# Program Evaluation
# 計劃評估

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# Program Evaluation: Mixed Method Approach

## Quantitative Approach

- **Non-equivalent Control Groups**
  - **16 intervention preschools: with OPRS & Tier 1 Service provided by 4 NGOs + [capacity building & additional MP resources]**
  - **16 control preschools: with OPRS & Tier 1 Service provided by the same 4 NGOs**
- **Pre- and Post-intervention comparisons (without control)**
- **Measurement Tools:**
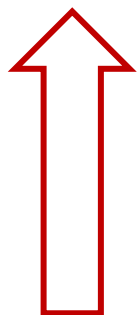  - **Completion of questionnaires by teachers and the PLeaSS Teams**

## Qualitative Approach

**Focus group discussions with Teachers & PLeaSS Team members**

## Final Outcome 最終結果

## Improvement in Student Learning / Behaviour Outcome
## 學生在 學習 和 行為 的進步

### Practice 實踐

- Comprehensive support 全面支援 of all children by an integrated Team 綜合團隊
- Flexible provision 靈活提供 of support matching the level of needs

- Collaboration 協作 between PLeaSS Team & Teachers
- Intervention integrated into classroom routines 把介入融入課堂
- Application of UDL 全方位學習設計 principles

## Intermediate Outcome 中期結果

**Formation of 4 Preschool Learning Support (PLeaSS) Teams
成立 4 個
學前學習支援 團隊**

Protected time for Seed Teachers
種子教師額外時間

**↑ Knowledge 知識 of PLeaSS Teams & Teachers**
- **UDL**
- **CC2CC / RBI**
- **RTI**

**↑ Efficacy 效能感 of Teachers & PLeaSS Team in..
Collaboration &
Application of knowledge**

Monthly meeting w SBSO

Discipline specific discussion groups

## Project Input 計劃輸入

### Extra MP Resources 額外人手資源

### Co-Training 共同培訓

### Facilitation 鞏固與深化學習

# Collaborative Consultation to Children's Classrooms (CC2CC) 「幼兒教室合作諮詢」

- **Measurement Tool: Questionnaire (Designed by the author of CC2CC)**
  - **Knowledge on CC2CC concepts and practices**

- **Measurement Time Points**
  - **Pre-training**
  - **Post-training**

- **Data for Analysis: 18 participants with complete data (out of a total of ~84 target participants)**
  - **4 teaching staff**
  - **14 PLeaSS team members**

# Collaborative Consultation to Children's Classrooms (CC2CC) 「幼兒教室合作諮詢」
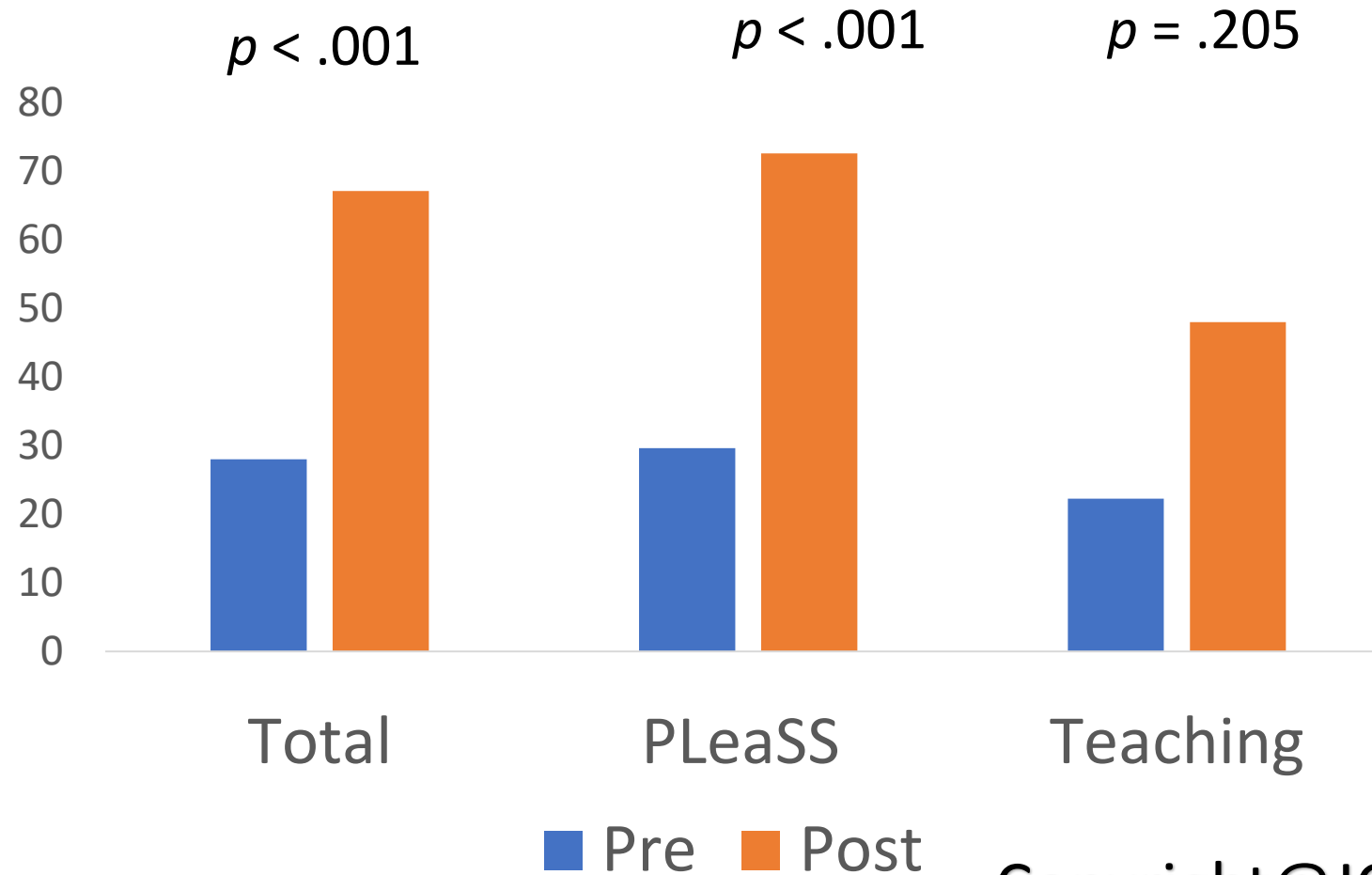
# Response to Intervention (RTI) 「支援-成效模式」

- **Measurement Tool: Questionnaire designed by Project Team**
  - **Knowledge on RTI**

- **Measurement Time Points**
  - **Pre-training**
  - **Post-training**

- **Data for Analysis: 32 participants with complete data (out of a total of ~84 target participants)**
  - **18 teaching staff**
  - **14 PLeaSS team members**

# Response to Intervention (RTI) 「支援-成效模式」



*p* < .001        *p* ≤ .001        *p* < .001

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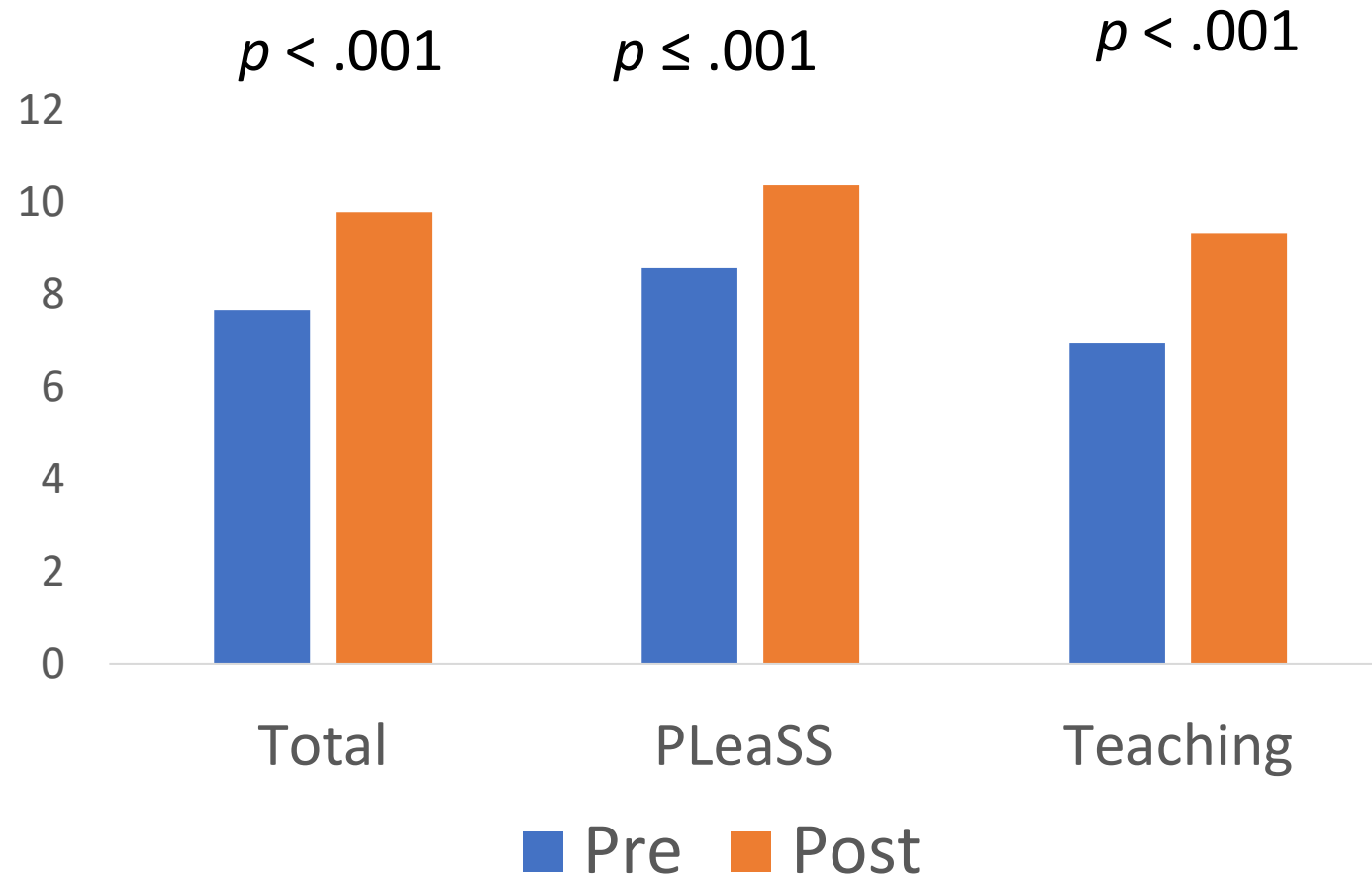
# Importance of Co-training

咁老師嘅training呢我覺得都有好大嘅分別囉，因為我哋即係而家行緊呢個project有種子老師啦，咁佢哋其實好明白因為有上過堂上過training好明白project嘅理念，咁所以呢我哋去同老師做溝通嘅時候呢佢哋好知道我哋做緊啲乜嘢，咁譬如我哋implement一啲CC2CC或者RBI 嘅concept呢，佢哋係真係欸，可以討論囉，即係佢哋自己會有一啲suggestion啊，譬如對呢個小朋友喺個課室裏邊做啲乜嘢目標咁樣。

種子老師因為有上過 training ， 好明白project嘅理念 ， 我哋同老師做溝通嘅時候 ， 佢哋好知道我哋做緊啲乜嘢 。
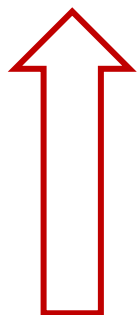**(PLeaSS Team – NGO2: P34)**

# Importance of Co-training

其實我哋原本嗰個服務理念其實都係即係**Tier 1**啦特別係，都係行流程為本嘅。咁但係呢我哋就冇可以咁，吖真係好似上完**CC2CC**呀之後，咁**concrete**哦我哋流程為本點樣做呀，背後個理念點解要咁樣做呀。咁就而家就會多咗好多**reference** 呀，可以介紹返俾老師聽啦，吖點解我哋要行流程為本呀，因為我哋做流程其實係講緊吖，一個星期咁多日去返學都幫得到小朋友喎，唔係淨係個別訓練。<span style="color:red">咁我哋其實可以容易啲**share**到一個**common language**啦，同學校老師。咁因為我哋大家都係上咗個課堂呀。</span>

我哋同學校老師可以容易啲**share**到一個**common language**。因為我哋大家都係上咗個課堂呀。
**(PLeaSS Team – NGO4: B166)**

**Final Outcome**
**最終結果**

**Improvement in Student Learning / Behaviour Outcome**
**學生在 學習 和 行為 的進步**

**Practice 實踐**
- Comprehensive support 全面支援 of all children by an integrated Team 綜合團隊
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- Collaboration 協作 between PLeaSS Team & Teachers
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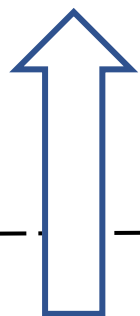- Application of UDL 全方位學習設計 principles

**Intermediate Outcome**
**中期結果**

**Formation of 4 Preschool Learning Support (PLeaSS) Teams**
**成立 4 個**
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Protected time for Seed Teachers 種子教師額外時間

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**↑ Efficacy 效能感 of Teachers & PLeaSS Team in..**
**Collaboration & Application of knowledge**

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Monthly meeting w SBSO

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**Project Input**
**計劃輸入**

**Extra MP Resources**
**額外人手資源**

**Co-Training**
**共同培訓**

**Facilitation**
**鞏固與深化學習**

# Teacher Efficacy 教師「效能感」

- **Measurement Tool: Teacher Sense of Efficacy Scale**

- **Measurement Time Points:**
  - **Pre-intervention (September 2021)**
  - **Post-intervention (July/August 2022)**

- **Data for Analysis: 150 Participants with complete data (out of a total of 488 teaching staff in intervention and control schools)**
  - **Intervention preschool teachers**
    - **Seed teacher ($n$ = 22)**
    - **Non-seed teacher ($n$ = 67)**
  - **Control preschool teachers ($n$ = 61)**

# Teacher Efficacy 教師「效能感」

- **Baseline differences between the three groups**

| | Intervention Seed Teachers ($n$ = 22) | Intervention Non-seed Teachers ($n$ = 67) | Control ($n$ = 61) |
|---|---|---|---|
| **Experience: 11 years or more** | 5 (22.7%) | 18 (26.9%) | 31 (50.8%) |
| **Qualification: Degree or higher** | 15 (68.2%) | 33 (49.3%) | 49 (80.3%) |

# Teacher Efficacy 教師「效能感」



$p$ = .026

Pre — Post

— Seed teachers — Intervention school teachers — Control school teachers
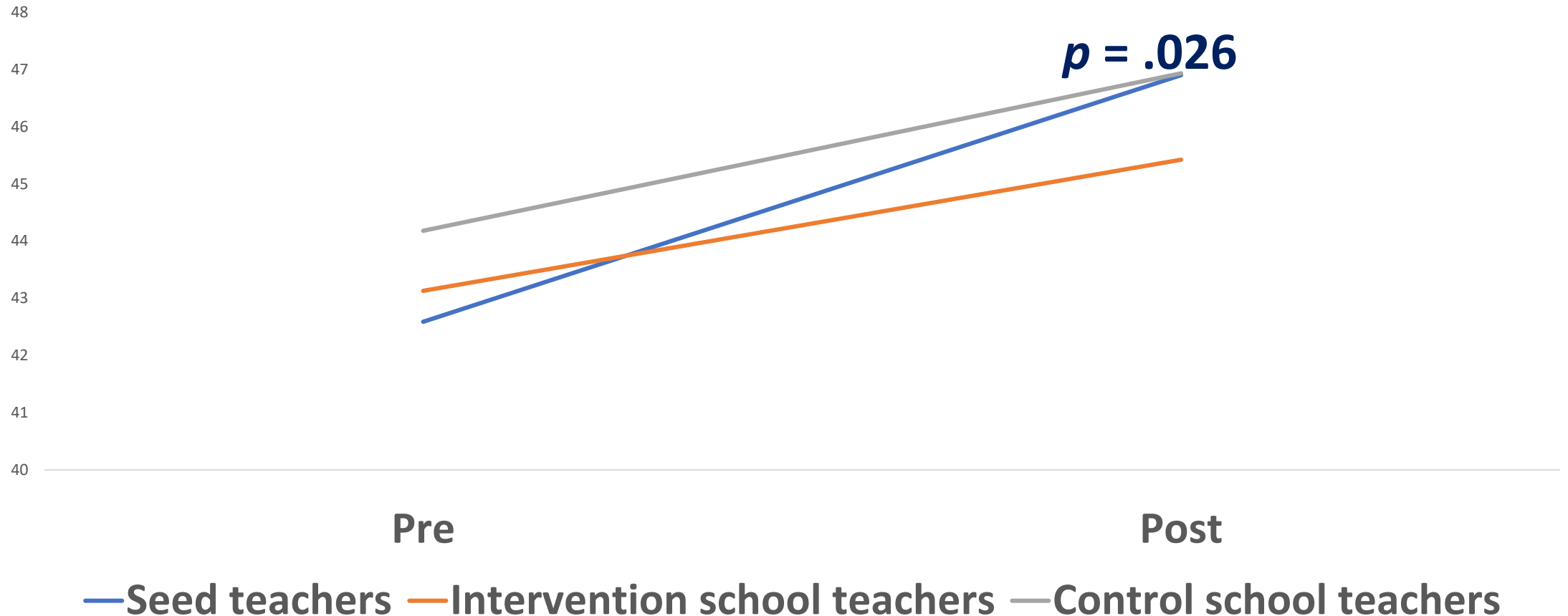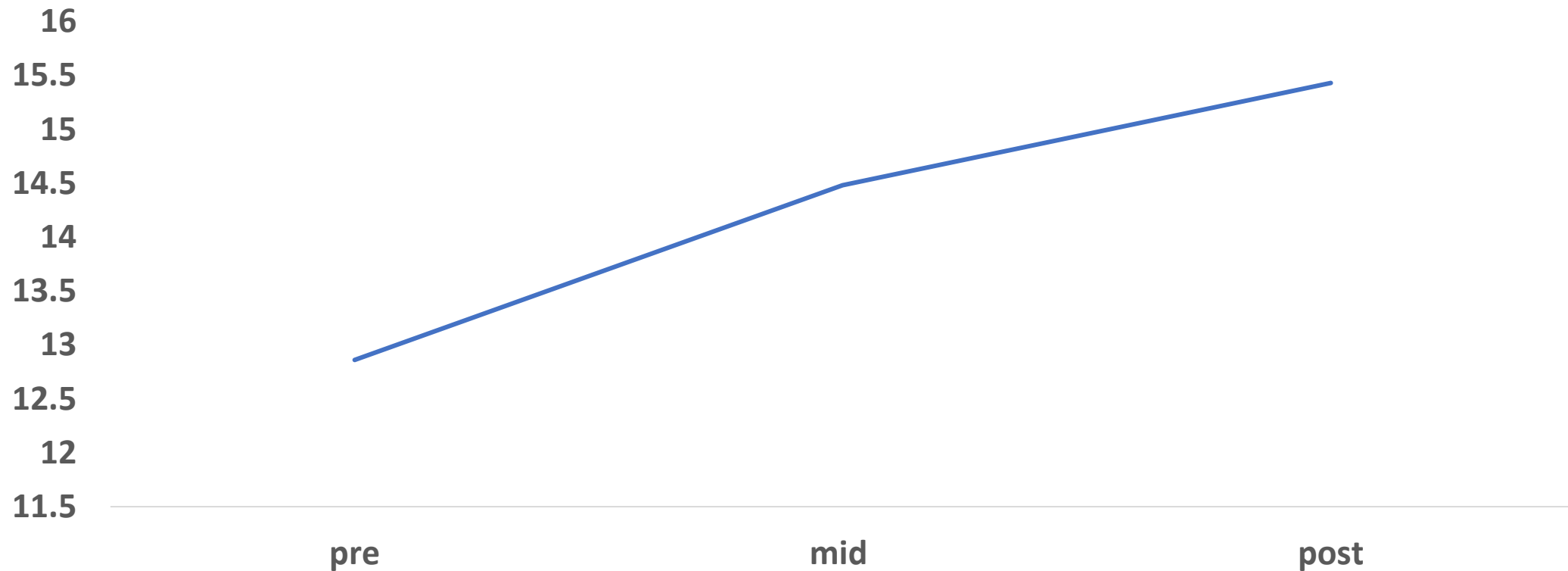
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# Efficacy in Teaching Within the Classroom 在課堂教學的效能感

- Measurement Tool: Adapted from "Teacher Efficacy Scale"
  - Assessment and teaching strategies
  - Alternative strategies when students experience difficulties
  - Good exercises for students
- Measurement Time Points
  - September 2021 (pre)
  - February/March 2022 (mid)
  - July/August 2022 (post)
- Data for Analysis: 42 sets of complete data from PLeaSS team members (out of a total of ~64 target sets)
  - OT = 15
  - PT = 4
  - SCCW = 10
  - ST = 13

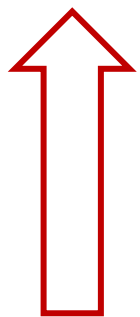# Efficacy in Teaching Within the Classroom
# 在課堂教學的效能感

*p* < .001



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**Final Outcome 最終結果**

**Improvement in Student Learning / Behaviour Outcome**
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# Application of Universal Design for Learning (UDL)
## 「 全方位學習設計」的運用

其實我哋喺運用個UDL嘅時候呢，我哋就可能會真係就住呢個Project就令到我哋真係諗多咗囉。…咁而可能而家一啲教材上面嘅時候，我哋都會再...叫做仔細會去分返唔同嘅層次咁樣啦。

我哋會運用UDL喺教材設計上，仔細去分唔同嘅層次。(**Teacher in School 214: A117**)

# Application of Universal Design for Learning (UDL)
## 「全方位學習設計」的運用

我覺得係即係上完UDL啦，同埋每個月都會有…即係唔同專業嘅人士落嚟同我哋去即係傾返小朋友呀或者課室角落咁啦。咁，讓我哋認識到其實喺課室裏面角落嘅一啲安排，其實真係要好多元化去俾小朋友去表達佢自己呀。又或者啲…要…即係喺課室入面要真係有好多唔同視覺或者聽覺嘅嘢去去滿足返小朋友咁樣囉係喇。

上完UDL，認識到課室要好多元化，要有好多唔同視覺或者聽覺嘅嘢去滿足小朋友。
**(Teacher in School 414: A10)**

# Application of Universal Design for Learning (UDL)
## 「全方位學習設計」的運用

…俾過一啲意見，一啲課室嘅設置啊咁樣。咁其實我覺得都好有效咁樣可以…唔單止有需要嘅小朋友，令到全班嘅課堂都更加有效率咗…例如唔同嘅圖…唔同嘅枱啦…令小朋友更加清晰…自己進行選擇同嘗試，我覺得呢個理念好好嘅。

覺得好有效，唔單止有需要嘅小朋友，全班課堂更加有效率，小朋友可以自己選擇同嘗試。**(Teacher in School 312: C26)**

# Practice of CC2CC「幼兒教室合作諮詢」的應用

- **Measurement Tool: Questionnaires on Practice of CC2CC**

- **Measurement Time Points**
  - **September 2021 (pre)**
  - **February/March 2022 (mid)**
  - **July/August 2022 (post)**

- **Data for Analysis:  42 sets of complete data from PLeaSS team members (out of a total of ~64 target sets)**
  - **OT = 15**
  - **PT = 4**
  - **SCCW = 10**
  - **ST = 13**

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# Practice of CC2CC「幼兒教室合作諮詢」的應用

| | **Segregated Mode 抽離模式** | ⟷ | **Integrated Mode 融合模式** |
|---|---|---|---|
| **Location of Therapy 訓練的場所** | In a **separate room** away from the Child's Classroom 把幼兒抽離課室 | | In the **Child's Classroom** 在幼兒的課室裡 |
| **Context of Therapy 訓練的環境** | Therapy **provided aside from** ongoing **classroom routines and activities** 與當時課堂流程和活動無關 | | Therapy as **part of classroom routines and activities** 治療成為課堂流程和活動的一部分 |
| **Role of Therapist 治療人員的角色** | To provide **direct therapy to the child** 為幼兒提供直接治療 | | To **collaborate with & support** the child's family and teachers 與幼兒教師和家長協作 |

# Practice of CC2CC「幼兒教室合作諮詢」的應用

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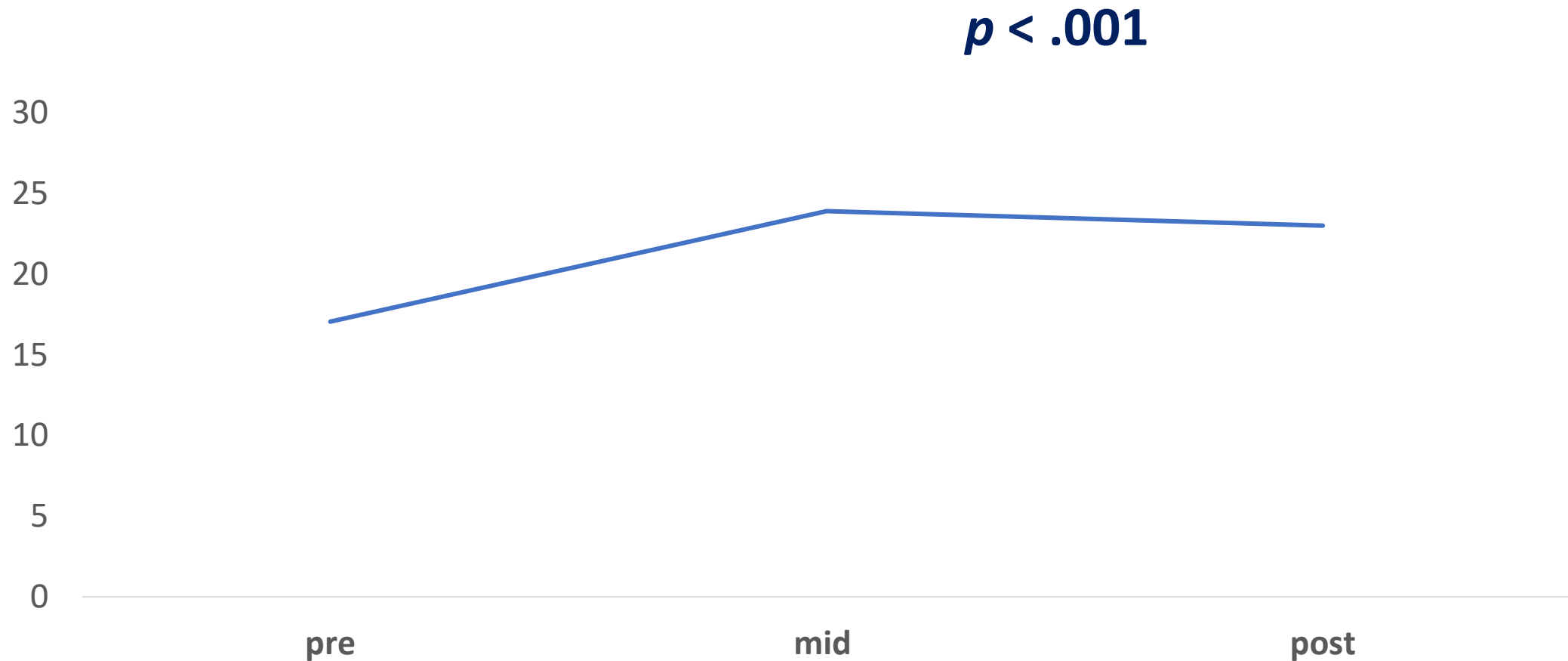
# Application of CC2CC
# 「幼兒教室合作諮詢」的應用

咁我都嘗試呢，喺呢一啲院呢，就試吓將OPRS嘅小朋友呢，都，將佢嘅訓練呢，以往就我哋大部份係pull out為主啦，即係，喺課室以外嘅位置去進行啦，咁但係我都嘗試將嗰個訓練呢帶入課室入面去進行。咁就會融入咗喺課室嘅流程入邊去做囉。

以往OPRS係pull out為主，但係我都嘗試將個訓練帶入課室入面去進行，融入咗喺課室嘅流程入邊去做。**(PLeaSS Team – NGO4: L73)**

# Application of CC2CC
# 「幼兒教室合作諮詢」的應用

就係因為其實都好欣賞治療師，就係佢能夠去講到一啲嘅方法可以去令到班主任可以能夠去做到一啲嘅日常入邊嘅策略上面可以幫到小朋友囉。

好欣賞治療師能夠講到一啲方法，令到班主任可以用日常入邊嘅策略幫到小朋友。
**(Teacher in School 313: C4)**

# Application of CC2CC
## 「幼兒教室合作諮詢」的應用

咁另外佢都可以喺班上面見到其他小朋友，佢喺各方面…邊個範疇上面有delay嘅話呢，佢哋(PLeaSS team)都會同我哋講返…可能有啲小朋友佢嗰個即係大肌問題啦，咁就要同我哋啦，呢個小朋友其實要踎多啲，咁我哋就會去幫佢個書包櫃呢，佢本身擺咁高嘅，咁佢就幫佢調低啲，等佢可以踎多啲，其實個小朋友都明顯有進步嘅。

PLeaSS team 同我哋講，小朋友係大肌問題，要踎多啲，我哋就幫佢個書包櫃調低啲，等佢可以踎多啲，小朋友都明顯有進步。
**(Teacher in School 312: A16)**

# Teachers' Appreciation of PLeaSS Team Support
# 教師對PLeaSS團隊支持的讚賞

咁但係有咗JCIQ project之後呢，我哋仲會有埋OT呀， ST， PT 或者係SBSO 嘅同事。咁佢係真係好多好寶貴同埋好專業嘅意見俾到我哋，..有時係真係...我哋嘅範疇一個老師未必可以睇到嘅嘢。一啲專業團隊佢哋用咗佢哋嘅專業知識，之後話番俾我哋聽，然後點樣用喺小朋友身上，幫助到佢哋嘅學習咁樣囉。

有咗JCIQ project之後，會有OT， ST， PT
或者SBSO 嘅同事用佢哋嘅專業知識，話番
俾我哋聽，點樣用喺小朋友身上，幫助到
佢哋嘅學習。
**(Teacher in School 414: A149)**

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# Teachers' Appreciation of PLeaSS Team Support
# 教師對PLeaSS團隊支持的讚賞

IQ Project係一個雙向，即係老師都可以向專業團隊去問我哋心中諗緊嘅嘢，一直以來嘅疑問啦，又或者對小朋友嘅時候，我哋有啲乜嘢難題係原來係一直都唔知嘅，都可以透過IQ Project嘅唔同嘅活動去了解多咗，對於呢類型嘅小朋友。

IQ Project係雙向，老師可以向專業團隊去問我哋心中嘅疑問，亦都可以透過IQ Project嘅活動去了解多咗呢類型嘅小朋友。
**(Teacher in School 312: B74)**

- **Teacher confusion**

好多唔同嘅姑娘每一次就五六個一齊入嚟課室，咁有陣時就可能，走兩個出去又入返兩個入嚟咁樣，咁變咗呢，都好即係我哋除咗呢個project之外啦就另外有一啲project嘅咁變咗呢每一個禮拜呢基本上有一日都會有一有姑娘入嚟我哋課室嗰度，有時可能兩三日都會有嘅，咁就變咗不停有唔同嘅姑娘啦，咁就入嚟我哋課室，其實我哋自己老師都記唔曬啲姑娘其實係邊個姑娘打邊個姑娘嘅。

好多唔同嘅姑娘，每一次就五六個一齊入嚟課室，不停有唔同嘅姑娘，我哋自己都記唔曬邊個姑娘打邊個姑娘。
**(Teacher in School 111: D102)**

# Implementation Difficulties: Teachers' Perspective
## 實施的困難：教師的觀點

- **Teacher workload**

我諗可能嗰個工作量囉，因為其實可能佢哋有時都會建議可能做一啲嘅教材嘅，咁但係礙於我哋都真係可能自己本身嗰啲班務呀，或者恆常嘅工作都真係比較多。

工作量，佢哋有時都會建議做一啲教材，但係礙於我哋自己本身嗰啲班務或者恆常嘅工作都比較多。
**(Teacher in School 214: A66)**

# Implementation Difficulties: PLeaSS Teams' Perspective
## 實施的困難：PLeaSS 團隊的觀點

- **Impact of COVID and advancement of summer holiday**

我覺得呢可能係時間，即係成個project嘅時間，其實我覺得因為，因為有個疫情喺中間。變咗呢有一啲嘢可能我哋想實體喺班房度試行嘅，一啲嘢呢，其實可能喺停課嘅期間我哋做唔到。咁到停課完咗啦，其實個時間都好少囉。

有個疫情喺中間，有一啲嘢我哋想實體
喺班房度試行，喺停課期間我哋做唔到。
到停課完咗，時間都好少。
**(PLeaSS Team – NGO4: L186)**

# Implementation Difficulties: PLeaSS Teams' Perspective
## 實施的困難：PLeaSS 團隊的觀點

- **Impact of COVID and advancement of summer holiday**

雖然呢方好正式咁樣樣去評量或者計算囉，但係呢其實我哋一疫情返咗去之後呢，其實見到啲小朋友呢，有Tier 1呢，嗰啲呢係冇落差咁大㗎。我哋返去見到啲O (OPRS)嗰啲呢落差好大㗎。

疫情⋯返去之後，見到啲小朋友，Tier 1嗰啲冇落差咁大。O (OPRS)嗰啲落差好大。 **(PLeaSS Team – NGO3: G142)**

實施的困難：PLeaSS 團隊的觀點

**Response to intervention**

咁但係喺現行嘅機制上面我諗業界都熱烈討論緊呢件事點樣先可以做到一啲升降嘅機制呢，咁所以呢呢樣嘢暫時係我哋嘅業界裏面嘅層面就會比較係仲係討論當中嘅階段嘅咁樣囉，咁我就會覺得個彈性(嘅機制)係IQ project都會想去promote呢件事嘅，但係實際上就會有好多嘅限制喺裏面囉。
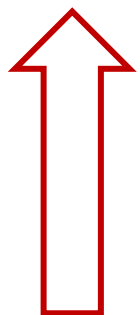
業界都熱烈討論點樣可以做到一啲升降嘅機制，IQ project都想去promote呢個彈性嘅機制，但係實際上就有好多嘅限制喺裏面。

**(PLeaSS Team – NGO2: L84)**

Final Outcome
最終結果

**Improvement in Student Learning / Behaviour Outcome**
**學生在 學習 和 行為 的進步**

**Practice 實踐**
- Comprehensive support 全面支援 of all children by an integrated Team 綜合團隊
- Flexible provision 靈活提供 of support matching the level of needs
- Collaboration 協作 between PLeaSS Team & Teachers
- Intervention integrated into classroom routines 把介入融入課堂
- Application of UDL 全方位學習設計 principles

**Intermediate Outcome 中期結果**

**Formation of 4 Preschool Learning Support (PLeaSS) Teams 成立 4 個 學前學習支援 團隊**

Protected time for Seed Teachers 種子教師額外時間

**↑ Knowledge 知識 of** PLeaSS Teams & Teachers
- **UDL**
- **CC2CC / RBI**
- **RTI**

**↑ Efficacy 效能感 of** Teachers & PLeaSS Team in..
**Collaboration &**
**Application of knowledge**

Monthly meeting w SBSO

Discipline specific discussion groups

**Project Input 計劃輸入**

Extra MP Resources 額外人手資源

Co-Training 共同培訓

Facilitation 鞏固與深化學習

# Improvement in Engagement and Independence
# 參與度 和 獨立性 的改善

咁...PLeaSS team佢有唔同嘅一啲建議嘅時候，可能都就...就住一啲可能教材上面，可能有時係趣味性，可能有啲係能力上面嘅展現，咁變咗可能呢度都會幫到小朋友，去讓小朋友有一啲嘅滿足感，因為當佢哋能夠自己完成某一啲嘅task嘅時候。咁所以我覺得喺學習上面係幫助到小朋友，會係提升佢哋嘅學習動機同埋學習能力嘅。

PLeaSS team嘅建議，係教材上面，係趣味性，有啲係能力上面嘅展現，小朋友能夠自己完成一啲task嘅時候有滿足感，提升佢哋嘅學習動機同學習能力。

**(Teacher in School 214: A445)**

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# Improvement in Engagement and Independence
## 參與度 和 獨立性 的改善

專業團隊俾咗啲意見俾我哋嘅時候，我哋可以set返喺角落啊俾小朋友去自己去操弄返呀操作返咁樣啦，咁所以我覺得喺小肌嗰方面有啲有問題嘅小朋友呢，咁佢哋個進展呀情況係有個明顯嘅改善啦。

> 專業團隊俾咗啲意見我哋，我哋可以set返喺角落俾小朋友自己去操弄，小肌有問題嘅小朋友，有明顯嘅改善啦。
> **(Teacher in School 413: B13)**

# Improvement in Social Relationship
# 社交關係 的改善

當個情緒有啲失控啦，或者係喺專注上面需要人哋提醒嘅時候呢，其實都因為有呢個駐校嘅幼兒老師喺度呢，就會畀到一啲，多啲嘅陪伴畀佢，同埋多啲嘅指示畀到佢，咁所以佢就會而家係喺情緒管理嗰度係有進步嘅；咁同埋見到有一啲，畀佢一啲社交嘅建議呢，咁我哋其實都可以喺個日常嘅互動同佢做，所以都見到佢係喺各方面都有進步。

情緒失控或者專注上面需要人哋提醒，因為有個駐校幼兒老師喺度，就會畀啲陪伴同指示佢，所以佢喺情緒管理有進步；一啲社交建議，我哋都可以喺日常互動同佢做，見到佢喺各方面都有進步。
**(Teacher in School 114: E13)**

# Improvement in
# Social Relationship and Engagement for the Whole Class
# 全班 參與度 和 社交關係 的進步

IQ project 令到所有小朋友都受惠。譬如我哋係全班一齊去做嘅時候，即係可能一啲教學活動，每個活動我哋都可以一齊，個個小朋友參與到，咁其實...都睇到...一啲小朋友其實都持續有進步，即係唔單只係嗰幾個小朋友，Target嘅小朋友囉，係整體上面喺情緒呀，一啲社交呀，語言呀上面呀，其實大家都係提升咗嘅。

IQ project 令到所有小朋友都受惠。教學活動可以個個小朋友參與到，整體上面，喺情緒，社交，語言上面，其實大家都提升咗。**(Teacher in School 413: D90)**

# Improvement in Engagement for the Whole Class
## 全班 參與度 的進步

因為老師都按照返佢哋嘅需要去比返唔同嘅程度小朋友咁樣。咁變咗小朋友可能喺課室入面呀佢都更加容易投入返課堂入邊啦，同埋佢哋亦都願意或者去接受自己嘅功課啊，或者甚至乎係一啲任務呀咁樣。咁呢個計劃其實係令到真係全班都受惠嘅。

老師都按照佢哋嘅需要，去比
返唔同程度小朋友。小朋友更加容易投
入課堂，亦都願意接受功課或者任務。
呢個計劃令到全班都受惠。
**(PLeaSS Team – NGO1: G90)**

# Impact on the Whole Class 全班進步

咁但係好欣賞就係，PLeaSS Team佢哋落到嚟嘅時候其實佢哋就自己係OT啦，ST啦或者係其他治療師咁樣，佢哋會喺整班小朋友嘅能力，同埋即係喺嗰一個範疇上面整班小朋友嘅表現，即係畀到一啲整體性嘅(建議)，即係除咗observe一啲係Tier 1嘅小朋友之外，亦都會幫到一啲，喺班入面整體嘅小朋友，令到成班嘅小朋友可能喺個課堂嘅運作上面會smooth啲呀咁樣，同埋有啲建議係可以for全班小朋友，咁就可以benefit到所有小朋友。

好欣賞PLeaSS Team佢哋落到嚟嘅時候會喺整班小朋友嘅能力，畀到整體性嘅(建議)，令到成班喺個課堂嘅運作上會smooth啲，同埋有啲建議係可以for全班小朋友，咁就可以benefit到所有小朋友。 **(Teacher in School 114: E8)**

# Student Learning and Behavior Outcomes:
## A Quantitative Study

- **Target Students (in both Intervention & Control Schools)**
  - **All students receiving OPRS or Tier 1 Support**
  - **50% of remaining students**

- **Measurement Tools: Teacher completion of questionnaires on**
  - **Children's behavior (Strength and Difficulties Questionnaire)**
  - **Children's effort and task motivation (Inventory of School Motivation)**

- **Measurement Time Points**
  - **Pre-intervention (October 2021)**
  - **Post-intervention (July/August 2022)**

- **Data for analysis: 1193 students with parent consent and complete pre- and post-data (out of a total of 3029 target students)**
  - **Intervention School: N = 650 students (148 receiving OPRS or Tier 1 Service)**
  - **Control School: N = 543 students (126 receiving OPRS or Tier 1 Service)**

# Socio-economic Differences between Students of Intervention & Control Schools

- **Students of Intervention Schools are More Disadvantaged than Students of Control Schools**
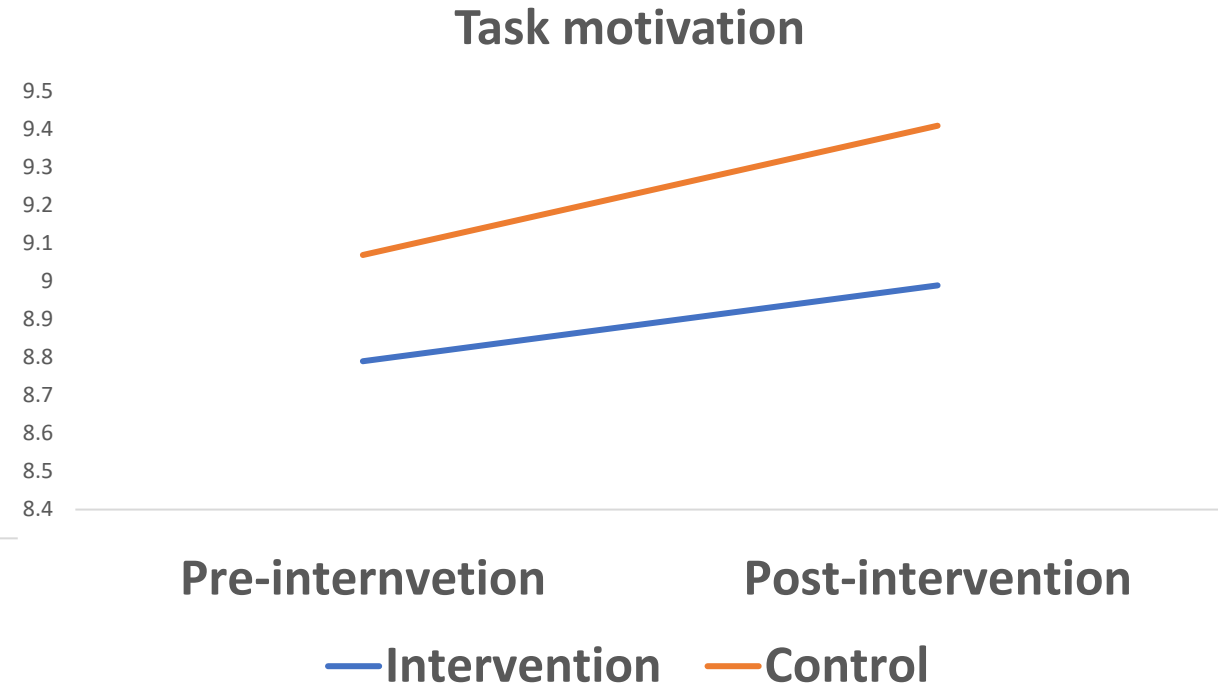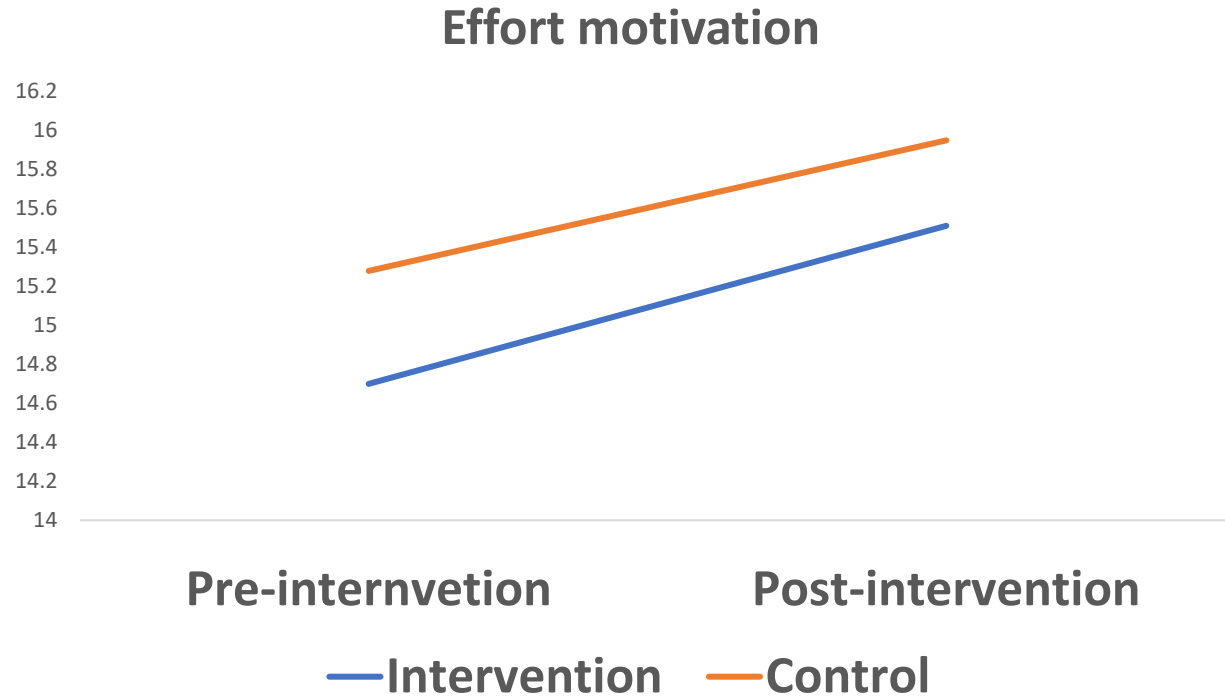
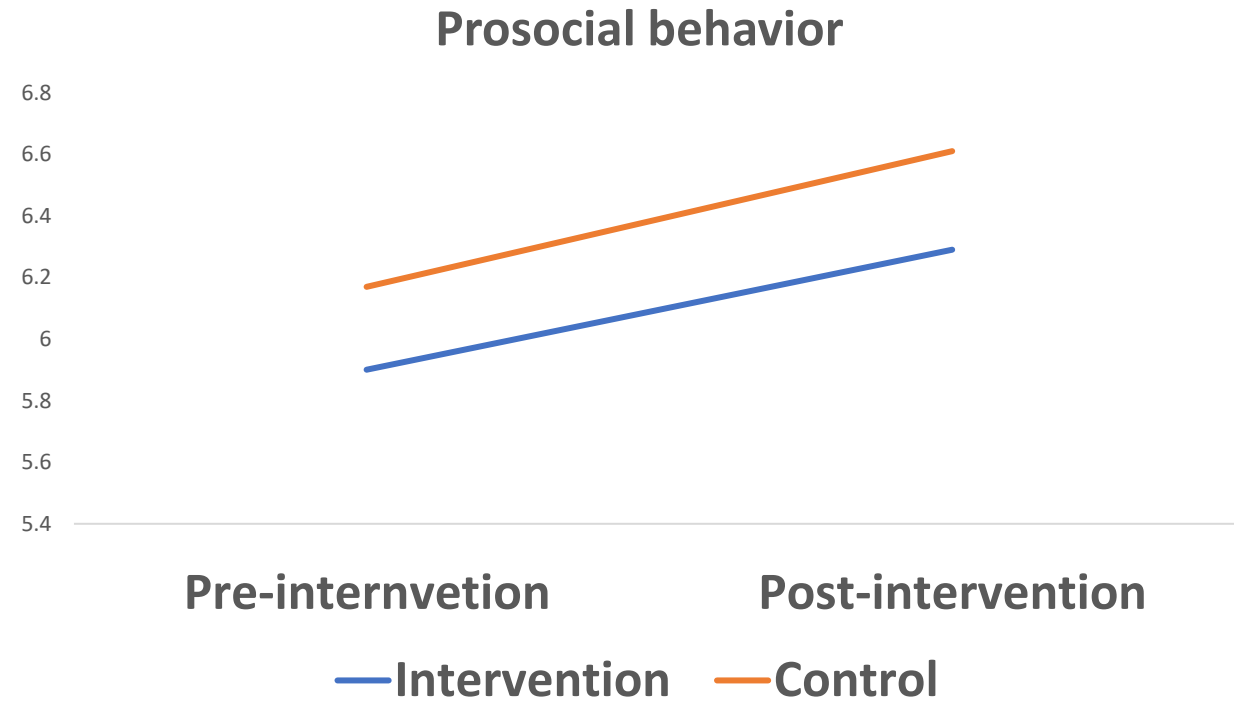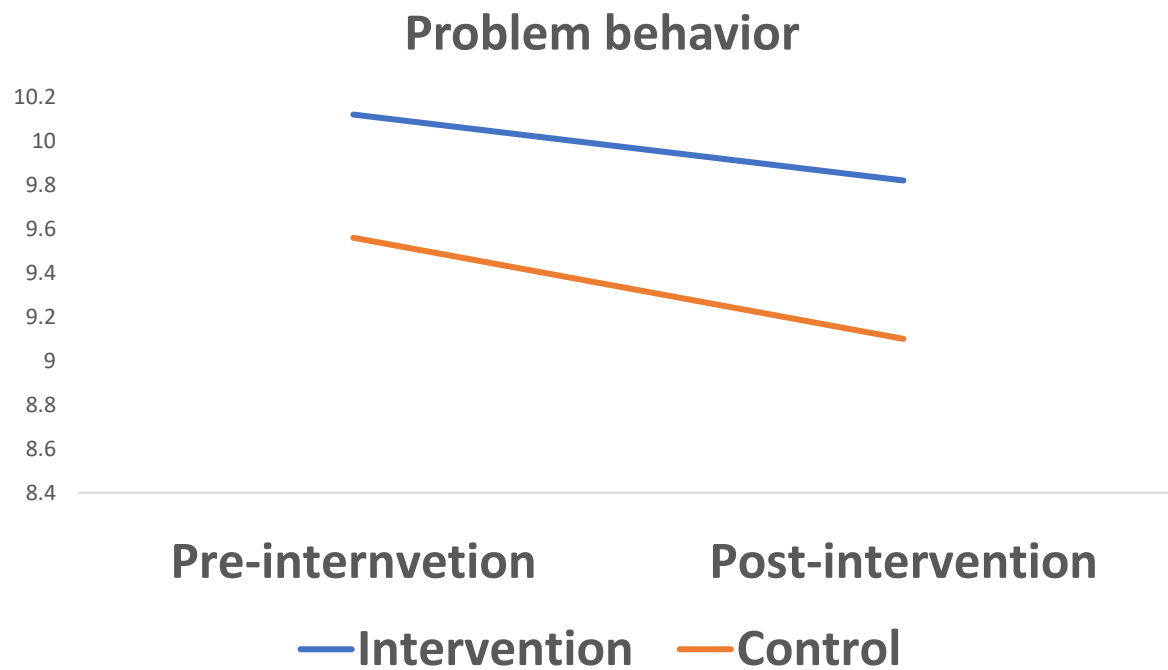|  | Intervention (*N* = 650) | Control (*N* = 543) |
|---|---|---|
| **Attending nursery class** | **93 (14.3%)** | **37 (6.9%)** |
| **On fee subsidy** | **339 (55.4%)** | **258 (49.0%)** |
| **Mother with < 9 years education** | **113 (17.6%)** | **54 (10.0%)** |
| **Father with < 9 years education** | **122 (19.5%)** | **70 (13.1%)** |
| **Mother not employed** | **287 (51.1%)** | **192 (39.6%)** |
| **Below median household income** | **213 (33.5%)** | **126 (23.7%)** |

# Socio-economic Differences between Students of Intervention & Control Schools

| | Intervention (*N* = 650) | Control (*N* = 543) |
|---|---|---|
| **Child age (Years)** | **3.70** | **3.98** |
| **Child length of residence in HK (Years)** | **3.62** | **3.97** |
| **Mother length of residence in HK (Years)** | **26.65** | **29.75** |
| **Father length of residence in HK (Years)** | **33.07** | **34.97** |
| **Pre effort motivation (Score)** | **14.70** | **15.28** |

# Student Learning and Behavior Outcomes: Comparison between Groups



Effort motivation — line chart comparing Intervention and Control groups from Pre-intervention to Post-intervention.

Task motivation — line chart comparing Intervention and Control groups from Pre-intervention to Post-intervention.

# Student Learning and Behavior Outcomes: Comparison between Groups

# Interpretation of Results on Student Outcomes: Issues to be Considered

- Limitations in Implementation
  - Pilot nature of the project
    - Knowledge & skills acquired by PLeaSS teams & Seed teachers were being consolidated
    - Practice model was being trialled out & fine-tuned
    - Difficulties in negotiating system changes, e.g., integration of OPRS with Tier 1
  - Short implementation period
    - Inadequate time to spread the good practices, e.g., from seed teachers to others
  - Impact of COVID-19
    - Differential effects on families of Low vs High Socioeconomic Status

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# Intervention Group More Disadvantaged Than Control Group: Impact of COVID

- **Risk of child psychosocial problems higher in low-income families during COVID**

    **[Tso et al., 2019. https ://doi.org/10.1007/s0078 7-020-01680-8]**

- **Children from low-income families are less likely to have reliable tools for online education and to have a quiet place at home for self-study**

    **[OECD, 2020. https://www.oecd.org/coronavirus/policy-responses/combatting-covid-19-s-effect-on-children-2e1f3b2f/]**

# Intervention Group More Disadvantaged Than Control Group: Impact of COVID

- In normal times, there is an achievement gap between children from high and low SES families after summer holidays
  [Allington et al., 2010; Alexander et al., 2007]

- Low SES parents are less likely to provide adequate learning activities such as reading with their children; and the gap between children from different high and low SES groups may have widened as a result of the COVID-19 outbreak and related lockdown measures
  [OECD, 2020]

# Interpretation of Results on Student Outcomes: Issues to be Considered

- **Limitations in Research Design**
  - **Quasi-experimental study**
    - **For practical reasons, schools were not randomly assigned to Intervention and Control Groups**
    - **Intervention school**
      - **Teachers are less well-qualified & have fewer years of teaching experience**
      - **Students are from families of lower socio-economic status**

# Interpretation of Results on Student Outcomes: Issues to be Considered

- **Refusal rate (3 schools with no data)**
- **Validity of questionnaires**

# Student Learning and Behavioral Outcomes: A Summary

- **During the one-year implementation period**
  - **although the gap between the intervention and control groups could not be closed, it did not widen**
    - **despite the known adverse effect of COVID on children from disadvantaged families**
- **Pockets of (instead of widespread & consistent) good practices were observed in the intervention group**
  - **Have probably contributed to the results**

# Thank you

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