



<p>Feeney (2010). Structured flexibility: The use of context-sensitive self-regulatory scripts to support young persons with acquired brain injury and behavioural difficulties. <i>J Head Trauma Rehabil</i>, 25(6): 416-425.</p>	<p>RoBiNT score - 14/30</p>
<p>Method / Results</p>	<p>Rehabilitation Program</p>
<p>Design</p> <ul style="list-style-type: none"> • Study Type: SCD. Multiple baseline across 3 settings (activities). • Population: n=2 who had incurred severe TBI with frontal lobe involvement and demonstrated escalating behavioural difficulties that jeopardized their grade-level classroom placement in their community school. <ul style="list-style-type: none"> ○ Jason: male, age 10, severely assaulted at the age of 5 years. ○ Matt: male, age 17, injured in an automobile crash at the age of 15 years. • Setting: Classroom. <p>Target behaviour measure/s:</p> <ul style="list-style-type: none"> • Number of acts of aggression, i.e. attempted or completed physical aggression (e.g., hitting, pushing), or verbal aggression (e.g., threats). <p>Primary outcome measure/s:</p> <ul style="list-style-type: none"> • Aberrant Behaviour Checklist (ABCL) • Percentage of work completed. <p>Results: The intervention reduced the frequency and intensity of challenging behaviours and increased the quantity of work completed, and this was supported by visual analysis of graphed data. These two experiments expand the findings of previous studies on the use of a support-oriented intervention that uses context-sensitive, flexible cognitive/behavioural scripts combined with positive behaviour interventions and supports to reduce challenging behaviours.</p>	<p>Aim: To support the development of competent self-regulation and prevent behavioural difficulties before they emerged.</p> <p>Materials: Scripts depicting a general problem-solving sequence; behavioural scripts used as a framework for interaction with students when they began to experience difficulty with the demands of the classroom routines; activity materials.</p> <p>Treatment Plan:</p> <ul style="list-style-type: none"> • Duration: 15 – 25 days (Jason and Matt). • Procedure: 15 – 25 sessions occurred throughout the school day. No further information provided. • Content: <p><u>Functional behaviour assessment</u> – Identifying the situations and consequences that were associated with the problem behaviours.</p> <p><u>Baseline condition (A)</u> – 5 days, observation of the students’ behaviours and academic performance under existing environmental and instructional conditions. None of the supports offered in the B conditions provided.</p> <p><u>Intervention condition (B)</u> – across 3 different classroom activities. 5 components:</p> <ol style="list-style-type: none"> 1. Daily Routine Negotiation and Choice – analysis of daily requirements. 2. Escape Communication Scripts – teaching positive communication alternatives and training staff to reward and encourage the use of escape communication alternatives. 3. Goal-Plan-Do-Review Routine Scripts – providing the students with scripts depicting a general problem-solving sequence. 4. Self-Regulatory Preset and Intervention Scripts – developing behavioural scripts as cognitive presets to organize actions prior to participation in classroom activities. 5. Consequence Procedures – Staff responded to targeted negative behaviours, removing activity until student was “ready”.