

Promoting young childrens social and emotional competence and preventing conduct problems

Submission date

31/07/2009

Recruitment status

No longer recruiting

Prospectively registered

Protocol

Registration date

11/08/2009

Overall study status

Completed

Statistical analysis plan

Results

Last Edited

20/03/2013

Condition category

Mental and Behavioural Disorders

Individual participant data

Plain English summary of protocol

Not provided at time of registration

Contact information

Type(s)

Scientific

Contact name

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Contact details

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Additional identifiers

Protocol serial number

080534

Study information

Scientific Title

Promoting young childrens social and emotional competence and preventing conduct problems: a cluster randomised controlled trial

Study objectives

A school-based, universal preventative intervention for 3 - 6 year old children aimed at reducing conduct problems and promoting social and emotional competence will lead to improvements in:

1. The behaviour of children who are at high risk for developing conduct problems at home and at school
2. Teachers' practices in preventing and remediating children's conduct problems and promoting children's social and emotional competence
3. Parents' involvement in school

Ethics approval required

Old ethics approval format

Ethics approval(s)

University Hospital of the West Indies/University of the West Indies/Faculty of Medical Sciences Ethics Committee approved on the 16th April 2009 (ref: ECP 222, 2008/2009)

Study design

Cluster randomised controlled trial

Primary study design

Interventional

Study type(s)

Quality of life

Health condition(s) or problem(s) studied

Conduct problems in children

Interventions

The intervention is based on The Incredible Years Teacher Training Programme and will be delivered over the 2009/2010 academic year. The intervention will start in November 2009 and continue until May 2010. Teachers will attend monthly teacher training workshops throughout the intervention period and will be visited monthly in their classrooms.

Teachers in the control schools receive no training but are provided with additional educational materials.

Intervention Type

Other

Phase

Not Applicable

Primary outcome(s)

Child behaviour through direct observation at school at baseline (beginning of the school year) and at follow up (end of the school year). Observations will include event recording of child aggression and child friendship skills, scan sampling of child disruptive behaviour and ratings of children's conduct problems, activity level, engagement in learning activities and ability to follow classroom rules and expectations.

Key secondary outcome(s)

1. Child behaviour through teacher and parent report at baseline and follow up using The Eyberg and Sutter/Eyberg Child Behaviour Inventories and The Strengths and Difficulties Questionnaire
2. Child social skills (using the Preschool and Kindergarten Behaviour Scales: social skills scale) and child ADHD (using the Conners ADHD index) by teacher report at baseline and follow up
3. Teacher's positive and negative interactions with children at high risk for developing conduct problems measured through direct observation (event sampling) at baseline and follow up
4. Teachers classroom management practices at baseline and follow up measured through direct observation. These teacher observations include event sampling of teachers' use of positive and negative strategies and observer ratings of the teachers' behaviour and classroom atmosphere.
5. Parent involvement in school at follow up measured by parent report

Completion date

31/07/2010

Eligibility

Key inclusion criteria

Community preschools (catering to 3 - 6 year old children) will be included in the study if the school principal and all teachers are willing to participate and if the school:

1. Is situated in a defined disadvantaged, urban area of Kingston and St Andrew
2. Has 3 or 4 classes of children
3. Has a minimum of 20 children in each class

Three children from each class will be selected for evaluation of outcomes. Teachers in each class will rate the behaviour of all children in their class on 10 questions for conduct problems using age-appropriate items from the ICD-10 classification of mental and behavioural disorders: Diagnostic criteria for research. Children with the highest scores will be included in the evaluation.

Participant type(s)

Patient

Healthy volunteers allowed

No

Age group

Child

Lower age limit

3 years

Upper age limit

6 years

Sex

All

Key exclusion criteria

All community preschools who meet the inclusion criteria are eligible for participation. Children will be excluded if:

1. They have an attendance rate of less than 70%
2. They have an identified disability
3. They live in a children's home or place of safety

Date of first enrolment

01/05/2009

Date of final enrolment

31/07/2010

Locations

Countries of recruitment

Jamaica

Study participating centre**Epidemiology Research Unit**

Kingston

Jamaica

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Sponsor information

Organisation

University of the West Indies (Jamaica)

ROR

<https://ror.org/03fkc8c64>

Funder(s)

Funder type

Charity

Funder Name

The Wellcome Trust (UK) (ref: 080534)

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?
Results article	results	01/08/2012		Yes	No