

Evaluation of a social skills training for children with autism spectrum disorders: Generalisation of skills by training parents and teachers?

Gepubliceerd: 05-07-2010 Laatste bijgewerkt: 18-08-2022

Social skills training will increase the social and communicative skills in daily life situations of children with ASDs as compared to children who do not follow such training. Additionally, training parents and teachers will increase generalisation...

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

Samenvatting

ID

NL-OMON25065

Bron

NTR

Verkorte titel

ESTIA: Efficacy of Social skills training in children with ASDs

Aandoening

Autism Spectrum Disorders (ASDs)

In Dutch: Autisme Spectrum Stoornissen (ASS)

Ondersteuning

Primaire sponsor: Accare, UCKJP Groningen

Lentis, Autisme team Noord Nederland

Lentis

Axenza

Autisme team Noord-Nederland

Postbus 86

9700 AB Groningen

088-1142000

Overige ondersteuning: ZonMW

Accare, UCKJP Groningen

Lentis, Autisme team Noord Nederland

Onderzoeksproduct en/of interventie

Uitkomstmaten

Primaire uitkomstmaten

Primary outcome of the study is adaptive functioning of the child, as measured with the Vineland. The instrument measures social and communicative skills as applied in daily life situations. The instrument is administered to parents before the training (t0), after the 15 sessions (t1; 6 months after t0) and at follow-up (t2; 12 months after t0).

Toelichting onderzoek

Achtergrond van het onderzoek

Social skills are limited in children with Autism Spectrum Disorders (ASDs). Social skills trainings are widely available in all kinds of settings and based on a wide variety of methods. The assumption is that the children can generalise the skills taught in the training to their homes and schools. However, little empirical evidence exists on the effectiveness of social skills training in general and on the generalization of the learned skills in particular. The current study aims to investigate the effectiveness of a social skills training based on a clear protocol. Specific focus will be on the generalization of skills to situations outside the training, by involving parents and teachers before and during the training.

Suggestions from the literature on what has been missing in former studies will be incorporated: focus on generalization of skills, a Randomized Controlled Trial, large enough number of participants, standardised outcome measures, and a standardised protocol for the training. Based on the current study we hope to be able to pronounce upon the efficacy of a social skills training for children with ASDs.

Doel van het onderzoek

Social skills training will increase the social and communicative skills in daily life situations of children with ASDs as compared to children who do not follow such training. Additionally, training parents and teachers will increase generalisation of the social and communicative skills outside the training of children with ASDs who follow a social skills training.

Onderzoeksopzet

All parent and child measures will be administered before start of the training (or care-as-usual), at 6 months and at 12 months. All teacher measures will be administered before start and at 6 months, due to change of teacher from one schoolyear to another.

Onderzoeksproduct en/of interventie

Children in the first intervention group (SST) will receive a protocolled Social Skills training of 15 weekly sessions of 1.5 hours, and three monthly booster sessions starting 2 months after the last regular session.

Children in the other intervention group (SST+) will receive the same training. Additionally, their parents will receive a protocolled Parent Management Training (PMT) of 8 sessions of 1.5 hours. The first three sessions will be given before and the other five during the training of the children. Focus of the PMT is on psychoeducation and on helping the child practice and generalise social skills. Also, teachers will be involved in this condition.

The control group receives care-as-usual, without specific focus on social skills.

Contactpersonen

Publiek

Postbus 660
A. Bildt, de
Groningen 9700 AR
The Netherlands
+31 (0)50 3610967

Wetenschappelijk

Postbus 660
A. Bildt, de
Groningen 9700 AR
The Netherlands
+31 (0)50 3610967

Deelname eisen

Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

1. Clinical DSM-IV-TR classification of a Pervasive developmental Disorder (AD, Asperger Syndrome or PDD-NOS);
2. Classification AD on the Autism Diagnostic Interview-Revised, or 2 points below the cut-off for AD;
3. Classification of ASD on the Autism Diagnostic Observation Schedule;
4. Level of cognitive functioning above level of intellectual disability;
5. Child attends one of the two last years of primary education (or the equivalent in special education);
6. Parents (and child if above 12 years) give informed consent for participation.

Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)

1. A known physical condition that interferes with participation;
2. Impossibility to visit the outpatient clinic for a training.

Onderzoeksopzet

Opzet

Type:	Interventie onderzoek
Onderzoeksmodel:	Parallel
Toewijzing:	Gerandomiseerd
Blinding:	Open / niet geblindeerd
Controle:	Geneesmiddel

Deelname

Nederland	
Status:	Werving gestart

(Verwachte) startdatum: 01-12-2009
Aantal proefpersonen: 120
Type: Verwachte startdatum

Ethische beoordeling

Positief advies
Datum: 05-07-2010
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	NL2279
NTR-old	NTR2405
Ander register	METC / ZonMW : 2009.320 / 157003005
ISRCTN	ISRCTN wordt niet meer aangevraagd.

Resultaten

Samenvatting resultaten

N/A