

Early years provision in children's centres

Submission date 25/03/2017	Recruitment status No longer recruiting	☒ Prospectively registered ☒ Protocol
Registration date 28/03/2017	Overall study status Completed	☐ Statistical analysis plan ☐ Results
Last Edited 24/08/2018	Condition category Mental and Behavioural Disorders	☐ Individual participant data ☐ Record updated in last year

Plain English summary of protocol

Background and study aims

Children from low-income backgrounds often show lower levels of school readiness than their peers, causing them to be more likely to have school difficulties. As school preparedness is a predictor of academic success, differences in family's social and economic backgrounds can impact the home learning environment. Children's Centres are designed to help address these problems, and can serve disadvantaged areas. They help provide care for children as well as promote parenting skills. One parenting skill that is beneficial to a child's development is called "dialogic book-sharing". This is where a parent shares a picture book with a child in a way that engages the child in a two-way fluid conversation". Research has shown that disadvantaged parents are less likely to share books with their children than other families. However, it is possible to train parents in good book-sharing practices. These methods help improve parenting and improve children's language, attention and social behaviour. The aim of this study is to assess the impact of a book-sharing programme on parenting and child development.

Who can participate?

Children and parents aged 26-42 months old who visit Children's Centres in Reading.

What does the study involve?

Participating families are randomly allocated to one of two groups. Families in the first group receive training in a programme of dialogic reading. This is delivered at one hour group sessions for seven weeks. The programme involves a facilitator showing parents how to support their child's interest in picture books and engage their child in a conversation about the book. Those in the second group do not receive any extra activities. All families are assessed prior to the programme, immediately after the programme and again six months after the intervention to assess the effect of the intervention on child language, attention, and social understanding, and also to assess its impact on parenting.

What are the possible benefits and risks of participating?

Participants are likely to benefit in terms of improvements in child language skills and social understanding. There are no notable risks associated with participating.

Where is the study run from?

This study is being run by the University of Reading (UK) and takes place in Children's Centres in Reading (UK).

When is the study starting and how long is it expected to run for?
March 2017 to September 2017

Who is funding the study?
Nuffield Foundation (UK)

Who is the main contact?
1. Professor Lynne Murray
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Contact information

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Scientific

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Additional identifiers

Protocol serial number
EYP/42798

Study information

Scientific Title

The impact of a dialogic book-sharing training programme on child cognitive and socio-emotional development: a randomised controlled trial within UK Children's Centres

Acronym

EPICC

Study objectives

Compared to the control group, children of parents who have received the intervention will show greater gains in cognitive and socio-emotional functioning and the parents themselves will show benefits in their parenting.

Ethics approval required

Old ethics approval format

Ethics approval(s)

University of Reading Research Ethics Committee, 07/02/2017, ref: 17/09

Primary study design

Interventional

Study design

Cluster randomised controlled trial

Study type(s)

Other

Health condition(s) or problem(s) studied

Child cognitive and socio-emotional development

Interventions

Families are randomly allocated to being either in the control clusters or the intervention clusters. Randomisation is done using minimisation on the basis of an index of deprivation (i.e. the Index of Multiple Deprivation) and ethnic distribution.

Intervention (index clusters): These clusters receive a manualised training programme of dialogic reading/book sharing. This involves a facilitator showing parents how to support their child's interest in picture books and engage their child in an active two-way conversation about the book. The programme is delivered to small groups of parents (around five to seven) at one hour long weekly meetings over seven weeks.

Control clusters: Families attending control Children's Centres receive no extra activities and continue receiving the normal Centre service.

Families in control clusters are compared to those in the index clusters. Both groups take part in assessments at baseline, after the seven week intervention phase, and then again at a six month follow up. Participants are asked not to discuss the intervention with assessors or other families not receiving the intervention, until after the study.

Intervention Type

Behavioural

Primary outcome(s)

1. Child Language and Executive Function Child is assessed using the Early Years Toolbox and the Communication Development Inventory at baseline, following the intervention phase, and at six month follow-up
2. Child attention is assessed using the Early Child Vigilance Task and observational analysis of play at baseline, following the intervention phase, and at six month follow-up

Key secondary outcome(s)

1. Child Prosocial/Externalising Behaviour is assessed using the Strengths and Difficulties Questionnaire, and direct observation during the parent-child 'Don't touch' and 'Clean Up' tasks at baseline, following the intervention phase, and at six month follow-up
2. Child Theory of Mind is assessed using Wellman and Liu tasks at baseline, following the intervention phase and at six month follow-up
3. Child Emotional Reactivity and regulation is assessed using the Distress-Anger/Frustration component of the Laboratory Temperament Assessment Battery at baseline, following the intervention phase, and at six month follow-up
4. Parenting is assessed via observational coding of book-sharing skills and discipline during the parent-child 'Don't touch' and 'Clean Up' tasks, and by self-report discipline questionnaire at baseline, following the intervention phase, and at six month follow-up

Completion date

31/12/2018

Eligibility

Key inclusion criteria

1. Family of a 26-42 month old child
2. Regularly visits a Children's Centre in Reading
3. Lives in a home where English is spoken

Participant type(s)

Healthy volunteer

Healthy volunteers allowed

No

Age group

Child

Lower age limit

26 Months

Upper age limit

42 Months

Sex

All

Key exclusion criteria

1. Child outside the age range at time of baseline assessment
2. English not spoken in the home
3. Disability in parent or child likely to interfere with delivery of the intervention

Date of first enrolment

29/03/2017

Date of final enrolment

29/09/2017

Locations

Countries of recruitment

United Kingdom

England

Study participating centre

The University of Reading

School of Psychology and Clinical Language Sciences

Whiteknights

Reading

United Kingdom

RG6 6AL

Study participating centre

Hamilton Road Children's Centre

135 Bulmershe Road

Reading

United Kingdom

RG1 5SG

Study participating centre

East Reading Childrens Centre

1A Rupert Square

Reading

United Kingdom

RG1 3HF

Study participating centre

Katesgrove Children's Centre
Elgar Road
Reading
United Kingdom
RG2 0BN

Study participating centre
Caversham Children's Centre
Amersham Road
Caversham
Reading
United Kingdom
RG4 5NA

Study participating centre
Sure Start Whitley Children's Centre
252 Northumberland Ave,
Reading
United Kingdom
RG2 7QA

Study participating centre
Blagdon Children's Centre
Blagdon Road
Reading
United Kingdom
RG2 7NT

Study participating centre
Ranikhet Children's Centre
Spey Road
Reading
United Kingdom
RG30 4ED

Study participating centre
Oxford Road Children's Centre
Oxford Road
Reading
United Kingdom
RG1 2LU

Study participating centre
Norcot Children's Centre
82 Lyndhurst Road
Reading
United Kingdom
RG30 6UB

Study participating centre
Southcote Children's Centre
85 Coronation Square
Reading
United Kingdom
RG30 3QP

Study participating centre
Coley Children's Centre
140 Wensley Road
Reading
United Kingdom
RG1 6DW

Study participating centre
Blagrove Children's Centre
Tilehurst Library
School Road
Tilehurst
United Kingdom
RG31 5AS

Sponsor information

Organisation
The University of Reading

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

Funder(s)

Funder type

Charity

Funder Name

Nuffield Foundation

Alternative Name(s)

NuffieldFound

Funding Body Type

Private sector organisation

Funding Body Subtype

Trusts, charities, foundations (both public and private)

Location

United Kingdom

Results and Publications

Individual participant data (IPD) sharing plan

The datasets generated during and/or analysed during the current study will be stored in a publically available repository University of Reading Research Data Archive (<http://researchdata.reading.ac.uk>) to be made available one year after the completion of the study.

IPD sharing plan summary

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Protocol article	protocol	22/08/2018		Yes	No