



<p>Antonini et al. (2014). A pilot randomized trial of an online parenting skills program for pediatric traumatic brain injury: Improvements in parenting and child behaviour. <i>Behav Ther.</i>, 45: 455-468</p>	<p>PE德罗 score - 8/10</p>
<p>Method / Results</p>	<p>Rehabilitation Program</p>
<p>Design</p> <ul style="list-style-type: none"> • Study Type: RCT. • Population: 37 families with a child (mean age 5.4 years old, range 3-9 years old, 68% male) who sustained a moderate-to-severe TBI. • Groups: <ol style="list-style-type: none"> 1. Treatment group: Online parenting skills training (I-InTERACT; n=20). 2. Control group: Access to internet resources (n=17). • Setting: The first session completed in the family's home, the rest were conducted online. <p>Primary outcome measure/s:</p> <ul style="list-style-type: none"> • Dyadic Parent-Child Interaction Coding System (DPICS). • Child Behaviour Checklist (CBCL). • Eyberg Child Behaviour Inventory (ECBI). <p>Secondary outcome measure/s:</p> <ul style="list-style-type: none"> • No other standardised measure. <p>Results: Significant improvements in observed positive parenting skills in I-InTERACT group relative to participants in control group. Income moderated improvements in parent ratings of child behaviour, with participants in the low-income parenting skills group, and high-income internet resource group, reporting greatest improvement in behaviour.</p>	<p>Aim: To improve parenting skills and child behaviour following TBI.</p> <p>Materials: I-InTERACT therapy manual, checklists for each session, and computers with internet access and videoconferencing software.</p> <p>Treatment Plan:</p> <ul style="list-style-type: none"> • Duration: Mean time from baseline to post-treatment assessment – 8.16 months. • Procedure: 10 core sessions with up to 4 optional supplementary sessions, ideally one session per week. Duration of sessions not specified. • Content: Each online session comprised 2 components: <ol style="list-style-type: none"> 1. A self-guided web session – demonstration videos and exercises pertaining to specific skills. 2. A synchronous videoconference session with the therapist to review the web session, role-play new skills with the therapist, and receive simultaneous feedback through a wireless earpiece during in-vivo play with the child. <p>Session Focus:</p> <ol style="list-style-type: none"> 1: Building rapport, orient family to website and videoconferencing technology 2-6: Positive parenting skills, staying positive and coping with stress, setting children up for success, dealing with anger 7-9: Use of consistent non-punitive discipline techniques, including specific commands and time-out. Cognitive problems associated with TBI, house rules and behaviour in public 10: Review skills. <p>Supplementary sessions:</p> <ol style="list-style-type: none"> 1: Marital communication 2: Parents and siblings 3: Working with the school 4: Pain management 5: Guilt and grief.