

Building Social and Emotional Competence in Young Children: Evaluating a school-based intervention

Submission date 22/09/2010	Recruitment status No longer recruiting	<input checked="" type="checkbox"/> Prospectively registered
Registration date 01/10/2010	Overall study status Completed	<input checked="" type="checkbox"/> Protocol
Last Edited 01/10/2018	Condition category Mental and Behavioural Disorders	<input type="checkbox"/> Statistical analysis plan
		<input type="checkbox"/> Results
		<input type="checkbox"/> Individual participant data
		<input type="checkbox"/> Record updated in last year

Plain English summary of protocol
Not provided at time of registration

Contact information

Type(s)
Scientific

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Protocol serial number
Funder ref: C1119A1193; UKCRN ID: 8615

Study information

Scientific Title

Building Social and Emotional Competence in Young High-Risk School Children: A Pragmatic Randomised Controlled Trial of the Incredible Years Therapeutic (Small Group) Dinosaur Curriculum in Gwynedd Primary Schools, Wales

Study objectives

The primary research question is:

1. Does small group coaching in the Therapeutic Dinosaur curriculum to groups of 6 high-risk 4-8 year old children attending schools where the classroom version of the same curriculum is also being delivered, provide added benefits to these children?

Secondary questions include:

2. For which children is the intervention most effective?
3. What are the environmental/contextual circumstances that improve the likelihood of success?
4. Do parents and teachers perceive similar behaviour patterns in the children at each time point, i.e. if positive behavioural changes are found in school following participation in the intervention do they generalise to the home?
5. Does the duration of time participating in an intervention affect likelihood of success, that is, is there a dosage affect?
6. Can the intervention be implemented efficiently and effectively with fidelity by teachers in mainstream schools?
7. Does the intervention impact on teachers mental health?

Ethics approval required

Old ethics approval format

Ethics approval(s)

1. The School of Psychology Ethics Review Committee, Bangor University approved on the 1st March 2010 (ref: 1506)
2. North Wales Research Ethics Committee (West) approved on the 17th September 2010 (ref: 10 /WNo01/55)

Study design

Single centre single blind randomised controlled trial

Primary study design

Interventional

Study type(s)

Treatment

Health condition(s) or problem(s) studied

Conduct disorder, social and emotional wellbeing

Interventions

The Incredible Years Therapeutic (small Group) School-Based Programme includes; how to do your best in school and learn school rules, understanding, identifying, and articulating feelings, problem solving, anger management, how to make and keep friends. It is an 18-24 week programme delivered in weekly 2-hour sessions with groups of six children. This programme will be delivered to the waiting list control children after the first follow-up. Intervention participants in Phase 1 schools will have three data collection points - baseline and 8 and 16

months post baseline. Intervention participants in Phase 2 schools will only have baseline and 8-month follow up.

Intervention Type

Other

Phase

Not Applicable

Primary outcome(s)

The teacher-completed Strengths and Difficulties Questionnaire (SDQ) to assess total child difficulties.

We shall also analyse the subscales of conduct, peer relationships and hyperactivity problems, social competence, and the impact supplement, which assesses the impact behaviour can have in other areas of life.

The score for borderline 'abnormal' behaviour is 12 for total difficulties the higher the score the worse the problems. This measure will be administered at baseline, and the 8- and 16-month follow-ups.

Key secondary outcome(s)

All measures are collected at baseline, 8 and 16 month follow-ups (unless stated otherwise).

1. Parent reports on child behaviour include:

1.1. The parent-completed Strengths and Difficulties Questionnaire (SDQ) to assess total child difficulties.

We shall also analyse the subscales of conduct, peer relationships and hyperactivity problems, social competence, and the impact supplement, which assesses the impact behaviour can have in other areas of life.

It has 25 items, as does the teacher SDQ, but differs in scores for borderline abnormal behaviour which is 14-16 as compared to 12-15 for teacher SDQ.

1.2. The 36-item Eyberg Child Behaviour Inventory (ECBI) to assess child problem behaviours on the index child.

Each behaviour is rated on two scales: a 7-point Intensity scale that measures how often the behaviour is perceived to occur, ranging in response intensity from 1 (Never) to 7 (Always); and a Yes-No Problem scale that identifies whether the behaviour is currently seen as a problem for the parent.

1.3. A demographics questionnaire will be administered at baseline to assess background family characteristics; a follow-up version will be administered at both follow-ups to establish any factors that may impact on the results.

1.4. Dina Questionnaire to establish any changes in behaviours specifically targeted by the intervention.

Parents are asked about their child's use of 10 specific behaviours taught in Dinosaur School.

Scoring:

Never = 0; Rarely = 1; Sometimes = 2; Often = 3; Always = 4, scores are summed to give each participant a total. A higher total score suggests a bigger social and emotional problem.

2. Parent self-reports include:

2.1. Becks Depression Inventory (BDI, Beck et al., 1961), 21-item tool to assess characteristic attitudes and symptoms associated with depression.

The co-occurrence of maternal depression and child conduct problems is well documented. The total score provides an index of overall severity of depression.

Score 0 - 13 = minimal

Score 14 -19 = mild

Score 20 - 28 = moderate

Score 29 - 63 = severe

2.2. Warwick Edinburgh Mental Well-being Scale (WEMBS) to assess levels of wellbeing.

The higher the score the higher the level of wellbeing. No cut-offs. The WEMWBS is a 14 item positively worded item scale with five response categories from none of the time to all of the time.

2.3. Arnold OLeary Parenting Scale. to assess parenting competencies.

There is no cut-off but the higher the score on the 7-point likert scale the less competent, or skilled, the parent.

3. Teacher self-reports include:

3.1. Teacher background questionnaire (baseline only) provides information on teachers' qualifications and experiences

3.2. Teacher Stress Inventory Modified version (TSI; Boyle, Borg, Falzon, & Bagiloni, 1995)

Teachers with a high total score experience greater stress than those with a lower score. It is a 20-item tool.

4. Child completed measures include:

4.1. Wally problem solving task (Webster-Stratton & Reid, 2001) to assess the children's problem solving skills or solutions in response to hypothetical problem situations.

The Wally Problem Solving Task is researcher administered, where the researcher presents 13 illustrated problem situations to the to assess the child's ability to problem-solve the scenario.

Responses are rated according to their content using pre-determined response codes. An

example problem item includes: Suppose you ask another friend to play with you and she

refuses. What would you do? Responses to situations are rated as positive (asking for a reason),

negative (claiming for self), neutral (ignore), pro-social (help to repair) or agonistic (aggressive)

responses.

5. Independent assessments:

5.1. Observation of child in class on behaviour relating to core programme components (measure under development during Phase 1, to be used as an assessment tool for Phase 2 participants). Assesses the core elements of Dina Programme:

5.1.1. Making new friends

5.1.2. Detecting and understanding feelings

5.1.3. How to do your best in school

5.1.4. Problem solving steps

5.1.5. How to be friendly

5.1.6. How to talk to friends

5.2. Attendance levels of child participants and their class teachers via school records

5.3. Academic Attainment via school records

Completion date

30/05/2013

Eligibility

Key inclusion criteria

1. The index child will be rated by their teacher as within the borderline to abnormal range or above on the screening measure - Teacher Strengths & Difficulties Questionnaire (SDQ). 2. The

child will be 4 - 8 years of age

3. The child and parent speak Welsh and/or English

4. The parent reads (or is read) the information sheet, understands the trial and consents to:

4.1. Their child attending the programme

4.2. Their child being observed

4.3. Their child completing a Wally problem solving task and being recorded

4.4. Completing questionnaires about themselves and their child

4.5. Their child being randomly allocated to an early or later group

4.6. The group being filmed for supervision purposes - whilst the camera is trained on the facilitators, their child may be in frame

4.7. Their child to be audio-taped during the Wally problem-solving task

4.8. Their child's school academic and attendance records being accessed

Participant type(s)

Patient

Healthy volunteers allowed

No

Age group

Child

Lower age limit

4 years

Upper age limit

8 years

Sex

All

Key exclusion criteria

1. The child does not reach at least the borderline range on the SDQ Total Difficulties Score

2. The child is the incorrect age

3. The parents do not consent

4. Parent and child do not speak either Welsh or English

Date of first enrolment

10/10/2010

Date of final enrolment

30/05/2013

Locations

Countries of recruitment

United Kingdom

Wales

Study participating centre
School of Psychology
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Sponsor information

Organisation

Bangor University (UK)

ROR

<https://ror.org/006jb1a24>

Funder(s)

Funder type

Industry

Funder Name

The Big Lottery (UK) - (ref: C1119A1193)

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?
Protocol article	protocol	11/02/2011		Yes	No
Study website	Study website	11/11/2025	11/11/2025	No	Yes