

An evaluation of the PATHS® School Programme in Birmingham: support for school children aged 4 - 6 years

Submission date 21/10/2009	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered
Registration date 15/12/2009	Overall study status Completed	<input type="checkbox"/> Protocol
Last Edited 12/04/2017	Condition category Mental and Behavioural Disorders	<input type="checkbox"/> Statistical analysis plan
		<input type="checkbox"/> Results
		<input type="checkbox"/> Individual participant data
		<input type="checkbox"/> Record updated in last year

Plain English summary of protocol
Not provided at time of registration

Contact information

Type(s)
Scientific

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Additional identifiers

Protocol serial number
L680 TA-01631-01 RVPOG AOO

Study information

Scientific Title
A randomised controlled trial of the PATHS® School-Based Programme delivered in sixty primary schools across Birmingham City

Study objectives

1. Children whose teachers received Promoting Alternative Thinking Strategies (PATHS®) training will show a reduced problem behaviour and hyperactivity, and improved social competence and social and emotional wellbeing
2. The PATHS® School-Based Programme will offer value for money and net benefit to the Council

Ethics approval required

Old ethics approval format

Ethics approval(s)

Warren House Group Ethics Committee, 05/03/2009, ref: WHG 2009-1

Study design

Single-centre randomised controlled trial

Primary study design

Interventional

Study type(s)

Quality of life

Health condition(s) or problem(s) studied

Conduct disorder (CD), hyperactivity, deficits in social and emotional wellbeing

Interventions

The PATHS® programme (Promoting Alternative Thinking Strategies) curriculum is a programme for educators and counsellors and is designed to facilitate the development of self-control, emotional awareness, and interpersonal problem-solving skills. PATHS® is designed for use with elementary school-aged children. The purposes of the PATHS® Curriculum are to enhance the social competence and social understanding of children, as well as to facilitate educational processes in the classroom. PATHS® has been translated into Dutch, French, and Hebrew. It is used in a variety of schools for normal, deaf, and other special needs children in The Netherlands, Belgium, Wales, Great Britain, Norway, Canada, Australia, and Israel. In the United States, it is currently being used in sites in Washington State, Texas, Kansas, Illinois, South Carolina, New Mexico, and Pennsylvania.

The PATHS® programme is grounded in the science of children's brain development, which has determined that children experience and react to strong emotions before developing the cognitive abilities to verbalise them. The PATHS® programme's practical, effective strategies teach children how to label their feelings and apply self-control strategies, leading to significant improvements in coping skills, classroom behaviour, and verbal fluency.

The waiting list control schools will be offered the intervention after the final follow-up which is June 2011.

Intervention Type

Other

Phase

Not Applicable

Primary outcome(s)

The parent-completed Strengths and Difficulties Questionnaire (SDQ) is the primary outcome measure for total child difficulties. We shall also analyse the subscales of conduct, peer relationships and hyperactivity problems, social competence, and the impact supplement, which assesses the impact problem behaviour can have in other areas of life. The clinical cut-off is 17 for total difficulties - the higher the score the worse the problems. This measure (and all secondary measures) will be administered at November 2009 baseline, and June 2010 and 2011 follow-ups.

Key secondary outcome(s)

Baseline data collection will be via teacher-completed questionnaires, teacher roles and background survey (baseline only), PATHS Outcome Measure, School Climate Survey, implementation content survey, and implementation observations.

1. School climate: this survey measures general school climate, orientation of the school to innovation, collective responsibility, and working with parents
2. Teacher demographic and professional information: this survey measures demographic and professional information (behavioural management strategies) at baseline. In the June follow-ups, items regarding specific PATHS implementation support for programme condition teachers will be added to intervention group.
3. Teacher-reported measures of child problem behaviour: the PATHS outcome measure to assess social, emotional and behavioural problems in the school children
4. Observations of behaviours: we will use an observation developed for Fast Track that is a global rating scale of student behaviour. Timed observations involve conducting a 15-30 minute observation of teacher and classroom behaviour (developed by American Institute for Research [AIR]). At least one class will be observed in each school at each time point.

Completion date

30/11/2011

Eligibility

Key inclusion criteria

1. Primary schools within Birmingham City
2. Children aged 4 - 6 years, either sex

Participant type(s)

Patient

Healthy volunteers allowed

No

Age group

Child

Lower age limit

4 years

Upper age limit

6 years

Sex

All

Key exclusion criteria

Secondary schools and schools outside of the City

Date of first enrolment

01/06/2009

Date of final enrolment

30/11/2011

Locations**Countries of recruitment**

United Kingdom

England

Study participating centre**The Social Research Unit**

Dartington

United Kingdom

TQ9 6AB

Sponsor information**Organisation**

Birmingham County Council (UK)

ROR

<https://ror.org/04dm6ed68>

Funder(s)**Funder type**

Government

Funder Name

Birmingham County Council (UK) (ref: L680 TA-01631-01 RVPOG AOO)

Results and Publications

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Study website	Study website	11/11/2025	11/11/2025	No	Yes