

Movement therapy programme on children with mild learning difficulties

Submission date 11/07/2012	Recruitment status No longer recruiting	☒ Prospectively registered ☐ Protocol
Registration date 26/07/2012	Overall study status Completed	☐ Statistical analysis plan ☐ Results
Last Edited 15/01/2016	Condition category Mental and Behavioural Disorders	☐ Individual participant data ☐ 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

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Additional identifiers

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

Primary study design

Interventional

Study design

Randomised controlled trial

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