

A is for App: Leesvloeiendheid bevorderen met Apps

No registrations found.

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

Summary

ID

NL-OMON24440

Source

Nationaal Trial Register

Brief title

TBA

Health condition

Reading Disabilities

Sponsors and support

Primary sponsor: KU Leuven, Belgium; University of Amsterdam

Source(s) of monetary or material Support: Erasmus+ grant from European Commission. Erasmus+ 2018-1-BE02-KA201-046853

Intervention

Outcome measures

Primary outcome

Word Reading Fluency – Word & Pseudoword Reading Test (Cleuren, 2009)

Text Reading Fluency – AVI Text Reading Cards (Cards AVI4 (grade 2) and AVI& (grade 5); Visser, Van Laarhoven, & Ter Beek, 1994)

Secondary outcome

-

Study description

Background summary

A is for App is a European project on the potential of apps as interventional tool to address reading fluency problems in children within the primary school context. The study consists of two trials, as we will run both in Belgium and in the Netherlands a RCT, comparing the effects of a game-based intervention for reading fluency problems with those of the conventional intervention approach in resp. Flanders and the Netherlands. Target sample sizes is 60 children (n = 30 experimental condition & n = 30 control condition) per trial.

Study objective

Children in the game-based intervention condition will improve more on reading fluency than those in the standard intervention (TUA) condition.

Study design

Pretest
Posttest

Intervention

The experimental intervention tested in this study is a cognitive, (serious) game-based intervention focused on the training of reading fluency. The goal of the intervention is to improve reading fluency in children with reading disabilities within the school environment by using digital game-based learning principles. The intervention period will be three months, including training for approx.. 45 minutes per week. In Flanders the used APP will be 'Karatón' (see karaton.be), in the Netherlands the used APP will be 'Scula-RID'.

Contacts

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Eligibility criteria

Inclusion criteria

- I. Suffering from problems with reading development at school
- II. Percentile score $\leq 25\%$ on a curriculum based standardized reading test
- III. In grade 4/5 of (regular) primary education

Exclusion criteria

- I. Uncorrected sight problems
- II. Significant bilateral hearing loss

Study design

Design

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

Recruitment

NL	
Recruitment status:	Pending
Start date (anticipated):	25-11-2019
Enrollment:	60
Type:	Anticipated

IPD sharing statement

Plan to share IPD: Undecided

Ethics review

Positive opinion

Date: 11-11-2019

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 NL8148

Other SMEC KU Leuven; EC Psychologie, Universiteit van Amsterdam : SMEC
G-2019-1325

Study results