

# School transition management in children with Autism Spectrum Problems

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Both two transition management interventions will be effective in the reduction of the school transition problems of children with ASP. We have no hypothesis about which intervention will be most effective in the reduction of childhood...

<b>Ethical review</b>	Positive opinion
<b>Status</b>	Will not start
<b>Health condition type</b>	-
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON20721

### Source

Nationaal Trial Register

### Brief title

School transition management in ASP

### Health condition

- autism spectrum symptoms - anxiety - behavioral and emotional problems

## Sponsors and support

**Primary sponsor:** -Leiden University of Applied Sciences

-Rotterdam University of Applied Sciences

-Erasmus MC

**Source(s) of monetary or material Support:** -Nationaal Regieorgaan Praktijkgericht

Onderzoek SIA (RAAK-Mkb & RAAK-Pro)

-NWO Promotiebeurs voor Leraren

-Citylab 010

-Stichting Gereformeerd Burgerweeshuis

## Intervention

## Outcome measures

### Primary outcome

self-efficacy pupil  
self efficacy teacher

### Secondary outcome

anxiety  
autistic traits  
emotional and behavioral problems  
executive functioning

teacher-pupil interaction  
self-efficacy parents  
parenting stress parents

## Study description

### Background summary

In mainstream education, the transition from primary to secondary school is difficult for children with autism spectrum problems, being marked by high levels of emotional and emotional difficulties. This underlines the urgency to improve the fit between the needs of children with autism spectrum problems and their educational environment. This RCT will study effects of two interventions - STAP & A.L.I.B.I. - to optimize the transition from mainstream primary to secondary school for children with problems in the autism spectrum.

on teacher skills and teacher and child mental health and educational outcomes.

### Study objective

Both two transition management interventions will be effective in the reduction of the school transition problems of children with ASP. We have no hypothesis about which intervention will be most effective in the reduction of childhood psychopathology related to this specific school transition. This research question is part of this study.

### Study design

A screening and five timepoints (baseline measure and four effect measures)

## Intervention

- 1) STAP: intervention primarily directed at the social environment, i.e. teachers in primary and secondary education
- 2) A.L.I.B.I. : eHealth intervention primarily directed towards children.

## Contacts

### Public

Erasmus University Rotterdam  
P. Vuijk  
Rotterdam  
The Netherlands  
+31 (0)6 52375654

### Scientific

Erasmus University Rotterdam  
P. Vuijk  
Rotterdam  
The Netherlands  
+31 (0)6 52375654

## Eligibility criteria

### Inclusion criteria

- sixth grader
- score above cut-off on autism quotient (AQ), reported by parent and/or teacher

### Exclusion criteria

- severe mental or physical illness

## Study design

## Design

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

## Recruitment

NL	
Recruitment status:	Will not start
Start date (anticipated):	02-01-2017
Enrollment:	230
Type:	Anticipated

## Ethics review

Positive opinion	
Date:	03-11-2016
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	NL5980

**Register**

NTR-old

Other

CCMO

**ID**

NTR6144

METC Erasmus MC. : MEC-2016-694

NL56962.078.16

## Study results

**Summary results**

Vuijk, P., Bul, K. C. M., & Kuiper, C. (2015). Naar het voorgezet onderwijs met behulp van een serious game: Let's go! Wintereditie Engagement.

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Vuijk, P., Bul, K., Brand, E., Greaves-Lord, K., Maras, A., & Kuiper, C. (2015). Let's play (serious gaming): schooltransitiemanagement voor jeugdigen met een autismespectrumstoornis. Journal of Social Intervention: Theory and Practice, 24(3), 69-74.