

# Early years provision in children's centres

<b>Submission date</b> 25/03/2017	<b>Recruitment status</b> No longer recruiting	<input checked="" type="checkbox"/> Prospectively registered <input checked="" type="checkbox"/> Protocol
<b>Registration date</b> 28/03/2017	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
<b>Last Edited</b> 24/08/2018	<b>Condition category</b> Mental and Behavioural Disorders	<input type="checkbox"/> Individual participant data <input type="checkbox"/> Record updated in last year

## Plain English summary of protocol

### Background and study aims

Children from low-income backgrounds often show lower levels of school readiness than their peers, causing them to be more likely to have school difficulties. As school preparedness is a predictor of academic success, differences in family's social and economic backgrounds can impact the home learning environment. Children's Centres are designed to help address these problems, and can serve disadvantaged areas. They help provide care for children as well as promote parenting skills. One parenting skill that is beneficial to a child's development is called "dialogic book-sharing". This is where a parent shares a picture book with a child in a way that engages the child in a two-way fluid conversation". Research has shown that disadvantaged parents are less likely to share books with their children than other families. However, it is possible to train parents in good book-sharing practices. These methods help improve parenting and improve children's language, attention and social behaviour. The aim of this study is to assess the impact of a book-sharing programme on parenting and child development.

### Who can participate?

Children and parents aged 26-42 months old who visit Children's Centres in Reading.

### What does the study involve?

Participating families are randomly allocated to one of two groups. Families in the first group receive training in a programme of dialogic reading. This is delivered at one hour group sessions for seven weeks. The programme involves a facilitator showing parents how to support their child's interest in picture books and engage their child in a conversation about the book. Those in the second group do not receive any extra activities. All families are assessed prior to the programme, immediately after the programme and again six months after the intervention to assess the effect of the intervention on child language, attention, and social understanding, and also to assess its impact on parenting.

### What are the possible benefits and risks of participating?

Participants are likely to benefit in terms of improvements in child language skills and social understanding. There are no notable risks associated with participating.

### Where is the study run from?

This study is being run by the University of Reading (UK) and takes place in Children's Centres in Reading (UK).

When is the study starting and how long is it expected to run for?  
March 2017 to September 2017

Who is funding the study?  
Nuffield Foundation (UK)

Who is the main contact?  
1. Professor Lynne Murray  
lynne.murray@rdg.ac.uk  
2. Dr Susie Jennings  
s.e.jennings@reading.ac.uk

## Contact information

**Type(s)**  
Scientific

**Contact name**  
Prof Lynne Murray

**Contact details**  
School of Psychology and Clinical Language Sciences  
The University of Reading  
Whiteknights  
Reading  
United Kingdom  
RG6 6AL  
+44 (0)118 378 6302  
lynne.murray@rdg.ac.uk

**Type(s)**  
Public

**Contact name**  
Dr Susie Jennings

**Contact details**  
School of Psychology and Clinical Language Sciences  
The University of Reading  
Whiteknights  
Reading  
United Kingdom  
RG6 6AL  
+44 (0)118 378 8523  
s.e.jennings@rdg.ac.uk

## Additional identifiers

**EudraCT/CTIS number**

**IRAS number**

**ClinicalTrials.gov number**

**Secondary identifying numbers**

EYP/42798

## **Study information**

### **Scientific Title**

The impact of a dialogic book-sharing training programme on child cognitive and socio-emotional development: a randomised controlled trial within UK Children's Centres

### **Acronym**

EPICC

### **Study objectives**

Compared to the control group, children of parents who have received the intervention will show greater gains in cognitive and socio-emotional functioning and the parents themselves will show benefits in their parenting.

### **Ethics approval required**

Old ethics approval format

### **Ethics approval(s)**

University of Reading Research Ethics Committee, 07/02/2017, ref: 17/09

### **Study design**

Cluster randomised controlled trial

### **Primary study design**

Interventional

### **Secondary study design**

Cluster randomised trial

### **Study setting(s)**

Community

### **Study type(s)**

Other

### **Participant information sheet**

Not available in web format, please use the contact details provided to request a patient information sheet

### **Health condition(s) or problem(s) studied**

Child cognitive and socio-emotional development

### **Interventions**

Families are randomly allocated to being either in the control clusters or the intervention clusters. Randomisation is done using minimisation on the basis of an index of deprivation (i.e. the Index of Multiple Deprivation) and ethnic distribution.

**Intervention (index clusters):** These clusters receive a manualised training programme of dialogic reading/book sharing. This involves a facilitator showing parents how to support their child's interest in picture books and engage their child in an active two-way conversation about the book. The programme is delivered to small groups of parents (around five to seven) at one hour long weekly meetings over seven weeks.

**Control clusters:** Families attending control Children's Centres receive no extra activities and continue receiving the normal Centre service.

Families in control clusters are compared to those in the index clusters. Both groups take part in assessments at baseline, after the seven week intervention phase, and then again at a six month follow up. Participants are asked not to discuss the intervention with assessors or other families not receiving the intervention, until after the study.

## **Intervention Type**

Behavioural

## **Primary outcome measure**

1. Child Language and Executive Function Child is assessed using the Early Years Toolbox and the Communication Development Inventory at baseline, following the intervention phase, and at six month follow-up
2. Child attention is assessed using the Early Child Vigilance Task and observational analysis of play at baseline, following the intervention phase, and at six month follow-up

## **Secondary outcome measures**

1. Child Prosocial/Externalising Behaviour is assessed using the Strengths and Difficulties Questionnaire, and direct observation during the parent-child 'Don't touch' and 'Clean Up' tasks at baseline, following the intervention phase, and at six month follow-up
2. Child Theory of Mind is assessed using Wellman and Liu tasks at baseline, following the intervention phase and at six month follow-up
3. Child Emotional Reactivity and regulation is assessed using the Distress-Anger/Frustration component of the Laboratory Temperament Assessment Battery at baseline, following the intervention phase, and at six month follow-up
4. Parenting is assessed via observational coding of book-sharing skills and discipline during the parent-child 'Don't touch' and 'Clean Up' tasks, and by self-report discipline questionnaire at baseline, following the intervention phase, and at six month follow-up

## **Overall study start date**

01/01/2017

## **Completion date**

31/12/2018

# **Eligibility**

## **Key inclusion criteria**

1. Family of a 26-42 month old child
2. Regularly visits a Children's Centre in Reading
3. Lives in a home where English is spoken

**Participant type(s)**

Healthy volunteer

**Age group**

Child

**Lower age limit**

26 Months

**Upper age limit**

42 Months

**Sex**

Both

**Target number of participants**

214 child-parent pairs

**Key exclusion criteria**

1. Child outside the age range at time of baseline assessment
2. English not spoken in the home
3. Disability in parent or child likely to interfere with delivery of the intervention

**Date of first enrolment**

29/03/2017

**Date of final enrolment**

29/09/2017

**Locations****Countries of recruitment**

England

United Kingdom

**Study participating centre**

**The University of Reading**

School of Psychology and Clinical Language Sciences

Whiteknights

Reading

United Kingdom

RG6 6AL

**Study participating centre**  
**Hamilton Road Children's Centre**  
135 Bulmershe Road  
Reading  
United Kingdom  
RG1 5SG

**Study participating centre**  
**East Reading Childrens Centre**  
1A Rupert Square  
Reading  
United Kingdom  
RG1 3HF

**Study participating centre**  
**Katesgrove Children's Centre**  
Elgar Road  
Reading  
United Kingdom  
RG2 0BN

**Study participating centre**  
**Caversham Children's Centre**  
Amersham Road  
Caversham  
Reading  
United Kingdom  
RG4 5NA

**Study participating centre**  
**Sure Start Whitley Children's Centre**  
252 Northumberland Ave,  
Reading  
United Kingdom  
RG2 7QA

**Study participating centre**  
**Blagdon Children's Centre**  
Blagdon Road

Reading  
United Kingdom  
RG2 7NT

**Study participating centre**  
**Ranikhet Children's Centre**  
Spey Road  
Reading  
United Kingdom  
RG30 4ED

**Study participating centre**  
**Oxford Road Children's Centre**  
Oxford Road  
Reading  
United Kingdom  
RG1 2LU

**Study participating centre**  
**Norcot Children's Centre**  
82 Lyndhurst Road  
Reading  
United Kingdom  
RG30 6UB

**Study participating centre**  
**Southcote Children's Centre**  
85 Coronation Square  
Reading  
United Kingdom  
RG30 3QP

**Study participating centre**  
**Coley Children's Centre**  
140 Wensley Road  
Reading  
United Kingdom  
RG1 6DW

**Study participating centre**  
**Blagrove Children's Centre**  
Tilehurst Library  
School Road  
Tilehurst  
United Kingdom  
RG31 5AS

## Sponsor information

### Organisation

The University of Reading

### Sponsor details

Whiteknights  
Reading  
England  
United Kingdom  
RG6 6UA

### Sponsor type

University/education

### ROR

<https://ror.org/05v62cm79>

## Funder(s)

### Funder type

Charity

### Funder Name

Nuffield Foundation

### Alternative Name(s)

### Funding Body Type

Private sector organisation

### Funding Body Subtype

Trusts, charities, foundations (both public and private)

### Location

United Kingdom



# Results and Publications

## Publication and dissemination plan

Planned publication in major peer reviewed journals and in relevant professional journals. A summary of the project's objectives, methodologies and key findings, together with recommendations for policy and practice will appear on the University of Reading website. A briefing paper for distribution to the Department of Education (specifically the Minister for Children and their policy team), the Local Government Association, Confederation of Scottish Local Authorities and the European Social network, as well as a range of early year associations /NGOs (i.e. PEEP, Save the Children, Barnardo's Action for Children, NCB) and the media will be prepared.

## Intention to publish date

31/12/2019

## Individual participant data (IPD) sharing plan

The datasets generated during and/or analysed during the current study will be stored in a publically available repository University of Reading Research Data Archive (<http://researchdata.reading.ac.uk>) to be made available one year after the completion of the study.

## IPD sharing plan summary

Stored in repository

## Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Protocol article</a>	protocol	22/08/2018		Yes	No