

The effectiveness of group parent training in PRT compared to individual parent training in PRT

No registrations found.

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

Summary

ID

NL-OMON24767

Source

Nationaal Trial Register

Health condition

Autism, Autism Spectrum Disorders (ASDs), Communication, Intervention, Pivotal Response Treatment

Sponsors and support

Primary sponsor: Dr. Leo Kannerhuis
Radboud University

Source(s) of monetary or material Support: Dr. Leo Kannerhuis

Intervention

Outcome measures

Primary outcome

1. Number of learning opportunities created by parents (based on observational data (event recording) from videotapes)
2. Percentage of social initiations by children with ASD (based on observational data (interval

recording) from videotapes)

Secondary outcome

1. Parental stress (measured by the Dutch version of the Parent Stress Index, the 'Opvoedingsbelasting Vragenlijst')
2. Parental self-efficacy (measured by the questionnaire described in Sofronoff & Farbotko (2002))
3. Behavioral problems of children with ASD (measured by the Child Behaviour Checklist 1½-5 or 6-18)

Study description

Background summary

A systematic review indicated that parent training in PRT is effective to teach parents to implement PRT techniques (Verschuur, Didden, Lang, Sigafoos & Huskens, 2014). However, the duration, instructional strategies and format of parent training varied greatly across studies. Purpose of the present study is to investigate the differential effectiveness of group and individual parent training in PRT with regard to opportunities created by parents and social initiations of children with ASD. Furthermore, this systematic review showed that the evidence for collateral changes in other parent and child skills is limited (Verschuur et al., 2014). The second purpose of the present study is therefore to investigate the effect of group and individual parent training in PRT on parental stress, parental self-efficacy and behavioural problems of children with ASD. A non-concurrent respectively concurrent multiple baseline design is used to investigate the effectiveness of a group respectively individual parent training in PRT. Participants are twenty-four parents and their children with ASD. Fifteen parents participate in a group parent training (three groups of five parents); fifteen parents participate in an individual parent training. Data are collected using video-recordings (learning opportunities and social initiations) and questionnaires (parental stress, parental self-efficacy and behavioural problems). Data-analysis includes visual analysis and statistical analyses (e.g. Tau-U, Reliability of Change Index and Wilcoxon signed-rank test).

Study objective

The purpose of this study is:

1. To investigate the differential effectiveness of group and individual parent training in PRT on opportunities created by parents and social initiations of children with Autism Spectrum Disorder (ASD).
2. To investigate the effectiveness of group and individual parent training in PRT on parental

stress, parental self-efficacy and behavioural problems of children with ASD.

Study design

After examination of the inclusion criteria (using demographic information, SRS, ADOS-2 and standardized IQ tests), the outcome measures are administered at the following time points:

1. Baseline (4-8 weeks):

- 4/6/8 10-minute one-to-one sessions at home, during which the parent interacts with the child. These sessions are videotaped.
- OBVL
- Self-efficacy questionnaire
- CBCL/1½-5 or CBCL/6-18

2. Intervention (20 weeks):

3. Post-intervention (3 weeks)

- 3 10-minute one-to-one sessions at home, during which the parent interacts with the child. These sessions are videotaped.
- OBVL
- Self-efficacy questionnaire
- CBCL/1½-5 or CBCL/6-18
- Social validity questionnaire

4. Follow-up (3 weeks; 3 months after post-intervention)

- 3 10-minute one-to-one sessions at home, during which the parent interacts with the child. These sessions are videotaped.
- OBVL
- Self-efficacy questionnaire
- CBCL/1½-5 or CBCL/6-18

Intervention

1. Group parent training in PRT: 8 2-hour group sessions and 2 60-minute individual sessions, conducted at the treatment facility by two child psychologists. Training components include instruction, video modeling, practice (e.g. worksheets, role-plays and PRT-sessions at home) and video-feedback.

2. Individual parent training in PRT: 10 90-minute sessions, conducted at the treatment facility/at home by a child psychologist. Training components include instruction, (video) modeling, practice (e.g. worksheets, role-plays and PRT-sessions at home), video-feedback and immediate feedback.

Contacts

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Eligibility criteria

Inclusion criteria

Children have to meet the following inclusion criteria

1. a diagnosis of ASD, confirmed by the SRS and/or ADOS-2
2. aged between 3;0 and 14;0 at the start of the study
3. a full-scale IQ above 70 on a standardized IQ test

Parents need to meet the following inclusion criteria:

1. willing to make videotapes of themselves and their child
2. willing to travel to the treatment facility during the intervention

Exclusion criteria

Parents will be excluded if they participated in parent training in PRT prior to this study.

Study design

Design

Study type:	Interventional
Intervention model:	Other
Allocation:	Non-randomized controlled trial
Masking:	Open (masking not used)
Control:	N/A , unknown

Recruitment

NL	
Recruitment status:	Other
Start date (anticipated):	01-07-2015
Enrollment:	30
Type:	Unknown

Ethics review

Positive opinion	
Date:	15-09-2015
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	NL5323
NTR-old	NTR5432
Other	: -

Study results