

# Online prevention of anxiety and depression in adolescents - Phase II.

No registrations found.

<b>Ethical review</b>	Positive opinion
<b>Status</b>	Recruitment stopped
<b>Health condition type</b>	-
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON22562

### Source

NTR

### Health condition

Anxiety, Depression, Attention bias, Interpretation bias

## Sponsors and support

**Primary sponsor:** University of Amsterdam (UVA)

**Source(s) of monetary or material Support:** ZON-MW, The Netherlands Organization for Health Research and Development

## Intervention

## Outcome measures

### Primary outcome

1. Self-reported anxiety: Screen for Child Anxiety Related Emotional Disorders (SCARED, Birmaher et al., 1999);
2. Self-reported depression: Child Depression Inventory (CDI, Kovacs, 1992).

### Secondary outcome

1. Rosenberg self-esteem scale (RSES, Rosenberg, 1965);
2. Parent report on internalizing and externalizing problems: Strengths and Difficulties Questionnaire - child and parent version (SDQ, Goodman, 1997);
3. Perseverative Thinking Questionnaire (PTQ, Ehring et al., 2011);
4. Quality of Life (EQ-5D-Y, Wille et al., 2010);
5. Emotional response to social stress-task;
6. Attentional bias and interpretation bias to see whether the training was successful in changing these processes;
7. Health related costs to assess cost-effectiveness.
8. Evaluation questionnaire/client satisfaction

## Study description

### Background summary

Based on our previous study, NTR3950, we further test an online prevention program designed to increase emotional resilience and reduce and prevent anxiety and depression symptoms in adolescents. Participants (300) are recruited on high schools, selected on heightened anxiety/depressive symptoms and randomly assigned to one of 6 conditions (3 active trainings, 2 placebo training, 1 monitoring). Training focuses on attention and interpretation biases. Anxiety and depression symptoms and secondary outcome measures are assessed at pre- and post-training and 3 and 6 months follow-up.

### Study objective

The aim of the current study is to test whether online training of a positive attentional bias or positive interpretation bias is successful in increasing resilience, reducing internalizing symptoms and preventing clinical disorders (anxiety/depression) in a sample of vulnerable adolescents (with heightened anxiety/depressive symptoms).

### Study design

Assessments at pre-training, post-training and 3 and 6 months follow-up.

### Intervention

There are 5 training conditions, consisting of

8 15-minute sessions of online computer training (twice a week).

1. Visual search attention bias training
2. Visual search placebo training
3. Interpretation bias training word-fragment
4. Interpretation bias training word-picture
5. Interpretation bias placebo training

Furthermore, there is one test-retest/monitoring condition, with no training.

## Contacts

### **Public**

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### **Scientific**

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## Eligibility criteria

### **Inclusion criteria**

1. Scholars in 1st to 6th grade of high school (12-18 years)

2. VMBO, HAVO or VWO

3. Parental consent

4. Heightened symptoms:

SCARED (Screen for Child Anxiety Related Emotional Disorders) >16 and/or CDI (Children's Depression Inventory) > 7

## Exclusion criteria

Education level below regular VMBO/special education.

## Study design

### Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial
Masking:	Double blinded (masking used)
Control:	Placebo

### Recruitment

NL	
Recruitment status:	Recruitment stopped
Start date (anticipated):	08-09-2014
Enrollment:	300
Type:	Actual

### IPD sharing statement

**Plan to share IPD:** Undecided

## Ethics review

Positive opinion

Date: 14-10-2014

## 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	NL4596
NTR-old	NTR4850
Other	ZonMw : 200210010

## Study results

### Summary results

De Voogd, E.L., Wiers, R.W., Prins, P.J.M., & Salemink, E. (2014). Visual search attentional bias modification reduced social phobia in adolescents. *Journal of Behavior Therapy & Experimental Psychiatry*, 45, 252-259. doi: 10.1016/j.jbtep.2013.11.006