



<p>Aeschleman and Imes (1999). Stress inoculation training for impulsive behaviours in adults with traumatic brain injury. <i>J Ration Emot Cogn Behav Ther</i>, 17(1): 51-65.</p>	<p>RoBiNT score - 13/30</p>
<p>Method / Results</p>	<p>Rehabilitation Program</p>
<p>Design</p> <ul style="list-style-type: none"> • Study Type: SCD. Multiple baseline across participants. • Population: 5 males with moderate-severe TBI: <ul style="list-style-type: none"> ○ Joe: age 20, 16 months post injury ○ Bill: age 24, 5 years post injury ○ John: age 27, 7 years post injury ○ Ken: age 30, 12 years post injury ○ Mark: age 29, 10 years post injury • Setting: Residential facility that provides habilitation/rehabilitation programs for young adults with disabilities. <p>Target behaviour measure/s:</p> <ul style="list-style-type: none"> • Observation of impulsive behaviours: verbal; gestural; physical and other; as recorded by trained recorders during 1.5 hours early and late in the day and 2 hours during day activities. • Role play probes (participant rated on 9 dimensions of self-control). <p>Primary outcome measure/s:</p> <ul style="list-style-type: none"> • No other standardised measure. <p>Results: Behaviour remained highly variable but mean “impulsive behaviours” fell from 8.4 (baseline) to 3.3 at follow-up (no statistical analysis performed). Role playing ratings also increased over time (no statistical analysis performed).</p>	<p>Aim: To use a stress inoculation program to decrease frequency of impulsive behaviour.</p> <p>Materials: Behaviour diary, self-control rating scale (SCRS); quizzes to test knowledge of:</p> <ol style="list-style-type: none"> 1. Self-control. 2. Self-statements. 3. Applications. 4. Relaxation tapes. <p>Treatment Plan:</p> <ul style="list-style-type: none"> • Duration: 10 weeks. • Procedure: 20 sessions x 50 minutes x 3 times/week. • Content: Progressive sessions (supplemented with homework): <ol style="list-style-type: none"> 1. Identification and characterisation of problem behaviours 2. Conceptualization 4 self-control steps introduced to the client 3. Relaxation training 4. Self-instructional training 5. Coping skills training 6. Role playing of tasks 7. Anger management 8. Generalisation and Cuing 9. Review.