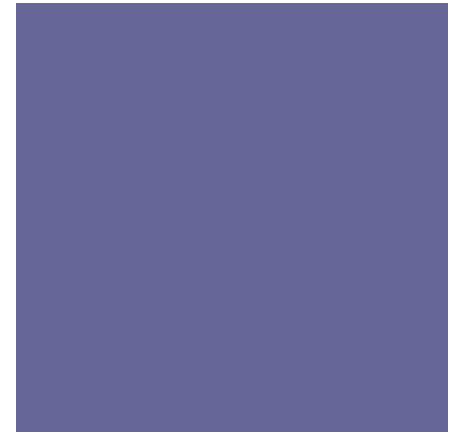




Intensive Positive Behavior Supports for Adolescents with Acquired Brain Injury Long-Term Outcomes in Community Settings



Kaitlyn Edmonds

University of British Columbia

+ Acquired Brain Injury



Traumatic Brain Injury

Non-Traumatic Brain Injury

Closed Head Injury

Closed Head Injury

Open Head Injury

Severe

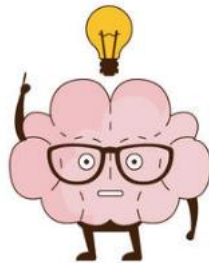
Minor

Moderate

+ Acquired Brain Injury

The B word....

Behaviour!



+ Positive Behaviour Support (PBS)



Employer

Function

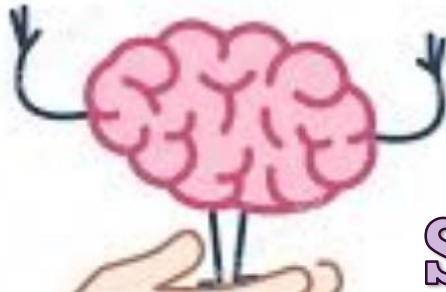
Caregiver

Support

Community

Family

Accessible



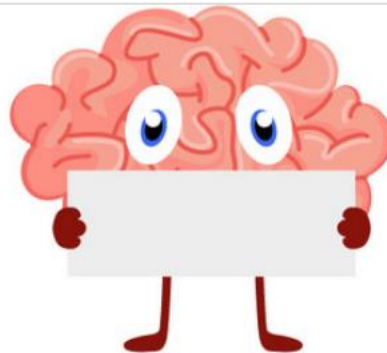
Support worker

Teacher

Applied behaviour analysis

+ Participants

- Micheal – 12
- Ned - 13





Intervention and Results



■ PBS

- Functional behaviour assessment
- Behavioural skills training
- Antecedent management
- Differential reinforcement
- Functional communication training
- Self monitoring and regulation
- Bi weekly assessment
- Interdisciplinary review team
- Adapting and monitoring



Results - Michael

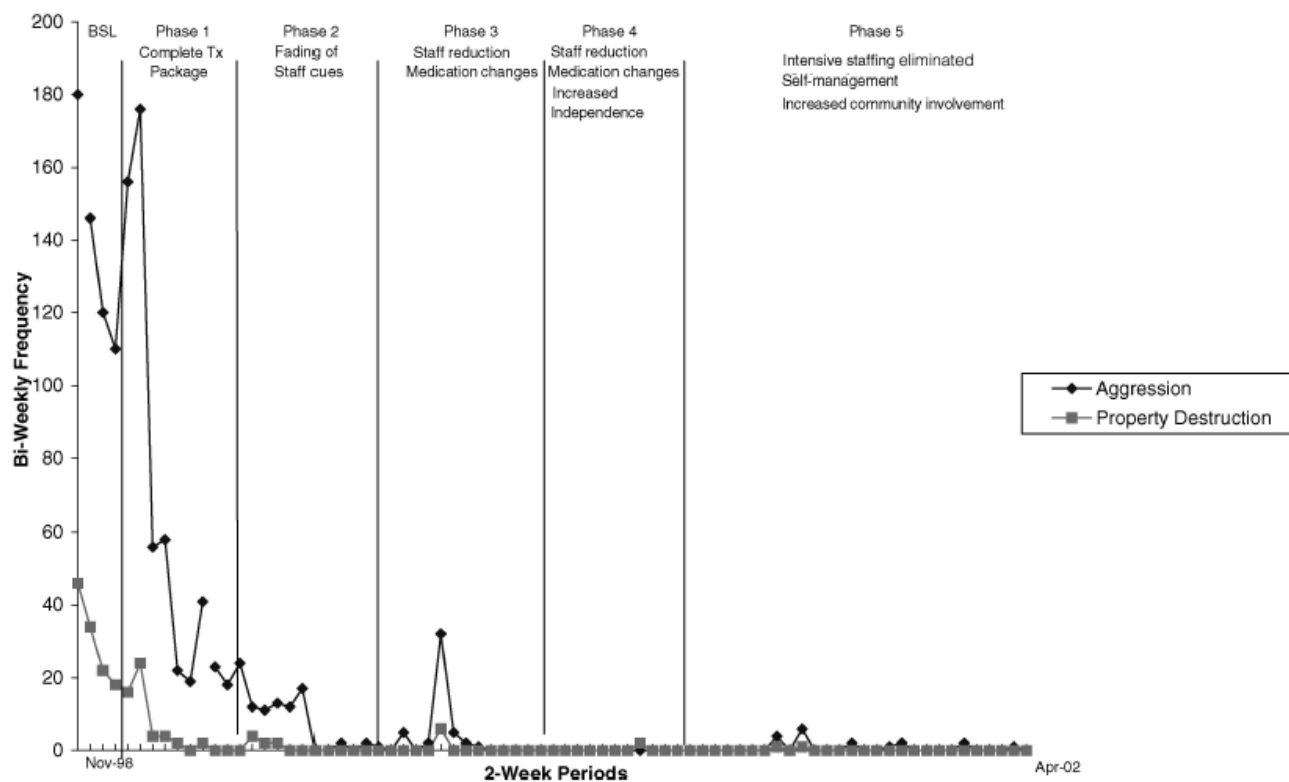
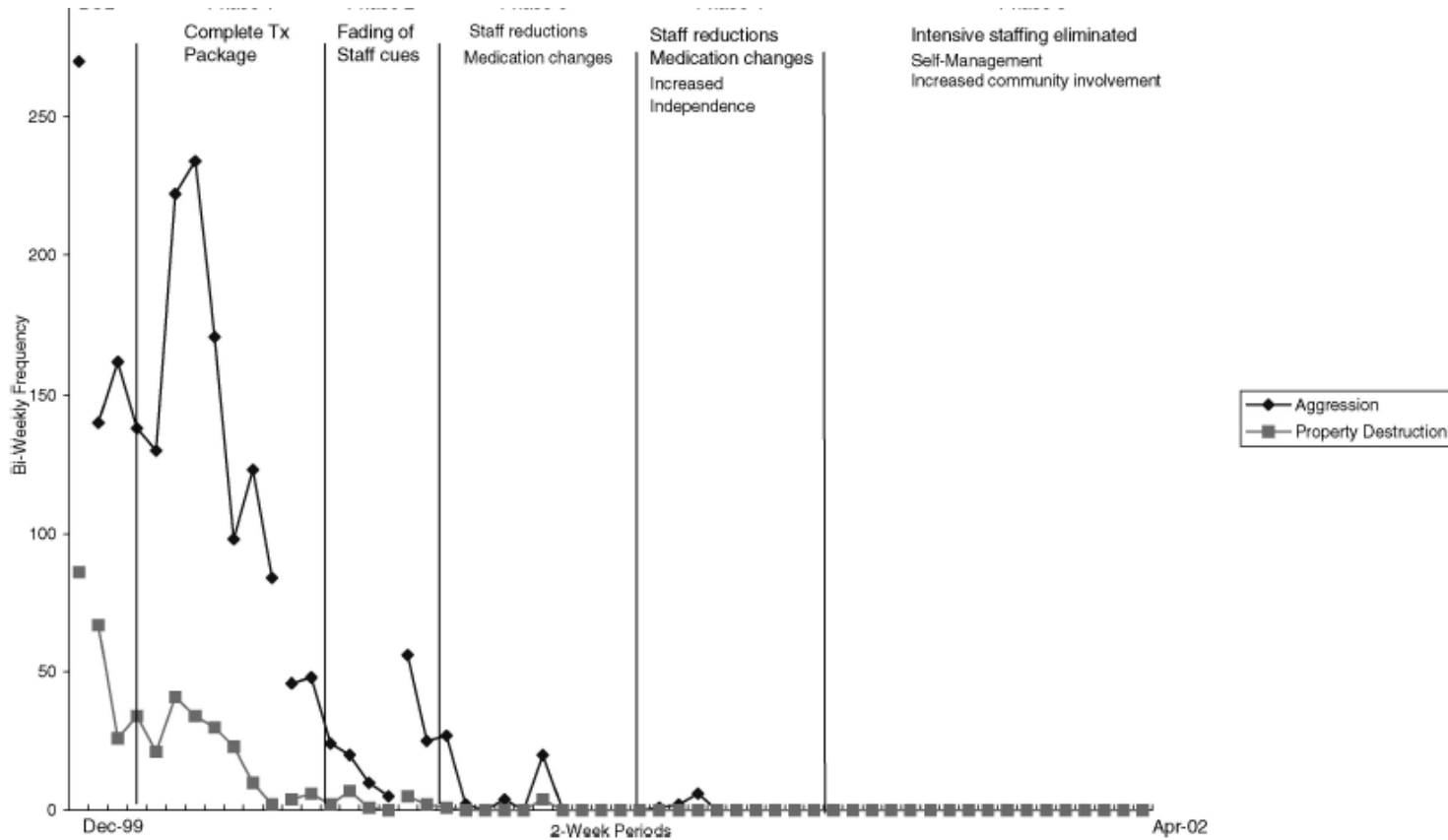


Fig 1. Michael's Challenging Behaviors



Results - Ned



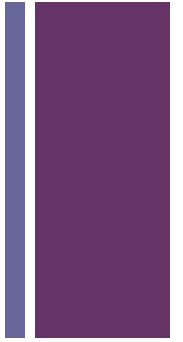
+ Implications for teachers



- Early intervention
- Parents are new to the special education system
- Staff attrition



Limitations and direction for future research



- Two participants
- Two week training session
- Replication impossible at 100% fidelity





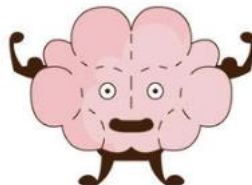
IEP Implications

1. Accepting current self
2. New to a SPED system
3. Long term foundational knowledge
4. Inconsistent patterns of performance (fatigue, noise levels,etc.)
5. Unpredictable and fluctuating recovery periods
6. discrepancies in ability levels that are more extreme and harder to understand
7. Individualized goal setting and programing

Teaching Students with Acquired Brain Injury A Resource
Guide for Schools (2001)

+ Components of PBS

1. Identification of broad goals and behaviour concerns
2. Gathering and analyzing of information to identify probable patterns affecting behaviour
3. Selecting and delineating strategies based on the patterns and integrating them into a comprehensive plan
4. Implementing the plan across settings and caregivers
5. Monitoring outcomes

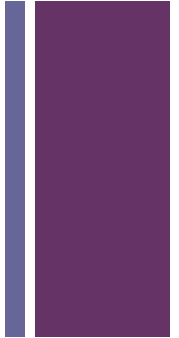


(Sugai et al. 2000)



Questions?





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