

The effectiveness of group parent training in PRT compared to individual parent training in PRT

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The purpose of this study is: 1. To investigate the differential effectiveness of group and individual parent training in PRT on opportunities created by parents and social initiations of children with Autism Spectrum Disorder (ASD). 2. To...

Ethische beoordeling	Positief advies
Status	Anders
Type aandoening	-
Onderzoekstype	Interventie onderzoek

Samenvatting

ID

NL-OMON24767

Bron

NTR

Aandoening

Autism, Autism Spectrum Disorders (ASDs), Communication, Intervention, Pivotal Response Treatment

Ondersteuning

Primaire sponsor: Dr. Leo Kannerhuis
Radboud University

Overige ondersteuning: Dr. Leo Kannerhuis

Onderzoeksproduct en/of interventie

Uitkomstmaten

Primaire uitkomstmaten

1. Number of learning opportunities created by parents (based on observational data (event

recording) from videotapes)

2. Percentage of social initiations by children with ASD (based on observational data (interval recording) from videotapes)

Toelichting onderzoek

Achtergrond van het onderzoek

A systematic review indicated that parent training in PRT is effective to teach parents to implement PRT techniques (Verschuur, Didden, Lang, Sigafoos & Huskens, 2014). However, the duration, instructional strategies and format of parent training varied greatly across studies. Purpose of the present study is to investigate the differential effectiveness of group and individual parent training in PRT with regard to opportunities created by parents and social initiations of children with ASD. Furthermore, this systematic review showed that the evidence for collateral changes in other parent and child skills is limited (Verschuur et al., 2014). The second purpose of the present study is therefore to investigate the effect of group and individual parent training in PRT on parental stress, parental self-efficacy and behavioural problems of children with ASD. A non-concurrent respectively concurrent multiple baseline design is used to investigate the effectiveness of a group respectively individual parent training in PRT. Participants are twenty-four parents and their children with ASD. Fifteen parents participate in a group parent training (three groups of five parents); fifteen parents participate in an individual parent training. Data are collected using video-recordings (learning opportunities and social initiations) and questionnaires (parental stress, parental self-efficacy and behavioural problems). Data-analysis includes visual analysis and statistical analyses (e.g. Tau-U, Reliability of Change Index and Wilcoxon signed-rank test).

Doel van het onderzoek

The purpose of this study is:

1. To investigate the differential effectiveness of group and individual parent training in PRT on opportunities created by parents and social initiations of children with Autism Spectrum Disorder (ASD).
2. To investigate the effectiveness of group and individual parent training in PRT on parental stress, parental self-efficacy and behavioural problems of children with ASD.

Onderzoeksopzet

After examination of the inclusion criteria (using demographic information, SRS, ADOS-2 and standardized IQ tests), the outcome measures are administered at the following time points:

1. Baseline (4-8 weeks):
 - 4/6/8 10-minute one-to-one sessions at home, during which the parent interacts with the

child. These sessions are videotaped.

- OBVL
- Self-efficacy questionnaire
- CBCL/1½-5 or CBCL/6-18

2. Intervention (20 weeks):

3. Post-intervention (3 weeks)

- 3 10-minute one-to-one sessions at home, during which the parent interacts with the child. These sessions are videotaped.

- OBVL
- Self-efficacy questionnaire
- CBCL/1½-5 or CBCL/6-18
- Social validity questionnaire

4. Follow-up (3 weeks; 3 months after post-intervention)

- 3 10-minute one-to-one sessions at home, during which the parent interacts with the child. These sessions are videotaped.

- OBVL
- Self-efficacy questionnaire
- CBCL/1½-5 or CBCL/6-18

Onderzoeksproduct en/of interventie

1. Group parent training in PRT: 8 2-hour group sessions and 2 60-minute individual sessions, conducted at the treatment facility by two child psychologists. Training components include instruction, video modeling, practice (e.g. worksheets, role-plays and PRT-sessions at home) and video-feedback.

2. Individual parent training in PRT: 10 90-minute sessions, conducted at the treatment facility/at home by a child psychologist. Training components include instruction, (video) modeling, practice (e.g. worksheets, role-plays and PRT-sessions at home), video-feedback and immediate feedback.

Contactpersonen

Publiek

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Deelname eisen

Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

Children have to meet the following inclusion criteria

1. a diagnosis of ASD, confirmed by the SRS and/or ADOS-2
2. aged between 3;0 and 14;0 at the start of the study
3. a full-scale IQ above 70 on a standardized IQ test

Parents need to meet the following inclusion criteria:

1. willing to make videotapes of themselves and their child
2. willing to travel to the treatment facility during the intervention

Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)

Parents will be excluded if they participated in parent training in PRT prior to this study.

Onderzoeksopzet

Opzet

Type:	Interventie onderzoek
Onderzoeksmodel:	Anders
Toewijzing:	Niet-gerandomiseerd
Blinding:	Open / niet geblindeerd
Controle:	N.v.t. / onbekend

Deelname

Nederland	
Status:	Anders
(Verwachte) startdatum:	01-07-2015
Aantal proefpersonen:	30
Type:	Onbekend

Ethische beoordeling

Positief advies	
Datum:	15-09-2015
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

NTR-new

ID

NL5323

Register

NTR-old

Ander register

ID

NTR5432

: -

Resultaten