

Cluster 4 Studie; 4 U Studie (VSO).

No registrations found.

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

Summary

ID

NL-OMON29685

Source

NTR

Health condition

Emotionele en gedragsproblemen; emotional and behavioral problems; Special Education; Speciaal Onderwijs; Taakspel; Good Behavior Game; Cluster 4; kinder en jeugdpsychiatrie;

Sponsors and support

Primary sponsor: Stichting RMPI-De Grote Rivieren; Erasmus MC; Universiteit Utrecht; Centrum voor Educatieve Dienstverlening; VU

Source(s) of monetary or material Support: Programma Onderwijs Bewijs, ministerie OC&W

Intervention

Outcome measures

Primary outcome

1. Children's emotional and behavioral problems (questionnaires: PBSI, CBCL);
2. Rule-Breaking behavior (observation);
3. On-task behavior (observation);

4. Teacher-student relationship (LLRV, VIL; questionnaires).

Secondary outcome

1. Teacher's self-efficacy (TES; questionnaire);
2. Parental Stress (NOSI; questionnaire);
3. Instruction time vs correction time (audio).

Study description

Background summary

Over recent years, there has been a significant increase in children assigned to special education, and the waiting lists are still expanding. The emotional and behavioral problems of the special education students are a complicating factor for effective teaching. For instance, a substantial amount of teacher's time is spent on regaining order in the classroom instead of focus on effective instruction, and students are struggling with on-task behavior due to their psychiatric problems. Special education teachers emphasize the need for effective ways to cope with the behavioral and emotional problems of their students. Taakspel, the Dutch translation of the Good Behavior Game, will be implemented on a regular basis in Dutch special secondary education. However, no studies have been conducted to investigate the effects of this classroom-based management strategy in special education schools. The main goal of this study is to test the effects of a classroom-based behavior-management strategy (Taakspel) on the emotional and behavioral functioning of the students, the wellbeing and perceived efficacy of the teachers, and the teacher-student interaction in special education. Expected effects of implementing Taakspel are a reduction of students' emotional and behavioral problems, an increase of students' on-task behavior and an increase in instruction time, an improvement in teachers' wellbeing and improvements in the teacher-student relationship. Students and classes attending the participating 'Taakspel' schools will be compared with control schools. At three moments during the school year and four months after this school year, parent- reports, student reports and teacher-reports of childrens' behavior will be collected. Also, classroom observations of teacher and children's behavior will be conducted and audiorecordings of teachers' instruction will be made. Approximately 480 students attending (RMPI-) schools for special secondary education will be included in this study. All children have an indication for Special Education due to their psychiatric condition. Also, 380 parents of these students will participate, as well as 80 teachers, who teach at the participating schools. Taakspel will be conducted for one year in the schools Teachers will perform Taakspel three days a week and will be instructed in how to conduct the program. The program consists of three phases, in which the rules of the program are extended from three times a week to the generalisation phase, in which Taakspel will be played during the entire day and other schoolsettings.

Study objective

We expect (in the intervention condition as opposed to the control condition):

1. A decrease in children's emotional/behavioral problems and rule-breaking behavior;
2. An increase in on-task behavior and teacher's well-being;
3. Improvements in the student-teacher relationship.

Study design

1. Baseline assessment: nov 09;
2. Assessment 2: mrch 10;
3. Assessment 3: june 10;
4. Assessment 4: nov 10.

Intervention

Good Behavior Game (Taakspel): Taakspel will be implemented in the schools as part of the regular curriculum. Teachers will perform Taakspel three days a week and will be instructed in how to conduct the program. The program consists of three phases, in which the rules of the program are extended.

Taakspel promotes task-related behavior in students, as well as behavior according to the rules. Taakspel focusses creating a positive class environment and reducing rule-breaking behavior en. During the Taakspelintervention, rules are explicitly stated and positive behavior is systematically rewarded by compliments and incentives. After an observation period, groups of students are formed. Rules and rewards are determined. Students work together in groups and try to receive rewards by behaving according to the rules. The groups receive a set of cards that they keep if they don't break the rules. If one of the group members breaks a rule, the teacher removes a card. In the beginning, Taakspel is played three times a week. The time it is played in class increases during the year. There are three phases: the introductory phase, the expansion phase and the generalization phase. Teachers conducting Taakspel recieve a monthly coaching-session from a licenced taakspel trainer. During these sessions, teachers are trained in conducting the Intervention, and are motivated to increase the time they work according to the principles of the intervention. The Taakspelintervention has been well investigated in Dutch primary eduction in a Randomised Controlled Trial (van Lier et al., 2005; van Lier et al., 2005). It has been shown to reduce children's emotional and behavioral problems.

Contacts

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Eligibility criteria

Inclusion criteria

All students attending the participating RMPI-schools for Special (Secondary) Education cluster 4, will be included in this study. All children have an indication for Special Education due to their psychiatric condition.

Exclusion criteria

Children who do not receive education on a regular basis (even though they are subscribed at the schools) are excluded from this study.

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): 01-09-2009
Enrollment: 600
Type: Anticipated

Ethics review

Positive opinion
Date: 19-11-2009
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	NL2006
NTR-old	NTR2123
Other	CCMO : ABR 28706
ISRCTN	ISRCTN wordt niet meer aangevraagd.

Study results

Summary results

N/A