A computertraining for positive attention and interpretations to reduce aggressive behaviors in childen with conduct problems.

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To determine whether computerized training procedures can lead to a decrease of aggression-related attention andinterpretation, and whether this reduces aggressive behaviors.

Ethical review   Approved WMO
Status   Pending
Health condition type   Other condition
Study type   Interventional

Summary

ID

NL-OMON41887

Source
ToetsingOnline

Brief title
Computertraining for children with conduct problems

Condition

- Other condition

Synonym
agression, externalisinig behavior problems

Health condition

Dit onderzoek heeft betrekking op agressief gedrag bij kinderen met gedragsproblemen. Dezxe gedragsproblemen kunnen samengaan met verschillende psychische stoornissen en heeft derhalve geen betrekking op een specifieke aandoening.

Research involving
Human

Sponsors and support

Primary sponsor: Erasmus Universiteit Rotterdam
Source(s) of monetary or material Support: Ministerie van OC&W

Intervention

Keyword: agressive behaviors, children, conduct problems, social information processing

Outcome measures

Primary outcome

The primary study parameters are the changes in aggressive behaviors, and in

aggression-related attention and

interpretations. Aggressive behaviors are measured before and after the

training using a parent and teacher rating scale,

and a computerized aggression task for the children. Aggression-related

attention and interpretations are measured

during the training tasks.

Secondary outcome

For exploratory purposes gender and diagnoses of the child will be included as

a parameter. In order to make an adequate description of the

research sample in terms of aggression, children will complete an aggression

questionnaire at the start of the study,

and teachers and parents will complete a questionnaire for reactive and

proactive aggression at the first and the last

assessment. In addition, in order to adequately describe the research sample,

demographic variables like age of the child and spoken language at home are

registered, as well as income, work and marital status of the parents. .

Study description

Background summary

Aggressive behaviors are common and cause a significant amount of damage to individuals and materials. It is
assumed that what we pay attention to in social situations, and how we interpret ambiguous social signals, plays a
crucial role in determining aggressive behaviors. In the current study, we will test if a computerized training procedure, that
was found to be effective in reducing aggression-related attention and interpretations in regular primary school children, is effective in reducing aggressive behaviors in children with conduct problems. The effects on aggressive behaviors will be compared between an experimental (active) and a control (placebo) condition. The results will help to answer the question whether computerized aggression-reduction training procedures could be a novel (preventive) intervention for aggressive behaviors.

Study objective

To determine whether computerized training procedures can lead to a decrease of aggression-related attention and
interpretation, and whether this reduces aggressive behaviors.

Study design

The study comprises of a randomized comparative study: children are randomly assigned to an experimental or control
version of the training procedure (the "Vignette-training"). Children, their parent and teachers are blind to the experimental condition to which the children are assigned.

Intervention

The intervention consists of five sessions, that are completed over a period of two and a halfweeks (two sessions a
week). Each training session will take about 20 minutes to complete. During the experimental ''Vignette-training"
participants are shown pictures of social interactions and are taught to direct their attention to pro social aspects of that
situation and interpret the situation in a positive (non-hostile) manner.

Study burden and risks

The main burden for participants is completing the training tasks and questionnaires. All in all this will take about 20
minutes per assessment. For parents and teachers the main burden is completing the questionnaires, which in total will
take about 15 minutes per child. In addition, there could be some disruption of the normal classroom routine because
participating children will complete the training tasks in a different room. There are no risks associated with participation. In
the experimental conditions children will only be trained in a positive direction. This study may directly benefit children
with aggressive behavior problems.

Contacts

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Trial sites

Listed location countries

Netherlands

Eligibility criteria

Age
Children (2-11 years)

Inclusion criteria

Participant receives eductaion at a special primary school (Cluster 4) in grade (groep) 6, 7, or 8, and has reading skills at least at the level AVI-E5.

Exclusion criteria

Reading skills do not reach the level AVI-E5

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial
Masking:	Single blinded (masking used)
Control:	Placebo
Primary purpose:	Prevention

Recruitment

NL

Recruitment status:	Pending
Start date (anticipated):	15-02-2015
Enrollment:	74
Type:	Anticipated

Ethics review

Approved WMO

Date:	09-03-2015
Application type:	First submission
Review commission:	METC Erasmus MC, Universitair Medisch Centrum Rotterdam (Rotterdam)

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	NL51771.078.14