

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

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To study the effectiveness of an intervention (STAP), which targets the optimisation on the transition to secondary school for children with difficulties with social communication and flexibility.

<b>Ethical review</b>	Approved WMO
<b>Status</b>	Recruitment stopped
<b>Health condition type</b>	Other condition
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON45468

### 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:** Nationaal Regieorgaan Praktijkgericht Onderzoek SIA (RAAK Pro)

## **Intervention**

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

## **Outcome measures**

### **Primary outcome**

Children:

Anxiety

### **Secondary outcome**

Children:

Behavioral and emotional (anxiety) problems & feelings of self-efficacy in dealing with functioning at school (relationships with peers and teachers, motivation, self-confidence, wellbeing) & academic performance and school non-attendance.

Parents:

Parent-reported feelings of self-efficacy in dealing with different types of school non-attendance & parenting stress & parent-reported behavioral and emotional (anxiety) problems in their children & parent-reported quality of school-initiated support of the schooltransition from primary to secondary

school.

Homeroom teachers:

Personality traits, mental representation (feelings of self-efficacy in influencing the behavior of children and influencing the relationships with children), teacher reported behavioral and emotional (anxiety) problems and executive functioning in their pupils, & self-reported burn-out

## Study description

### Background summary

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, resulting in feelings of burn-out.

### Study objective

To study the effectiveness of an intervention (STAP), which targets the optimisation on the transition to secondary school for children with difficulties with social communication and flexibility.

### Study design

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

- (1) Inclusion and screening of target children for the pilot-study;
- (2) Pilot-study with max. seven schools for primary education and five schools for secondary education; max. ten target children and their parents. Goal of the pilot-study is to pilot the STAP-intervention and to optimize STAP:

baseline- and T0 t/m T4 assessment occasions (no control group).

(3) Inclusion and screening of target children for the quasi-experiment;

(4) Quasi-experiment with min. of 100 schools for primary education and 100 schools for secondary education, 200 children and their parents; goal of the study is to test the effectiveness of STAP; randomisation, baseline- and T0 t/m T2 assessment occasions and the implementation of STAP in the experimental condition. In the control group education-as-usual.

## **Intervention**

Intervention STAP: a modular school-based school transition management program, intending to support primary education teachers and homeroom teachers in facilitating the school transition from primary to secondary education for children with difficulties with social communication and flexibility, and to support this modular intervention program in the first grade of secondary education.

## **Study burden and risks**

Assessment occasions pilot-study (questionnaires):

Children: max. 60 minutes

Parents: max. 100 minutes

Primary education teachers: 20 minutes

Homeroom teachers: 60 minutes

Participating in the STAP pilot-study (filling in screening questionnaires, attending bridge meeting, implement strategies)

Children: max. 90 minutes

Parents: 90 minutes

Primary education teachers: max. 90 minutes

Homeroom teachers: max. 120 minutes

Assessment occasions quasi-experiment (questionnaires and interview):

Children: max. 180 minutes

Parents: max. 170 minutes

Primary education teachers: 20 minutes

Homeroom teachers: 115 minutes

Participating in STAP quasi-experiment (filling in screening questionnaires, attending bridge meeting, implement strategies):

Children: 90 minutes

Parents: 90 minutes

Primary education teachers: 90 minutes

Homeroom teachers: 120 minutes

## Contacts

### Public

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### Scientific

Hogeschool Rotterdam

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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 of 3 on the ASP vignet, reported by primary education teacher.

### Exclusion criteria

Children:

- Severe mental or physical impairment;
- Insufficient understanding of the Dutch language;

- Attending schools for secondary education participating in a schooltransition management study;
- Participating in other experimental studies in autism.

## Study design

### Design

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

**Primary purpose:** Other

### Recruitment

NL	
Recruitment status:	Recruitment stopped
Start date (anticipated):	12-06-2017
Enrollment:	640
Type:	Actual

## Ethics review

Approved WMO	
Date:	24-05-2017
Application type:	First submission
Review commission:	METC Erasmus MC, Universitair Medisch Centrum Rotterdam (Rotterdam)
Approved WMO	
Date:	20-12-2017
Application type:	Amendment
Review commission:	METC Erasmus MC, Universitair Medisch Centrum Rotterdam (Rotterdam)
Approved WMO	
Date:	28-05-2018

Application type:	Amendment
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	NL60955.078.17