

Cluster 4 Studie; 4 U Studie (VSO).

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We expect (in the intervention condition as opposed to the control condition): 1. A decrease in children's emotional/behavioral problems and rule-breaking behavior; 2. An increase in on-task behavior and teacher's well-being; 3....

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

Samenvatting

ID

NL-OMON29685

Bron

NTR

Aandoening

Emotionele en gedragsproblemen; emotional and behavioral problems; Special Education; Speciaal Onderwijs; Taakspel; Good Behavior Game; Cluster 4; kinder en jeugdpsychiatrie;

Ondersteuning

Primaire sponsor: Stichting RMPI-De Grote Rivieren; Erasmus MC; Universiteit Utrecht; Centrum voor Educatieve Dienstverlening; VU

Overige ondersteuning: Programma Onderwijs Bewijs, ministerie OC&W

Onderzoeksproduct en/of interventie

Uitkomstmaten

Primaire uitkomstmaten

1. Children's emotional and behavioral problems (questionnaires: PBSI, CBCL);

2. Rule-Breaking behavior (observation);

3. On-task behavior (observation);

4. Teacher-student relationship (LLRV, VIL; questionnaires).

Toelichting onderzoek

Achtergrond van het onderzoek

Over recent years, there has been a significant increase in children assigned to special education, and the waiting lists are still expanding. The emotional and behavioral problems of the special education students are a complicating factor for effective teaching. For instance, a substantial amount of teacher's time is spent on regaining order in the classroom instead of focus on effective instruction, and students are struggling with on-task behavior due to their psychiatric problems. Special education teachers emphasize the need for effective ways to cope with the behavioral and emotional problems of their students. Taakspel, the Dutch translation of the Good Behavior Game, will be implemented on a regular basis in Dutch special secondary education. However, no studies have been conducted to investigate the effects of this classroom-based management strategy in special education schools. The main goal of this study is to test the effects of a classroom-based behavior-management strategy (Taakspel) on the emotional and behavioral functioning of the students, the wellbeing and perceived efficacy of the teachers, and the teacher-student interaction in special education. Expected effects of implementing Taakspel are a reduction of students' emotional and behavioral problems, an increase of students' on-task behavior and an increase in instruction time, an improvement in teachers' wellbeing and improvements in the teacher-student relationship. Students and classes attending the participating 'Taakspel' schools will be compared with control schools. At three moments during the school year and four months after this school year, parent- reports, student reports and teacher-reports of childrens' behavior will be collected. Also, classroom observations of teacher and children's behavior will be conducted and audiorecordings of teachers' instruction will be made. Approximately 480 students attending (RMPI-) schools for special secondary education will be included in this study. All children have an indication for Special Education due to their psychiatric condition. Also, 380 parents of these students will participate, as well as 80 teachers, who teach at the participating schools. Taakspel will be conducted for one year in the schools Teachers will perform Taakspel three days a week and will be instructed in how to conduct the program. The program consists of three phases, in which the rules of the program are extended from three times a week to the generalisation phase, in which Taakspel will be played during the entire day and other schoolsettings.

Doel van het onderzoek

We expect (in the intervention condition as opposed to the control condition):

1. A decrease in children's emotional/behavioral problems and rule-breaking behavior;
2. An increase in on-task behavior and teacher's well-being;
3. Improvements in the student-teacher relationship.

Onderzoeksopzet

1. Baseline assessment: nov 09;
2. Assessment 2: mrch 10;
3. Assessment 3: june 10;
4. Assessment 4: nov 10.

Onderzoeksproduct en/of interventie

Good Behavior Game (Taakspel): Taakspel will be implemented in the schools as part of the regular curriculum. Teachers will perform Taakspel three days a week and will be instructed in how to conduct the program. The program consists of three phases, in which the rules of the program are extended.

Taakspel promotes task-related behavior in students, as well as behavior according to the rules. Taakspel focusses creating a positive class environment and reducing rule-breaking behavior. During the Taakspelintervention, rules are explicitly stated and positive behavior is systematically rewarded by compliments and incentives. After an observation period, groups of students are formed. Rules and rewards are determined. Students work together in groups and try to receive rewards by behaving according to the rules. The groups receive a set of cards that they keep if they don't break the rules. If one of the group members breaks a rule, the teacher removes a card. In the beginning, Taakspel is played three times a week. The time it is played in class increases during the year. There are three phases: the introductory phase, the expansion phase and the generalization phase. Teachers conducting Taakspel receive a monthly coaching-session from a licenced taakspel trainer. During these sessions, teachers are trained in conducting the Intervention, and are motivated to increase the time they work according to the principles of the intervention. The Taakspelintervention has been well investigated in Dutch primary education in a Randomised Controlled Trial (van Lier et al., 2005; van Lier et al., 2005). It has been shown to reduce children's emotional and behavioral problems.

Contactpersonen

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Deelname eisen

Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

All students attending the participating RMPI-schools for Special (Secondary) Education cluster 4, will be included in this study. All children have an indication for Special Education due to their psychiatric condition.

Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)

Children who do not receive education on a regular basis (even though they are subscribed at the schools) are excluded from this study.

Onderzoeksopzet

Opzet

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

Deelname

Nederland	
Status:	Werving gestart

(Verwachte) startdatum: 01-09-2009
Aantal proefpersonen: 600
Type: Verwachte startdatum

Ethische beoordeling

Positief advies
Datum: 19-11-2009
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	NL2006
NTR-old	NTR2123
Ander register	CCMO : ABR 28706
ISRCTN	ISRCTN wordt niet meer aangevraagd.

Resultaten

Samenvatting resultaten

N/A