

### Target Area: Behaviour Problems

<p><b>Gardner, Bird, Maguire, Carreiro &amp; Abenaim (2003) <i>Journal of Head Trauma Rehabilitation</i> 18(1): 52-74</b></p>	<p><b>SCED score - to be confirmed</b></p>
<p><b>Method/Results</b></p>	<p><b>Rehabilitation Program</b></p>
<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Study type:</b> SSD. Modified ABCA (A=baseline/withdrawal, B=multicomponent intervention, C=3 distinct phases of fading), replicated across participants</li> <li>➤ <b>Participants:</b> <ol style="list-style-type: none"> <li>1. Participant 1: 12 year old male, with "right hemisphere dysfunction syndrome" (confirmed with MRI scan), anxiety disorder, attention deficit hyperactivity disorder, obsessive compulsive disorder and severe learning disabilities. Neuropsychological assessment confirmed moderate diffuse cerebral dysfunction, particularly right hemisphere and frontal dysfunction.</li> <li>2. Participant 2: 13 year old male, with left temporal mesial sclerosis, seizure disorder, oppositional defiant disorder, major depression and learning disabilities. Educational testing showed below-level achievements on academic attainment skills</li> </ol> </li> <li>➤ <b>Setting:</b> Special education residential school.</li> </ul> <p><b>Target behaviour measure/s:</b></p> <ul style="list-style-type: none"> <li>➤ Challenging behaviours operationally defined as aggression (punching, kicking, biting etc).</li> <li>➤ Destroying property (throwing furniture, breaking objects etc).</li> <li>➤ Pica behaviour, fecal smearing, and Insertion of objects into his body cavities.</li> </ul> <p><b>Primary outcome measure/s:</b></p> <ul style="list-style-type: none"> <li>➤ None.</li> </ul> <p><b>Result:</b> Data for challenging behaviours presented graphically, but no statistical analyses conducted. For both participants there was a dramatic reduction in target behaviours with the introduction of the multicomponent treatment intervention, which were maintained in the subsequent phases of staff fading.</p>	<p><b>Aim:</b> To decrease challenging behaviours (aggression and property destruction).</p> <p><b>Materials:</b> Nil required.</p> <p><b>Treatment plan:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Duration:</b> Length of therapy: approximately 3 years, operating continually within the residential school. The multicomponent intervention (Phase 1) was in operation for 20 weeks, followed by 3 phases of variable duration (in total approximately 70 weeks for Participant 1 and 50 weeks for Participant 2) of fading procedures, and a withdrawal/maintenance phase of approximately 50 weeks and 35 weeks for Participants 1 and 2 respectively.</li> <li>➤ <b>Procedure:</b> No therapy sessions <u>per se</u>; program in continual operation.</li> <li>➤ <b>Content:</b> <ul style="list-style-type: none"> <li>▪ <i>Multicomponent intervention:</i> the following elements were included:           <ol style="list-style-type: none"> <li>1. Functional communication training.</li> <li>2. Antecedent management.</li> <li>3. Contingency management, including differential reinforcement of other behaviours (DRO), differential reinforcement of alternative behaviours (DA), as well as contingent reinforcement procedures.</li> <li>4. Crisis management.</li> </ol> </li> <li>▪ <i>Subsequent phases:</i> <ol style="list-style-type: none"> <li>1. Fading of staff cues.</li> <li>2. Staff reduction, medication changes.</li> <li>3. Staff reduction, medication changes, increased independence (including family training and visits).</li> </ol> </li> </ul> </li> </ul>