

Leer te Durven! (Learn to dare!)

No registrations found.

Ethical review	Not applicable
Status	Pending
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON28962

Source

NTR

Brief title

ESI

Health condition

Anxiety

Angst

Sponsors and support

Primary sponsor: Open University Netherlands

Source(s) of monetary or material Support: Fonds Psychische Gezondheid

Intervention

Outcome measures

Primary outcome

Anxiety diagnoses

Secondary outcome

Anxiety level

Study description

Background summary

Anxiety difficulties in children often result in anxiety disorders and anxiety difficulties as well as anxiety disorder are highly continuous. Anxiety disorders are the most prevalent type of psychopathology in children. Cognitive Behavior Therapy is an effective method of reducing anxiety difficulties. However, children cannot profit optimally from CBT due to three barriers. First, only 20% of the children with anxiety disorders receive a training or treatment to treat the disorder. This is due to accessibility and availability of the treatment. Second, the working mechanisms of CBT in children have not been identified. Based on the theoretical models of CBT in adults, children are often offered strategies to change their cognitions and to reduce avoidance behavior. However, empirical studies on the working mechanisms of cognitive and behavioral strategies in children are only limited and incomplete. Third, interventions are not sufficiently adapted to suit the specific needs of children, because it is not clear in which children CBT works well, and in which children CBT works less well. Possibly, the developmental level of children strongly affects the amount to which children can profit from CBT.

The current project aims to address these three barriers that obstruct children from profiting optimally from CBT. For this purpose, an easy accessible, online, CBT-based training for anxious children (aged 8-13 years) will be developed and assessed on its efficacy by performing a randomized controlled trial (barrier 1). It will be examined whether the training sorts its effects via reducing dysfunctional cognitions and via reducing avoidance behavior (barrier 2). Finally, the effect of the cognitive developmental level on the training's working mechanisms will be studied (barrier 3). Both increasing CBT's availability for anxious children by offering an online training, and providing insight into the working mechanisms and elements that affect CBT's efficacy, will contribute to the optimisation of CBT for anxious children.

Study objective

- Offering the CBT training 'Learn to dare' will decrease child anxiety
- The CBT training will decrease child anxiety via the decrease of dysfunctional cognitions and avoidance behavior
- The child's cognitive developmental level will directly affect the decrease of dysfunctional cognitions but not the decrease of avoidance behavior
- High levels of child's cognitive developmental level will establish a synergetic positive effect of the working mechanisms dysfunctional cognitions and avoidance behavior
- Low levels of child's cognitive developmental level will not add to the effect of decreasing child anxiety

Study design

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Intervention

CBT

Contacts

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Scientific

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Eligibility criteria

Inclusion criteria

Children, aged 8-13 years, with:

- high anxiety levels
- with a specific phobia
- with mild anxiety disorders (i.e. minimal interference)

Exclusion criteria

Children with severe anxiety disorders, other than specific phobias. Severe anxiety disorders are characterized by high interference.

Study design

Design

Study type:	Interventional
Intervention model:	Other
Allocation:	Randomized controlled trial
Masking:	Single blinded (masking used)
Control:	N/A , unknown

Recruitment

NL	
Recruitment status:	Pending
Start date (anticipated):	01-05-2018
Enrollment:	240
Type:	Anticipated

Ethics review

Not applicable	
Application type:	Not applicable

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	NL6911
NTR-old	NTR7106
Other	METC : 173019

Study results