

Clinical Trial Protocol

Iranian Registry of Clinical Trials

16 Sep 2026

The Effect of Cognitive Therapy on Anxiety, Self-esteem, Social Behavioral Skills and Academic Self-Efficacy in Children with Reading Disabilities

Protocol summary

Study aim

The Effect of Cognitive Therapy on Anxiety, Self-esteem, Social Behavioral Skills and Academic Self-Efficacy in Children with Learning Disorder

Design

This study was conducted as a pre-test and post-test clinical trial in two groups of control and experiment. A cognitive therapy game using the "Cat Cat" method will be performed in a 16-session program, 3 days a week, for 45 minutes. Test evaluation tools consist of Colorado Wilkat learning difficulties questionnaires, Jink & Morgan's self-efficacy questionnaire, Rater's Teacher's Inventory, Spence Anxiety Inventory, Cooper Smith's Self-Esteem Questionnaire, Gersham and Elliott Social Proficiency Questionnaire.

Settings and conduct

After receiving the ethics code from Semnan University of Medical Sciences and obtaining a referral letter for Rehabilitation Centers and Semnan Learning Disorders School, following the ethical point of view, the purpose of the study, the methods and conditions of the test, for all participants fully explained will be given. Questions and answers will be given to participants in order to resolve any ambiguity. Also, all written consent will be received from all participants. Two occupational therapists are participating in this study. One of them is a tester and a blind therapist and the other is a therapist and familiar with the treatment. Before the commencement of group cognitive therapy games sessions, participants attend a single session in a quiet room, away from any stimulus by the examiner using the study tools. Then therapeutic interventions "are conducted in a 16-session program of 3 days a week for 45 minutes for participants in a group, each with a total of 10-8 children. After completing the therapeutic sessions, the function of each The participants will be tested by the test, at all stages of the test, the same conditions will be followed for all samples.

The therapist participated in the group meetings in equal shares in the treatment interventions and the principles of the treatment group for all subjects The participants in the school will be grouped together

Participants/Inclusion and exclusion criteria

The criteria for entering the study include: ages 12-8, children with reading disorder with psychiatrist's diagnosis, and exclusion criteria including other psychiatric disorders, lack of cooperation between the child and parents in treatment sessions, and evaluations before and after intervention will be.

Intervention groups

After receiving the ethics code from Semnan University of Medical Sciences and obtaining a referral letter for Rehabilitation Centers and Semnan Learning Disorders School, following the ethical point of view, the purpose of the study, the methods and conditions of the test, for all participants fully explained will be given. Questions and answers will be given to participants in order to resolve any ambiguity. All participants will also receive written informed consent. Before the commencement of group cognitive therapy games sessions, participants attend a single session in a quiet room, away from any stimulus by the examiner using the study tools. Then therapeutic interventions "are conducted in a 16-session program of 3 days a week for 45 minutes for participants in a group, each with a total of 10-8 children. The control group also received common therapeutic treatment After completing the attending sessions, the performance of each participant will be re-evaluated by the test, and at all stages of the test, the same conditions will be met for all samples. The therapist will also treat all samples equally in group meetings. Therapeutic interventions and the principles of group therapy will be respected for all.

Main outcome variables

1. Anxiety 2. Self-esteem 3. Social skills 4. Learning difficulties 5. Academic self-efficacy 6. Behavior

General information

Reason for update

Acronym

IRCT registration information

IRCT registration number: **IRCT20171219037954N1**

Registration date: **2018-01-08, 1396/10/18**

Registration timing: **registered_while_recruiting**

Last update: **2018-01-08, 1396/10/18**

Update count: **0**

Registration date

2018-01-08, 1396/10/18

Registrant information

Name

Minasadat Mirshoja

Name of organization / entity

Country

Iran (Islamic Republic of)

Phone

+98 23 3365 4180

Email address

msj5831@yahoo.com

Recruitment status

Recruitment complete

Funding source

Expected recruitment start date

2017-12-23, 1396/10/02

Expected recruitment end date

2018-06-20, 1397/03/30

Actual recruitment start date

empty

Actual recruitment end date

empty

Trial completion date

empty

Scientific title

The Effect of Cognitive Therapy on Anxiety, Self-esteem, Social Behavioral Skills and Academic Self-Efficacy in Children with Reading Disabilities

Public title

Cognitive Play Therapy on Anxiety in Children with Reading Learning Disorder

Purpose

Treatment

Inclusion/Exclusion criteria

Inclusion criteria:

ages 12-8 children with reading disorder with diagnosis of a psychiatrist

Exclusion criteria:

The presence of learning disorder with other psychiatric disorders

Age

From **8 years** old to **12 years** old

Gender

Both

Phase

N/A

Groups that have been masked

No information

Sample size

Target sample size: **30**

Randomization (investigator's opinion)

Randomized

Randomization description

Each of the schools in Semnan is given a number. Numbers are written on separate paper. Then the number of a school by lot is removed randomly. Each student with a valid entry criteria is also given a number. From one to fifteen in the intervention group and from sixteen to thirty in the control group. Then, each student number is randomly assigned to the lot by lot.

Blinding (investigator's opinion)

Not blinded

Blinding description

In this way, the task is planned in such a way that the participant does not understand which of the two control or test groups belong.

Placebo

Not used

Assignment

Parallel

Other design features

Secondary Ids

empty

Ethics committees

1

Ethics committee

Name of ethics committee

IR.SEMUMS.REC

Street address

15 km Damghan Road- Semnan University of Medical Sciences- Faculty of Rehabilitation

City

semnan

Province

Semnan

Postal code

3514799442

Approval date

2017-12-12, 1396/09/21

Ethics committee reference number

IR.SEMUMS.REC.1396.166

Health conditions studied

1

Description of health condition studied

Specific developmental disorders of scholastic skills

ICD-10 code

F81.0

ICD-10 code description

Specific reading disorder

Primary outcomes

1

Description

Learning problems

Timepoint

10 to 15 minutes

Method of measurement

Colorado Wilkat Learning Problems Questionnaire

2

Description

anxiety

Timepoint

10 to 15 minutes

Method of measurement

Jink & Morgan Academic Self-Efficacy Inventory

3

Description

behavioral problems

Timepoint

10 to 15 minutes

Method of measurement

Rutter Behavioral Questionnaire Teacher Form

4

Description

Anxiety

Timepoint

10 to 15 minutes

Method of measurement

Spence Anxiety Inventory

5

Description

Self-Esteem

Timepoint

10 to 15 minutes

Method of measurement

Cooper Smith Self-Esteem Questionnaire

6

Description

Social skills problems

Timepoint

10 to 15 minutes

Method of measurement

Gersham and Elliot Social Skills Questionnaire

Secondary outcomes

empty

Intervention groups

1

Description

Intervention group: Children with learning disabilities 8 to 12 years of age, in a 16-session program, 3 days a week for 45 minutes for participants in a group. Each group has 10-8 children. Therapeutic interventions designed for each treatment session: First session: Getting to know each other and explaining the principles of treating situations that disturb the child. Session 2: Review the previous session Helping the child to recognize different feelings and recognize the differentiation of anxiety Concerns about other feelings Child's recognition of body reactions to anxiety Start anxiety hierarchy designing - Session 3: Review the session Pre-recognition of the child's response Body Anxiety. Session Four: Encouraging Parents to Participate in a Therapeutic Plan and Creating Safe Children's Responses to Child and Parent's Questions. Session F: Reviewing the Anxiety Tip and Concerns in the Child. Familiarizing with the Methods of Attraction. Session Six: Explaining Thoughts. Negative Person and Their Impact on Anxiety Helps Identify Child's Insomnia During Anxiety Helps Positive / Relaxation Suggestions, Seventh Session: Self-Controversy and Problem-Solving Training, Eighth Session: Beginning A Practice in Tense Situations, Ninth Meeting: Second Meeting with Parents, Tenth Meeting: Facing the Child in Situations with Less Exposed Anxiety, Lesson 11: Exercise of the child in situations with less anxiety, Twelfth session: Facing the child in moderate anxiety situations, Thirteenth session: Exercise of the child in situations with moderate anxiety with tranquility, Session fourteen: Facing the child in 15th session of anxiety. Exercise of the child in situations with high anxiety with calm. Sixteenth session: generalize the skills learned to other environments

Category

Behavior

2

Description

Control group: Includes children with learning disabilities, aged 8-12 years, who benefit from routine and professional care services in rehabilitation centers.

Category

Behavior

Recruitment centers

1

Recruitment center

Name of recruitment center

Exceptional schools in Semnan city

Full name of responsible person

Mina sadat Mirshoja

Street address

Damghan Road, Semnan University of Medical Sciences, Faculty of Rehabilitation

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Sponsors / Funding sources

1

Sponsor

Name of organization / entity
Semnan University of Medical Sciences
Full name of responsible person
Mohammadreza Asgari
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Semnan University of Medical Sciences, Basij Blvd,
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3514799442
Phone
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Email
asgari5000@gmail.com

Grant name

Grant code / Reference number

Is the source of funding the same sponsor organization/entity?

Yes

Title of funding source

Semnan University of Medical Sciences

Proportion provided by this source

100

Public or private sector

Public

Domestic or foreign origin

Domestic

Category of foreign source of funding

empty

Country of origin

Type of organization providing the funding

Academic

Person responsible for general inquiries

Contact

Name of organization / entity
Semnan University of Medical Sciences
Full name of responsible person
Mina sadat Mirshoja
Position
faculty
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Occupational Therapy

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Person responsible for updating data

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Sharing plan

Deidentified Individual Participant Data Set (IPD)

Yes - There is a plan to make this available

Study Protocol

No - There is not a plan to make this available

Statistical Analysis Plan

Undecided - It is not yet known if there will be a plan to make this available

Informed Consent Form

Yes - There is a plan to make this available

Clinical Study Report

Undecided - It is not yet known if there will be a plan to make this available

Analytic Code

Undecided - It is not yet known if there will be a plan to make this available

Data Dictionary

Undecided - It is not yet known if there will be a plan to make this available

Title and more details about the data/document

Reproductive in the field of rehabilitation and behavioral science

When the data will become available and for how long

One year

To whom data/document is available

researchers

Under which criteria data/document could be used

Behavioral sciences and its effects

From where data/document is obtainable

Semnan University of Medical Sciences

What processes are involved for a request to access data/document

Supervision of the Student Research Committee of Semnan University of Medical Sciences - fulfillment of main investigator's obligations

Comments