

Unpublished basic Results

A teacher-led classroom intervention in an area of Mexico experiencing community

violence: A controlled mixed-method feasibility study

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Appendices available at www.blsmanuscript.org

Figure 1:

Non-randomized Trial Assessments

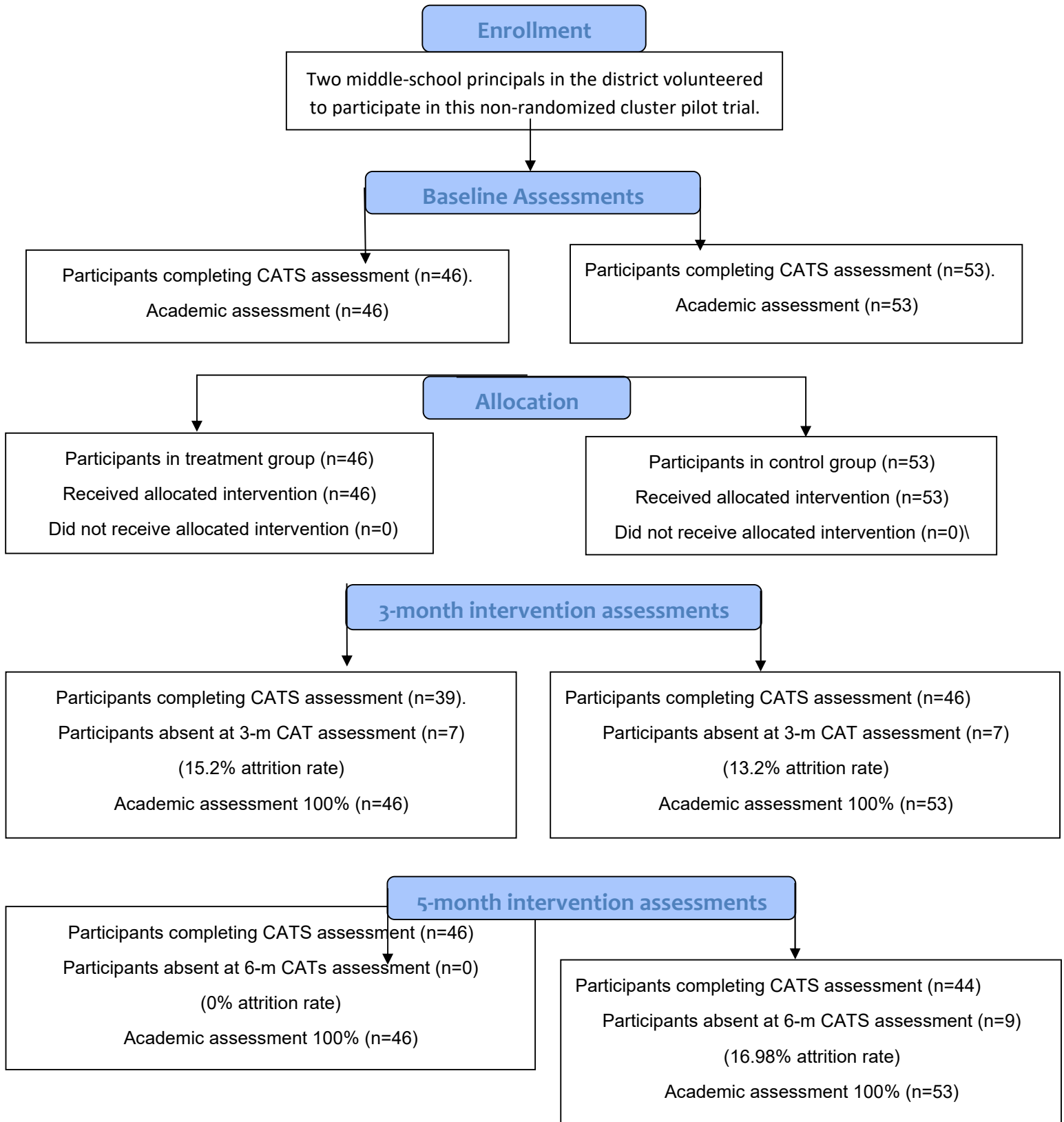


Table 1: Assessment of Normality of all data set with Shapiro-Wilks (*W*)

Treatment Data Sets	<i>n</i>	<i>W</i>	<i>P</i> -value ¹	Control Data Sets	<i>n</i>	<i>W</i>	<i>P</i> -value
Trauma Experiences				Trauma Experiences			
Baseline	46	.920	<.001	Baseline	53	.937	.01
3 months	39	.958	.16	3 months	46	.920	<.001
5 months	46	.952	.01	5 months	44	.911	<.001
PTSD Total Score				PTSD Total Score			
Baseline	46	.879	<.001	Baseline	53	.966	.14
3 months	39	.888	<.001	3 months	46	.917	.00
5 months	46	.901	<.001	5 months	44	.910	.00
Subscales				Subscales			
Re-Experiencing				Re-Experiencing			
Baseline	46	.718	<.001	Baseline	53	.683	<.001
3 months	39	.578	<.001	3 months	46	.650	<.001
5 months	46	.634	<.001	5 months	44	.609	<.001
Avoidance				Avoidance			
Baseline	46	.647	<.001	Baseline	53	.643	<.001
3 months	39	.446	<.001	3 months	46	.664	<.001
5 months	46	.559	<.001	5 months	44	.451	<.001
Negative Mood/Cognition				Negative Mood/Cognition			
Baseline	46	.861	<.001	Baseline	53	.867	<.001
3 months	39	.861	.00	3 months	46	.896	<.001
5 months	46	.830	<.001	5 months	44	.824	<.001
Arousal				Arousal			
Baseline	46	.809	<.001	Baseline	53	.898	.00
3 months	39	.791	<.001	3 months	46	.855	<.001
5 months	46	.829	<.001	5 months	44	.670	<.001
Functional Impairment				Functional Impairment			
Baseline	46	.690	<.001	Baseline	53	.849	<.001
3 months	39	.804	<.001	3 months	46	.888	.00
5 months	46	.787	<.001	5 months	44	.796	<.001
Academics				Academics			
Mathematics				Mathematics			
Baseline	50	.870	.00	Baseline	50	.909	.001
3 months	50	.793	<.001	3 months	50	.922	.00
5 months	50	.895	.001	5 months	50	.910	.001
Reading				Reading			
Baseline	50	.796	<.001	Baseline	50	.895	.00
3 months	50	.885	.00	3 months	50	.914	.001
5 months	50	.878	.00	5 months	50	.861	<.001

¹ threshold of significance ≤ 0.05

Table 2: Mann-Whitney Assessment of Comparability of Treatment and Control Schools Prior to Initiating Intervention

	Treatment School median (IQR)	Control School median (IQR)	<i>U</i>	<i>P</i> -value ²
Trauma Experiences	3 (2)	3 (3)	1139.50	.58
PTSD Scale	6 (6)	8 (5)	1086.5	.35
Re-experiencing subscale	0 (1)	0 (1)	1200	.88
Avoidance subscale	0 (1)	0 (1)	1221	.96
Negative Emotions subscale	1(3)	1(1)	1112	.44
Arousal subscale	1(2)	2 (2)	869	.01
Function subscale	5 (1)	4 (2)	1548	.02
Mathematics	6 (3)	8 (3)	543	<.001
Reading	7 (2)	8 (2)	810.5	.02

² threshold for significance ≤ 0.05

Table 3: Treatment School, Wilcoxon Signed Ranks Analysis of Differences between (a) Baseline to 3 Months Intervention, and (b) Baseline to 5 Months Intervention at Public School in Ziracuaretiro, Michoacán de Ocampo on January through June 2023

	Baseline Median (IQR)	3 Months Median (IQR)	6 Months Median (IQR)	Baseline - 3 Months			Baseline - 5 Months		
				<i>W</i> (<i>p</i> - value)	<i>r</i> effect size	Direction of Change	<i>W</i> (<i>p</i> - value)	<i>r</i> effect size	Direction of Change
Traumatic experiences	3 (2)	4 (3)	3 (2)	488·5 (·45)	NA	NA	340 (·91)	NA	NA
PTSD score	6 (6)	7 (3)	7 (4·5)	622·5 (·03)	·33	decrease	364·5 (0·618)	NA	NA
Re-Experience subscale	0 (1)	0 (·5)	0 (1)	295·5 (0·03)	·37	decrease	72 (·061)	NA	NA
Avoidance subscale	0 (1)	0 (0)	0 (·5)	211·5 (·02)	·35	decrease	54·5 (·512)	NA	NA
Negative Emotions subscale	1 (3)	1 (3)	1 (2·5)	388·5 (·38)	NA	NA	243·5 (·93)	NA	NA
Arousal subscale	1 (2)	1 (2)	1 (2·5)	323·5 (·44)	NA	NA	105 (·29)	NA	NA
Function subscale	5 (1)	4 (2)	4 (2)	498·5 (·002)	·49	decrease	273 (·04)	·30	decrease
Mathematics	6 (3)	7 (3)	8 (2)	133·5 (<·001)	·50	increase	105 (<·001)	·66	increase
Reading	7 (2)	8 (1)	8 (3)	200 (·03)	·32	increase	88 (<·001)	0.62	increase

a NA= effect size and direction of change not applicable as difference between groups was not statistically significant

b Pearson r effect sizes: (a) ·00 indicates no effect size; (b) ± ·01 to ± ·29 indicates a small effect size; (c) ± ·30 to ± ·49 indicates moderate effect size; (d) ± ·50 to ± 1 indicates large effect size

Source: Prepared by the authors from the study results

Table 4: Control School, Wilcoxon Signed Ranks Analysis of Differences between (a) Baseline to 3 Months Intervention, and (b) Baseline to 5 Months Intervention at Public School in Ziracuaretiro, Michoacán de Ocampo on January through June 2023

	Baseline Median (IQR)	3 Months Median (IQR)	6 Months Median (IQR)	Baseline - 3 Months			Baseline - 5 Months		
				W (P-value)	r effect size	Direction of Change	W (P-value)	r effect size	Direction of Change
Traumatic experiences	3 (3)	3.5 (4.75)	3 (2.25)	635.5 (.45)	NA	NA	715 (.55)	NA	NA
PTSD score	8 (5)	8 (6.75)	6.5 (4)	762 (.52)	NA	NA	912.5 (.02)	.35	decrease
Re-Experience subscale	0 (1)	0 (1)	0 (1)	418.5 (.47)	NA	NA	339 (.07)	NA	NA
Avoidance subscale	0 (1)	0 (1)	0 (0)	288.5 (.41)	NA	NA	208.5 (.01)	.42	decrease
Negative Emotions subscale	1 (1)	2 (3.75)	1 (3)	457.5 (.50)	NA	NA	737.5 (.06)	NA	NA
Arousal subscale	2 (2)	1 (3)	1 (1)	553.5 (.2)	NA	NA	696 (.01)	.41	decrease
Function subscale	4 (2)	4 (1)	4 (2)	617.5 (.08)	NA	NA	548.5 (.122)	NA	NA
Mathematics	8 (3)	7 (2)	7 (1)	480.5 ($<.001$)	.52	decrease	491 ($<.001$)	.49	decrease
Reading	8 (2)	8 (2)	7 (2.75)	17 ($>.99$)	NA	NA	394.5 (.31)	NA	NA

a NA= effect size and direction of change not applicable as difference between groups was not statistically significant

b Pearson r effect sizes: (a) .00 indicates no effect size; (b) $\pm .01$ to $\pm .29$ indicates a small effect size; (c) $\pm .30$ to $\pm .49$ indicates moderate effect size; (d) $\pm .50$ to ± 1 indicates large effect size

Source: Prepared by the authors from the study results