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| <p>Selznick and Savage (2000). Using self-monitoring procedures to increase on-task behaviour with three adolescent boys with brain injury. <i>Behav Intervent</i>, 15(3): 243-260.</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 participants. ● Population: n=3 boys with impaired attention/ concentration. <ul style="list-style-type: none"> ○ Participant 1: male, age 14 years, who suffered a TBI at 8 years of age (coma length was 2 weeks) ○ Participant 2: male, age 14 years, with an ABI from diabetic coma at age 11 (coma length 10 days). ○ Participant 3: male, age 14 years, who suffered a TBI at age 6 (no coma). ● Setting: School classroom. <p>Target behaviour measure/s:</p> <ul style="list-style-type: none"> ● Percentage of time of on-task behaviours. ● Percentage of accuracy in maths tasks. ● Duration of task engagement. <p>Primary outcome measure/s:</p> <ul style="list-style-type: none"> ● No other standardised measure. <p>Results: Visual inspection of graphed data showed all participants increased in percentage of time engaging in on-task behaviours (92-100%) across all treatment conditions and this was maintained at a similar rate at follow-up (no statistical analysis was performed).</p> | <p>Aim: To increase on-task behaviours and self-monitoring of behaviour during maths tasks.</p> <p>Materials: Algebra text book, self-monitoring record sheet, taped audio cues, tape player.</p> <p>Treatment Plan:</p> <ul style="list-style-type: none"> ● Duration: Approximately 7 weeks. ● Procedure: 1-hour session per school day (Monday to Friday), for a total of 36 sessions. Sessions occurred between 09:30am and 10:30am. Data collection began when the participant started the task and ended when they completed it; all 3 participants engaged in the maths task at different times during the 1-hour period. ● Content: <ul style="list-style-type: none"> ● Intervention took place in maths practice sessions, during an independent work period. Participants were given a series of maths problems and were taught 3 different self-monitoring methods (monitoring attention, productivity, or accuracy). ● When participants heard an audio cue, they had to record whether they were on task (attention); how many problems they had completed since the last audio cue (productivity), or how many of their answers were correct (accuracy). ● After learning all 3 methods, participants were able to choose their preferred method. ● Self-monitoring was gradually faded, by removing the audio cue (but still providing monitoring sheets) and asking participants to monitor “whenever they thought about it”. Later they were advised to monitor “if they wanted to”. Lastly, they were advised to discontinue self-monitoring. |