EFFECTS OF A POSTURAL EDUCATION PROGRAM ON DAILY LIFE HABITS RELATED TO LOW BACK PAIN IN CHILDREN

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CONTEXT:
Population based studies (Airaksinen et al., 2006) have demonstrated that children and adolescents often complain of non-specific or common low back pain (LBP). Sectors of society keen on promoting a healthy lifestyle consider schools to be a privileged framework for developing an efficient healthcare education programme.

Objective: A group-randomized controlled trial was carried out to investigate the effects of a postural education program on daily life habits related to low back pain in children.

METHODS:
Sample: 137 children aged 10.7 years. Experimental group (EG) (N=63) or control group (CG) (N=74).

Intervention: EG received a postural education program (4 theoretical sessions and 2 practical ones).

Questionnaire: Fulfilled at pretest, post-test and 3 months after the intervention finished.

Outcomes: Correct use of sofa, stooping correctly, take care to sit correctly at home/school and frequent posture change on chair at home/school. A sum score was computed from the 6 items.

RESULTS:
Single healthy items mostly improved after the intervention and remained improved after 3-month follow-up in EG, while no substantial changes were observed in the CG. Healthy habits score was significantly increased at post-test compared to baseline in the EG (P<0.001), and remained significantly increased after 3-month follow-up, compared to baseline (P<0.001). No significant changes were observed in the CG (P>0.6).

DISCUSSION:
The group of children who received the back care intervention, the use of the learned back care principles improved more than the group of children who didn’t received it, when tested at post-test and after 1 month. This is line with the findings of Cardon et al. (2002) and Geldhof et al., (2007), who found that elementary schoolchildren are able to demonstrate learned back care principles, up to 1 and 2 years (respectively) after following a back education program.

REFERENCES: