



<p>Feeney and Ylvisaker (2003). Context-sensitive behavioural supports for young children with TBI: Short-term effects and long-term outcome. <i>J Head Trauma Rehabil</i>, 18(1):33-51.</p>	<p>RoBiNT score - 13/30</p>
<p>Method / Results</p>	<p>Rehabilitation Program</p>
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• <b>Study Type:</b> SCD. ABAB withdrawal design (A=baseline/withdrawal, B=intervention), replicated across participants.</li> <li>• <b>Population:</b> <ul style="list-style-type: none"> <li>○ Mark: male, age 7 years, severe traumatic brain injury, 2 years post-trauma, Wechsler Intelligence Scale for Children III 79, behaviour deteriorated when enrolled in first grade class.</li> <li>○ Katie: female, age 6 years, severe traumatic brain injury, 2 years post-trauma, Wechsler Intelligence Scale for Children III 102, 3 months after return to school behaviour deteriorated.</li> </ul> </li> <li>• <b>Setting:</b> School classroom.</li> </ul> <p><b>Target behaviour measure/s:</b></p> <ul style="list-style-type: none"> <li>• Aggressive behaviours, operationally defined with Aberrant Behaviour Checklist (e.g., boisterous, impulsive, difficult to control, disruptive).</li> </ul> <p><b>Primary outcome measure/s:</b></p> <ul style="list-style-type: none"> <li>• No other standardised measure.</li> </ul> <p><b>Results:</b> Data presented graphically, no statistical analysis conducted. For Mark, dramatic reduction of frequency and intensity of challenging behaviours in the 2 treatment phases, increase in withdrawal phase. No change in percentage of schoolwork completed, but ranges were smaller in the treatment days, “indicating that the intervention had the effect of eliminating the bad days”). Results were replicated with Katie.</p>	<p><b>Aim:</b> To reduce frequency and intensity of aggressive behaviours and increase percentage of schoolwork completed in children with TBI by using operant procedures (implementation of positive behavioural supports, as opposed to reaction to consequences).</p> <p><b>Materials:</b> Photograph cues, graphic maps.</p> <p><b>Treatment Plan:</b></p> <ul style="list-style-type: none"> <li>• <b>Duration:</b> 16 days (Mark), 12 days (Katie).</li> <li>• <b>Procedure:</b> Total contact hours not specified, but treatment was implemented throughout the school day by teachers (estimated at 6 hours/day) – approximately 96 hours for Mark, and approximately 72 hours for Katie.</li> <li>• <b>Content:</b> Paper describes 7 components of the Behaviour Supports: <ol style="list-style-type: none"> <li>1. Daily routine (e.g. negotiation and choice in minimum amount of work to be completed).</li> <li>2. Positive momentum (e.g. start with easy tasks/student-preferred activity).</li> <li>3. Reduction of errors (e.g. staff provide modelling and assistance).</li> <li>4. Escape communication (e.g. train in use of positives, such as “I’m done”).</li> <li>5. Adult communication style (e.g. avoiding “nagging”).</li> <li>6. Graphic advance organizers (students provided with photographic cues).</li> <li>7. Goal-plan-do-review – a map of the sequence of activities.</li> </ol> </li> </ul>