

# Movement therapy programme on children with mild learning difficulties

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		<input type="checkbox"/> Protocol
<b>Registration date</b> 26/07/2012	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan
		<input type="checkbox"/> Results
<b>Last Edited</b> 15/01/2016	<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

Movement therapy is the use of movement and dance to improve the mental and physical well-being of a person. Studies suggest that movement therapy can help children with learning difficulties. In Saudi Arabia, the use of movement therapy for children with learning difficulties is either non-existent or very limited. It is therefore important that a study be conducted to explore the usefulness of movement therapy compared with normal physical education programmes. The aim of this study is to investigate the value of a movement therapy programme for children with mild learning difficulties in primary schools in Saudi Arabia.

### Who can participate?

Children aged between 6 and 9 with mild learning difficulties.

### What does the study involve?

Participants are randomly assigned to either the intervention group or the control group. The intervention group participates in a movement therapy programme consisting of three sessions per week for 8 weeks. Each session lasts for 45 minutes, making a total of 135 minutes of therapy per week. The control group attends a similar number of sessions in a conventional physical education programme. After 8 weeks the participants' perceptual-motor abilities and emotional well-being are assessed. There is also a follow-up 3 months later.

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

The movement therapy programme aims to improve the physical and psychological wellbeing of children with mild learning difficulties. The results will add to the body of knowledge already existent in this field and highlight the options of therapy that may improve the wellbeing and learning abilities of these children.

### Where is the study run from?

Queen Margaret University (UK)

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

September to December 2012

Who is funding the study?  
The government of Saudi Arabia

Who is the main contact?  
Dr Vassiliki Karkou

## Contact information

**Type(s)**  
Scientific

**Contact name**  
Dr Vassiliki Karkou

**Contact details**  
Queen Margaret University  
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## Additional identifiers

**Protocol serial number**  
N/A

## Study information

**Scientific Title**  
A study of the impact of a movement therapy programme on perceptual motor abilities and emotional wellbeing for children with mild learning difficulties in primary schools in Saudi Arabia

### Study objectives

1. What is the value of 12 week movement therapy programme regarding perceptual-motor abilities and emotional wellbeing for children (boys) with mild learning difficulties in primary schools in Saudi Arabia as perceived by the therapist, teachers, parents and children (boys)?
2. How does a 12 week movement therapy programme affect perceptual motor abilities children (boys) with mild learning difficulty compared to a control group with the same learning difficulties who do not follow the programme?
3. How does a 12 week movement therapy programme affect the emotional wellbeing of children (boys) with mild learning difficulty compared to a control group with the same learning difficulties who do not follow the programme?
4. What are relationships between perceptual motor abilities and emotional wellbeing?

**Ethics approval required**  
Old ethics approval format

**Ethics approval(s)**

Queen Margaret University Ethics Board, 14/06/2012

**Study design**

Randomised controlled trial

**Primary study design**

Interventional

**Study type(s)**

Treatment

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

Pupils who have mild learning difficulties

**Interventions**

The participants will be randomly assigned to either the intervention or control group.

The intervention (movement therapy) will consist of three sessions per week for the eight weeks. Each session will last for 45 minutes making a total of 135 minutes of therapy per week.

The control groups will have a similar number of sessions which represents the number of classes in a regular physical education programme.

Specifically this research will draw from the work of Marian Chace (1975) and further elaborated by Karkou (2006).

**Intervention Type**

Other

**Phase**

Not Applicable

**Primary outcome(s)**

1. Purdue perceptual-motor survey
2. Goodman's Strength and Difficulties Questionnaire (STQ)

**Key secondary outcome(s)**

No secondary outcome measures

**Completion date**

15/12/2012

**Eligibility****Key inclusion criteria**

The researcher will use existing records of the students provided by schools. It will consider various determinants, including number of pupils who have mild learning difficulties, their age, and health status (the results of medical examination).

**Participant type(s)**

Patient

**Healthy volunteers allowed**

No

**Age group**

Child

**Sex**

All

**Key exclusion criteria**

1. Children with no apparent problems
2. A low intelligence quotient (IQ) (below 50)
3. Deafness
4. Blindness

**Date of first enrolment**

02/09/2012

**Date of final enrolment**

15/12/2012

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

United Kingdom

Scotland

Saudi Arabia

**Study participating centre**

**Queen Margaret University**

Edinburgh

United Kingdom

EH21 6UU

**Sponsor information****Organisation**

Queen Margaret University (UK)

**ROR**

<https://ror.org/002g3cb31>

## **Funder(s)**

### **Funder type**

Government

### **Funder Name**

The Kingdom of Saudi Arabia (Saudi Arabia)

## **Results and Publications**

### **Individual participant data (IPD) sharing plan**

#### **IPD sharing plan summary**

Not provided at time of registration