

### Target Area: Behaviour Problems

<p>Gardiner, Furois, Tansley &amp; Morgan (2000). <i>Music Therapy and Reading as Intervention Strategies for Disruptive Behavior in Dementia.</i> <i>Clinical Gerontologist</i> 22(1): 31-46.</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. ACABACA for Participant 1; ABACA for Participant 2 (A=baseline behaviour, B=book intervention, C=music intervention).</p> <p>Y Participant:</p> <ol style="list-style-type: none"> <li>1. Participant 1: male, age 67 years, who suffered a TBI and subsequent CVA. His communication was limited, he was wheelchair bound, and was reportedly aggressive and physically assaultive</li> <li>2. Participant 2: male, age 72 years, with Alzheimer's Disease who constantly paced throughout the nursing home.</li> </ol> <p>Y Setting: Nursing home.</p> <p>Target behaviour measure/s:</p> <p>Y Disruptive Behavior Rating Scale (DBRS).</p> <p>Primary outcome measure/s:</p> <p>Y No additional measures.</p> <p>Result: Some evidence was found for each intervention. For Participant 1, disruptive behaviour was reduced both during and following the Book intervention (while behaviour during treatment was not <i>significantly</i> lower than the baseline period, in the period immediately following this intervention he demonstrated significantly less disruptive behaviour). The following music intervention resulted in a significant increase in his disruptive behaviour, which was again reduced by the Book intervention. For Participant 2, implementation of the Music intervention significantly reduced behaviour compared with the baseline period. A non-significant decrease in behaviour was also observed when comparing the second baseline with the book intervention period. When the effectiveness of these two approaches was examined for Participant 2, no significant difference emerged (interpreted as both interventions being effective for this patient).</p>	<p>Aim: To reduce disruptive behaviors in agitated, demented elderly patients.</p> <p>Materials: Picture books, rhythm instruments, autoharp, ukulele.</p> <p>Treatment plan:</p> <p>Y Duration: 9 week period (intervention 4-5 hours; monitoring in baseline/withdrawal phases 2 ½ hrs).</p> <p>Y Procedure: A: 10 x 10 min observations over 2 weeks; B: 10 x 30 min sessions over 2 weeks (10 min observation without treatment, 10 min treatment/observation; 10 min post-treatment observation); A: 5 x 10 min observations over 1 week; C: 8 x 30 min sessions over 2 weeks (10 min observation without treatment, 10 min; treatment/observation; 10 min post-treatment observation); A: 10 x 10 min observations over 2 weeks.</p> <p>Y Content:</p> <ul style="list-style-type: none"> <li>- <i>Book intervention</i>: Picture books about outdoor life were presented for participants to look at, and selected portions of the text were read aloud by a neuropsychologist, with some conversation about the contents of the pictures and text.</li> <li>- <i>Music intervention</i>: singing brief country western songs, and involving participants in music production with rhythm instruments, autoharp and ukulele. Conducted by a neuropsychologist with training in music therapy.</li> </ul>



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