

Comparison of neurofeedback and computerised attention skills training in children with attention-deficit/hyperactivity disorder (ADHD)

Submission date 31/03/2008	Recruitment status No longer recruiting	☐ Prospectively registered
Registration date 15/05/2008	Overall study status Completed	☐ Protocol
Last Edited 04/07/2011	Condition category Mental and Behavioural Disorders	☐ Statistical analysis plan
		☒ Results
		☐ Individual participant data

Plain English summary of protocol

Not provided at time of registration

Contact information

Type(s)

Scientific

Contact name

Prof Gunther Moll

Contact details

University of Erlangen
Child & Adolescent Psychiatry
Schwabachanlage 6+10
Erlangen
Germany
D91054
+49 (0)913 1853 9122
Gunther.Moll@uk-erlangen.de

Additional identifiers

Protocol serial number

MO-726/2

Study information

Scientific Title

Neurofeedback in children with attention-deficit/hyperactivity disorder: clinical efficacy and neurophysiological mechanisms

Acronym

Neurofeedback - ADHD

Study objectives

1. Neurofeedback training is more effective than a computerised attention training in children with attention-deficit/hyperactivity disorder (ADHD)
2. Neurophysiological mechanisms of a successful neurofeedback training can be revealed (distinct patterns for different neurofeedback protocols)

Ethics approval required

Old ethics approval format

Ethics approval(s)

Ethics approval received from the Ethics Committee of the University of Erlangen on the 29th April 2004 (ref: 3135).

Primary study design

Interventional

Study design

Randomised, controlled, multicentre clinical trial

Study type(s)

Treatment

Health condition(s) or problem(s) studied

Attention-deficit/hyperactivity disorder (ADHD)

Interventions

Experimental intervention: neurofeedback training (comprising so-called theta/beta training and training of slow cortical potentials)

Control intervention: computerised attention skill training

Children are randomly assigned to one of the two trainings. Both trainings consist of two blocks of 18 sessions (double sessions of about 50 minutes each, separated by a short break), two to three double sessions a week. There is an intermission of about two to three weeks between the two blocks. In the training, the children develop strategies for focusing their attention and are instructed on how to practice these strategies at home and in school.

Intervention Type

Other

Phase

Not Specified

Primary outcome(s)

Changes from baseline to end of training in ADHD symptoms (German ADHD rating scale[FBB-HKS]).

Key secondary outcome(s)

Behavioural level (parent and teacher ratings):

1. Positive and negative attributes using the Strength and Difficulties Questionnaire (SDQ-D)
2. Oppositional behaviour and delinquent and physical aggression (FBB-SSSV)
3. Behaviour problems of the child in specific home situations (HSQ-D); including homework (HPC-D)

Neurophysiological level:

4. Brain electrical activity measures (electroencephalogram [EEG], event-related potentials) at rest and during computerised attention tasks

All measures are assessed at baseline, between the two training blocks and at the end of training. Behavioural measures will additionally be assessed at the six-month follow-up.

Completion date

30/09/2008

Eligibility

Key inclusion criteria

1. Aged 8 - 12 years
2. Gender: both
3. Attention-deficit/hyperactivity disorder (ADHD) (Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition [DSM IV] criteria: combined type or predominantly inattentive)
4. Children with the following associated disorders are allowed to participate:
 - 4.1. Conduct disorders
 - 4.2. Tic disorders
 - 4.3. Emotional disorders
 - 4.4. Dyslexia

Participant type(s)

Patient

Healthy volunteers allowed

No

Age group

Child

Lower age limit

8 Years

Upper age limit

12 Years

Sex

All

Key exclusion criteria

1. Comorbid disorders other than those mentioned in the inclusion criteria
2. Gross neurological or other organic disorders
3. Pharmacological treatment or other psychotherapies
4. Intelligence quotient (IQ) less than 80

Date of first enrolment

01/05/2005

Date of final enrolment

30/09/2008

Locations**Countries of recruitment**

Germany

Study participating centre

University of Erlangen

Erlangen

Germany

D91054

Sponsor information**Organisation**

University of Erlangen (Germany)

ROR

<https://ror.org/00f7hpc57>

Funder(s)**Funder type**

Research organisation

Funder Name

German Research Council (Deutsche Forschungsgemeinschaft [DFG]) (Germany)

Results and Publications

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Results article	main results	01/07/2009		Yes	No
Results article	results on EEG effects	01/11/2009		Yes	No
Results article	result	01/05/2011		Yes	No