

Improving mental health outcomes through parent and teacher engagement in school-based early intervention

ACTRN12619000967189

Status	RECRUITING
Sponsor	Professor Eva Kimonis
Enrollment	192 participants

Plain Language Summary

This study is testing a school-based therapy program called Parent-Child Interaction Therapy (PCIT) for young children aged 2–8 who show disruptive behaviours such as aggression, rule-breaking, or defiance. Children with these kinds of difficulties often respond differently to treatment depending on whether their behaviour is linked to emotional factors like a lack of empathy or remorse. This trial tailors the therapy to each child's specific profile, rather than using a one-size-fits-all approach.

The program is delivered within a school setting, which makes it more accessible to families. It also involves training and support for parents, and consultation with classroom teachers and school staff — recognising that a child's wellbeing depends on everyone around them working together.

Your child may be eligible if they are in preschool through Year 2, have been identified with significant conduct or behaviour problems by parents or teachers, and English is spoken well enough to participate in the language-based therapy. Children with a primary diagnosis of autism spectrum disorder, intellectual disability, or who are currently receiving therapy for behaviour problems elsewhere are not eligible.

Key Eligibility Criteria

Inclusion (4)

- (a) Child in preschool, Kindergarten, Year 1, and Year 2
- (b) a score in the clinically significant range (T-scores > 64 or 70, depending on scale) on at least one of the following ASEBA disruptive behaviour problem scales according to parent and teacher report (combined by taking the maximum score across raters on each item): aggressive behaviour, rule breaking, DSM ODD or conduct problems, or externalising composite; and
- (c) English fluency of the primary participating parent/caregiver as PCIT is heavily language-based.
- Children with clinically significant conduct problems will be grouped into "conduct problems with normative CU traits" and "conduct problems with elevated CU traits" on the basis of scores from the Inventory of Callous-Unemotional Traits (ICU) and Clinical Assessment of Prosocial Emotions (CAPE). Children rated as presenting with at least two of four CU criteria: (1) lack of remorse or guilt, (2) callous-lack of empathy, (3) unconcerned about performance, and (4) shallow or deficient affect, on the basis of combined parent- and teacher-ratings will be grouped into the "conduct problems with elevated CU traits". The American Psychiatric Association adopted this diagnostic approach in the Diagnostic Statistical Manual for Mental Disorders – Fifth Edition (DSM-5) for identifying clinically impairing levels of CU traits (i.e., more severe and stable conduct disorder). Children with a comorbid diagnosis of ADHD will be permitted to enrol in the study since it is highly comorbid with conduct problems, and this diagnosis was included in previously conducted behavioural interventions with children with co-occurring conduct problems and CU traits.

Exclusion (4)

- (a) children with a primary mental health diagnosis other than ODD/CD (e.g., moderate/severe autism spectrum, intellectual disability),
- (b) children who are deaf, or
- (c) children who are receiving concurrent psychological treatment for disruptive behaviour problems.
- (d) only one eligible child per household will be permitted to enrol.

<https://www.anzctr.org.au/Trial/Registration/TrialReview.aspx?ACTRN=ACTRN12619000967189>

DISCLAIMER: This document is for informational purposes only and does not constitute medical advice. Always consult your healthcare provider before enrolling in any clinical trial. Information may not be up to date — verify details at anzctr.org.au. Generated by ClinicalTrialsFinder.org.

Locations (1 total)

NSW, Australia