

# PArents, Teachers and Children WORKing together (PATCHWORK)

<b>Submission date</b> 18/05/2012	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered
		<input checked="" type="checkbox"/> Protocol
<b>Registration date</b> 03/07/2012	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan
		<input checked="" type="checkbox"/> Results
<b>Last Edited</b> 13/06/2016	<b>Condition category</b> Mental and Behavioural Disorders	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

Early intervention for childhood behavioural problems may help improve health and educational outcomes in affected children. The National Institute for Health and Clinical Excellence (NICE) guidelines for a common childhood behavioural disorder, Attention Deficit / Hyperactivity Disorder (ADHD), recommend a stepped care approach for the identification and management of behaviour problems in children. Programmes for parents involving educational approaches and behavioural management training may be sufficient for some children and families. Evidence also suggests that the effects of such programmes can be enhanced if information about the behavioural approaches being used is shared with teachers. Through primary schools, we aim to test the implementation of a programme for parents of 4-8 year old children who have high levels of hyperactivity and inattention.

### Who can participate?

Parents of 4-8 year old children who score high on a screening measure of hyperactivity and inattention.

### What does the study involve?

The first stage involves the parent completing a short questionnaire about their child. Depending on their child's score on the questionnaire, some parents will be invited to take part in the second stage. Participating parents will join one of three approaches involving different amounts of discussion between teachers and parents about approaches to managing children's behaviour. The choice will depend upon which approach has been assigned at random to the child's school. This will allow us to compare which type of approach works best. Parents will be asked to complete a number of questionnaires before the study starts and again at 3 months and 6 months following this.

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

Parent-based programmes looking at how best to manage the behaviour of young children show promise. Most parents find taking part in these programmes enjoyable and helpful. Participating parents will be helping researchers to better understand the acceptability and effectiveness of these approaches. The findings could be very helpful in improving the way in which schools and health services work with parents. Taking part in this research may or may not be of direct

benefit to participating parents and their children. It is hoped that the results will help in the future education of children and in providing better services for children and families. There are no known risks of taking part in this research. However, parents will be asked to give some of their time to complete the initial questionnaire and possibly take part in one of the group discussions with other parents. If this approach is assigned to their child's school, the parent group discussions will take place over three meetings, lasting about one and a half hours each.

Where is the study run from?

From the Collaboration for Leadership in Applied Health Research and Care (CLAHRC) Nottinghamshire, Derbyshire and Lincolnshire (NDL) based at the University of Nottingham (UK).

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

From October 2011 for two years.

Who is funding the study?

National Institute for Health Research (NIHR) (UK).

Who is the main contact for the study?

Dr Kapil Sayal

kapil.sayal@nottingham.ac.uk

## Contact information

**Type(s)**

Scientific

**Contact name**

Dr Kapil Sayal

**Contact details**

Developmental Psychiatry  
Queen's Medical Centre (QMC)

University of Nottingham

Nottingham

United Kingdom

NG7 2UH

+44 (0)115 8230264

kapil.sayal@nottingham.ac.uk

## Additional identifiers

**Protocol serial number**

N/A

## Study information

**Scientific Title**

Group ADHD Parenting Programme: Early interventions and school-based input for children at risk of ADHD to improve outcomes

## **Acronym**

PATCHWORK

## **Study objectives**

There will be a greater reduction in attention deficit hyperactivity disorder (ADHD) symptoms on a teacher-rated and parent-rated questionnaire in children whose parents and teachers both receive an intervention compared to a parent-only intervention group and a no intervention (control) group.

## **Ethics approval required**

Old ethics approval format

## **Ethics approval(s)**

University of Nottingham Medical School Ethics Committee, 25/08/2010, ref: C/07/2010

## **Study design**

Interventional cluster randomised controlled trial with nested qualitative study

## **Primary study design**

Interventional

## **Study type(s)**

Treatment

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

Attention deficit hyperactivity disorder (ADHD) symptoms, inattention, overactivity, impulsiveness

## **Interventions**

Schools are randomised into 1 of 3 arms:

Following initial screening, all parents who meet the inclusion criteria will be invited into the arm to which the school is randomised.

Arm 1 Parents will be invited to take part in a three session group parent training programme. Teachers will receive an educational training package that covers the strategies being discussed with the parents (combined intervention)

Arm 2 Parents will be invited to take part in a three session group parent training programme (parent-only intervention)

Arm 3 no intervention control arm

## **Intervention Type**

Behavioural

## **Primary outcome(s)**

Short version of Conners Teacher and Parent Rating Scales Revised, completed at baseline and follow-up (2 weeks, 3 months, 6 months after intervention)

## **Key secondary outcome(s)**

1. Parental burden (SDQ)
2. Parental well-being (Malaise Inventory)
3. Child quality of life (EQ5DY)

Measured at baseline and follow up (3 months and 6 months after intervention)

**Completion date**

30/09/2013

## Eligibility

**Key inclusion criteria**

1. Parents of 4 to 8 year old children
2. Parents of children who score 6 or above on the hyperactivity/inattention subscale of the Strength and Difficulties Questionnaire, parent version (SDQ)

**Participant type(s)**

Patient

**Healthy volunteers allowed**

No

**Age group**

Adult

**Sex**

All

**Key exclusion criteria**

Parents of 4 to 8 year old children who score 5 or less on the hyperactivity/inattention subscale of the Strength and Difficulties Questionnaire, parent version (SDQ)

**Date of first enrolment**

12/10/2011

**Date of final enrolment**

30/09/2013

## Locations

**Countries of recruitment**

United Kingdom

England

**Study participating centre**

University of Nottingham

Nottingham

United Kingdom

NG7 2UH

# Sponsor information

## Organisation

University of Nottingham (UK)

## ROR

<https://ror.org/01ee9ar58>

# Funder(s)

## Funder type

Government

## Funder Name

National Institute for Health Research [NIHR] (UK) - Collaboration for Leadership in Applied Health Research and Care (CLAHRC)

# 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?
<a href="#">Results article</a>	results	17/11/2015		Yes	No
<a href="#">Results article</a>	results	01/07/2016		Yes	No
<a href="#">Protocol article</a>	protocol	03/09/2012		Yes	No
<a href="#">Participant information sheet</a>	Participant information sheet	11/11/2025	11/11/2025	No	Yes
<a href="#">Study website</a>	Study website	11/11/2025	11/11/2025	No	Yes