

G.12.1.3 Residential care staff training: multi-sensory stimulation (snoezelen)

| Quality assessment | | | | | | No of patients | | Effect estimate | Quality |
|--|--------|----------------------|--------------|---------------|-------------|----------------|------------|-------------------------|----------|
| No of studies | Design | Risk of bias | Indirectness | Inconsistency | Imprecision | Intervention | Usual care | Summary of results | |
| Frequency of residents' smiling during the morning (higher values favour intervention) | | | | | | | | | |
| 1 (van Weert 2005) | RCT | Serious ¹ | Not serious | N/A | Not serious | 60 | 61 | MD 2.87 (0.93, 4.81) | Moderate |
| Change in residents' verbal communication - affective (positive) (estimated number of utterances per category) (higher values favour intervention) | | | | | | | | | |
| 1 (van Weert 2005) | RCT | Serious ¹ | Not serious | N/A | Not serious | 60 | 61 | MD 19.15 (9.31, 28.99) | Moderate |
| Change in residents' verbal communication - affective (negative) (estimated number of utterances per category) (higher values favour control) | | | | | | | | | |
| 1 (van Weert 2005) | RCT | Serious ¹ | Not serious | N/A | Not serious | 60 | 61 | MD -1.75 (-2.58, -0.92) | Moderate |
| Change in residents' verbal communication - instrumental (positive) (estimated number of utterances per category) (higher values favour intervention) | | | | | | | | | |
| 1 (van Weert 2005) | RCT | Serious ¹ | Not serious | N/A | Not serious | 60 | 61 | MD 38.40 (25.51, 51.29) | Moderate |
| Change in residents' verbal communication - instrumental (negative) (estimated number of utterances per category) (higher values favour control) | | | | | | | | | |
| 1 (van Weert 2005) | RCT | Serious ¹ | Not serious | N/A | Not serious | 60 | 61 | MD -2.02 (-3.41, -0.63) | Moderate |
| Mean duration of morning care (minutes) (higher values favour control) | | | | | | | | | |
| 1 (van Weert 2005) | RCT | Serious ¹ | Not serious | N/A | Not serious | 60 | 61 | MD 3.98 (1.76, 6.20) | Moderate |
| 1. High dropout rates during study | | | | | | | | | |