Clinical Trial Protocol
Iranian Registry of Clinical Trials

08 Nov 2026

Comparing the effectiveness of mindfulness-based training and compassion-based training on anxiety, internalized shame, self-efficacy, and school adjustment in sixth-grade male students with specific learning disabilities

Protocol summary

Study aim

Comparing the effectiveness of mindfulness-based education and compassion-based education on anxiety, internalized shame, self-efficacy, and school adjustment in sixth-grade male students with specific learning disabilities in Ahvaz city

Design

The study had two experimental groups and one control group with a two-month follow-up and no blinding, and was simply randomized on a sample of 45 people using simple randomization with a lottery system.

Settings and conduct

The intervention will be carried out by a clinical specialist in one of the psychological clinics in Ahvaz city in a group setting on different days. A quasi-experimental study with a pre-test, post-test and two-month follow-up design with a control group.

Participants/Inclusion and exclusion criteria

Entry requirements include sixth-grade male students with specific learning disabilities, attending regular schools, scoring above 60 on the Colorado Learning Disabilities Questionnaire, living with both biological parents, study exclusion criteria include stressful events such as divorce and death of a loved one in the past three months, a history of receiving mindfulness-based education and compassion-based education, and not using other treatment methods simultaneously.

Intervention groups

The study includes two experimental groups and a control group, one of which receives mindfulness-based training and the other receives compassion-based training. In this study, the control group will not receive any intervention.

Main outcome variables

Reduced anxiety; reduced internalized shame; increased self-efficacy; increased school adjustment

General information

Reason for update

The scientific title of the disorder under study is Specific Learning Disorder and the study population is sixth grade boys with specific learning disorders, which is mentioned more fully here.

Acronym

IRCT registration information

IRCT registration number: **IRCT20250122064484N1**
Registration date: **2025-02-04, 1403/11/16**
Registration timing: **prospective**

Last update: **2025-02-07, 1403/11/19**
Update count: **1**

Registration date

2025-02-04, 1403/11/16

Registrant information

Name
Soroor Mansuriamin
Name of organization / entity
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Recruitment status

Recruitment complete

Funding source

Expected recruitment start date

2025-03-10, 1403/12/20

Expected recruitment end date

2025-04-09, 1404/01/20

Actual recruitment start date

empty

Actual recruitment end date

empty

Trial completion date

empty

Scientific title

Comparing the effectiveness of mindfulness-based training and compassion-based training on anxiety, internalized shame, self-efficacy, and school adjustment in sixth-grade male students with specific learning disabilities

Public title

The Effectiveness of Mindfulness-Based Training and Compassion-Based Training on specific learning disorders

Purpose

Education/Guidance

Inclusion/Exclusion criteria

Inclusion criteria:

Sixth grade male students who have a special learning disorder Score above 60 on the Colorado Learning Disabilities Questionnaire Study in regular schools Live with your real parents.

Exclusion criteria:

Have a history of receiving mindfulness-based training and compassion-based training Have not experienced stressful events such as divorce or death of a loved one in the past three months Have had rejections in previous years

Age

From **12 years** old to **13 years** old

Gender

Male

Phase

N/A

Groups that have been masked

No information

Sample size

Target sample size: **45**

Randomization (investigator's opinion)

Randomized

Randomization description

The samples will be randomly assigned into three equal groups, including two experimental groups (mindfulness-based training and compassion-based training) and a control group. The randomization unit is the individual. The contrast agent is a lottery in which each person's number is written on a piece of paper, placed in a box, shuffled, and a number is randomly drawn each time. Concealment was done using codes. Each unit is given a unique code, and only the researcher will have access to this code.

Blinding (investigator's opinion)

Not blinded

Blinding description

Placebo

Not used

Assignment

Parallel

Other design features

Secondary Ids

empty

Ethics committees

1

Ethics committee

Name of ethics committee

Ethics Committee of Islamic Azad University of Ahvaz Branch

Street address

No.19, 17th Iqbal Street., Iqbal Avenue., Melat Neighborhood

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Province

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Postal code

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Approval date

2024-12-11, 1403/09/21

Ethics committee reference number

IR.IAU.AHVAZ.REC.1403.402

Health conditions studied

1

Description of health condition studied

Specific learning disorder

ICD-10 code

F81.0

ICD-10 code description

Specific reading disorder

Primary outcomes

1

Description

Anxiety score on the Children's Anxiety Questionnaire

Timepoint

Before and after the intervention was delivered

Method of measurement

Spence Child Anxiety Questionnaire

2

Description

Internalized shame score in the questionnaire

Timepoint

Before and after the intervention was delivered

Method of measurement

Score of the short shame and guilt questionnaire of Novin and Riffi

3

Description

Self-efficacy score in the questionnaire

Timepoint
Before and after the intervention was delivered
Method of measurement
Self-efficacy scale questionnaire score

4

Description
School adjustment score in the questionnaire
Timepoint
Before and after the intervention was delivered
Method of measurement
School Adaptation Checklist

Secondary outcomes

empty

Intervention groups

1

Description
In this research, for mindfulness-based training, the mindfulness-based training package for children with learning disabilities made by Keshavarz Valian and Zarei Guniani (2018) based on the original package of Azad et al. (2018) for 10 sessions of 60 minutes (one session per week) will be used. Sessions Content: The first introduces mindfulness training and explains the reason for its implementation to the participants, explains how to plan mindfulness exercises and incorporate these exercises into daily life, uses parental participation and daily notes about mindfulness practice, teaches and performs exercises related to different positions of mindfulness meditation exercises (sitting on a chair, lying down, sitting cross-legged, full lotus position and hand positions). The second discusses the experience of examples of mindfulness, practicing mindful breathing and training abdominal breathing, practicing a disturbed mind versus a calm mind with the help of an Ecclesisom bottle. Talking about the experience of examples of mindfulness and repeating mindful breathing and training body scanning. The fourth repeats basic breathing exercises, training awareness of the present moment with the help of the water glass exercise and performing mindful movements. The fifth discusses the experience of examples of mindfulness exercises and training mindfulness of the five senses (mindful eating, mindful listening, mindful touching, mindful smelling and mindful seeing) along with repeating mindful breathing exercises. The sixth practices basic relaxation breathing, practicing mindfulness of emotions and Writing notes about mindfulness of emotions and using the helpful and unhelpful inspector scenarios. Seventh, reviewing breathing exercises and body scanning and practicing mindfulness of thoughts through the flowing river meditation. Fifth, repeating basic breathing exercises or relaxation breathing, practicing progressive muscle relaxation, and playing the channel-changing game. Ninth, doing basic breathing exercises or breathing meditation, doing mindful movements, and repeating the helpful and unhelpful inspector scenarios. Tenth, reviewing mindfulness exercises from previous sessions, teaching mindfulness in daily activities, and practicing loving-kindness meditation through friendly wishes.
Category
Treatment - Other

2

Description
Also, in this study, the compassion-based education package for children with specific learning disabilities developed by Abuei et al. (1400) based on Bluth's theory (2017) will be used for 10 60-minute sessions (one session per week). Session content: First, establishing initial contact with the samples, reviewing the structure of the sessions, practicing working on the external environment (focusing the mind on the external environment using painting) and practicing working on the internal environment (focusing on the internal feeling of the body using painting). Second, starting self-compassion using stories and examples and explaining the dimensions of self-compassion using hand gestures and games. Third, discussing compassion for ourselves in our daily lives (such as listening to favorite music, watching favorite movies, eating favorite food, etc.) and teaching strategies to start being kind to ourselves (such as practicing soothing touch). Fourth, teaching simple meditation and imagining a relatively difficult moment in life (practicing a difficult moment for me), examining the samples' feelings from a difficult moment, and practicing finding positive phrases for yourself when facing a difficult moment. Fifth Practice listening to sounds and doing the soles of the feet exercise (focusing attention on the soles of the feet and feeling them). Sixth, introducing examples to meditation, doing a short meditation using the exercises from the previous session, along with music and practicing conscious breathing. Seventh, practicing calming, calming, and accepting by clearly imagining a difficult situation in life and expressing emotions and noting in which part of the body these emotions are most concentrated, and then massaging that area with your hand to calm down and express the feelings that arise from it. Eighth, practicing cultivating a kind voice (discovering and accepting the inner critic, discovering and accepting the kind voice within, and learning to say loving sentences to yourself) and practicing making promises to yourself to recognize and achieve core values. Ninth, practicing practicing who or what I am grateful for (such as family, friends, etc.) and practicing self-appreciation (appreciation of myself for everything big and small that comes to mind, and playing with puzzles). Tenth, practicing a short meditation, doing the Someone Just Like Me exercise (a person we don't have feelings for, a person we love, and a person who is good for us). is annoying) and getting feedback from samples about previous sessions
Category
Treatment - Other

3

Description
Control group: Control group, this group does not receive

any intervention

Category

N/A

Recruitment centers

1

Recruitment center

Name of recruitment center
Elham Adarbad Counseling Center

Full name of responsible person
Soroor Mansuri Amin

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2

Recruitment center

Name of recruitment center
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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?
Yes

Title of funding source
Islamic Azad University

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
Islamic Azad University

Full name of responsible person
Soroor Mansuri Amin

Position
Student

Latest degree
Master

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
Yes - There is a plan to make this available
Clinical Study Report
Yes - There is a plan to make this available
Analytic Code
Yes - There is a plan to make this available
Data Dictionary
Yes - There is a plan to make this available
Title and more details about the data/document
Clinical study reports in the form of articles and dissertations
When the data will become available and for how long
The access period starts 6 months after the announcement and publication of the results
To whom data/document is available
Researchers working in academic and scientific institutions
Under which criteria data/document could be used
Access to data and by request via email
From where data/document is obtainable
Soroor Mansuri Amin
What processes are involved for a request to access data/document
Within one month after the request, your request will be reviewed and the result will be announced
Comments