

Target Area: Communication, Language, Speech Disorders

<p>Lennox & Brune (1993). <i>Incidental Teaching for Training Communication in Individuals with Traumatic Brain Injury</i>. <i>Brain Injury</i> 7(5): 449-454</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 settings (bedroom, study and dining room).</p> <p>Y Participant: Participant 1: male, age 27 years, with severe TBI (4 month coma).</p> <p>Y Setting: Not stated.</p> <p>Target behaviour measure/s:</p> <p>Y Complete request – any request with a pronoun, verb and noun.</p> <p>Y Incomplete request – request that was not a complete sentence.</p> <p>Primary outcome measure/s:</p> <p>Y None.</p> <p>Results: Percentage of complete requests increased to nearly 100% across all three settings.</p>	<p>Aim: To improve communication, specifically making complete requests.</p> <p>Materials: None specified.</p> <p>Treatment Plan:</p> <p>Y Duration: Not specified.</p> <p>Y Procedure: 15 min testing session then 15 min training session.</p> <p>Y Content:</p> <ul style="list-style-type: none"> - <i>During baseline</i>: all requests for objects were reinforced with the object requested. - <i>Treatment</i>: Incidental teaching – only complete requests were reinforced with the object requested. Incomplete requests were followed with a two-step training procedure: <ol style="list-style-type: none"> 1. Participant was cued with “what do you want?”, then given object. 2. Participant was given the cue again with modelled appropriate answer “I want an apple”.