

The effectiveness of the PEERS program in adolescents with Autism Spectrum Disorder

No registrations found.

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

Summary

ID

NL-OMON26267

Source

Nationaal Trial Register

Brief title

ACCEPT

Health condition

Autism Spectrum Disorder (ASD)

Sponsors and support

Primary sponsor: k.greaves-lord@erasmusmc.nl

Source(s) of monetary or material Support: Yulius, Erasmus MC, Sipkema Foundation, Ministry of Higher Education Malaysia (salary and expenses of PhD student)

Intervention

Outcome measures

Primary outcome

The participants experience a conversation with a confederate (unfamiliar, opposite sex and similar aged peers) during 3 minutes. the participants and the confederates have to complete

a brief questionnaires about the conversation; Conversation Rating Scale (CRS). We made some adaptations to the CRS questionnaire by adding two self-confidence items and three perspective-taking items.

Secondary outcome

- social skills (SSIS self reported, parents and teacher report)
- autistic social impairment (SRS parent and teacher report)
- social contacts (QSQ self reported and parent report)
- social knowledge (TASK self reported)
- social cognition (TUSC self reported)
- social anxiety (BFNE self reported)
- parenting self efficacy (PSOC parent report)

Study description

Background summary

The core deficits of ASD are limited social-communication capacities. Consequences of these social communication deficits are lack of social relationships, poor quality friendships and risk of anxiety or depression. The UCLA PEERS Program has been found to improve the parent-reported social competence in adolescents with ASD in USA and Korea relative to a waiting list comparison group.

The previous studies mostly used parent-reported outcome measures and little is known whether the program is effective in producing the effect of improved social competence. For these reasons, it is of great importance to culturally adapt the program, use blinded observation of social competence, and include teacher in reported outcome measures.

The present study examines the effectiveness of the Dutch translation and cultural adaptation of PEERS program in a RCT compared with an active treatment control group; ROAD.

Participants in this study are randomized after the baseline measurement and equally distributed to PEERS or ROAD.

Study objective

Enhanced social knowledge (TASSK), cognition (TUSC) and skills (SSIS + SRS) and improved

conversation ability (CASS + CRS)

Study design

Baseline (week 0)

Intermediate (week 7)

Post-intervention (week 14)

Follow-up (week 28)

Intervention

- The PEERS program (experimental condition) consists of 14 weekly teen and parent sessions, with a duration of 90 minutes per session. The training is in a small group format (6-10 teens) that addresses elements of friendship, i.e. social skills that are taught using psycho-educational and cognitive-behavioral therapy techniques (i.e. didactic lessons, role play demonstrations, behavioral rehearsals and homework assignments)

- ROAD (active control) consists of 14 weekly teen sessions (parent-involvement through e-mail hand-outs), with a duration of 90 minutes per session. The training is in a small group format (6-10 teens) that addresses issues relevant during adolescence, like developing autonomy and friendships, using psycho-educational techniques (i.e. didactic lessons, and homework assignments)

Contacts

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Eligibility criteria

Inclusion criteria

- age between 12 to 18 years old
- clinical diagnosis of ASD (PDD-NOS, Asperger's syndrome or autistic disorder)
- Dutch fluency
- Total IQ>70
- being in secondary education

Exclusion criteria

- history of major mental illness (schizophrenia, bipolar disorder)
- visual, hearing or physical impairments

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):	16-01-2017
Enrollment:	150
Type:	Anticipated

IPD sharing statement

Plan to share IPD: Undecided

Ethics review

Positive opinion	
Date:	08-02-2017
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	NL6117
NTR-old	NTR6255
Other	NL57472.078.16 : MEC-2016-357

Study results

Summary results

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