

A study on the effects of a behavioral-management strategy on the efficiency in Special Education

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Ethical review	Approved WMO
Status	Recruitment stopped
Health condition type	Psychiatric and behavioural symptoms NEC
Study type	Interventional

Summary

ID

NL-OMON35453

Source

ToetsingOnline

Brief title

Improving Special Education (VSO)

Condition

- Psychiatric and behavioural symptoms NEC

Synonym

emotional and behavioral problems

Research involving

Human

Sponsors and support

Primary sponsor: Yulius (voorheen RMPI-de Grote Rivieren)

Source(s) of monetary or material Support: Ministerie van OC&W

Intervention

Keyword: Behavioral problems', Education, Effectstudy, Teachers

Outcome measures

Primary outcome

For the students in the intervention condition, as compared to the students in the control condition, we expect a reduction in problem-scores reported by teachers on the Problem Behaviors in Schools Interview (PBSI). We also expect a reduction in emotional and behavioral problems, reported by parents on the Child Behavior Checklist (CBCL). We also expect in teachers' wellbeing, as reflected in improvements on the UBOS-L and the Teacher Efficacy Scale. Moreover, we expect an improvement in the student-teacher interaction as reported by students on the VIL and by teachers on the LLRV. We also expect an increase in on-task behavior of students, an increase in the number of compliments given by teachers and a reduction in the number of negative corrections given by teachers, as assessed by classroom observations. We also expect an increase in instruction time used teachers, as assessed by the audiorecordings.

Secondary outcome

nvt

Study description

Background summary

Over recent years, there has been an increase in pressure on special education in the Netherlands . 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.

Study objective

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.

Study design

Students and classes attending the participating 'Taakspel' schools will be compared with control schools. At five moments during the research period, student reports and teacher reports of childrens' behavior will be collected. Also, five classroom observations of teacher and childrens' behavior will be conducted and five audiorecordings of teachers' instruction will be made. At three moments during the research period, parents will be requested to complete a questionnaire.

Intervention

Taakspel will be conducted for one year in the schools in the intervention conditions. 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 from three times a week to the generalisation phase, in which Taakspel will be played during the entire day and other schoolsettings.

Study burden and risks

At five time points during the implementation of Taakspel, student- and teacher

reports on the students behavior will be collected. At three time points, parent reports are collected. Completion of the questionnaires will take twenty minutes for the student- and parent reports reports and two hours for the teacher reports. Also, during the study period, five classroom observation will be conducted by a research-assistant and five audiorecordings of teacher*s instruction will be made. No risks are involved in participation in this study.

Contacts

Public

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Trial sites

Listed location countries

Netherlands

Eligibility criteria

Age

Adolescents (12-15 years)
Adolescents (16-17 years)

Inclusion criteria

Alle kinderen die onderwijs volgen op één van de betrokken scholen voor cluster 4 voortgezet onderwijs worden geïncludeerd, evenals hun ouders en de leerkrachten die op deze scholen onderwijs geven.

Exclusion criteria

None

Study design

Design

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

Primary purpose: Prevention

Recruitment

NL	
Recruitment status:	Recruitment stopped
Start date (anticipated):	01-09-2009
Enrollment:	1070
Type:	Actual

Ethics review

Approved WMO	
Date:	21-09-2009
Application type:	First submission
Review commission:	METIGG: Medisch Ethische Toetsingscommissie Instellingen Geestelijke Gezondheidszorg (Utrecht)
Approved WMO	
Date:	09-12-2010
Application type:	Amendment
Review commission:	METIGG: Medisch Ethische Toetsingscommissie Instellingen Geestelijke Gezondheidszorg (Utrecht)

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
CCMO	NL28706.097.09
Other	TC=2123