

# The effectiveness of school-based skills-training programs promoting mental health in adolescents.

No registrations found.

<b>Ethical review</b>	Not applicable
<b>Status</b>	Recruiting
<b>Health condition type</b>	-
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON29236

### Source

Nationaal Trial Register

### Health condition

Performance Anxiety; Social Skills; Mental Health; Stress

## Sponsors and support

**Primary sponsor:** Utrecht University

**Source(s) of monetary or material Support:** Netherlands Organisation for Scientific Research (NWO)

## Intervention

## Outcome measures

### Primary outcome

The main goal of this study is to examine the effectiveness of school-based skills-training programs targeting skills to deal with performance anxiety and social skills.

Program targets:

- Skills to deal with performance anxiety (coping skills)

- Social skills

Direct program outcomes:

- Performance anxiety
- Social anxiety

## **Secondary outcome**

Mental health outcomes:

- Psychological and physiological stress
- Internalizing and externalizing behavior
- Well-being
- Self-esteem

Moderators:

- Student and parent characteristics (age, gender, ethnicity, education level, social support, and perfectionism, stressful life events, perceived parental pressure, treatment alliance and positive parenting behavior).
- Trainer characteristics (gender, ethnicity, education level, level of experience and expertise).
- Program integrity.

# **Study description**

## **Background summary**

The current study aims to examine the effectiveness of school-based skills-training programs targeting skills to deal with performance anxiety or social skills. A multi-informant (i.e. students, parents and trainers) and multi-method (i.e. questionnaires and physiological measurements) approach will be used to assess program targets (i.e. skills to deal with performance anxiety or social skills), direct program outcomes (i.e. performance or social anxiety) and mental health outcomes (i.e. stress, internalizing and externalizing behavior, well-being and self-esteem), as well as specific moderators (i.e. characteristics of students, parents and trainers, social support, perfectionism, stressful life events, perceived parental pressure, treatment alliance, positive parenting behavior and program integrity).

## **Study objective**

The aim of the study is to evaluate the effectiveness of school-based skills-training programs targeting skills to deal with performance anxiety or social skills in promoting the mental health of adolescents and to examine moderators of its effectiveness.

Effectiveness:

- Performance anxiety skills-training program will improve skills to reduce performance

anxiety (i.e. coping skills, including negative thought restructuring and managing emotions), resulting in a reduction in students' performance anxiety (i.e. fear of failure and test anxiety) and in improved mental health.

- Social skills training program will improve students social skills and thereby reduce their social anxiety and improve their mental health.
- Both skills-training programs will reduce performance or social anxiety and improve the mental health of students (i.e. reduced stress and internalizing and externalizing behavior, and increased well-being and self-esteem).

Moderators:

- Student and parent characteristics (age, gender, ethnicity, education level, and social support, perfectionism, stressful life events, perceived parenting pressure, treatment alliance and positive parenting behavior).
- Trainer characteristics (gender, ethnicity, education level, level of experience and expertise)
- Program integrity

## **Study design**

Before the start of the training (T1) and after termination of the training (T2).

## **Intervention**

A randomized controlled trial (RCT) will be conducted for both school-based skills-training programs targeting: 1) performance anxiety and 2) social and emotion regulation skills. Both skills-training programs are compared with a control waitlist condition.

## **Contacts**

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## **Eligibility criteria**

## Inclusion criteria

Students in the first, second and third year of secondary school (all educational levels).

## Exclusion criteria

No exclusion criteria.

## Study design

### Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial
Masking:	Open (masking not used)
Control:	Active

### Recruitment

NL	
Recruitment status:	Recruiting
Start date (anticipated):	01-12-2018
Enrollment:	260
Type:	Anticipated

### IPD sharing statement

**Plan to share IPD:** No

## 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 NL7438

NTR-old NTR7680

Other Psychology Research Ethics Committee of Leiden University : CEP18-1105/419

## Study results