Trials in the Social Sciences

YTU Anniversary Event: 21 Years
28th November 2017
Hannah Ainsworth: Research Fellow/Trial Manager
Trials in the Social Sciences

• Health research based in Schools
• Adult Education Trials
• Education Trials
• Policing/Crime and Justice Trials
• RCTs in the Social Sciences Conference
• Teaching and Collaborations
# Health research based in Schools

<table>
<thead>
<tr>
<th>Short Name</th>
<th>Intervention</th>
<th>Area</th>
<th>PI</th>
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<tbody>
<tr>
<td>PIP</td>
<td>Physical activity intervention for children aged 18 months to 4 years</td>
<td>Physical health</td>
<td>Prof John Wright, Bradford Institute for Health Research</td>
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<tr>
<td>BRIGHT</td>
<td>Text message behaviour change programme to improve oral health of children aged 11-16</td>
<td>Dental health</td>
<td>Prof Nicola Innes, University of Dundee and Dr Zoe Marshman, University of Sheffield</td>
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<tr>
<td>MCLASS (mosques)</td>
<td>Mosque based intervention to reduce exposure to second hand smoke</td>
<td>Addictions</td>
<td>Prof Kamran Siddiqi, University of York</td>
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<tr>
<td>ASSISST</td>
<td>School based social stories intervention for children with Autism</td>
<td>Mental health</td>
<td>Prof Barry Wright, University of York and Leeds and York Partnership Foundation NHS Trust</td>
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<tr>
<td>E-plays</td>
<td>School based computer based intervention for enhancing pragmatic language skills for young children with social communication impairments</td>
<td>Mental health</td>
<td>Dr Susan Murphy, North East London Foundation Trust</td>
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A pilot cluster randomised controlled trial of a physical activity intervention for children aged 18 months to 4 years (Barber et al 2015, Barber et al 2016)

The study was funded by NIHR Public Health Research (PHR 11/3001/16; 13th June 2012) and NIHR CLAHRC Yorkshire and the Humber.
BRIGHT Trial

Brushing RemInder 4 Good oral HealTh: The clinical and cost-effectiveness of a Short Messaging Service behaviour change programme to improve the oral health of young people living in deprived areas

BRIGHT has been funded by the NIHR HTA. For more information please visit https://www.journalslibrary.nihr.ac.uk/programmes/hta/1516608/#/
Trials in Education

• Rapidly growing field
• In the UK the establishment of the EEF in 2011 has made funding available for RCTs in Education
• 5 completed prior to 2011

EFF funded
6 completed
9 ongoing
2 stopped due to recruitment difficulties
Randomised controlled trial of incentives to improve attendance at adult literacy classes
Greg Brooks¹, Maxine Burton¹, Pam Cole¹, Jeremy Miles², Carole Torgerson³* and David Torgerson³
¹University of Sheffield, UK; ²RAND Organisation, USA; ³University of York, UK

The effect of hypnotherapy on exam anxiety and exam performance: a pilot randomised controlled trial
Hannah R. Ainsworth⁴*, David J. Torgerson⁵, Carole J. Torgerson⁵, Janos Bene⁶, Celia Grant⁷, Sue Ford⁸ and Ian Watt⁹
⁴York Trials Unit, Department of Health Sciences, University of York, York, UK; ⁵School of Education, University of Birmingham, Birmingham, UK; ⁶Independent Hypnotherapist; ⁷Department of Health Sciences, University of York, York, UK; ⁸Department of Health Sciences and Hull York Medical School, University of York, York, UK
Every Child Counts – Numbers Count

Research Questions

• What is the short-term impact of receiving individual Numbers Count on mathematics skills.
• What is the short-term impact of receiving adapted Numbers Count (delivered to pairs or triplets of children) on mathematics skills

Methods

• Pragmatic RCT and 2 pilot RCTs
• Primary Outcomes: mathematics test

Results

• Effect size: 0.33 - equivalent to 7 additional weeks’ improvement in the Numbers Count group compared with control.
• No difference between children who received Numbers Count individually than children who received NC in pairs, or in triplets

Conclusions

• clearly has a short-term impact on individual children, possibly the same impact on small groups of children
• however, relatively expensive, unable to derive strong conclusions of the medium-term impact.
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<tr>
<th>Short Name</th>
<th>Main Research Question</th>
<th>Design</th>
<th>Results/ Conclusions</th>
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<tbody>
<tr>
<td>Discover</td>
<td>Effect of attending a summer school on outcomes in reading and writing</td>
<td>Individual RCT</td>
<td>Suffered recruitment and data collection difficulties, unable to provide secure estimate of programmes impact.</td>
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<tr>
<td>Calderdale IPEEL 1</td>
<td>The effect of memorable experiences and ‘Self-Regulated Strategy Development’ on writing outcomes</td>
<td>Cluster RCT. 23 schools</td>
<td>Effect size +0.74, 9 months additional progress large positive impact on writing outcomes.</td>
</tr>
<tr>
<td>Exeter Grammar for Writing Pilot</td>
<td>Effect of contextualised grammar teaching on writing outcomes</td>
<td>Split plot design, with cluster randomisation and individual randomisation</td>
<td>Whole class intervention not effective. Small group intervention small positive effect, but could be as a result of being taught in small groups rather than this intervention in particular</td>
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<tr>
<td>Affordable Maths Tuition</td>
<td>Effect of one to one tutoring programme where pupils receive maths tuition over the internet from trained maths graduates in India and Sri Lanka on maths outcomes</td>
<td>Cluster RCT, 64 schools</td>
<td>no evidence that the intervention had an impact on Key Stage 2 maths</td>
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<tr>
<td>SHINE in Manchester</td>
<td>Effect of a 25 week Saturday school providing additional school-based literacy and numeracy lessons, based on musical themes, visits to Hallé rehearsals, performances etc on reading attainment in Year 6</td>
<td>pilot trial, 18 schools; main trial 38 schools.</td>
<td>no evidence that the Hallé Shine on Manchester programme had an impact on the reading attainment of children</td>
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<tr>
<td>SHINE in secondary schools</td>
<td>Attainment in year 7</td>
<td>Regression Discontinuity with tie break randomisation</td>
<td>very small non-statistically significant effects of the programme on numeracy and literacy</td>
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Ongoing

- 9 ongoing RCTs funded by EEF.
- 3 due to report in the next 3 months
- 5 are effectiveness trials, some have promising evidence from efficacy trials
- Wide variety of educational interventions, age groups and subject areas.
- 3 are currently in set up, one just begun recruiting.
## Ongoing

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<tr>
<td>Calderdale IPEEL 2</td>
<td>Effectiveness Trial, scaled up evaluation of SRSD</td>
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<td>Maths Champions</td>
<td>Investigating the impact of training Maths Champions within nurseries: senior staff who are responsible for the quality of maths learning in their setting, on children’s maths outcomes</td>
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<td>Tutor Trust</td>
<td>Effectiveness trial of Tutor Trust’s Affordable Tutoring programme, (uses university students and recent graduates) on KS2 maths outcomes</td>
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<tr>
<td>Sci-napse</td>
<td>Investigating the impact of a game-based approach to whole-class teaching, on outcomes in science during KS3</td>
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<tr>
<td>EAL in the mainstream classroom</td>
<td>Impact of teacher training to improve teaching and learning for EAL pupils in mainstream classrooms</td>
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<tr>
<td>Grammar for Writing Pilot 2 and Main</td>
<td>Effectiveness trial of Grammar for Writing, testing a scalable model under everyday conditions in a large number of schools, longer intervention period</td>
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<tr>
<td>ReflectED</td>
<td>Effectiveness trial of ReflectED, intervention designed to improve pupils’ meta-cognition, on KS2 outcomes in maths and English</td>
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<td>ABBA</td>
<td>Effectiveness trial of Abracadabra (ABRA), a 20-week online literacy programme on reading outcome</td>
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<tr>
<td>Lexia</td>
<td>Efficacy trial of Lexia, a computer-based approach to improving reading</td>
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**University of York**

The Department of Health Sciences
A randomised controlled trial of a mental health training package for frontline police officers

www.connectebp.org
@connectebp

The Connect project is funded by the Higher Education Funding Council for England (HEFCE) and the Home Office through the College of Policing
Randomised Controlled Trials in the Social Sciences
Eleventh Annual Conference

Registration Brochure and Call for Abstracts
7th, 8th & 9th September 2016

Keynote Speaker
- David Fergusson is Director of the York Trials Unit. He has worked on a large number of RCTs both in health care and across the social sciences. He is the co-author of a text book on “Designing Randomised Trials in Health, Education and the Social Sciences” and the Cabinet Office paper “Test, Learn, Adapt” as well as authoring over 250 peer reviewed papers, many of which are on trial design.

Invited Speakers
- Mark Langdon is a Principal Research Officer in the Work and Health Joint Unit (a cross-Government venture). He joined the Civil Service in 2003 and has been involved in evaluating a wide range of Government policies in both DWP and DfE. Mark currently leads a team of researchers testing a variety of new forms of employment support for benefit claimants with Mental Health conditions.
- Simon Clay is a Senior Scientific Officer in the Department for Work and Pensions. He joined the Civil Service in 2006, and has spent most of his career working on government surveys. Since March 2015, he has been part of a team working on trials around government policies in the labour market.
- Steve Higgins is Professor of Education at Durham University. He is the lead author of the Sutton Trust Education Endowment Foundation Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/) which aims to provide an accessible and accurate summary of intervention research in education. He has an interest in meta-analysis and, with colleagues from UCL, IoE and Durham University, developed training materials for teaching meta-analysis, funded by the BSIC’s Researcher Development Initiative.

Randomised Controlled Trials in the Social Sciences
Twelfth Annual Conference

Registration brochure and call for abstracts
6th, 7th and 8th September 2017

Keynote speaker
- Frances Gardner is Professor of Child and Family Psychology in the Department of Social Policy and Intervention at Oxford University, and co-Director of the Centre for Evidence-Based Intervention. She has led randomised trials in many countries, as well as systematic reviews, testing the effects of parenting interventions for reducing child problem behaviour, and violence against children, and investigating questions about transportability of interventions across cultures and countries, and mechanisms and moderators of change. She serves on the Board of ‘Blueprints for Healthy Youth Development’, and on the Society for Prevention Research’s task force on ‘Standards of Evidence’.

Invited speakers
- Peter John is known for his work on public policy, agenda-setting and nudge interventions. He is author of Analyzing Public Policy (2012) and Making Policy Work (2011). He is interested in how to involve citizens in public policy and management, and in the use of randomized controlled trials to find out what public agencies can do to involve citizens, some of which appeared in Nudge, Nudge, Think, Think: Experimenting with Ways to Change Civic Behaviour (Bloomsbury, 2013). His most recent book, Field Experiments in Political Science and Public Policy, has just been published with Routledge.
- Kathy Sykes is Professor of Educational Psychology at the University of Oxford. She has led large scale studies on the effects of early education on children’s development. She has also developed parenting interventions aimed at enhancing parents’ capacity to support their children’s learning and behaviour. Kathy was awarded an OBE in 2000 and the British Education Association’s Nobel Award for outstanding
Collaboration/Training

- Cross-Whitehall trials advice panel
- Training to BIS and DEFRA
- Advice to: HM Revenue and Customs, DVLA, Ofsted, BEIS/FSA

Test, Learn, Adapt:
Developing Public Policy with Randomised Controlled Trials

Laura Haynes
Owain Service
Ben Goldacre
David Torgerson

INSTITUTE FOR GOVERNMENT
is pleased to present

Professor David Torgerson
with the Inspiration for Government award

for


The Institute for Government’s core mission is to promote the efficiency and effectiveness of government. This work has been recognised because it is an excellent example of inspirational thinking and practice.

Signed:

Rt. Hon Peter Riddell, Director, Institute for Government