PLEASE NOTE: *This study has been imported from ClinicalTrials.gov without additional data checks.*

Trial Description

Title

Evaluation of a Group-based Training for Parents of Children With Dyslexia

Trial Acronym

[---]*

URL of the trial

[---]*

Brief Summary in Lay Language

Children with dyslexia show a variety of comorbid disorders like behavior and adaptive disorders, hyperkinetic and anxiety disorders. Raising and educating a child with dyslexia is a challenging task for parents. Studies show that parents of children with dyslexia suffer under depressive symptoms and higher parenting stress. In order to support the child's academic development many parents of children with dyslexia practice reading and writing more often and show controlling and maladaptive behavior. As a result learning motivation of the child decreases and later homework situations are influenced in a negative way.

Consequently, it is necessary to provide parent training on appropriate behavior with homework and academic exercises, in order to raise parent's competences, reduce parenting stress and promote learning motivation of the child. In the German-speaking area there is a lack of elaborated and evaluated programs for parents of dyslexic children. Therefore, a group program that especially addresses the needs of these parents was devised. The study aims at evaluating the effects of the parent training. We hypothesize that the treatment reduces parenting stress and raises competences of the parents.

Forty-one mothers of third graders with dyslexia were randomly assigned to the group-based parent training program (N=25) or a waiting list control group (N=16). Only

children who performed in the normal range on the test measuring cognitive abilities (IQ > 70) and who scored below average in at least one test measuring reading or writing (T-Score < 40) were included. Children with significant deficits in hearing or vision, pervasive developmental disorder or genetic disorders were excluded. Data of children and their mothers were collected prior to intervention, directly after intervention and three months after intervention. For investigating training effects at all time points parenting stress and competences in supporting academic development, mastering homework situations and attachment to the child were measured. Parents of the waiting list control group had the possibility to take part in the parent training after the follow-up was completed.

The intervention program consists of five two-hour sessions held biweekly. The training lasts about 10 weeks. It is designed for group sizes of three to ten persons. It follows a cognitive-behavioral approach. The training aims at knowledge transfer about dyslexia, raising parent's empathy for the child's difficulties in reading and writing, promoting parent's competencies and self-efficacy in handling dyslexia within the family context and during homework situations, sensitization for opportunities of integrating reading and writing into daily life and reduction of parental stress. The main topics covered are requirements and phases of acquisition of written language, the causes of dyslexia, helpful strategies for managing homework and exercises, facilitation of literacy in everyday life and dealing with dyslexia. Methods used are brief lectures, example cases, group discussions and practice, as well as homework tasks. Written handouts summarizing important topics are given at every session.

A benefit of enrolling in the study is that parents get information concerning the academic development of their children. At the moment it is not sure whether parents profit from participating in the training because effects have not been investigated yet. The study takes place at the University of Heidelberg (Children's Hospital) and the Early Intervention Centre in Heidelberg. The study started in January 2012 and is expired to end in October 2014. Participants have been recruited two times, at the beginning of a school year. The

timeline for every study flow was similar. Pretests took place in September and October;
parent training started in December and lasted until February. Post-Test took place in
February and March. Follow-Up measurements were realized from June to July. The study is
funded by the Günter Reimann-Dubbers foundation of Heidelberg. The main contact for the
study is Bettina Multhauf (M.Sc. Psych.), e-mail: fruehinterventionszentrum@googlemail.com

Brief Summary in Scientific Language

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Organizational Data

- DRKS-ID: **DRKS00007305**
- Date of Registration in DRKS: **2015/08/14**
- Date of Registration in Partner Registry or other Primary Registry: **2014/04/03**
- Investigator Sponsored/Initiated Trial (IST/IIT): **yes**
- Ethics Approval/Approval of the Ethics Committee: **[---]***
- (leading) Ethics Committee Nr.: **[---]***

Secondary IDs

- Primary Registry-ID: **NCT02107534 (ClinicalTrials.gov)**
- Sponsor-ID: **S-480/2012 (University of Heidelberg Medical Center)**

Health condition or Problem studied

- Free text: **Dyslexia**
- Free text: **Reading Disorder**
- Free text: **Reading Disability**
- Free text: **Developmental Reading Disorder**
- ICD10: **F81.0 - Specific reading disorder**

Interventions/Observational Groups

- Arm 1: **Behavioral: parent training (dyslexia)**

Characteristics

- Study Type: **Interventional**
- Study Type Non-Interventional: **[---]***
- Allocation: **Randomized controlled trial**
- Blinding: **[---]***
- Who is blinded: **assessor**
- Control: **No treatment**
- Purpose: **Treatment**
- Assignment: **Parallel**
- Phase: **N/A**
- Off-label use (Zulassungsüberschreitende Anwendung eines Arzneimittels): **[---]***

Primary Outcome

- Change from Baseline in Parenting Stress Index at 12 weeks; time frame: 20 weeks

Secondary Outcome

- Change in Baseline in Parenting Stress Index at 36 weeks; time frame: 36 weeks

Countries of recruitment

- DE **Germany**

Locations of Recruitment

- **University of Heidelberg Medical Center, Heidelberg**

Recruitment

- Planned/Actual: **[---]***
- (Anticipated or Actual) Date of First Enrollment: **2012/01/31**
- Target Sample Size: **42**
- Monocenter/Multicenter trial: **[---]***
- National/International: **[---]***

Inclusion Criteria

- Gender: **Both, male and female**
- Minimum Age: **no minimum age**
- Maximum Age: **no maximum age**

Additional Inclusion Criteria

- Only children in grade three who performed in the normal range on the test measuring cognitive abilities (IQ > 70) and who scored below average in at least one test measuring reading or writing (T-Score < 40) were included.

Exclusion criteria

- Children with significant deficits in hearing or vision, pervasive developmental disorder or genetic disorders were excluded.

Addresses

- **Primary Sponsor**

  University of Heidelberg Medical Center

  Telephone: **[---]***
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- **Contact for Scientific Queries**

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Contact for Public Queries

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URL: **[---]***

Sources of Monetary or Material Support

- **[---]***

Bitte wenden Sie sich an den Sponsor / Please refer to primary sponsor

Telephone: **[---]***
Fax: **[---]***
E-mail: **[---]***
URL: **[---]***

Status

- Recruitment Status: **Recruiting complete, follow-up continuing**
- Study Closing (LPLV): **[---]***

Trial Publications, Results and other documents

- Further trial documents **not further clicks have to be made**

The parameters in ClinicalTrials.gov and DRKS are not identical. Therefore the data import from ClinicalTrials.gov required adjustments. For full details please see the DRKS FAQs.
- Translation on version: 1
- Last processed date by ClinicalTrials.gov: 2014/11/05

** This entry means the parameter is not applicable or has not been set.*

**** This entry means that data is not displayed due to insufficient data privacy clearing.*