



Target Area: Interpersonal Psychosocial and Social Skills

<p>O'Reilly, Lancioni & O'Kane (2000). <i>Using a Problem-Solving Approach to Teach Social Skills to Workers with Brain Injuries in Supported Employment Settings</i>. Journal of Vocational Rehabilitation 14(3): 187-194</p>	<p>SCED 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 participants.</p> <p>Y Participants: males (age 20 and 30 years) with severe TBI living at home with parents and part-time employed.</p> <p>Y Setting: Community setting.</p> <p>Target behaviour measure/s: Videoed role plays with task analysis to identify “correct responses”.</p> <p>Primary outcome measure/s: None</p> <p>Results: “Correct responses” increased for both targeted behaviours for both participants – not statistical verification.</p>	<p>Aim: To teach social skills problem solving.</p> <p>Materials: Room with table and chairs.</p> <p>Treatment Plan:</p> <p>Y Duration: Not specified – appears to be about 20 sessions (10 weeks) including 4 weeks baseline.</p> <p>Y Procedure: 2 sessions per week–length not specified.</p> <p>Y Content: 2 problematic social skills were identified for each patient (from 12 in the literature–e.g. “responding to criticism”, “negotiation”). Task analysis for each was completed including verbal and nonverbal aspects. Participants were then trained on two scenarios using role play and feedback.</p>