

4U Studie (SO).

No registrations found.

Ethical review	Positive opinion
Status	Recruiting
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON21421

Source

Nationaal Trial Register

Health condition

Emotional problems in children, Behavioural disorders, Special education

Sponsors and support

Primary sponsor: Yulius, Erasmus Medical Center, Utrecht University, VU University Medical Center, Centrum voor Educatieve Dienstverlening

Source(s) of monetary or material Support: ZonMw

Intervention

Outcome measures

Primary outcome

1. Children's emotional and behavioral problems (questionnaires: PBSI, CBCL);
2. Rule-Breaking behavior (observation);
3. On-task behavior (observation);
4. Teacher-student and student-student relationships and whole class environment (LLRV, VIL; Klassenklimaatschaal questionnaires and peernominations).

Secondary outcome

1. Teacher's self-efficacy, burn-out, personality and intervention cynism measures (TES; UBOS; BFI; CAOC questionnaire);
2. Parental Stress (NOSI; questionnaire);
3. Instruction time vs correction time (audio).

Study description

Background summary

Over recent years, there has been a significant increase in children assigned to special education, and the waiting lists are still expanding. The emotional and behavioral problems of the special education students are a complicating factor for effective teaching. For instance, a substantial amount of teacher's time is spent on regaining order in the classroom instead of focus on effective instruction, and students are struggling with on-task behavior due to their psychiatric problems. Special education teachers emphasize the need for effective ways to cope with the behavioral and emotional problems of their students. Taakspel, the Dutch translation of the Good Behavior Game, will be implemented on a regular basis in Dutch special education. However, no studies have been conducted to investigate the effects of this classroom-based management strategy in special education schools. The main goal of this study is to test the effects of a classroom-based behavior-management strategy (Taakspel) on the emotional and behavioral functioning of the students, the wellbeing and perceived efficacy of the teachers, and the teacher-student and student-student interaction in special education. Expected effects of implementing Taakspel are a reduction of students' emotional and behavioral problems, an increase of students' on-task behavior and an increase in instruction time, an improvement in teachers' wellbeing and improvements in the teacher-student and student-student relationships. Students and classes attending the participating 'Taakspel' schools will be compared with control schools. At three moments during the school year and four months after this school year, parent- reports, student reports and teacher-reports of childrens' behavior will be collected. Also, classroom observations of teacher and children's behavior will be conducted and audiorecordings of teachers' instruction will be made. Approximately 500 students attending schools for special education will be included in this study. All children have an indication for Special Education due to their psychiatric condition. Also, 375 parents of these students will participate, as well as 50 teachers, who teach at the participating schools. Taakspel will be conducted for one year in the schools. Teachers will perform Taakspel three days a week and will be instructed in how to conduct the program. The program consists of three phases, in which the rules of the program are extended from three times a week to the generalisation phase, in which Taakspel will be played during the entire day and other schoolsettings.

Study objective

We expect (in the intervention condition as opposed to the control condition):

1. A decrease in children's emotional/behavioral problems and rule-breaking behavior;
2. An increase in children's on-task behavior;
3. An increased teacher's well-being;
3. Improvements in the student-teacher and student-student relationships, and an improvement in the whole class environment.

Study design

1. Baseline measure: oct 2010;
2. First effect measure: mrch 2011;
3. Post effect measure: june 2011;
4. Follow-up effect measure: nov 11.

Intervention

Good Behavior Game (Taakspel):

Taakspel will be implemented in the schools as part of the regular curriculum. Teachers will perform Taakspel three days a week and will be instructed in how to conduct the program. The program consists of three phases, in which the rules of the program are extended.

Taakspel promotes task-related behavior in students, as well as behavior according to the rules. Taakspel focusses creating a positive class environment and reducing rule-breaking behavior. During the Taakspelintervention, rules are explicitly stated and positive behavior is systematically rewarded by compliments and incentives. After an observation period, groups of students are formed. Rules and rewards are determined. Students work together in groups and try to receive rewards by behaving according to the rules. The groups receive a set of cards that they keep if they don't break the rules. If one of the group members breaks a rule, the teacher removes a card. In the beginning, Taakspel is played three times a week. The time it is played in class increases during the year. There are three phases: the introductory phase, the expansion phase and the generalization phase. Teachers conducting Taakspel receive a monthly coaching-session from a licenced taakspel trainer. During these sessions, teachers are trained in conducting the Intervention, and are motivated to increase the time they work according to the principles of the intervention. The Taakspelintervention has been well investigated in Dutch primary education in a Randomised Controlled Trial (van

Lier et al., 2005; van Lier et al., 2005). It has been shown to reduce children's emotional and behavioral problems.

The control schools will not receive the intervention.

Contacts

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Eligibility criteria

Inclusion criteria

All children attending elementary schools for Special Education (cluster 4) will be included in this study. All children have an indication for Special Education due to their psychiatric condition.

Exclusion criteria

Children who do not receive education on a regular basis (even though they are subscribed at the schools) are excluded from this study.

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial
Masking:	Open (masking not used)
Control:	Active

Recruitment

NL	
Recruitment status:	Recruiting
Start date (anticipated):	01-03-2010
Enrollment:	925
Type:	Anticipated

Ethics review

Positive opinion	
Date:	27-08-2010
Application type:	First submission

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

Other (possibly less up-to-date) registrations in this register

No registrations found.

In other registers

Register	ID
NTR-new	NL2377

Register

NTR-old

Other

ISRCTN

ID

NTR2484

CCMO : ABR 28702

ISRCTN wordt niet meer aangevraagd.

Study results

Summary results

N/A