

# Workingmemory training for children with AD(H)D.

No registrations found.

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

## Summary

### ID

NL-OMON23079

### Source

NTR

### Brief title

Paying attention in class

### Health condition

Attention Deficit Hyperactivity Disorder (ADHD), working memory deficits

## Sponsors and support

**Primary sponsor:** Academic Medical Centre (AMC), Medical Research B.V.

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**Source(s) of monetary or material Support:** Ministerie van Onderwijs, Cultuur en Wetenschap

Agentschap NL

Onderwijs Bewijs II

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## Intervention

### Outcome measures

#### Primary outcome

The primary outcomes of the study are improvement on academic achievement and neurocognitive functions measured with the following instruments:

1. Subtests TEACH;
2. Digit Span (WISC-III);
3. Span board task (Wechsler Non Verbal);
4. Subtest BADS-C;
5. Subtests NEPSY-II;
6. Behaviour Rating of Executive Functions;
7. Speed reading (EMT);
8. Dictation (PI dictee);
9. Automated math (TTA).

#### Secondary outcome

The secondary outcomes of this study are improvement on teacher/student relationship, behavior problems and quality of life measured with the following instruments:

1. Children's behavior checklist / Teacher Report Form;
2. Learning conditions questionnaire;
3. Kidscreen 27.

## Study description

#### Background summary

Studies show that children with Attention Deficit Hyperactivity Disorder (ADHD) often suffer

from deficits in executive functions, such as attentional control, inhibition and working memory. It is known that these executive functions play an important role in academic performances. Especially working memory skills are associated with problems in learning and poor classroom behavior. Recently, studies have shown that training of the working memory has shown positive effects for children with ADHD, and/or with learning disabilities. The children that followed this working memory training program (Cogmed Working memory Training) not only showed improved working memory abilities overtime, but also showed better performance on related executive function tasks such as logic reasoning and response inhibition and still continued to show effects after 3 months. There are indications that working memory problems and academic performance can be improved by school oriented interventions but this is yet not studied systematically. This randomised controlled trial aims to recruit 100 children between the 8 and 12 years of age diagnosed with AD/HD according to guidelines of the DSM-IV.

### **Study objective**

The aim of the study is to examine how different working memory interventions address to the neurocognitive functioning and academic performance of children with AD(H)D.

### **Study design**

The study contains three measurements:

1. Prior to treatment;
2. Directly after treatment;
3. Six months after treatment.

### **Intervention**

1. Cogmed RM: Computerized working memory training of 25 sessions (45 minutes a day, 5 days a week, 5 weeks);
2. "Paying attention in class": Strategy and skill training developed by the Bascule. This intervention does not only aims at training the working memory; it's also contextual and refers to goal-oriented behavior in class. Also 25 sessions (45 minutes a day, 5 days a week, 5 weeks).

## **Contacts**

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## Eligibility criteria

### Inclusion criteria

1. Clinically referred children with AD(H)D;
2. Age between 8 and 12 years old.

### Exclusion criteria

1. Other psychiatric diagnoses other than ADHD/ ADD/ LD / ODD;
2. Total Intelligence quotient <80;
3. Significant problems in the use of the Dutch language;
4. Severe sensory disabilities (hearing/ vision problems).

## Study design

### Design

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

Control: Active

## Recruitment

NL  
Recruitment status: Recruiting  
Start date (anticipated): 15-04-2011  
Enrollment: 100  
Type: Anticipated

## Ethics review

Positive opinion  
Date: 02-05-2012  
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	NL3262
NTR-old	NTR3415
Other	MEC AMC : 2001_269
ISRCTN	ISRCTN wordt niet meer aangevraagd.

# Study results

## Summary results

N/A