

# A practice-based study on the effects of A.L.I.B.I. in optimizing the transition from mainstream primary to secondary school for children with difficulties in social communication and with flexibility.

Published: 08-05-2017

Last updated: 12-04-2024

To study the effectiveness of an intervention (the serious game A.L.I.B.I.), which targets the optimisation of the transition to secondary school for children with difficulties with social communication and with flexibility.

<b>Ethical review</b>	Approved WMO
<b>Status</b>	Will not start
<b>Health condition type</b>	Other condition
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON45436

### Source

ToetsingOnline

### Brief title

School transition management

### Condition

- Other condition

### Synonym

Difficulties with social communication and flexibility

### Health condition

Moeite met sociale communicatie en flexibiliteit

## Research involving

Human

## Sponsors and support

**Primary sponsor:** Hogeschool Rotterdam

**Source(s) of monetary or material Support:** SIA;Citylab010;Stichting Gereformeerd Burgerweeshuis en NWO

## Intervention

**Keyword:** Difficulties with social communication and flexibility, Mainstream school transition

## Outcome measures

### Primary outcome

Children: Child-reported and teacher- and parent reported behavioral and emotional (anxiety) problems.

### Secondary outcome

Children: executive functioning & self-efficacy in dealing with functioning at school (relationships with peers and teachers, motivation, self-confidence, wellbeing) and school non-attendance;

Primary education teachers and homeroom teachers: teacher-pupil relations and school grades;

Parents: self-efficacy in dealing with different types of school non-attendance problems & parenting stress.

## Study description

### Background summary

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In mainstream education, the transition from primary to secondary school is challenging for children with difficulties with social communication and flexibility. This underlines the urgency to improve the fit between the needs of children with difficulties with social communication and flexibility and their educational environment. Although children with difficulties with social communication and flexibility should be able to attend mainstream education, including the transitions (because of their normal or above intelligence), they are often hampered by their genetic vulnerabilities related to their difficulties with social communication and flexibility and other problems. Moreover, teachers appear to have feelings of incompetence in building a strong working alliance with these children.

## **Study objective**

To study the effectiveness of an intervention (the serious game A.L.I.B.I.), which targets the optimisation of the transition to secondary school for children with difficulties with social communication and with flexibility.

## **Study design**

A quasi-experimental design with two conditions, with two steps:

- Step 1: inclusion and screening of target children;
- Step 2: Baseline- and four measurement points.

## **Intervention**

A.L.I.B.I. = an eMental health intervention (serious game) for children with difficulties with social communication and flexibility.

## **Study burden and risks**

Assessment occasions:

Burden for children = min. 65 and max. 80 minutes at each assessment occasion = min. 325 and max. 400 minutes total for each child;

Primary education teachers = 25 minutes at each assessment occasion = max. 150 minutes (including screening; 25 children each group and 5 minutes for each child) total for each teacher;

Homeroom teachers = max. 35 minutes at each assessment occasion = max. 95 minutes total for each homeroom teacher;

Parents = min. 60 minutes and max. 90 minutes at each assessment occasion = min. 415 minutes (including 3Di) and max. 430 minutes for each parent.

Playing A.L.I.B.I.:

Children will play A.L.I.B.I. for a period of 6-8 weeks 3X 30 minutes each week, during school.

Researchers and the homeroom teachers will discuss the most optimal moments for playing A.L.I.B.I.

## Contacts

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## Trial sites

### Listed location countries

Netherlands

## Eligibility criteria

### Age

Adolescents (12-15 years)

Adolescents (16-17 years)

Adults (18-64 years)

Children (2-11 years)

Elderly (65 years and older)

### Inclusion criteria

- Sixth grader in mainstream education or special education;

- Score \* 4 on autism quotient (AQ-10), reported by parent and/or teacher.

## Exclusion criteria

- Severe physical impairment;
- Dyslexia;
- Entry level 'praktijkonderwijs' at secondary education;
- Children who will attend schools for secondary education participating in other schooltransition management studies;
- Children who participate in other experimental studies on autism.

## Study design

### Design

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

### Recruitment

NL	
Recruitment status:	Will not start
Enrollment:	180
Type:	Anticipated

## Ethics review

Approved WMO	
Date:	08-05-2017
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	NL60924.078.17