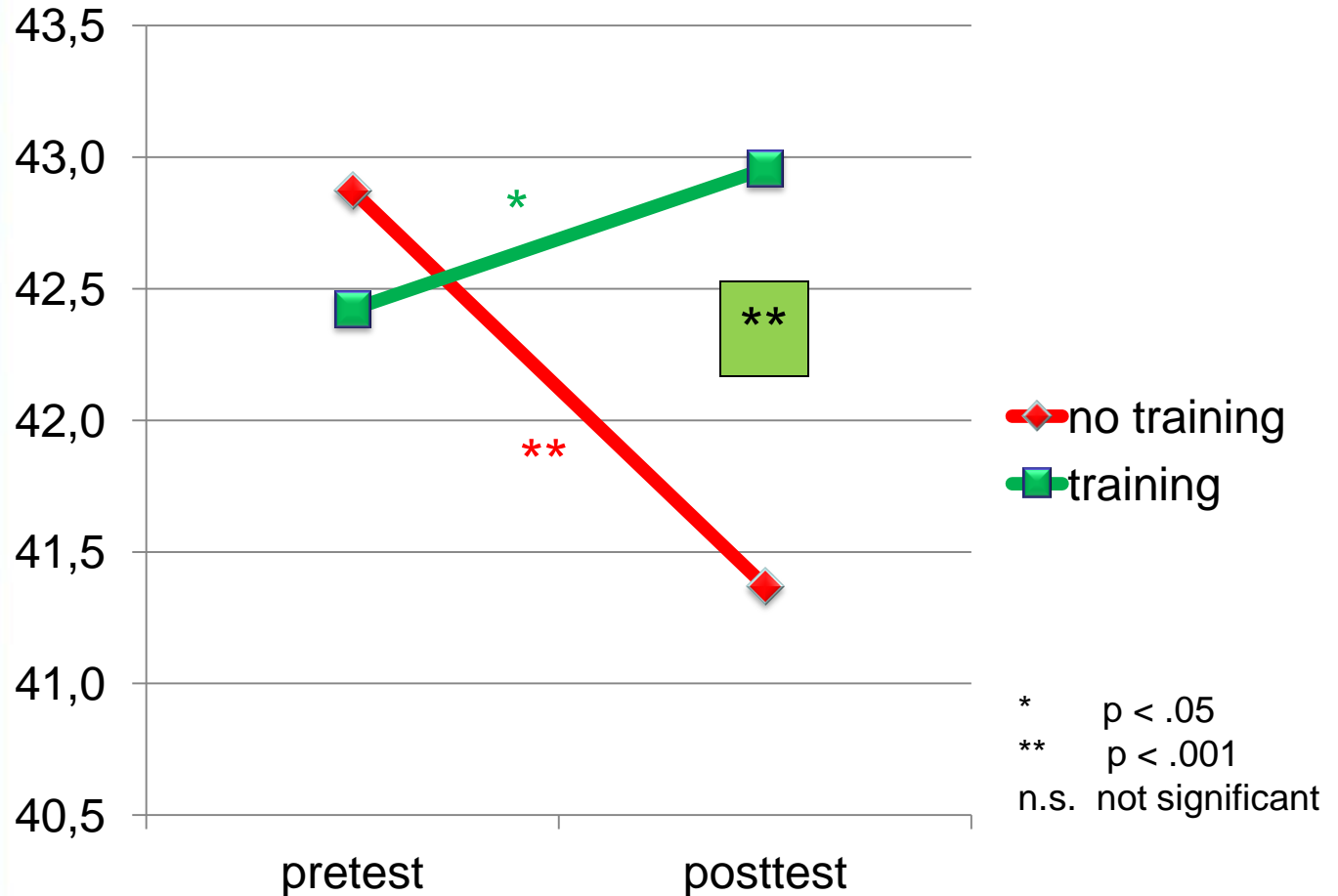


Perceived acceptance by classmates



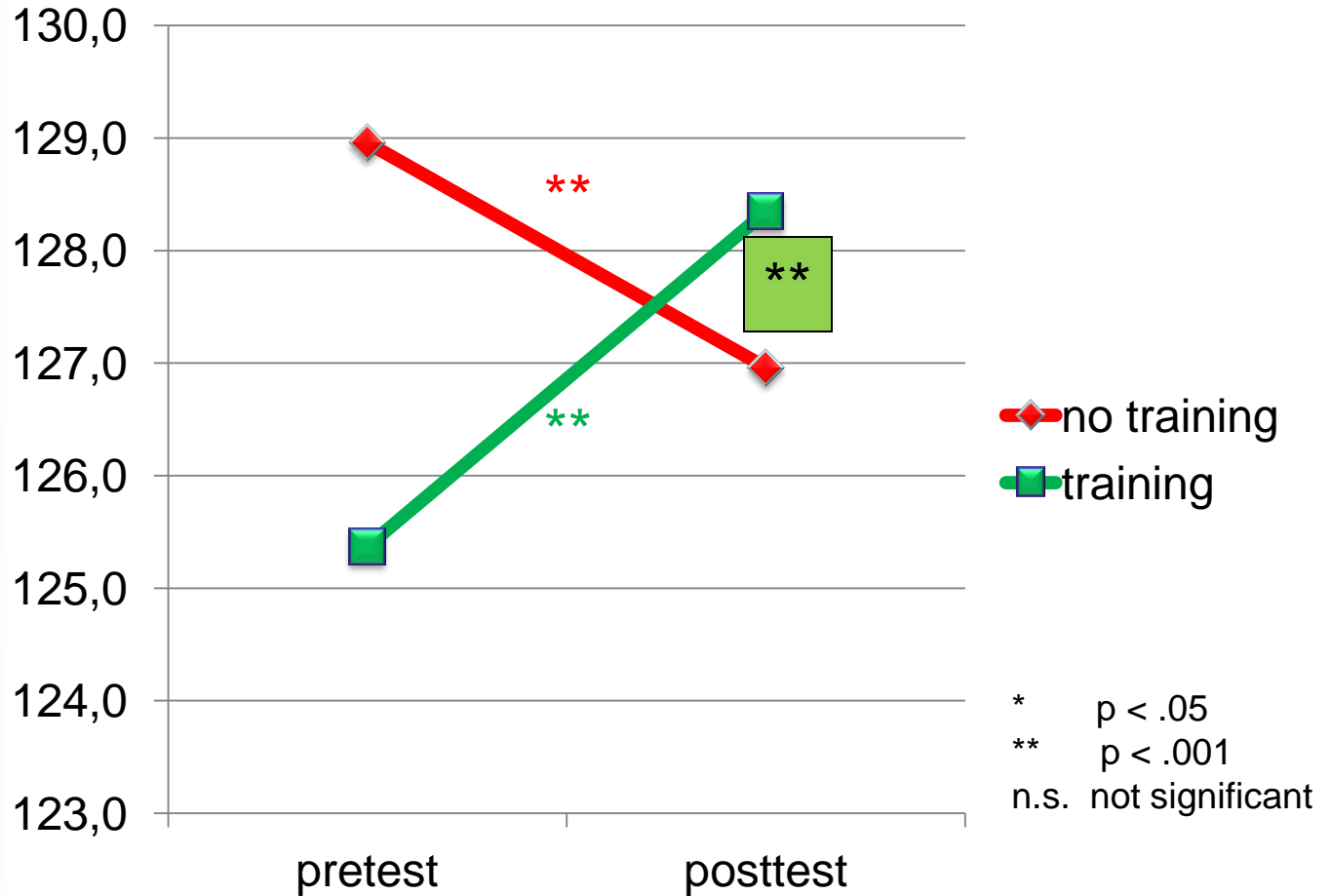


Relationship with teacher



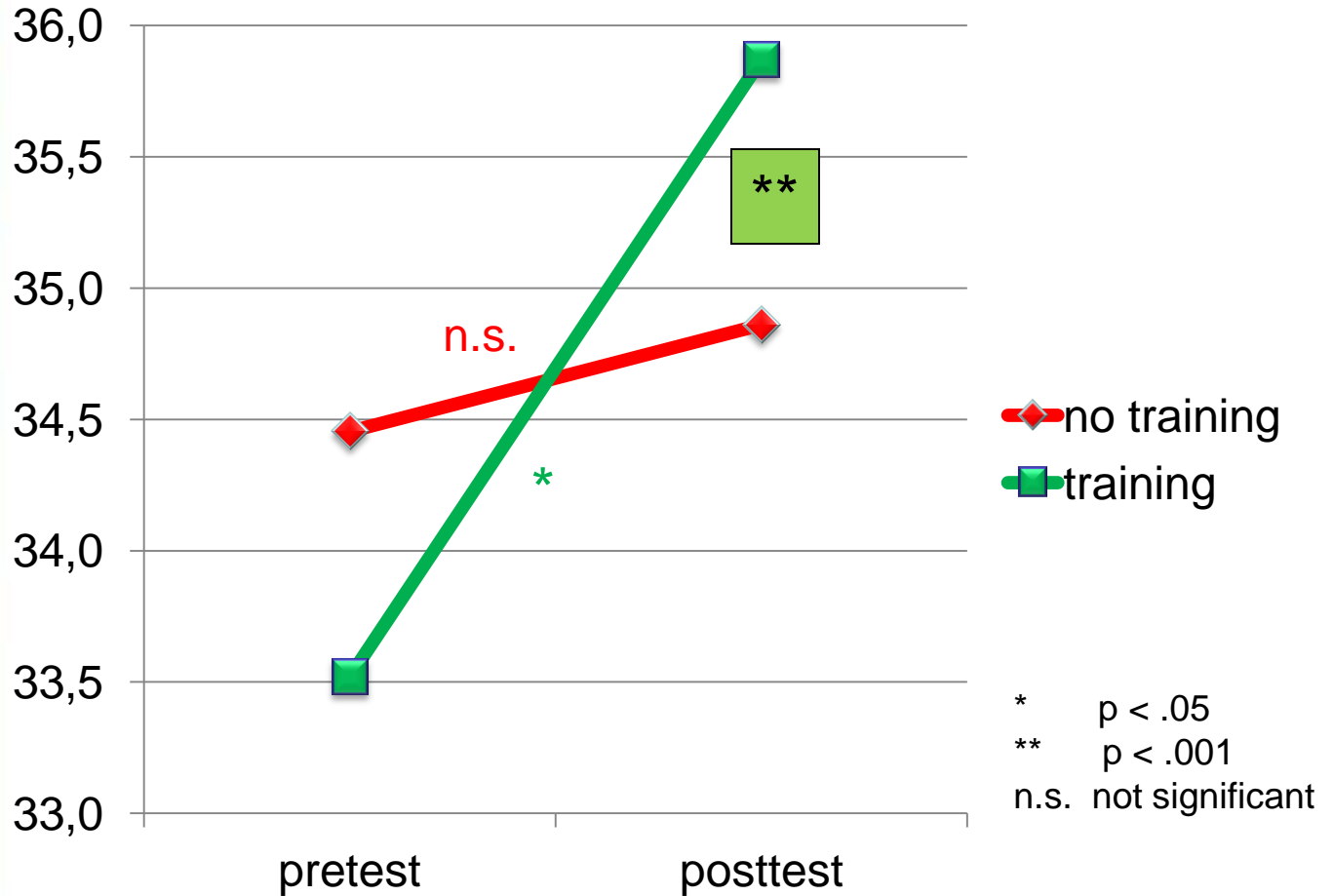


Well-being





Self-esteem





2 & 3: What is the size of the effect and for whom does it work?

- Significance gives no information about size of the effect
- Mean scores give no information about individuals or subgroups
- High scorers cannot improve
- The atmosphere in the classroom already improves when only the 'low scorers' improve



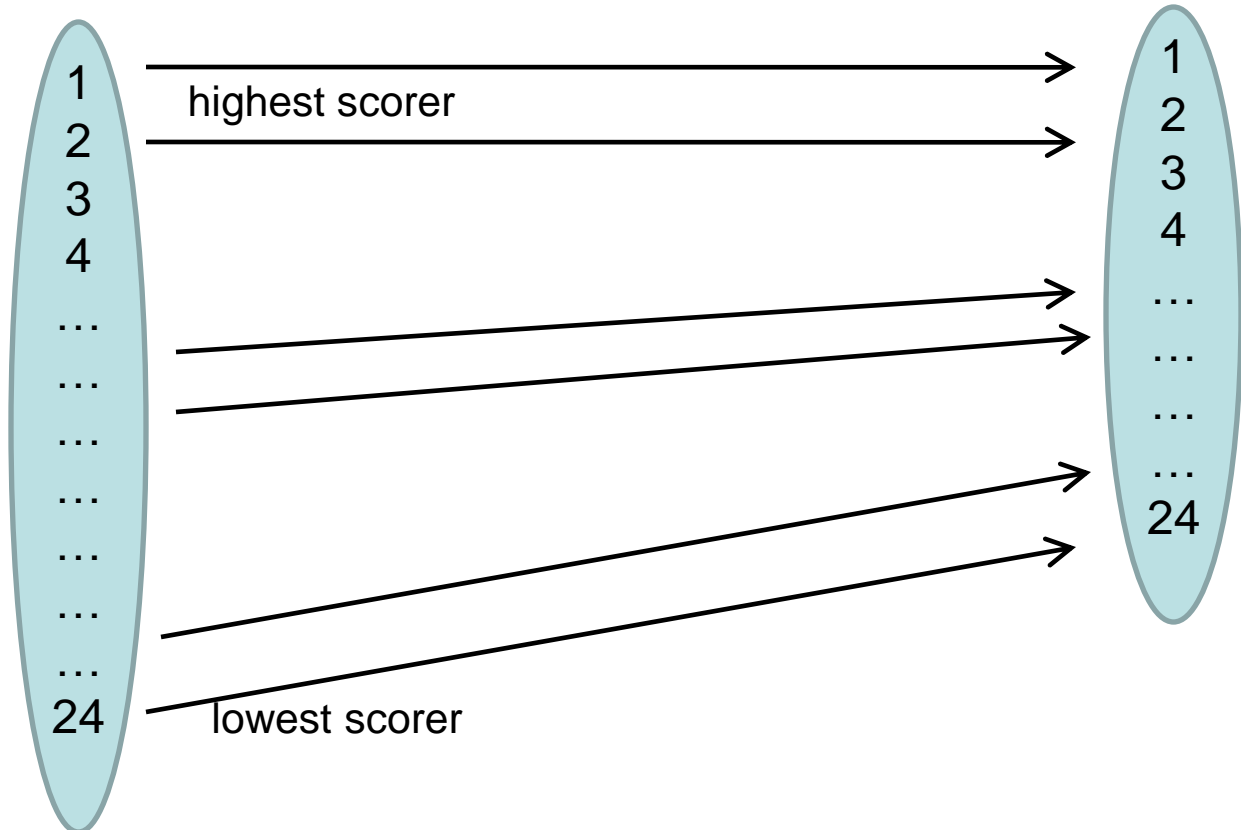
Expectation in training group

Pretest

Children:

Posttest

children:





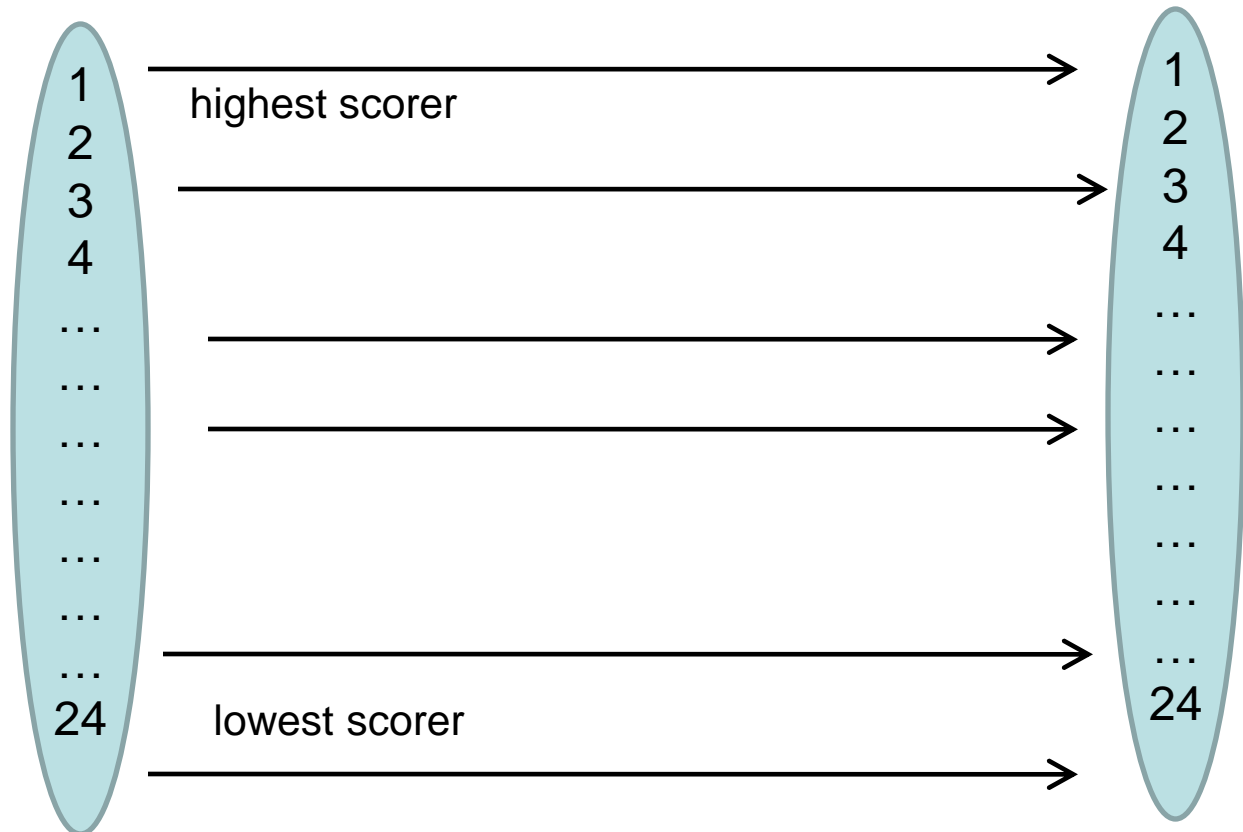
Expectation in control group

Pretest

Children:

Posttest

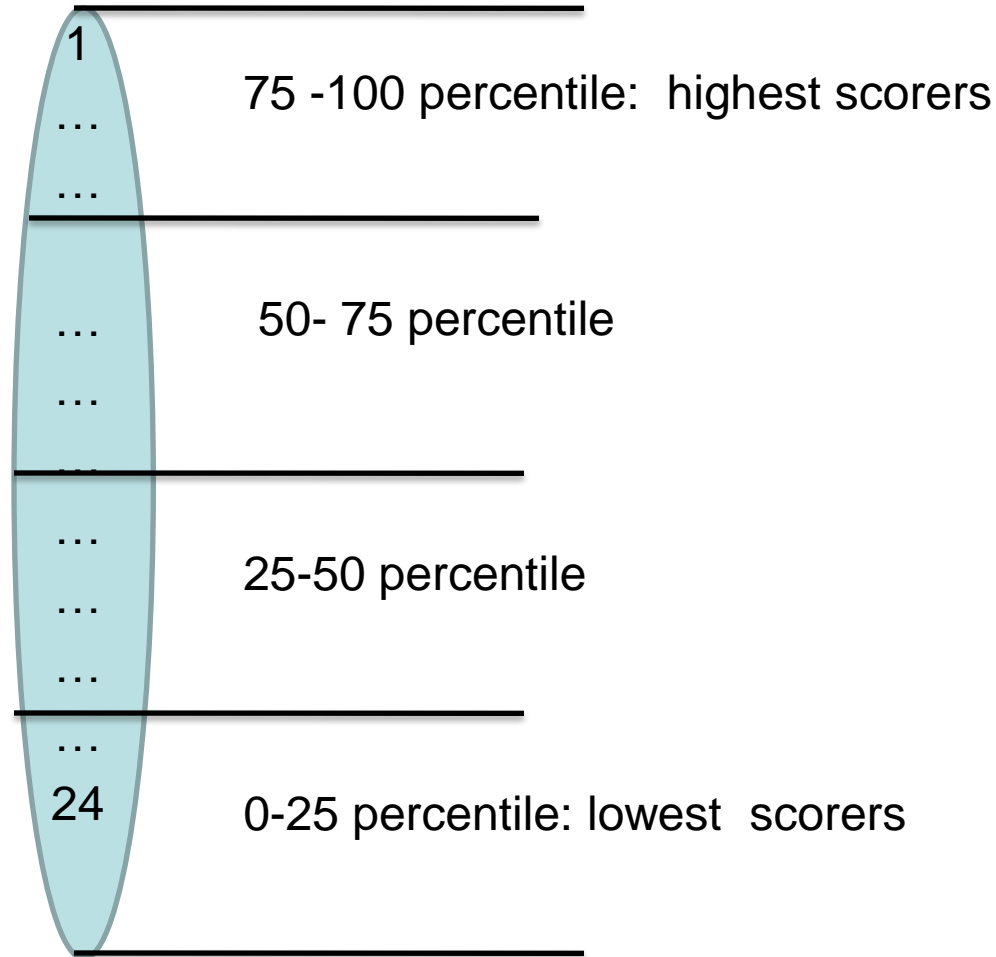
children:





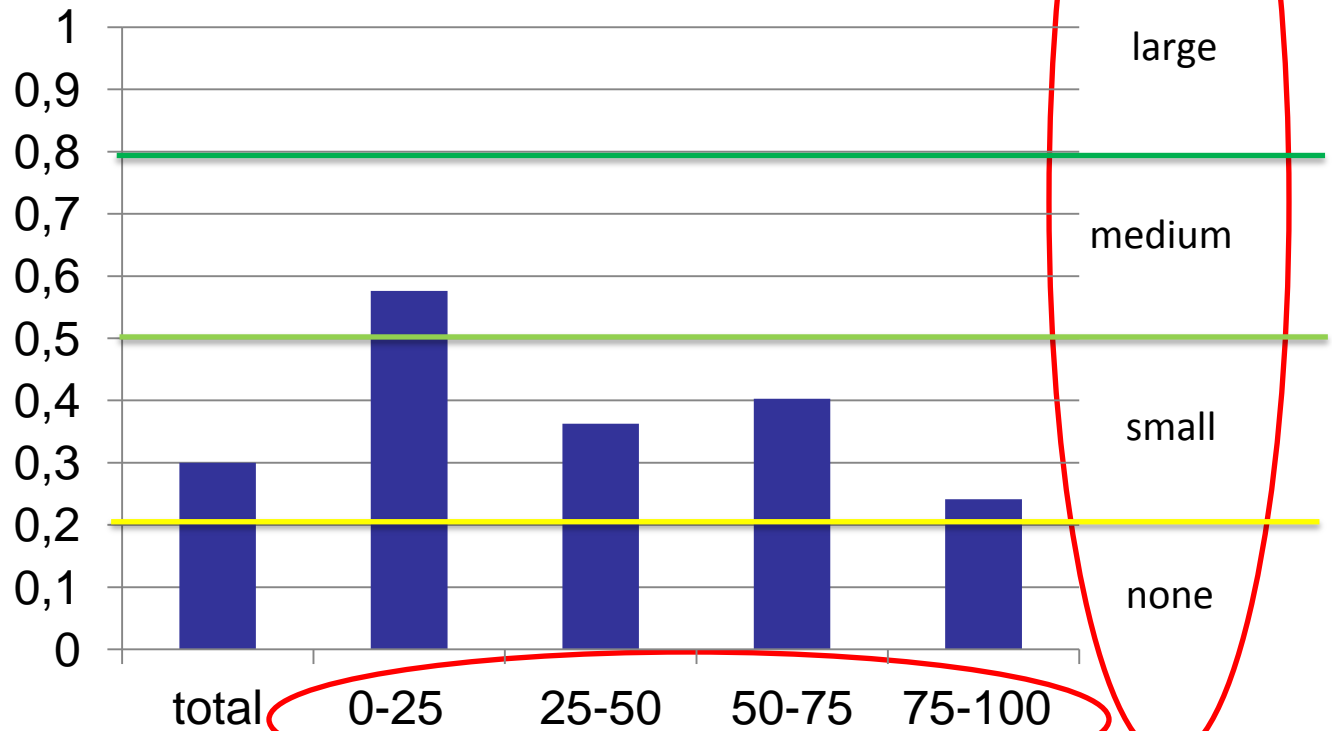
Make 4 equal groups

Pretest score of a subscale





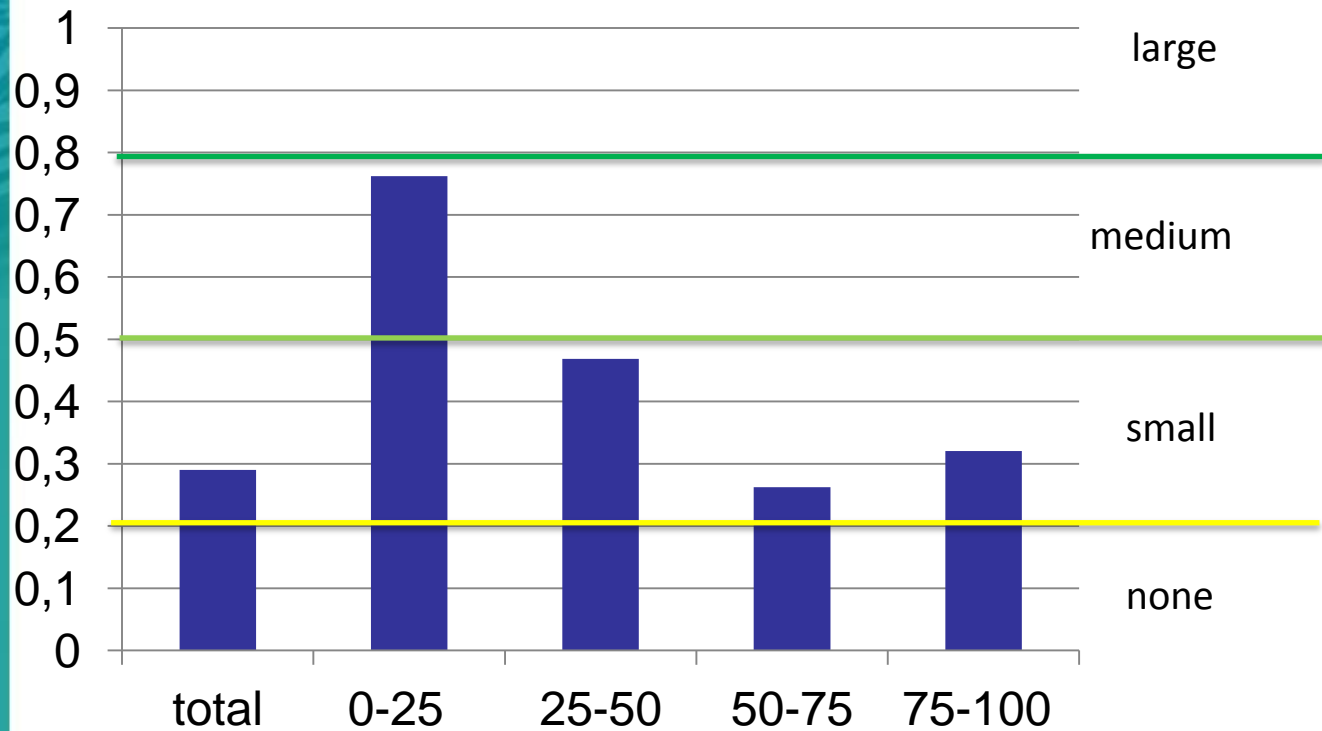
Prosocial Kanjer behavior Effectsize





Internalizing

Effectsize

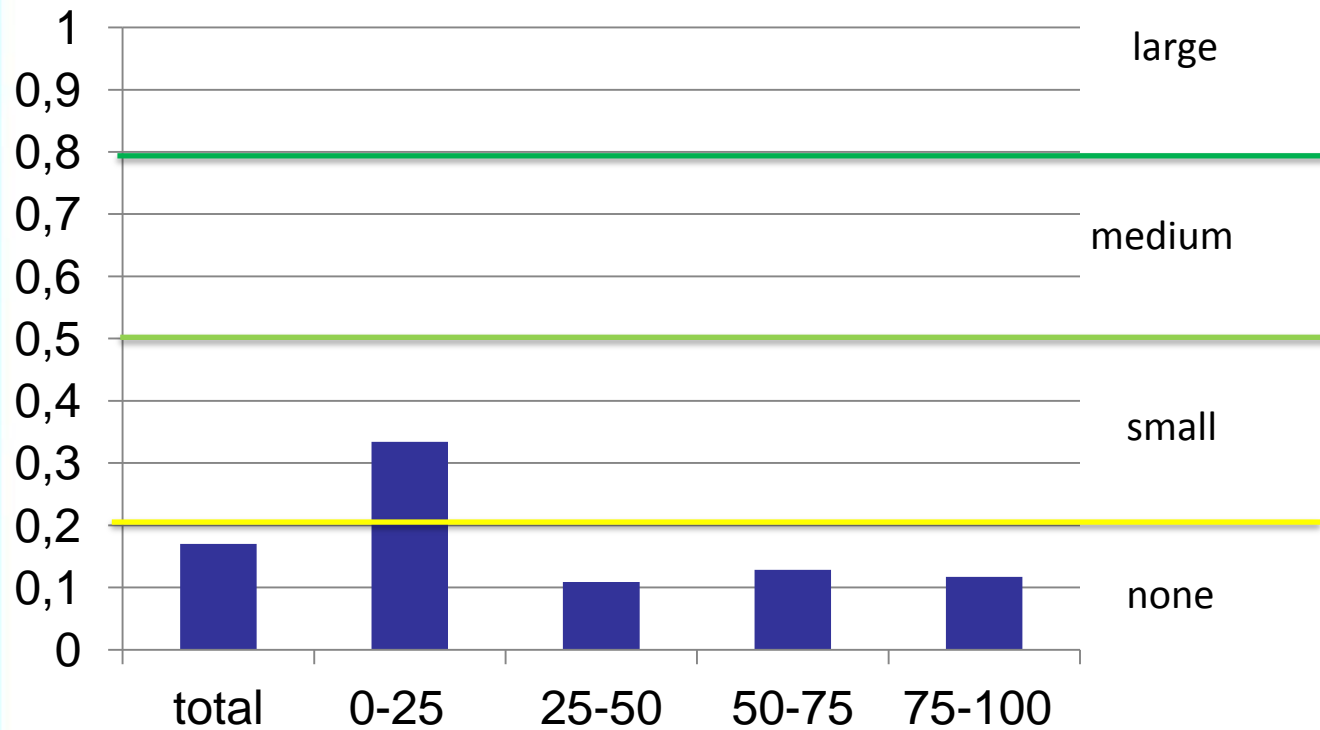


Kanjer training



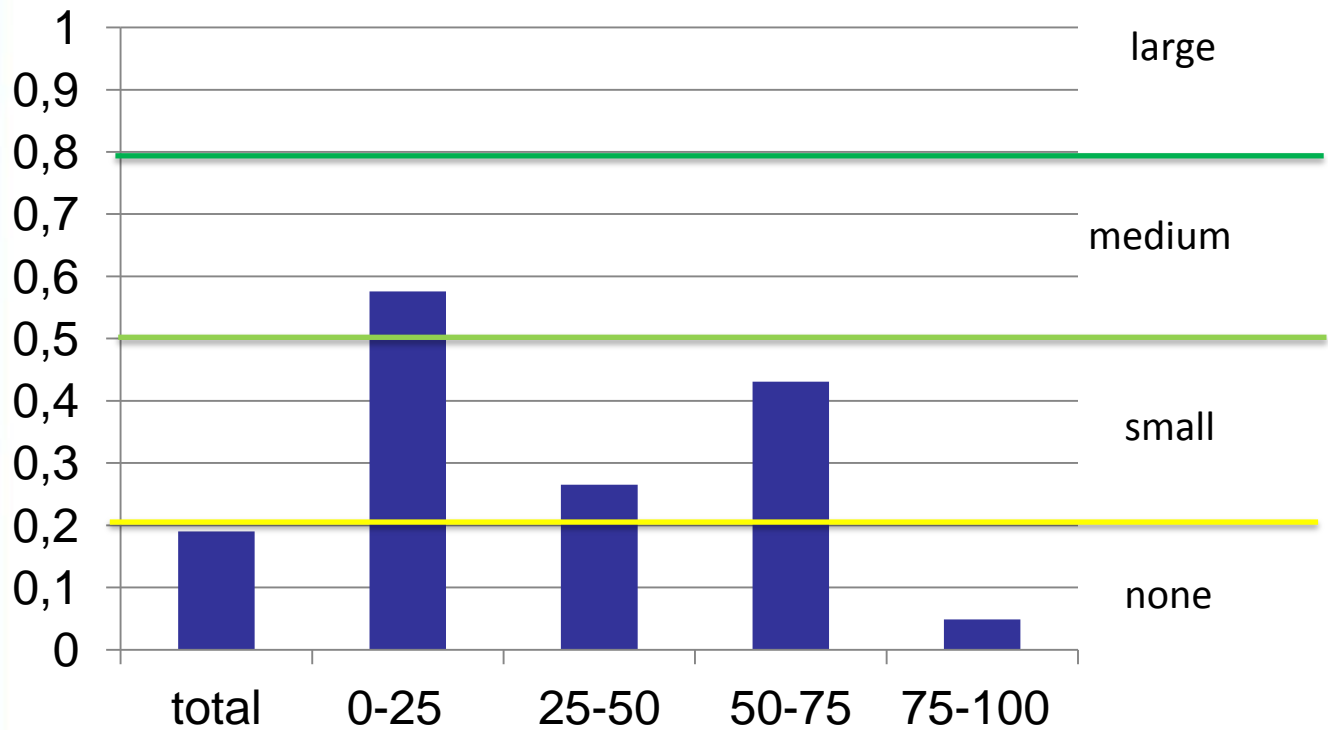
Externalizing

Effectsize



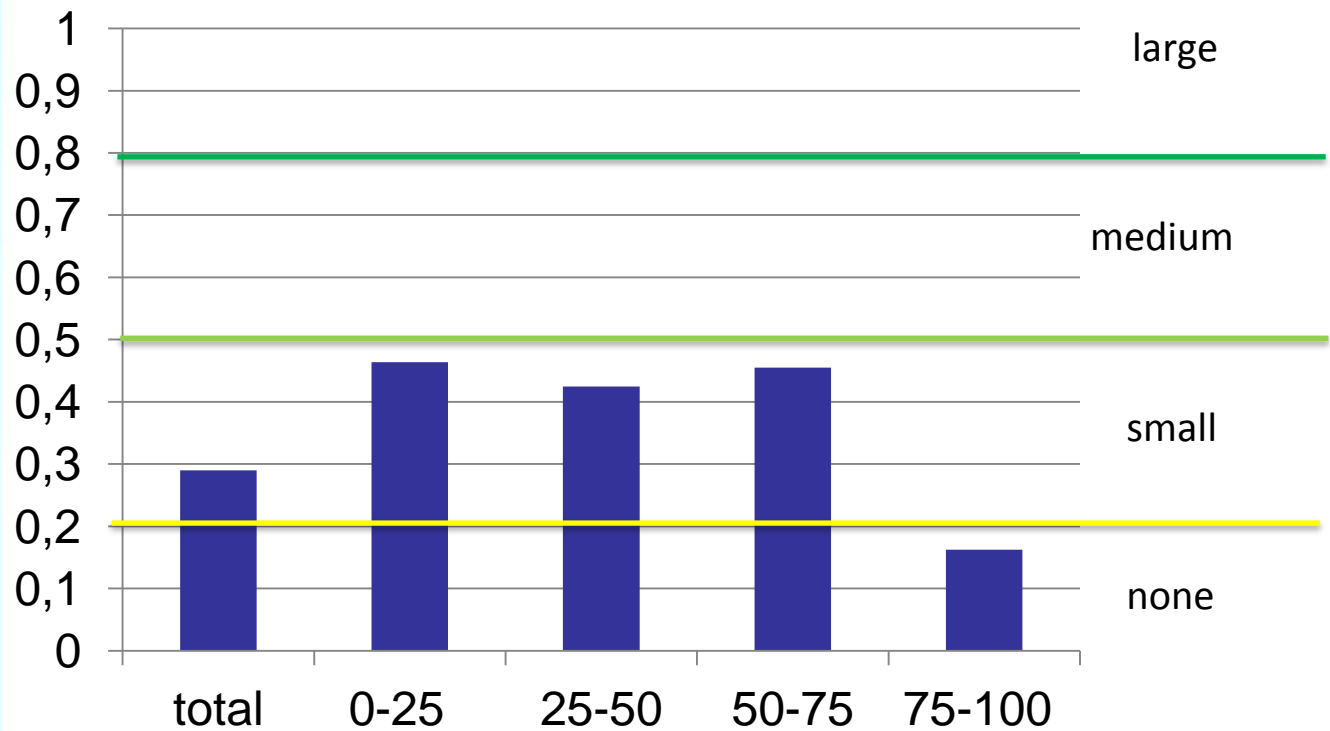


Acceptance by classmates *Effectsize*





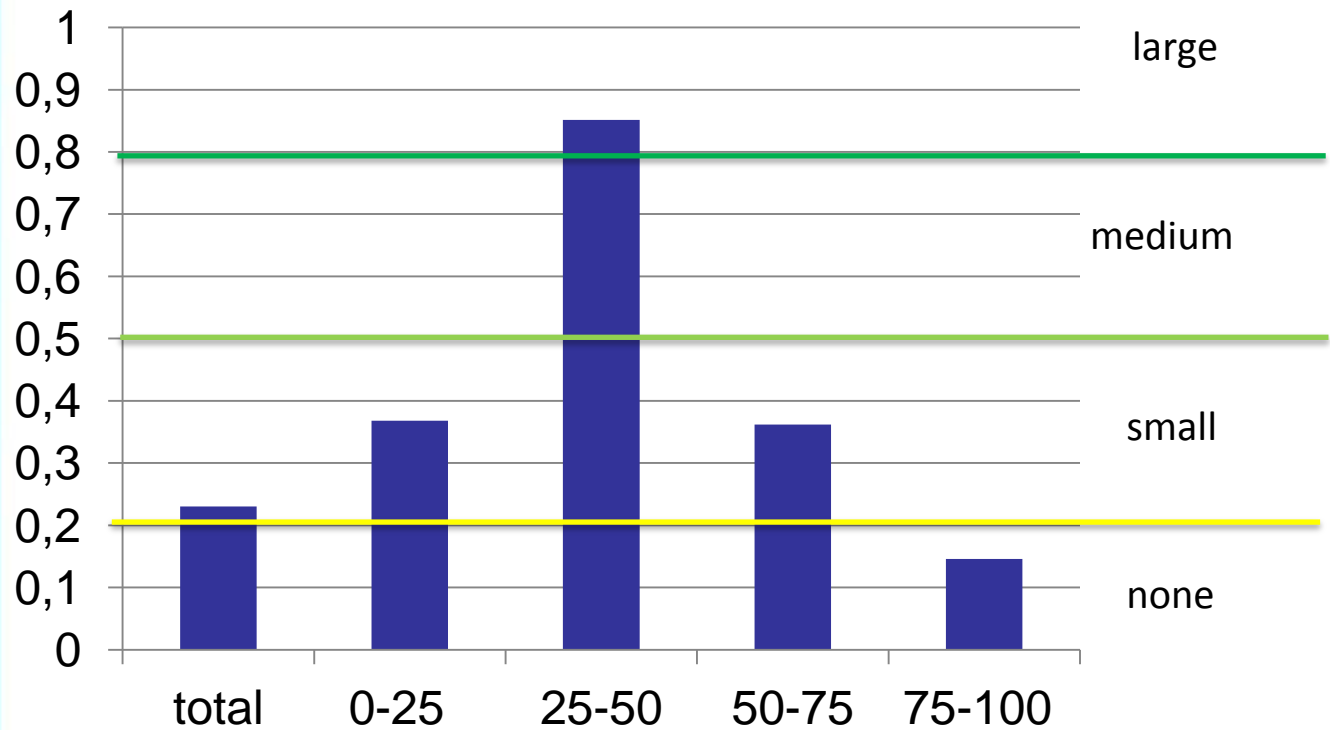
Relationship with teacher *Effectsize*





Well-being

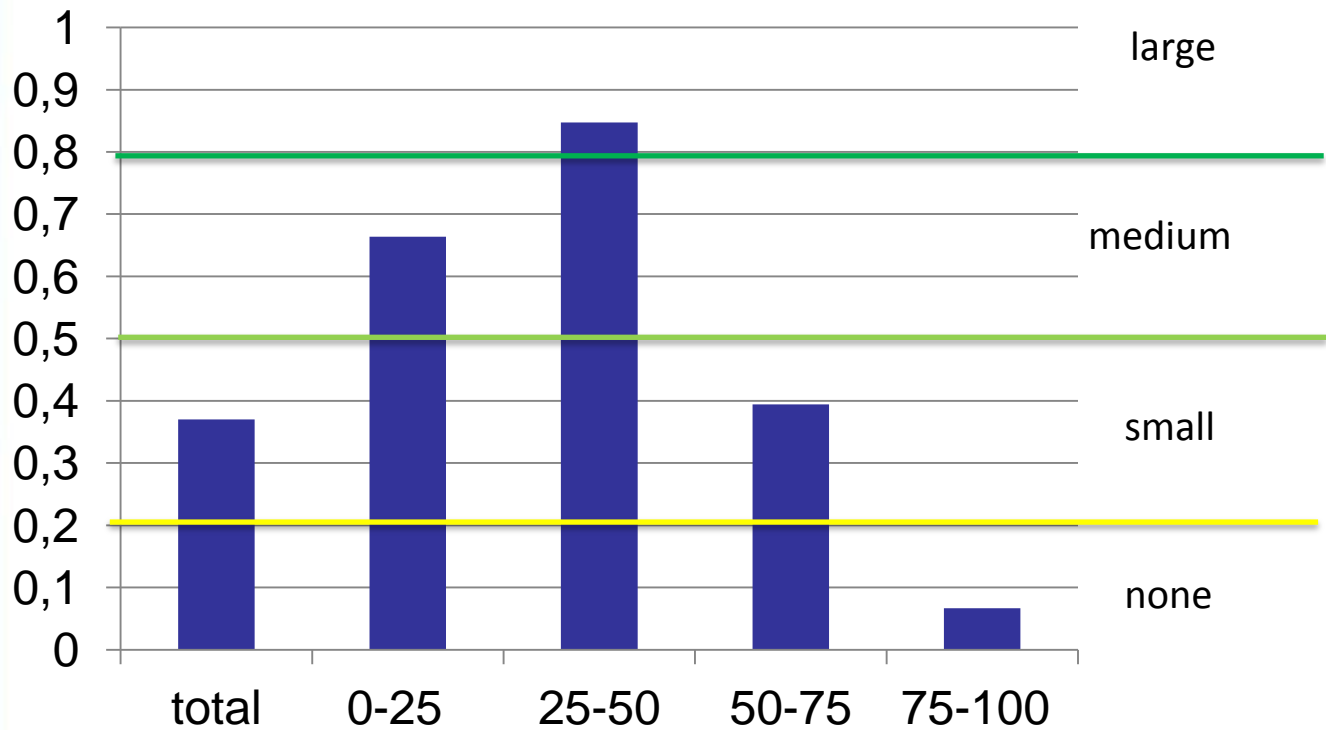
Effectsize





Self-esteem

Effectsize





Conclusion

- The Kanjertraining seems to improve the atmosphere in the classroom:
 - Interaction of children
 - The relationship with the teacher
 - Children feel happier and more valuable
- In general, children that needed the training the most, did benefit the most.



Questions?

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