

Can coloring mandalas help reduce overthinking and loneliness in junior high school students?

Submission date	Recruitment status	<input type="checkbox"/> Prospectively registered
13/01/2026	No longer recruiting	<input checked="" type="checkbox"/> Protocol
Registration date	Overall study status	<input type="checkbox"/> Statistical analysis plan
19/01/2026	Ongoing	<input type="checkbox"/> Results
Last Edited	Condition category	<input type="checkbox"/> Individual participant data
14/01/2026	Mental and Behavioural Disorders	<input checked="" type="checkbox"/> Record updated in last year

Plain English summary of protocol

Plain English summary of protocol not provided at time of registration.

Contact information

Type(s)

Scientific, Public, Principal investigator

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Additional identifiers

Study information

Scientific Title

Structured Mandala Drawing Therapy to reduce rumination and loneliness in junior high school students: a randomized controlled trial

Acronym

MDRL

Study objectives

This study wants to find out if an 8-week group colouring activity using simple circle-pattern pictures (mandalas) can help junior-high-school students worry less and feel less lonely.

Ethics approval required

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Ethics approval(s)

approved 21/04/2025, Jilin Normal University Science and Technology Ethics Committee (College of Education Science, Jilin Normal University, 1301 Haifeng Street, Tiexi District, Siping, 136000, China; +86-434-329-1234; 1399428957@qq.com), ref: LJLL20250407

Primary study design

Interventional

Allocation

Non-randomized controlled trial

Masking

Open (masking not used)

Control

Placebo

Assignment

Parallel

Purpose

Prevention

Study type(s)

Health condition(s) or problem(s) studied

Adolescent rumination and loneliness

Interventions

Participants in the intervention group will receive eight weekly 40-minute Mandala Drawing Therapy sessions delivered in groups of 8–10 students. Each session follows a structured theme (Protection, Differentiation, Cohesion, Integration, Guidance, Transcendence, Enlightenment, Review) and includes choosing pre-printed mandala patterns, colouring with provided pens while calming background music is played, and sharing reflections. No additional homework or materials are required.

Intervention Type

Behavioural

Primary outcome(s)

1. Rumination measured using the Chinese version of the Ruminative Responses Scale (RRS) at baseline (week 0), post-intervention (week 8), 3-month follow-up

2. Subjective feelings of loneliness and social isolation measured using the UCLA Loneliness Scale (UCLA-LS) at baseline (week 0), post-intervention (week 8), 3-month follow-up

Key secondary outcome(s)

Completion date

30/07/2026

Eligibility

Key inclusion criteria

1. Grades 7–9 junior high school students
2. Age 12–15 years
3. Signed informed consent by student and parent
4. Not receiving other formal psychological intervention
5. No developmental disability or severe mental illness

Healthy volunteers allowed

Yes

Age group

Child

Lower age limit

12 years

Upper age limit

15 years

Sex

All

Total final enrolment

60

Key exclusion criteria

1. Diagnosed developmental disability
2. Severe mental illness precluding group activities
3. Concurrent participation in other formal psychological interventions
4. Refusal to provide informed consent by student or guardian

Date of first enrolment

01/06/2025

Date of final enrolment

02/08/2025

Locations

Countries of recruitment

China

Sponsor information

Organisation

Jilin Normal University

ROR

<https://ror.org/00xtsag93>

Funder(s)

Funder type

Funder Name

Investigator initiated and funded

Results and Publications

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Data sharing statement to be made available at a later date

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Participant information sheet	Chinese		14/01/2026	No	Yes
Protocol file			14/01/2026	No	No