

## Prevention/Adult Perpetrator: Desistance

Training programmes for teachers, parents, and other adult care providers can reduce violence by caregivers against young children.

<b>Evidence status</b>	<b>Low risk of bias</b>	Structured training programmes are effective interventions to reduce violence against children by adult caregivers such as teachers and parents.
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### The summary in brief

This cell has four primary studies and one protocol for an RCT. All studies are on training adult caregivers of children such as teachers, parents, and orphanage care providers to not use violence as a form of discipline against children. The children in these studies were in preschool, first grade or older children living in orphanages (average age: 9 years).

Teachers are taught techniques to improve classroom management. The training focuses on changing attitudes towards reduced violence against children.

Adult caregivers report that they use less violence after participating in training. However, this is self-reported and is often hard to verify. The findings across studies are consistent and this approach seems promising as a strategy.

### Contents of the cell

The cell has four completed studies (*Baker-Henningham 2019, Baker-Henningham 2021, Francis 2021, Hecker 2021*) and one ongoing RCT protocol (*Lopez Garcia 2021*).

<i>Baker-Henningham 2021</i> RCT, low risk of bias.	Jamaica. Preschoolers. Evaluation of the Irie Classroom Toolbox, a programme aimed at improving classroom management by teachers and socioemotional development of children.
<i>Baker-Henningham 2019</i> RCT, low risk of bias.	Jamaica. Children in Grade 1. Evaluation of a violence prevention teacher training programme aimed at reducing corporal punishment and improving classroom management. Adapted from the Irie Classroom Toolbox.
<i>Francis 2021</i> RCT, low risk of bias.	Jamaica. Preschoolers. Evaluation of the Irie Homes Toolbox, a parenting programme delivered through schools aimed at reducing harsh punishment by parents and improved engagement with children.

<p><i>Hecker 2021</i></p> <p>RCT, some concerns about possible bias.</p>	<p>Tanzania. Children average age 9 years.</p> <p>Evaluation of Interaction Competencies with Children – for Caregivers (ICC-C), a training programme for care providers at various orphanages in Dar es Salaam.</p>
<p><i>Lopez Garcia 2021</i></p> <p>RCT protocol, ongoing study</p>	<p>Haiti. Primary school children.</p> <p>Evaluation of Interaction Competencies with Children – for Teachers (ICC-T), a teacher training programme for primary school teachers to prevent violence against children.</p>

### The interventions

All the interventions examined in this cell are training programmes for adults who engage closely with children. In most programmes, teachers are the target of training (Baker-Henningham 2019, Baker Henningham 2021, Lopez Garcia 2021). There is also one study on a parent-focused programme delivered via preschools (Francis 2021) and another on training care providers in orphanages (Hecker 2021).

Three of the interventions were implemented by the same group of researchers albeit in different populations, i.e., first grade teachers, preschool teachers (Irie Classroom Toolbox), and parents of preschoolers (Irie Home Toolbox). The two other interventions are implemented by another group of researchers again in different populations, i.e., orphanage care providers (ICC-C) and primary school teachers (ICC-T).

Baker-Henningham (2019) and Baker-Henningham (2021) are both based on the Irie Classroom Toolbox, a universal violence prevention intervention for Grade 1 and preschool teachers. Most schools in the study are in urban, low-income areas. The goals of the programme are to reduce violence by teachers against students and aggressive behaviour by children. To achieve this, teachers participate in eight full-day workshops and four 1-hour sessions of in-class support delivered over six months. Teachers also get educational materials (books, manipulatives, Play-doh), picture cards, positive notes home, stickers, stamps, puppets, behaviour planning forms and other accessories.

The same researchers developed another version of the intervention called the Irie Homes Toolbox, targeted at parents/caregivers of young children (Francis 2021). The goals here are to prevent harsh punishment by parents, increase their involvement in their child’s life, and to reduce behavioural difficulties for children. The intervention is delivered via teachers at the same preschools that participated in the Classroom Toolbox version. Parents participate in 90-minute sessions weekly over two successive school terms (six months). The content includes tips on managing child problem behaviours, managing emotions, positive parenting techniques and helping with schoolwork. It is not clear from the paper who delivered the training but ideally teachers trained in the classroom version of the Toolbox would deliver the Homes Toolbox programme to parents.

Hecker 2021 tested a programme called Interaction Competencies with Children – for Caregivers (ICC-C) targeted at orphanage care providers in various orphanages of Dar es Salaam, Tanzania. The main goals are to reduce child maltreatment and to improve the relationship between children and care providers. Multiple sessions on topics such as child development, caregiver-child relationship, effective caregiving strategies, maltreatment prevention, supporting children, child-centred institutional care, and teamwork and supervision are delivered over two weeks. Professionally trained psychologists deliver training, customizing the programme based on the participants needs. The average age of children cared for by orphanage care providers in this programme is 9 years.

The protocol in this cell (Lopez Garcia 2021) is for an RCT that is testing a version for teachers called Interaction Competencies with Children – for Teachers (ICC-T) in various primary schools in Haiti. The goals and format of the programme are very similar with the content for teachers in this intervention.

### **Do the interventions work in improving child maltreatment disclosure?**

Yes. In all studies, adult caregivers in the intervention group said that they reduced their use of harsh punishment against children. The reductions were statistically significantly.

In one study (Baker-Henningham 2019), teachers were violent against their Grade 1 students an average four times a day in the intervention group compared to twelve times a day for teachers who did not take part in the programme (the control group). Preschool teachers in the Irie Classroom Toolbox intervention (Baker-Henningham 2021) had 67% fewer counts of violence against children compared to the control group immediately after the programme ended and 54% less one year after the programme began. Parents in the Irie Home Toolbox group (Francis 2021) reported a 14% reduction in use of violence after doing the intervention compared to no change in the comparison group. However, in the study from Tanzania (Hecker 2021), adult care providers in orphanages said that they used less violence against children (after participating in the programme) but when children were independently asked, they did not think the harsh discipline had reduced.

### **Have the interventions been implemented at scale?**

Not quite. All of these are relatively small research studies implemented in multiple schools and institutions but not truly scaled up.

### **Which type of organisation delivered the interventions?**

Trained facilitators or the researchers conducted the training for adult caregivers. For the Irie Homes Toolbox, ideally teachers trained with the Irie Classroom Toolbox deliver the programme to parents, but it is unclear if that actually happened in the study.

### **What do the interventions cost?**

Detailed cost analyses are not available, but the researchers claim that these interventions could be kept low-cost.

### How are the programmes meant to work? The theory of change

The ICC-C programme is based on “attachment, behavioural, and social learning theories” as well as other programmes and research in this area. The Irie Toolbox interventions are based on the ‘Incredible Years Teacher Training Programme,’ an evidence-based approach to addressing behavioural issues in young children by training teachers and parents but no specific theory is cited in the studies.

### How reliable is the evidence?

Quite reliable. Three out of four completed RCTs are rated as low risk of bias.

### *Risk of Bias for Randomised Controlled Trials (RCTs)*

Study (Author and year)	Overall risk of bias	Randomised process	Deviations from intended interventions	Missing outcome data	Measurement of the outcome	Selection of the reported result
<i>Baker-Henningham 2019</i>	Low risk of bias	Low risk	Low risk	Low risk	Low risk	Low risk
<i>Baker-Henningham 2021</i>	Low risk of bias	Low risk	Low risk	Low risk	Low risk	Low risk
<i>Francis 2021</i>	Low risk of bias	Low risk	Low risk	Low risk	Low risk	Low risk
<i>Hecker 2021</i>	Some concerns	Some concerns	Low risk	Some concerns	Some concerns	Low risk