

Workingmemory training for children with AD(H)D.

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The aim of the study is to examine how different working memory interventions address to the neurocognitive functioning and academic performance of children with AD(H)D.

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

Samenvatting

ID

NL-OMON23079

Bron

Nationaal Trial Register

Verkorte titel

Paying attention in class

Aandoening

Attention Deficit Hyperactivity Disorder (ADHD), working memory deficits

Ondersteuning

Primaire sponsor: Academic Medical Centre (AMC), Medical Research B.V.

P.O. Box 22660

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Amsterdam

The Netherlands

31 (0)20 5663459

Overige ondersteuning: Ministerie van Onderwijs, Cultuur en Wetenschap

Agentschap NL

Onderwijs Bewijs II

Postbus 93144

2509 AC Den Haag

Onderzoeksproduct en/of interventie

Uitkomstmaten

Primaire uitkomstmaten

The primary outcomes of the study are improvement on academic achievement and neurocognitive functions measured with the following instruments:

1. Subtests TEACH;

2. Digit Span (WISC-III);

3. Span board task (Wechsler Non Verbal);

4. Subtest BADS-C;

5. Subtests NEPSY-II;

6. Behaviour Rating of Executive Functions;

7. Speed reading (EMT);

8. Dictation (PI dictee);

9. Automated math (TTA).

Toelichting onderzoek

Achtergrond van het onderzoek

Studies show that children with Attention Deficit Hyperactivity Disorder (ADHD) often suffer from deficits in executive functions, such as attentional control, inhibition and working memory. It is known that these executive functions play an important role in academic performances. Especially working memory skills are associated with problems in learning and poor classroom behavior. Recently, studies have shown that training of the working memory has shown positive effects for children with ADHD, and/or with learning disabilities. The children that followed this working memory training program (Cogmed Working memory Training) not only showed improved working memory abilities overtime, but also showed better performance on related executive function tasks such as logic reasoning and response inhibition and still continued to show effects after 3 months. There are indications that working memory problems and academic performance can be improved by school oriented interventions but this is yet not studied systematically. This randomised controlled trial aims to recruit 100 children between the 8 and 12 years of age diagnosed with AD/HD according to guidelines of the DSM-IV.

Doel van het onderzoek

The aim of the study is to examine how different working memory interventions address to the neurocognitive functioning and academic performance of children with AD(H)D.

Onderzoeksopzet

The study contains three measurements:

1. Prior to treatment;
2. Directly after treatment;
3. Six months after treatment.

Onderzoeksproduct en/of interventie

1. Cogmed RM: Computerized working memory training of 25 sessions (45 minutes a day, 5 days a week, 5 weeks);
2. "Paying attention in class": Strategy and skill training developed by the Bascule. This intervention does not only aims at training the working memory; it's also contextual and refers to goal-oriented behavior in class. Also 25 sessions (45 minutes a day, 5 days a week, 5 weeks).

Contactpersonen

Publiek

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Wetenschappelijk

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Deelname eisen

Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

1. Clinically referred children with AD(H)D;
2. Age between 8 and 12 years old.

Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)

1. Other psychiatric diagnoses other than ADHD/ ADD/ LD / ODD;
2. Total Intelligence quotient <80;
3. Significant problems in the use of the Dutch language;
4. Severe sensory disabilities (hearing/ vision problems).

Onderzoeksopzet

Opzet

Type:	Interventie onderzoek
Onderzoeksmodel:	Parallel
Toewijzing:	Gerandomiseerd
Blindering:	Enkelblind
Controle:	Actieve controle groep

Deelname

Nederland	
Status:	Werving gestart
(Verwachte) startdatum:	15-04-2011
Aantal proefpersonen:	100
Type:	Verwachte startdatum

Ethische beoordeling

Positief advies

Datum: 02-05-2012

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
NTR-new	NL3262
NTR-old	NTR3415
Ander register	MEC AMC : 2001_269
ISRCTN	ISRCTN wordt niet meer aangevraagd.

Resultaten

Samenvatting resultaten

N/A