

MYRIAD

My resilience in adolescence

Participant Information Sheet for Teachers – Notification of changes

An invitation to continue to take part in research

MYRIAD is a research project that you have been taking part in which is investigating how schools prepare young people to manage their emotional health and improve resilience. As part of the project you agreed to answer some questions relating to your wellbeing at 5 time points, and so far you have completed 4 time points. We have made a change to the final questionnaire and before you decide if you would like to continue take part, it is important for you to understand why the research is being done and what it will involve.

What has changed?

We have made some changes to the final questionnaire and added in questions relating to the COVID-19 pandemic, specifically the impact of the pandemic on your health and wellbeing.

What is the purpose of the project?

The aims of the MYRIAD project are as planned: we will compare existing, good quality social and emotional learning that is already being taught in schools (known as 'teaching as usual') to a programme of study that is based on mindfulness techniques. Mindfulness is a way of being present to experiences as they happen, rather than worrying about what has happened or might happen in the future. With the additional information we are asking for, we will explore the impact of the COVID-19 pandemic on adolescents' and teachers' mental health, and whether mindfulness practice is related to resilience in the face of the pandemic.

Do I have to continue to take part?

You do not have to continue to take part. If you do decide to continue to take part, you will be asked to sign a consent form, but you are still free to withdraw at any time without having to give a reason.

Further information.

All other details regarding the project remain the same and are detailed in the full information sheet below for your reference.

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What is the purpose of the project?

Adolescence is a time of change and development. Learning skills that build resilience has the potential to help adolescents navigate these challenges during their time at school and build a platform to serve them throughout their lives.

What will we do?

The mindfulness programme, called ‘.b’, has been developed by the Mindfulness in Schools Project and is a series of 10 lessons plus a small number of follow up sessions in subsequent years. The lessons are designed to appeal to young people and each one teaches a particular mindfulness skill. Typically, a lesson includes an introduction by the teacher, supported by prepared resources, practical exercises and demonstrations, which make the ideas relevant to the pupils. Participating teachers in schools allocated to the mindfulness group have been trained to deliver the intervention to pupils.

How have schools been chosen?

We invited mainstream secondary schools in the UK to apply to take part and your school has signed up. We looked for a range of schools that are representative of schools in the UK and schools who were not already using mindfulness techniques in their school.

Design of the project

This project is a randomised controlled trial in which all schools are randomly allocated, using a computer programme, to continue either with ‘teaching as usual,’ or to provide the mindfulness programme alongside their current teaching. The two groups in the project, therefore are: ‘teaching as usual’ and the mindfulness programme groups. Schools had an equal chance of being allocated to either group.

The two diagrams below show the timeline and involvement in the project for schools starting in 2017. The diagrams indicate what teachers and pupils will experience in both groups as part of this project.

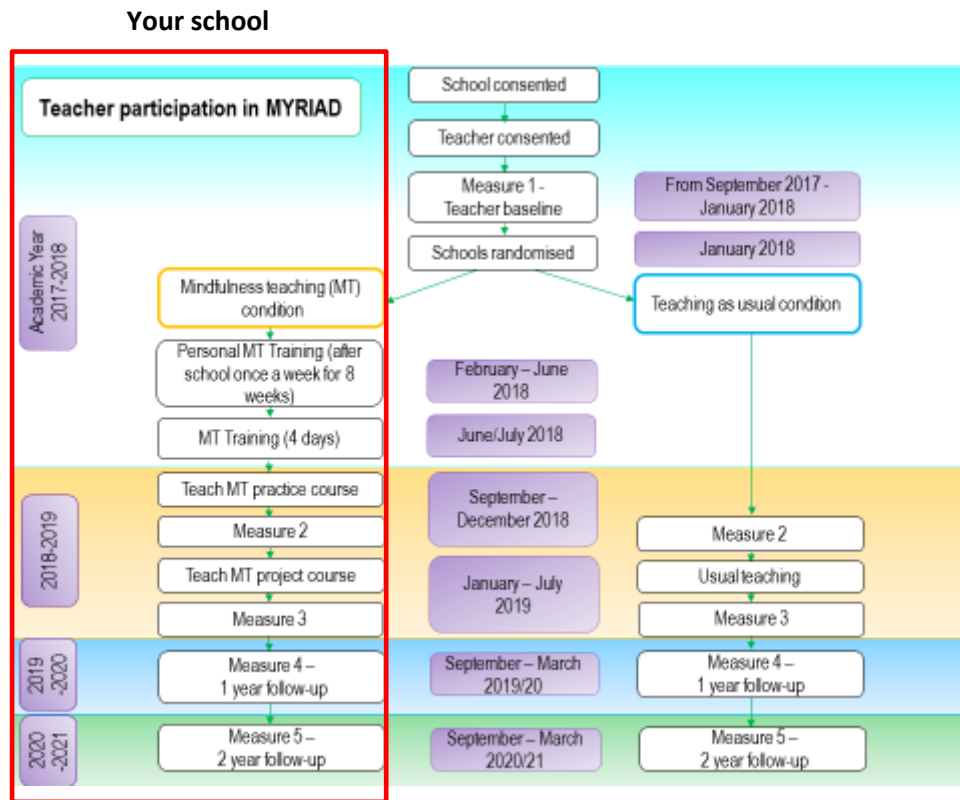


Figure 1: Teachers' progression through MYRIAD

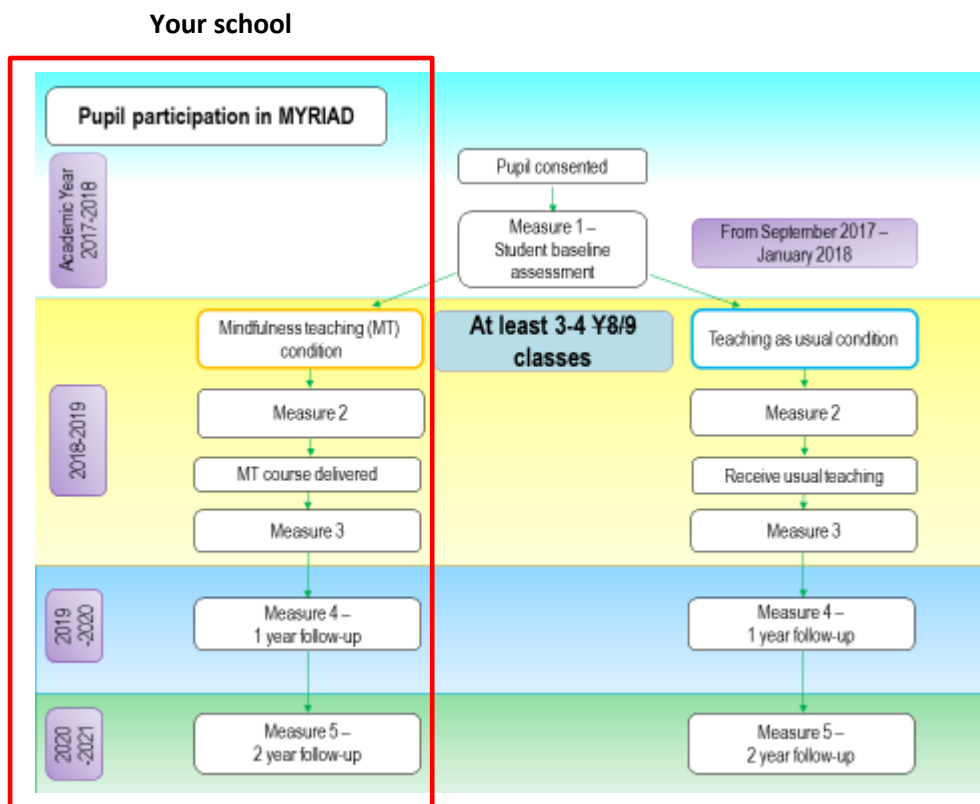


Figure 2: Pupils' progression through MYRIAD

Teacher Involvement

All participating schools identified a group of ideally around ten teachers, but **at least five** who would be willing to take part and complete questionnaires for the duration of the project.

To participate in this project, teachers must normally:

- 1) Be a fully qualified teacher according to the regulatory framework of the country they are working in. (Examples are; Qualified Teacher Status (QTS), 2 years classroom teaching experience, have completed the national induction programme or probation period)
- 2) Have a permanent contract with the school, or likely to be in the same school for next two-three years
- 3) Be available to attend an eight-week personal mindfulness course consisting of a two-hour class each week together with a 'silent day,' which is usually on a Saturday and then attend a further course to be trained in the mindfulness programme (four full days optionally residential) in the current school year
- 4) Be willing to complete measures for the project
- 5) Be happy to deliver the mindfulness programme to pupils in school following training and be able to be timetabled into the curriculum to teach this

Unfortunately, in this project teachers cannot:

- 1) Be a newly qualified teacher (e.g. NQT)
- 2) Have already completed an eight week face to face mindfulness course or the 'b' training provided by Mindfulness in Schools Project
- 3) Be currently identified as "Unsatisfactory" in their performance management cycle

What will participating teachers do?

Teacher Training and Programme of Study Delivery

Your school was allocated to the mindfulness training programme so participating teachers are taking part in mindfulness training. This training consists of two phases (shown in Figure 1). Firstly, teachers completed a **personal eight week face to face mindfulness course**. Each session lasted for around two hours per week after school, plus one full day session and this took place on the school premises. This course is experiential in nature and includes exercises and activities to help you become more aware of the present moment, including paying attention to moment-to-moment changes in the mind and the body. There are also home practices to complete.

Follow up mindfulness sessions of one to two hours were also offered to participating teachers. This personal mindfulness training was followed 3-6 months later by a **four-day syllabus training**, usually residential in June/July 2018. We provided financial support for associated travel and subsistence costs, and will reimburse schools for the costs of essential supply teacher cover during syllabus training. Following this, **between September and December 2018**,

teachers were be asked to deliver the **full** programme in their school to a group of young people, who were not research participants, to gain experience in delivering the programme.

Training was be provided free of charge.

Teachers then teach the course again, as part of the research, between January and July 2019 to classes of Year 8 or 9/9 and 10/S2 pupils. They were required to film the delivery of the course. The videos will be used to assess how the course is being delivered in our trial schools. Teachers were asked to film themselves in such a way that no pupils in the class are identifiable from the video.

Within each school allocated to the mindfulness training programme, we aimed to recruit around ten, but at least five teachers to commence the training pathway, with the expectation that at least four completed their .b training and at least three went on to deliver project classes within their school.

Research Lead

We asked each school to identify a teacher who will act as the ‘research lead’ within the school, and be the primary point of contact for the research team when liaising with the school.

Teacher Questionnaires

One aim of the research is to examine teacher well-being. Teachers participating in the project will be asked to complete questionnaire measures of well-being at the five measurement time points shown in Figure 1. There is now only **one remaining timepoint**. If you were to move onto another school during the time of the project, we would ask you if you wanted to continue to provide these measures and you could choose whether to continue or withdraw from the study. Due to the COVID-19 pandemic, additional questions have been added to the final data collection.

Pupil Questionnaires

All pupils in Years 7 and 8/8 and 9/Year S1 in participating schools were invited to complete a brief questionnaire. Next academic year, a subset of these pupils will go on to complete further measures at the four additional time points shown in Figure 2.

Each set of pupil assessments will be done as a whole class and will **take around 45 minutes**. Pupils will complete their own questionnaire, either electronically or on paper. These visits will be scheduled at a convenient time for the school and at an appropriate point in relation to the timeline of the project. We will try to include all pupils in relevant classes, with support from their teaching assistants if required. It is important that we get data from all pupils in the project, including those who may be absent from school on the day the research team visits. Where pupils are absent, we will take advice from the school on the best way to collect their data. Due to the COVID-19 pandemic the final set of pupil assessments will be collected remotely.

Teacher-completed Pupil Measures

Some teachers will be asked to complete a brief questionnaire on each participating pupil on four occasions during their involvement in the project. The teacher most suited to completing these measures will be asked to complete these (for example the teacher who knows each pupil best).

Parent/Carer opt-out

Parents/carers can opt-out their child from being involved in the project. If a parent or carer opts out their child, then the pupil concerned would not be asked to answer the project questionnaires and the research team would not request the pupil's UPN number. Irrespective of their involvement in the research project though, all pupils will still participate in lessons, either being taught as usual or following the mindfulness programme, as part of the school's timetabled provision.

Filming

In the mindfulness teaching condition, teachers were asked to film their delivery of lessons. In the event that a parent opts their child out of the research, we asked their teacher to ensure that the pupil in question was seated in such a way that there was no chance of their image being captured on film, and to be aware of opted-out pupils (for example, by not saying their full name when filming).

Consent

We will ask you to sign a consent form before you continue to participate in the project. Although by signing the consent form you are agreeing to continue to take part in the project, it is important to remember that:

- You can decide to stop any element of the project at any point.
- You need not answer questions that you do not wish to.
- Anything you tell us will be absolutely confidential. Your name will be removed from the information and it will not be possible to identify anyone from our reports on the project. The only circumstances in which information would be shared would be in the rare event that it was judged that you or someone else was at risk of serious harm. In this instance, we would only share information essential to ensure safety and any information sharing would be discussed with you wherever possible and conducted in accordance with the MYRIAD risk and safeguarding protocol.
- Audio and video recordings of you delivering the course to your students will be stored securely and identified by a number code. Any images of pupils accidentally captured on film will be removed once the videos have been received by us, and prior to any rating.

What are the possible risks and benefits of taking part?

Possible Risks: There are no known risks associated with this project. We have conducted a feasibility project delivering the mindfulness programme to 256 students. This project did not find any adverse effects as a result of this training or completion of questionnaires.

Pupils will be answering questionnaires on some sensitive topics, including their emotional health and well-being. We **will not** feedback the information gathered through these questionnaires to parents or schools because the data is collected for research, rather than clinical purposes, and cannot easily be used to assess either a young person's level of risk or the most appropriate and helpful response to any issues identified. We will make it clear to pupils and their parents/carers that although pupils may report emotional problems in their questionnaires, we will not pass on this information. However, we will give each pupil contact information for a range of sources of support at each visit and encourage them to speak to someone if they have any questions or concerns about the issues raised. We will work with each school to ensure that the debriefing information provided to pupils is locally appropriate and that all young people have an opportunity to talk with a member of the research team after each session if they have any questions.

Mindfulness training involves a significant time commitment for the duration of the course, including daily home practice of mindfulness techniques. Finding the time to practice can be challenging and, like all new physical or mental skills, people sometimes experience challenges as they learn. However, research on mindfulness training in healthy adults suggests that, overall, people find this approach to be beneficial in reducing stress. All mindfulness instructors will be fully trained and meet UK good practice guidelines for mindfulness teachers. This ensures that they can support people as they follow the course, which will help participants to get the most out of it. As with all aspects of the project, we would encourage you to speak to someone from the research team if you have any questions or difficulties.

Possible Benefits: By participating in this project you and your school would be making a contribution towards greater knowledge and understanding of the best ways to help prepare young people to manage their emotional health and improve resilience to the challenges of adolescence.

Your school is part of a large-scale, high-profile research project and will have the opportunity to engage with researchers from the University of Oxford, which would help inspire pupils to take an interest in scientific research.

As your school has been allocated to the mindfulness intervention group, participating teachers at your school will receive personal mindfulness training and CPD training.

Withdrawal

Teachers and/or schools are free to withdraw without penalty, at any point. You do not have to give a reason.

What if there is a problem?

If you have a concern about any part of this project, please speak to **the project team on** (01865 613 164 or myriad@psych.ox.ac.uk) who will do their best to answer your concern. The researcher

should acknowledge your concern within 10 working days and give you an indication of how he/she intends to deal with it.

If you remain unhappy or wish to make a formal complaint, please contact the **Chair of the Research Ethics Committee** at the University of Oxford (Chair, Medical Sciences Inter-Divisional Research Ethics Committee; Email ethics@medsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD). The chair will seek to resolve the matter in a reasonably quick manner.

If you have any concerns about any member of the research team, you are free to contact the project safeguarding lead, Dr Kate Tudor, by email: kate.tudor@psych.ox.ac.uk.

Alternatively you are free to contact the two University of Oxford safeguarding leads:

Julian Duxfield

University of Oxford Director of Human Resources

Tel: 01865 270 152

email: julian.duxfield@admin.ox.ac.uk

Catherine Paxton

Director of Student Welfare and Support Services

Tel: 01865 280 444 (direct line) or 01865 280 459

email: director.swss@admin.ox.ac.uk

Confidentiality of data

All information collected about you during the course of the research will be kept strictly confidential within the limits of the law. The only circumstances in which information would be shared would be in the rare event that it was judged that you or someone else was at risk of serious harm. In this instance, we would only share information essential to ensure safety and any information sharing would be discussed with you wherever possible.

As stated above, we **will not** use data provided by pupils on project questionnaires to flag up young people at risk. However, we will always respond if pupils or others choose to disclose information which suggests that they may be distressed or at risk of harm to a member of the research team. If you join the project, some parts of the data collected for the project may be looked at by authorised persons from the University of Oxford to check that the project is being carried out correctly. All individuals with access to project data will have a duty of confidentiality to you as a research participant, and nothing that could reveal your identity will be disclosed outside the research site.

Any information about participants will be assigned a unique project ID code, which will not have participants' names on it, so teachers and schools cannot be recognised from it. At the end of the project, we may make anonymised research data available for use by other researchers through a data repository designed for this purpose. Anonymised raw data sets for specific measures may also be provided back to the developers of questionnaires (including commercial developers) used

in this project to support further validation of the measures. Data released in this way could not be linked back to specific teachers or schools.

At the end of the trial, anonymised documents will be stored securely for ten years after which they will be destroyed.

What will happen to the results of the research?

Any research publications will not identify you individually. If you would like a copy of the published results, let one of the researchers know and we will be delighted to send them to you when they become available.

Who is organising and funding the research?

This is one of a series of projects that has been funded by The Wellcome Trust.

Who has reviewed the project?

This project has been reviewed by and received ethical clearance through the University of Oxford Central University Research Ethics Committee, and is fully consistent with the ethical guidelines of the British Educational Research Association.

Thank you for taking the time to read this information sheet and to consider participating in this research.

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This project is part of a larger collaboration between the University of Oxford, the MRC Cognition and Brain Sciences Unit, University College London, the University of Exeter and King's College London.