

Effectiveness of Stay Cool Kids (Alles Kidzzz): An indicated preventive intervention for externalizing problem behavior in school age children.

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N/A

Ethische beoordeling	Positief advies
Status	Werving gestopt
Type aandoening	-
Onderzoekstype	Interventie onderzoek

Samenvatting

ID

NL-OMON20239

Bron

NTR

Aandoening

Externalizing behavior (externaliserend gedrag)
School-based intervention (interventie op school)

Ondersteuning

Primaire sponsor: Utrecht University, Faculty of Social Sciences

Overige ondersteuning: ZonMw

Onderzoeksproduct en/of interventie

Uitkomstmaten

Primaire uitkomstmaten

Children's measures were collected in their school settings and were administered to children by trained research assistants. Parents and teachers received questionnaires in meetings at

school or by mail:

1. Reactive and Proactive Aggression: Teacher Rating of Aggression (TRA; Dodge & Coie, 1987; Dutch version; Hendrickx, Crombez, Roeyers, & Orobio de Castro, 2003). Parents and children reported about child's reactive and proactive aggression as well, with adapted parent and child versions of the TRA;

2. Externalizing behavior: As a screening measure the Externalizing subscale of the Teacher Report Form (age 6-18, Achenbach, 2001; Verhulst, van der Ende, & Koot, 1997) was used;

3. Prosocial Behavior: Parents were asked to report about the prosocial behavior of the child with the Matson Evaluation of Social Skills for parents (MESSY, Bell-Dolan & Alan, 1998). The MESSY for Youngsters (Hulstijn, et al. 2006; Matson, Rotatori, & Helsel, 1983) was used to measure prosocial behavior reported by the child.

Toelichting onderzoek

Achtergrond van het onderzoek

Externalizing problem behavior in school-aged children has an estimated frequency of 2 to 16%. Stable externalizing behavior places these children at risk for future difficulties and diagnosable psychopathology. Therefore, preventive interventions designed to alter the developmental trajectory towards more serious behavior problems should occur before transition from elementary to higher school, since this is a developmental risk point. The aim of this trial is to test the effectiveness of the individual school-based preventive social cognitive training 'Stay Cool Kids (Alles Kidzzz)', to reduce externalizing behavior problems and to enhance cognitive behavioral skills. The sample consists of 48 schools, with 264 fourth-grade children displaying externalizing behavior (TRF T-score > 60), randomly assigned to the intervention or no-intervention control condition. Moderators and mediators of the intervention will be examined.

Doel van het onderzoek

N/A

Onderzoeksopzet

1. Pretest;
2. Post test;
3. Half year follow-up;
4. One year follow-up.

Onderzoeksproduct en/of interventie

Stay Cool Kids:

1. Individual, tailor-made intervention;
2. School-based;
3. Social-cognitive basis;
4. Targeted.

The Stay Cool Kids training is a social cognitive intervention that focuses on reciprocal relations between cognitions, emotions, and behavior of the child. The training is designed to reduce aggressive behavior in highly aggressive children at elementary schools. The long term goal is to prevent the development of disruptive behavior disorders. Trainers worked individually, in 8 weekly sessions of 45 minutes, with the target child. Children were seen during the school day from January until March. The trainer met with parents and teachers before the start of the training, during a mid term evaluation, and at the end of the training.

The training consisted of 2 phases. In the first phase, trainers investigated child's specific needs and competences. The first session starts with a general introduction, which is the same for all children. Next, trainers were able to choose two from six exercises, which were best suited for the individual child, for the second and third session. After the third session, an individual analysis of child's competences was made and discussed with parents and teachers during a midterm evaluation, resulting in an individual intervention plan. For the intervention plan trainers chose five from nine program components, which were most appropriate for the individual child's needs, as described in the trainer manual. Before phase 2 (session 4 -8) started, a contract between the trainer and child was signed, in which the training program is described. Exercises focused on 1) self-perception (less negative, realistic self-perception), 2) social cognitions (attribution of benign intent in ambiguous situations, accurate representation of other children emotions), 3) anger management (emotion-regulations strategies, e.g., 'stop-think-act'), and 4) aggressive behavior (generation of less aggressive responses to social provocations). Parents and teachers receive information after each training session about what is done during the training. Also, they are asked to practice together with the child its newly learned skills.

The children in the control condition did not receive any intervention or received care as usual (e.g., remedial teaching, universal remediation programs) within their school.

Contactpersonen

Publiek

Postbus 80140
W.M. Londen-Barentsen, van
Utrecht University
Heidelberglaan 1
Utrecht 3508 TC
The Netherlands
+31 (0)32 539085

Wetenschappelijk

Postbus 80140
W.M. Londen-Barentsen, van
Utrecht University
Heidelberglaan 1
Utrecht 3508 TC
The Netherlands
+31 (0)32 539085

Deelname eisen

Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

1. Children in 4th-grade (elementary school), 9-11 years old, with elevated levels of externalizing behavior;
2. (Sub)clinical level of externalizing behavior, indicated by teachers (Teacher Report Form T-score > 60).

Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)

1. Autism Spectrum Disorder;
2. If children already receive treatment for their externalizing behavior problems.

Onderzoeksopzet

Opzet

Type:	Interventie onderzoek
Onderzoeksmodel:	Parallel
Toewijzing:	Gerandomiseerd
Blinding:	Open / niet geblindeerd
Controle:	N.v.t. / onbekend

Deelname

Nederland	
Status:	Werving gestopt
(Verwachte) startdatum:	18-12-2007
Aantal proefpersonen:	264
Type:	Werkelijke startdatum

Ethische beoordeling

Positief advies	
Datum:	17-02-2011
Soort:	Eerste indiening

Registraties

Opgevolgd door onderstaande (mogelijk meer actuele) registratie

Geen registraties gevonden.

Andere (mogelijk minder actuele) registraties in dit register

Geen registraties gevonden.

In overige registers

Register	ID
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NTR-new	NL2641
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NTR-old	NTR2769
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Ander register ZonMw / METC University Utrecht : 80-82445-98-010 / 19535.041.08;

ISRCTN	ISRCTN wordt niet meer aangevraagd.
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Resultaten

Samenvatting resultaten

1. Stoltz, S. (2012). Stay Cool Kids?! Effectiveness, Moderation and Mediation of a Preventive Intervention for Externalizing Behavior. Enschede: Ipskamp Drukkers.

2. Stoltz, S., Londen, M., van, Deković, M., Castro, B.O., de, & Prinzie, P. (2012). Effectiveness of individually delivered indicated school-based interventions on externalizing behavior. International Journal of Behavioral Development, 36, 381-388. doi:10.1177/0165025412450525.

3. Stoltz, S., Londen, M., van, Deković, M., Castro, B.O., de, Prinzie, P. (2012). What works for whom, how and under what circumstances? Testing moderated mediation of intervention effects on externalizing behavior in children. Social Development.

4. Stoltz, S., Londen, M., van, Deković, M., Castro, B.O., de, Prinzie, P., & Lochman, J.E. (2012). Simultaneously testing parenting and social cognitions in children at-risk for aggressive behavior problems. Journal of Child and Family Studies. doi:10.1007/s10826-012-9651-8.

5. Stoltz, S., Londen, M., van, Deković, M., Castro, B.O., de, Prinzie, P., & Lochman, J.E. (2012). Effectiveness of an individual school-based intervention for children with aggressive behavior: a randomized controlled trial. Behavioural and Cognitive Psychotherapy. doi:10.1017/S1352465812000525.

6. Stoltz, S., Prinzie, P., Haan, A.D., de, Londen, M., van, Castro, B.O., de, & Deković, M. (2012). Child personality as moderator of outcome in a school-based intervention for preventing externalising behaviour. European Journal of Personality. doi:10.1002/per.1892.

6. Stoltz, S., Londen, M. van, Deković, M., Orobio de Castro, B., & Prinzie (in press). Alles Kidzzz: RCT naar een preventieve geïndiceerde individuele interventie voor agressie op de basisschool. Kind & Adolescent.

7. Stoltz, S. (2012). Bieden RCT's voldoende antwoord op de vragen ' werkt het, voor wie en op welke manier' ? Orthopedagogiek: Onderzoek en Praktijk, 50, 288-290.

8. Stoltz, S., Londen, M. van, Deković, M., Prinzie, P., & Orobio de Castro, B. (2012). Effectiviteitsonderzoek naar Preventieve Interventies voor Externaliserend probleemgedrag op Basisscholen: Wat Werkt, voor Wie, Waarom en Hoe, Wanneer en Waar? Orthopedagogiek: Onderzoek en Praktijk, 50, 576-577.

9. Stoltz, S., & Londen, M., van (2012). Alles Kidzzz: Een individuele interventie op de basisschool voor leerlingen met gedragsproblemen. In: F. Goossens, M. Van der Meulen, & M. Vermande (Eds.), Pesten Op School.