

**Target Area: Behaviour Problems/ Community Re-entry & Instrumental ADLs/  
Interpersonal, Psychosocial & Social Skills**

<p>O'Leary (2000). <i>Reducing Aggression in Adults with Brain Injuries</i>. Behavioral Interventions 15(3): 205-216</p>	<p>RoBiNT score - <i>to be confirmed</i></p>
<p><b>Method/Results</b></p>	<p><b>Rehabilitation Program</b></p>
<p>Design:</p> <p>Y Study type: SSD. ABA (A=baseline/withdrawal, B=intervention), replicated across participants.</p> <p>Y Participant: Data not presented for individual participants: 5 males, aged 21-42 years, with brain injuries 4 months-5 years previously. All had histories with verbal and physical aggression, with 2/5 additionally being aggressive pre-injury.</p> <p>Y Setting: Inpatient rehabilitation unit.</p> <p>Target behaviour measure/s:</p> <p>Y Incidents of verbal or physical aggression- operationally defined.</p> <p>Primary outcome measure/s:</p> <p>Y None.</p> <p>Result: Graphed data presented; no statistical analyses conducted. Treatment effects varied across participants, but were clearly effective for most participants by the end of training. Treatment effects were maintained during withdrawal.</p>	<p>Aim: To reduce verbal and physical aggression in patients with traumatic brain injury.</p> <p>Materials: Written materials, role-plays, audiotapes, group discussion and lecture.</p> <p>Treatment plan:</p> <p>Y Duration: Length of therapy: 10 weeks; total contact time: 20 hours (+10 weeks of baseline and 10 weeks of withdrawal).</p> <p>Y Procedure: 2 sessions per week, 1 hour per session.</p> <p>Y Content:</p> <ul style="list-style-type: none"> <li>• Two themes to the program were addressed each week: the first session addressed coping skills and managing everyday stress, the second session targeted anger management strategies drawing upon the work of Goldstein and Glick (1993).</li> <li>• <i>Coping skills</i> sessions covered the following:             <ol style="list-style-type: none"> <li>1. Stress and its sources.</li> <li>2. Coping and its consequences.</li> <li>3. Developing lists of pleasant activities.</li> <li>4. Relaxation training.</li> <li>5. Anger management exercises.</li> <li>6. Role plays of coping strategies.</li> </ol> </li> <li>• <i>Anger management</i> sessions covered the following:             <ol style="list-style-type: none"> <li>1. Goals of anger management and the antecedent-behaviour- consequences model (ABC).</li> <li>2. Awareness of anger and training in anger reducers, use of hassle logs.</li> <li>3. Understanding anger and its triggers.</li> <li>4. Reminders.</li> <li>5. Self-evaluation (self-rewarding and self-coaching).</li> <li>6. Thinking ahead ("IF-THEN").</li> <li>7. Identifying and changing anger-provoking behaviours.</li> <li>8. Implementing new behaviours.</li> </ol> </li> </ul>