

Target Area: Behaviour Problems

| | |
|--|---|
| <p>Slifer, Cataldo, Babbit, Kane, Harrison & Cataldo (1993). <i>Behavior Analysis and Intervention During Hospitalization for Brain Trauma Rehabilitation</i>. Archives of Physical Medicine and Rehabilitation 74(8): 810-817</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. Multiple baseline across participants.</p> <p>Y Participants:</p> <ul style="list-style-type: none"> o Participant 1: male, age 10 years, intractable seizures -> right hemispherectomy, 36 days post-surgery, Full Scale IQ 59. o Participant 2: male, age 10 years, traumatic brain injury, Glasgow Coma Scale (GCS) score 8, 32 days post-trauma, Full Scale IQ 75. o Participant 3: male, age 15 years, traumatic brain injury, GCS score 14, 12 days post-trauma, Full Scale IQ 64. o Participant 4: female, age 16 years, traumatic brain injury, GCS score 3, 106 days post-trauma, Full Scale IQ <40. <p>Y Setting: Inpatient paediatric neurorehabilitation unit.</p> <p>Target behaviour measure/s:</p> <p>Y Verbal agitation.</p> <p>Y Physical aggression.</p> <p>Y Physical disruption.</p> <p>Y Noncompliance.</p> <p>Primary outcome measure/s:</p> <p>Y None.</p> <p>Result: Graphed data provided, but no statistical analysis conducted. An increase in compliance with medical and rehabilitation programs, especially for Participants 2 and 3 (virtually 100%), but not Participant 1 whose response was variable.</p> | <p>Aim: To decrease aggression and noncompliance in adolescents with acquired brain impairment, using differential reinforcement of appropriate behaviour (DRA).</p> <p>Materials: Nil required.</p> <p>Treatment plan:</p> <p>Y Duration: Length of therapy approximately 4 weeks for Participants 1-3; 4 months for Participants 4; total contact time: not specified</p> <p>Y Procedure: No therapy sessions <u>per se</u>; rather behaviours observed at ward level. Individual staff members provided with record forms to document all instances of 1. following rules and 2. disruptive behaviours</p> <p>Y Content: Uses DRA. Staff trained in the procedures, using didactic teaching sessions with examples, modeling, and observed in their implementation of corrective feedback. Components included:</p> <ul style="list-style-type: none"> o Positive reinforcement of cooperative attendance and socially appropriate behaviour with immediate verbal praise and contingent access to preferred activities at midpoint (15 mins) and end (30 min) of therapy. o Ignoring disruptive or inappropriate behaviour and withholding all social interaction other than interrupting behaviour and prompting appropriate alternative. o Response cost implemented for disruption, aggression or noncompliance after a warning (loss of preferred activity or token saved to have access to preferred activities). |