

Motivational Interviewing Skills for Coaches (R324A190173)

Executive Summary: Year 4

As described in our Year 2 and Year 3 annual reports, the COVID-19 pandemic has delayed implementation in each of the past 3 years. As a result of these setbacks, we planned to conduct the entire RCT in Bullitt County and Fayette County Public Schools (FCPS; Lexington, KY) during project Year 4 (2022-2023 school year). While we will only complete 50% of our target enrollment for our RCT (Cycle 4) implementation efforts this year, that effort has been successful and we have a plan to accomplish all of project goals during a 5th year of implementation, if IES will grant us a NCE.

To date, we are in the process of collecting post-intervention data for wave 1 participants and baseline data for wave 2 participants; we will update these results at the conclusion of wave two. During cycle 4, 21 school-based personnel (henceforth referred to as coaches) were consented and randomized to participate in the RCT across two waves. Eleven coaches were randomized to the CBP+MI condition and 10 were randomized to the CBP-only condition. During wave 1, two coaches dropped prior to training, reducing the sample of participating coaches to 19 coaches (CBP+MI = 10, CBP-only = 9). Thirty-six teachers have participated across the two waves (20 working with coaches randomized to CBP+MI and 18 working with coaches randomized to CBP-only). Students are still being recruited for wave 2.

All participating coaches from both conditions attended the coach trainings and most subsequently attended focus group discussion or individual interviews and completed surveys assessing the acceptability, appropriateness, and feasibility of the CBP training, MI training, and standardized practice sessions. On average, scores were high across the type of training and the group, indicating that, in general, participating coaches in both conditions found their respective trainings to be acceptable, appropriate, and feasible.

Because implementation is ongoing, we have incomplete pre and post assessment data. However, baseline data indicates the teachers/coaches assigned to the CBP-only or CBP+MI conditions were equivalent at baseline for all of our proximal outcomes, including teacher motivation, teacher sense of efficacy, burnout, attitude towards inclusion, and student-teacher relationships.

Coach- and teacher-reported data following each session indicated the coaches/teachers were satisfied and prepared for each of the four sessions and that their teachers/coaches were engaged.

Although we have not had our coach-teacher audio-recordings coded for motivational interviewing quality nor analyzed our cost analysis data, the data is successfully being collected and will be analyzed at the conclusion of the study. Additionally, we are in the process of collecting teacher and coach post-intervention satisfaction data.

Next period

Plans have already been initiated to implement a second cohort in Jefferson City Public Schools (JCPS) to participate. JCPS is 30 miles south of Columbia. JCPS has informed us they have 21 potential coaches to participate. Our team has been preparing for this transition since summer 2022 and we are confident we can still accomplish all of our project objectives.