

Promoting Mother-Infant Book sharing in Khayelitsha, South Africa

Submission date 23/07/2012	Recruitment status No longer recruiting	<input checked="" type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 26/07/2012	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 08/04/2016	Condition category Mental and Behavioural Disorders	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

It is clear that children in South Africa are struggling at school and are failing to achieve good grades, especially in reading. We know from studies in other countries, that training mothers how to share books with their babies improves infants' language and literacy. This study tests whether mothers in Khayelitsha can be trained in good book sharing practices and whether this has an impact on their babies language and attention skills. As secondary aims, we will investigate whether such training impacts childrens emotion recognition abilities and the quality of mothers general interactive behaviours.

Who can participate?

Mothers resident in the Khayelitsha area who have a baby aged 14 to 16 months old.

What does the study involve?

Participants will attend training sessions at our research centre on a weekly basis over the course of 8 weeks. They will receive both group lectures and individual sessions with our trainers. They will also be asked to attend an assessment session before starting the training and another immediately after the last training session.

What are the possible benefits and risks of participating?

There are considerable benefits anticipated both for mother and for child: children's expressive and receptive vocabulary, attention, and emotion recognition is expected to improve while mothers are expected to become more sensitive, responsive, and attuned to their infants. There are no risks associated with participation in this study.

Where is the study run from?

At our research centre at Grassroots Football in Khayelitsha

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

July 2012 to May 2013

Who is funding the study?

The study is funded by the DG Murray Trust, Constable & Robinson Publishing, and the Felix Foundation.

Who is the main contact?

Mr Zahir Vally

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Contact information

Type(s)

Scientific

Contact name

Prof Peter Cooper

Contact details

University of Reading

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Reading

United Kingdom

RG6 6AL

Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

MIBSA1

Study information

Scientific Title

Promoting Mother-Infant Book sharing: a randomized controlled trial in Khayelitsha, South Africa

Acronym

MIBSA

Study objectives

A study will be conducted to determine the efficacy of a program to train mothers in Khayelitsha in sharing books with their infants. We hypothesize that training mothers in good book sharing practices will promote their babies' language development, improve infant attention, as well as infant emotion recognition. Furthermore, we hypothesize that training mothers in Khayelitsha in good book-sharing practices with their infants will improve the general quality of maternal interactive behaviours.

Ethics approval required

Old ethics approval format

Ethics approval(s)

1. University Research Ethics Committee, School of Psychology & Clinical Language Sciences, University of Reading, UK, 14/03/2012, ref: 2012/007/PC
2. Stellenbosch University Research Ethics Committee, South Africa, May 2013, ref: S12/04/088

Study design

Randomized controlled trial

Primary study design

Interventional

Secondary study design

Randomised controlled trial

Study setting(s)

Other

Study type(s)

Quality of life

Participant information sheet

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

Health condition(s) or problem(s) studied

Infant cognitive development

Interventions

There will be two groups: an index group who will receive a book sharing training program and a waitlist control group. The intervention involves weekly training sessions run over 8 weeks.

Intervention Type

Behavioural

Primary outcome measure

1. Child language (i.e. vocabulary and comprehension) assessed as a count at the end of the training phase.
2. Infant attention assessed by two means:
 - 2.1. The longest bout of attention and quality of attention measured during a 5 minute segment of free play and book-sharing
 - 2.2. The longest bout of sustained attention during a computerized vigilance task

Secondary outcome measures

1. Maternal book-sharing practices (i.e. ratings of video-taped episodes of book sharing for maternal sensitivity and facilitation, and pointing, repetitions, and elaborations) assessed as ordinal variables (and, where appropriate, counts) at the end of the training phase.
2. Maternal general interactive behaviours (i.e. ratings of video-taped episodes of joint play for

sensitivity, facilitation, and reciprocity) assessed as ordinal variables at the end of the training phase.

3. Infant emotion recognition (i.e. a count of the number of correct child emotions identified (i.e. happy, sad, angry, and fearful).

Overall study start date

30/07/2012

Completion date

30/06/2013

Eligibility

Key inclusion criteria

1. Able (in the investigators opinion) and willing to comply with all study requirements
2. Primary caregiver is able to attend sessions this may be the mother, father, grandparent, aunt, or other carer
3. Mother is willing and able to give informed consent for participation in the study
4. Mother/ primary caregiver, aged 16 years or above
- 5 Infant is aged 14, 15, or 16 months old at the time of the first assessment
6. Resident in one of the four catchment areas

Participant type(s)

Patient

Age group

Adult

Sex

Both

Target number of participants

100

Key exclusion criteria

1. Children which have significant physical or established intellectual impairment
2. Carers suffering from a significant physical or psychiatric condition which would impair their ability to engage in the program

Date of first enrolment

30/07/2012

Date of final enrolment

30/06/2013

Locations

Countries of recruitment

England

South Africa

United Kingdom

Study participating centre

University of Reading

Reading

United Kingdom

RG6 6AL

Sponsor information

Organisation

University of Reading (UK)

Sponsor details

School of Psychology and Clinical Language Sciences

Whiteknights

Reading

England

United Kingdom

RG6 6AL

Sponsor type

University/education

Website

<http://www.reading.ac.uk/>

ROR

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

Funder(s)

Funder type

Charity

Funder Name

The DG Murray Trust (South Africa)

Funder Name

Constable & Robinson Publishing (UK)

Funder Name

The Felix Foundation (USA)

Results and Publications

Publication and dissemination plan

Not provided at time of registration

Intention to publish date**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	01/08/2015		Yes	No