

Target Area: Attention Problems / Behaviour Problems / Cognitive Deficits

<p>Selznick &amp; Savage (2000). <i>Using Self-Monitoring Procedures to Increase On-Task Behaviour with Three Adolescent Boys with Brain Injury</i>. Behavioural Interventions 15(3): 243-260</p>	<p>RoBiNT score</p>
<p><b>Method/Results</b></p> <p>Design:</p> <p>Y Study type: SSD. Multiple baseline across participants.</p> <p>Y Participants: n = 3 boys with impaired attention/concentration</p> <ol style="list-style-type: none"> <li>1. Participant 1: male, age 14 years, who suffered a TBI at 8 years of age (coma length was 2 weeks)</li> <li>2. Participant 2: male, age 14 years, with an acquired brain injury from diabetic coma at age 11 (coma length 10 days).</li> <li>3. Participant 3: male, age 14 years, who suffered a TBI at age 6 (no coma).</li> </ol> <p>Y Setting: School classroom.</p> <p>Target behaviour measure/s:</p> <p>Y Percentage of time of on-task behaviours.</p> <p>Primary outcome measure/s:</p> <p>Y None.</p> <p>Results: All participants showed increase percentage of time engaging in on-task behaviours (92-100%) across all treatment conditions and this was maintained at a similar rate at follow-up (no stats performed).</p>	<p><b>Rehabilitation Program</b></p> <p>Aim: To increase on-task behaviours and self-monitoring of behaviour during math tasks.</p> <p>Materials: Algebra text book, self-monitoring record sheet, taped audio cues, tape player.</p> <p>Treatment Plan</p> <p>Y Duration: 1 school term (36 hours). Y</p> <p>Procedure: 1 hour session per day. Y</p> <p>Content:</p> <ul style="list-style-type: none"> <li>- Intervention took place in math practice sessions.</li> <li>- Participants were given a series of math problems and were taught 3 different self-monitoring methods. When participant heard audio-cue they had to record either how many problems they had completed since the last audio cue, whether they were on task or their accuracy.</li> <li>- 5 phases:             <ol style="list-style-type: none"> <li>1. Baseline</li> <li>2. Self-monitoring (trained in all 3 methods)</li> <li>3. Choice of method</li> <li>4. Fading (withdrawal of self-monitoring)</li> <li>5. Follow-up</li> </ol> </li> </ul>