

Clinical Trial Protocol

Iranian Registry of Clinical Trials

01 Aug 2026

Comparison of effectiveness of brain gym exercises and filial play therapy on emotional management skills, social competence, Empathy and parent - child related students with specific learning disorder in Tehran City in 2021.

Protocol summary

Study aim

The present study was conducted with the aim of comparing the effectiveness of brain exercise exercises and filial play therapy on emotion management, social competence, empathy and parent-child relationships in students with learning disabilities in Tehran.

Design

The research design was semi-experimental with a pre-test and post-test with a control group and a two-month follow-up phase

Settings and conduct

The statistical population included all students with specific learning disabilities in the elementary school of Tehran who were studying in the academic year 2019-2019, and 45 children with specific learning disabilities whose parents and themselves were willing to cooperate were selected in a targeted way and in two The experimental group and a control group (15 people in each group) were randomly assigned

Participants/Inclusion and exclusion criteria

1- The subject must be in elementary school, 2- Willing to cooperate, 3- The consent form must be completed by the parents, 4- Definitive diagnosis of specific learning disorder for the student through the relevant specialist, and the exit criteria are also included; 1- child's unwillingness to cooperate, two absences in training sessions, 2- having psychological disorders and 3- using drugs to treat psychological disorders.

Intervention groups

Brain exercise exercises and play therapy of Filial

Main outcome variables

empathy, parent-child relationships

General information

Reason for update

Acronym

IRCT registration information

IRCT registration number: **IRCT20230130057285N1**

Registration date: **2023-05-07, 1402/02/17**

Registration timing: **retrospective**

Last update: **2023-05-07, 1402/02/17**

Update count: **0**

Registration date

2023-05-07, 1402/02/17

Registrant information

Name

Susan Kordbacheh

Name of organization / entity

Country

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Recruitment status

Recruitment complete

Funding source

Expected recruitment start date

2021-10-23, 1400/08/01

Expected recruitment end date

2022-03-06, 1400/12/15

Actual recruitment start date

empty

Actual recruitment end date

empty

Trial completion date

empty

Scientific title

Comparison of effectiveness of brain gym exercises and filial play therapy on emotional management skills, social competence, Empathy and parent – child related students with specific learning disorder in Tehran City in 2021.	
Public title	Comparison of effectiveness of brain gym exercises and filial play therapy on emotional management skills, social competence, Empathy and parent – child related students with specific learning disorder in Tehran City in 2021.
Purpose	Education/Guidance
Inclusion/Exclusion criteria	
Inclusion criteria:	The subject must be in elementary school, 2- willing to cooperate, 3- consent form must be completed by parents, 4- definitive diagnosis of specific learning disorder for the student through the relevant specialist.
Exclusion criteria:	1- child's unwillingness to cooperate, two absences in training sessions, 2- having psychological disorders and 3- using drugs to treat psychological disorders.
Age	From 7 years old to 9 years old
Gender	Both
Phase	2-3
Groups that have been masked	Participant
Sample size	Target sample size: 45
Randomization (investigator's opinion)	Randomized
Randomization description	According to the current research community, to determine the research sample, first, among the centers of learning disorders under the supervision of education in Tehran, 5 centers (Center No. 3, Arta) were selected from the 14 centers that had the possibility to cooperate , Reha, Pandar, Gohar Mehr) were selected and among the students who were in the first and second grade of elementary school, 58 students responded to questionnaires of emotion management skills, social competence, empathy and parent-child relationships, and 49 students who had the least The grades were obtained from the questionnaires and they were determined according to the entry criteria, and of course, due to the dropout of the subjects, they were reduced to 45 people. After that, the students were randomly replaced in three groups (15 brain exercises, 15 filial play therapy, and 15 control group).
Blinding (investigator's opinion)	Single blinded
Blinding description	According to the current research community, to determine the research sample, first, among the centers of learning disorders under the supervision of education in Tehran, 5 centers (Center No. 3, Arta) were selected from the 14 centers that had the possibility to cooperate , Reha, Pandar, Gohar Mehr) were selected and among the students who were in the first and second grade of elementary school, 58 students responded to questionnaires of emotion management skills, social competence, empathy and parent-child relationships, and 49 students who had the least The grades were obtained from the questionnaires and they were determined according to the entry criteria, and of course, due to the dropout of the subjects, they were reduced to 45 people. After that, the students were randomly replaced in three groups (15 brain exercises, 15 filial play therapy, and 15 control group).
Placebo	Not used
Assignment	Factorial
Other design features	
Secondary Ids	empty
Ethics committees	
1	
Ethics committee	
Name of ethics committee	Islamic Azad University of Ahvaz
Street address	Northern Khayyam, No. 17, Javad Mobra Alley, Unit 210.
City	tehran
Province	Tehran
Postal code	5246152130
Approval date	2021-02-17, 1399/11/29
Ethics committee reference number	IR.IAU.AHVAZ.REC.1399.103
Health conditions studied	

1

Description of health condition studied

Learning disability

ICD-10 code

F81.81

ICD-10 code description

Disorder of written expression

Primary outcomes

1

Description

Emotion management skills, social competence, empathy and parent-child relationships

Timepoint

Comparing the effectiveness of brain exercise exercises and filial play therapy

Method of measurement

questionnaire

Secondary outcomes

empty

Intervention groups

1

Description

Intervention group: First session: Introduction of parents, description of filial play therapy and its effects based on previous researches, description of the logic of treatment and trust building, description of the duties of therapists and mothers, description of positive and negative parenting experiences of parents, task of familiarizing and recognizing negative and positive emotions of the child and reflective response in homework, homework to recognize the emotions and behavior related to them in the child and reflective listening to the child. second session :Preparing parents for the first interactive experience, reviewing homework, modeling an empathetic response through play and demonstration to the child combined with the principles of filial play therapy, parents entering the playroom and familiarizing themselves with toys and how to use them and their rules. , giving the list of toys to the parents, choosing the right time and place for play sessions at home. باز کردن در. Google»•third session :Explaining to the parents about the toys in the house and the selected meeting place, doing the homework "do not disturb me", encouraging the therapist to role play in two important cases: don't do (not criticizing the child's behavior, not praising the child, not asking questions, not interrupting the game, not giving information and teaching the child, not giving advice and preaching, not doing a new activity, not being passive or calm), do (setting the stage of the game, allowing the child to lead through the game) (following behavior, reflecting the child's feelings, setting limits, validating the child's strength and effort, joining the play as a child follower, being verbally active)

Category

Rehabilitation

Recruitment centers

1

Recruitment center

Name of recruitment center

School

Full name of responsible person

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Sponsors / Funding sources

1

Sponsor

Name of organization / entity

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Grant name

Grant code / Reference number

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

No

Title of funding source

Ahvaz Azad University

Proportion provided by this source

100

Public or private sector

Private

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

Ahvaz University of Medical Sciences

Full name of responsible person

sahar safarzadeh

Position

Assistant Professor

Latest degree

Ph.D.

Other areas of specialty/work

Psychology

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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

Yes - There is a plan to make this available

Statistical Analysis Plan

Yes - There is a plan to make this available

Informed Consent Form

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

Clinical Study Report

Yes - There is 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

The pre-test of emotional management skill questionnaires, social competence, empathy and parent-child relationships are completed by all three groups, and one experimental group is exposed to the independent variable of brain exercise exercises and one experimental group is exposed to the independent variable of filial play therapy. No educational intervention will be applied to the control group. Then, the effectiveness of the interventions on emotion management skills, social competence, empathy, and parent-child relationships of individuals was evaluated by re-implementing the questionnaires. In the follow-up phase, which takes place two months after the completion of the therapeutic intervention, the durability of the training effect in the groups will be determined.

When the data will become available and for how long

From 2023to the next six months

To whom data/document is available

Teachers, parents and researchers and students and institutions that teach children with learning disabilities

Under which criteria data/document could be used

Those who want to conduct research similar to this research and professionals who work with children with learning disabilities.

From where data/document is obtainable

Mrs. Susan Kordbcheh, No. 17, Javad Mobra Alley, Khayyam North, Tehran, Unit

210.susankb047@gmail.com09125402946.

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

He can have access to the research if he states the name of each of the variables in the research(مذکر جستج)

Comments