ISRCTN63835525 https://doi.org/10.1186/ISRCTN63835525

Early intervention for at-risk children: three-year follow up

Submission date	Recruitment status	[ ] Prospectively registered
28/06/2008	No longer recruiting	[ ] Protocol
Registration date	**Overall study status**	[ ] Statistical analysis plan
29/08/2008	Completed	[X] Results
Last Edited	**Condition category**	[ ] Individual participant data
08/08/2011	Mental and Behavioural Disorders	

Plain English summary of protocol
Not provided at time of registration

Contact information

Type(s)
Scientific

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Additional identifiers

Study information

Scientific Title
School-based indicated prevention: two and three year follow up of a randomised trial of group therapy

Study objectives
The hypothesis was that drama group intervention would reduce symptoms of mental disorder among children teacher-identified children meeting a number of criteria. These were:

1. Scholastic under-performance
2. Known major family problems
3. Ill-nourished or poorly cared for appearance
4. Impaired peer relationships
5. Behavioural or emotional difficulties

Ethics approval required
Old ethics approval format

Ethics approval(s)
Ethics approval received from the Newcastle upon Tyne Ethics Committee in 1995.

Primary study design
Interventional

Study design
Randomised controlled trial

Study type(s)
Prevention

Health condition(s) or problem(s) studied
Mental disorder in children and young people

Interventions
Interventions comprised drama group therapy (DGT), comprising reflective discussion and role play conducted by a drama therapy trained teacher. The role play was central to the drama therapy and involved mini-plays using themes suggested by the children themselves such as disciplinary episodes involving teachers or police, family difficulties and peer issues, seeking for alternative practicable routes to more satisfactory solutions from the participants' perspectives.

The control curriculum studies (CS) comparison involved teaching mathematics and English also delivered in the children's school. The CS group was encouraged in the formation of a positive peer group that focused on developing skills in mathematics and English. During the sessions no attempt was made to investigate any emotional/behavioural issues, but the pedagogy was strongly inclusive and supportive, with clear expectations for conduct. The group leader used focused praise for achievement of task outcome and collaborative behaviours shown by the group.

The two groups each ran for an hour a week over a 12 week period and were conducted during school hours. The follow up took place over three years.

Please note that the sponsor and funder of this trial, Northern and Yorkshire Research and Development Directorate (UK), does not exist any more due to restructuring in the NHS.

Intervention Type
Other

Phase
Not Specified

Primary outcome(s)
Scores on behaviour parent- teacher- and self-report mental health questionnaires:
1. The Child Behaviour Checklist
2. Teacher Report Form
3. Youth Self Report

Data were gathered three months pre-intervention and at the start of intervention (waiting list control), at the end of intervention (+three months), six months, one year, two years and three years post-intervention.

Key secondary outcome(s)
No secondary outcome measures.

Completion date
15/04/2001

Eligibility

Key inclusion criteria
1. Children of either sex
2. Scholastic under-performance
3. Known major family problems
4. Ill-nourished or poorly cared for appearance
5. Impaired peer relationships
6. Behavioural or emotional difficulties

Participant type(s)
Patient

Healthy volunteers allowed
No

Age group
Child

Sex
All

Key exclusion criteria
Not at school.

Date of first enrolment
15/09/1996

Date of final enrolment
15/04/2001

Locations

Countries of recruitment

United Kingdom

England

Study participating centre
Fleming Nuffield Unit
Newcastle upon Tyne
United Kingdom
NE3 4EX

Sponsor information

Organisation
Northern and Yorkshire Research and Development Directorate (UK)

Funder(s)

Funder type
Government

Funder Name
Northern and Yorkshire Research and Development Directorate (UK)

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	01/09/2002		Yes	No