

Evaluating Additive Effects of Including Canines in Regulating Together

Status: RECRUITING

Eligibility Criteria

Sex: ALL

Age: 8 years to 15 years old

Healthy Volunteers: This study is NOT accepting healthy volunteers

Inclusion Criteria:

- Concern of emotion dysregulation (ED) as measured by a score of 6 or greater on the Emotion Dysregulation Inventory-Reactivity (EDI-R)
- Diagnosis of autism spectrum disorder (ASD)
- Diagnosis confirmed by an experienced ASD clinician and further supported by scoring in the range for ASD on the Autism Diagnostic Observation Schedule (ADOS-2)
- A Full Scale Intelligence Quotient score of 65 or greater on the Weschler Abbreviated Scale Intelligence (WASI-II)
- English is the primary language
- Family willing to keep prescribed medication stable over the course of the study period

Exclusion Criteria:

- Participant has a phobia toward or is allergic to canines
- Participant has a history of aggression toward animals
- Participant has had any physical aggression toward other children outside the home in the past 2 weeks that resulted in injury
- Presence of comorbid major neuropsychiatric illness warranting other treatment approaches as determined by the study clinician(s) including substance use disorders, psychotic disorders/schizophrenia, and bipolar disorder, among others
- Presence of any major sensory impairment that would limit participating in the material including blindness or uncorrected hearing loss
- A legal guardian is not available to provide informed consent

Conditions & Interventions

Interventions:

BEHAVIORAL: Regulating Together-Canine, BEHAVIORAL: Regulating Together-Standard

Conditions:

Autism Spectrum Disorder, Emotion Regulation

More Information

Description:

The primary objective is to evaluate the potential additive effect of animal-assisted intervention (AAI) on a manualized behavioral treatment targeting emotion dysregulation (ED) in children with autism spectrum disorder (ASD). Aim 1: Evaluate whether Regulating Together-Canine demonstrates earlier and greater improvement in emotion dysregulation than Regulating Together-Standard. Aim 2: Evaluate if Regulating Together-Canine increases child engagement and learning compared to Regulating Together-Standard. Exploratory Aim: Explore association of physiological arousal (via heart rate tracking) with emotion dysregulation, treatment engagement, and learning.

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Principal Investigator:

Principal Investigator ID:

Phase: NA

IRB Number:

System ID: NCT05803343

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