

## Target Area: Behaviour Problems

<p>Feeney &amp; Ylvisaker (2003). <i>Context-Sensitive Behavioral Supports for Young Children with TBI: Short-Term Effects and Long-Term Outcome</i>. <i>Journal of Head Trauma Rehabilitation</i> 18(1):33-51</p>	<p>RoBiNT score - <i>to be confirmed</i></p>
<p>Method/Results</p>	<p>Rehabilitation Program</p>
<p>Design:</p> <p>Y Study type: SSD. ABAB reversal (A=baseline/withdrawal, B=intervention), replicated across participants.</p> <p>Y Participants:</p> <ul style="list-style-type: none"> <li>o Participant 1: male, age 7 years, severe traumatic brain injury, 2 years post-trauma, Wechsler Intelligence Scale for Children III 79, behaviour deteriorated when enrolled in first grade class.</li> <li>o Participant 2: female, age 6 years, severe traumatic brain injury, 2 years post-trauma, Wechsler Intelligence Scale for Children III 102, 3 months after return to school behaviour deteriorated.</li> </ul> <p>Y Setting: School classroom.</p> <p>Target behaviour measure/s:</p> <p>Y Aggressive behaviours, operationally defined with Aberrant Behavior Checklist (e.g., boisterous, impulsive, difficult to control, disruptive).</p> <p>Primary outcome measure/s:</p> <p>Y None.</p> <p>Result: Data presented graphically, no statistical analysis conducted. For Participant 1, dramatic reduction of frequency and intensity of challenging behaviours in the 2 treatment phases, increase in withdrawal phase. No change in percentage of school work completed, but ranges were smaller in the treatment days, "indicating that the intervention had the effect of eliminating the bad days ...". Results were replicated in the second participant.</p>	<p>Aim: To reduce frequency and intensity of aggressive behaviours and increase percentage of school work completed in children with traumatic brain injury by, using operant procedures (implementation of positive behavioural supports, as opposed to reaction to consequences).</p> <p>Materials: Nil required.</p> <p>Treatment plan:</p> <p>Y Duration: Length of therapy: 16 days (Participant 1), 12 days (Participant 2); total contact hours: not specified, but treatment was implemented throughout the school day (estimated at 6 hrs/day)-hence ?96 hours (Participant 1), ?72 hours (Participant 2).</p> <p>Y Procedure: NA - teachers implementing treatment during the school day.</p> <p>Y Content: Paper describes 7 components of the Behaviour Supports:</p> <ol style="list-style-type: none"> <li>1. Daily routine.</li> <li>2. Positive momentum (eg. start with easy tasks/student preferred activity).</li> <li>3. Reduction of errors (eg. Staff provide modeling and assistance).</li> <li>4. Escape communication (eg. Train in use of positives "I'm done").</li> <li>5. Adult communication style.</li> <li>6. Graphic advance organizers (students provided with photographic cues).</li> <li>7. Goal-plan-do-review - a map of the sequence of activities.</li> </ol>