

*Association of*



*Professional  
Behavior Analysts*

**Brain Injury Rehabilitation  
Selected Resources 1997 - 2012**

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Behavior analytic principles have been applied in the area of brain injury rehabilitation for several decades. Many unique challenges arise following a brain injury as an individual progresses through the rehabilitative continuum of care. Behavior analytic programming has been demonstrated to decrease a wide range of problematic behaviors that may act as barriers in achieving rehabilitative goals. Additionally, there is an existing literature to support the utility of behavior analysis in re-teaching critical skills that have been lost following an injury. Behavior-analytic procedures can be used to increase independence and aid in the overall goal of rehabilitation (i.e., a successful transition back into home, school, employment, and community settings). Professionals from many disciplines outside of behavior analysis are typically involved in the rehabilitation process and are often the target audience for behavioral publications on brain injury. Thus, some publications appear in typical behavioral outlets, but many more appear in brain injury and rehabilitation outlets. This bibliography serves as a selection of resources from diverse literature sources that might help guide behavioral practitioners and researchers interested in this subfield.

## General Resources

Jacobs, H. E. (2000). Behavioral contributions to brain-injury rehabilitation. In J. Austin, & J. E. Carr (Eds.), *Handbook of applied behavior analysis* (pp. 211-230). Oakland, CA: New Harbinger Publications.

Langlois J. A., Rutland-Brown, W., & Wald, M. M. (2006). The epidemiology and impact of traumatic brain injury: A brief overview. *Journal of Head Trauma Rehabilitation, 21*, 375-378.

Lash, M. (Ed.). (2007). *The essential brain injury guide* (4th ed.). Vienna, VA: Brain Injury Association of America.

## Review and Discussion Articles

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Gurdin, L. S., Huber, S. A., & Cochran, C. R. (2005). A critical analysis of data-based studies examining behavioral interventions with children and adolescents with brain injuries. *Behavioral Interventions, 20*, 3-16.

Jantz, P. B., & Coulter, G. A. (2007). Child and adolescent traumatic brain injury: Academic, behavioural, and social consequences in the classroom. *Support for Learning, 22*, 84-89.

Laatsch, L., Harrington, D., Hotz, G., Marcantuono, J., Mozzoni, M. P., Walsh, V, & Hersey, K. P. (2007). An evidence-based review of cognitive and behavioral rehabilitation treatment studies in children with acquired brain injury. *Journal of Head Trauma Rehabilitation, 22*, 248-256.

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Slifer, K. J., & Amari, A. (2009). Behavior management for children and adolescents with acquired brain injury. *Developmental Disabilities Research Reviews, 15*, 144-151.

Ylvisaker, M., Turkstra, L., Coehlo, C., Yorkston, K., Kennedy, M., Moore-Sohlberg, M., et al. (2007). Behavioural interventions for children and adults with behavior disorders after TBI: A systematic review of the evidence. *Brain Injury, 21*, 769-805.

### Empirical Articles (Skill Acquisition)

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- Davies, S. C., Jones, K. M., & Rafoth, M. A. (2010). Effects of a self-monitoring intervention on children with traumatic brain injury. *Journal of Applied School Psychology, 26*, 308-326.
- Dixon, M. R., & Tibbetts, P. A. (2009). The effects of choice on self-control. *Journal of Applied Behavior Analysis, 42*, 243-252.
- Eastridge, D., & Mozzoni, M. P. (2005). Fluency and functional motor skills following brain injury. *Behavioral Interventions, 20*, 77-89.
- Hartnedy, S. L., Mozzoni, M. P., & Fahoum, Y. (2005). The effect of fluency training on math and reading skills in neuropsychiatric diagnosis children: A multiple baseline design. *Behavioral Interventions, 20*, 27-36.
- Johnson, K., & Davis, P. K. (1998). A supported relationships intervention to increase the social integration of persons with traumatic brain injuries. *Behavior Modification, 22*, 502-528.
- Maki, A. L., Rudrud, E. H., Schulze, K. A., & Rapp, J. T. (2008). Increasing therapeutic exercise participation by individuals with acquired brain injury using self-recording and reinforcement. *Behavioral Interventions, 23*, 75-86.
- Mozzoni, M. P., Errico, A., & Trudel, T. (2010). Sexual disinhibition and social skills: Behavioral interventions for persons with TBI. *Brain Injury Professional, 7*, 22-25.
- Selznick, L., & Savage, R. C. (2000). Using self-monitoring procedures to increase on-task behavior with three adolescent boys with brain injury. *Behavioral Interventions, 15*, 243-260.
- Slifer, K. J., Tucker, C. L., Gerson, A. C., Sevier, R. C., Kane, A. C., et al. (1997). Antecedent management and compliance training improve adolescents' participation in early brain injury rehabilitation. *Brain injury, 11*, 877-889.
- Tasky, K. K., Rudrud, E. H., Schulze, K. A., & Rapp, J. T. (2008). Using choice to increase on-task behavior in individuals with traumatic brain injury. *Journal of Applied Behavior Analysis, 41*, 261-265.
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Wong, S. E., Seroka, P. L., & Ogisi, J. (2000). Effects of a checklist on self-assessment of blood glucose level by a memory-impaired woman with diabetes mellitus. *Journal of Applied Behavior Analysis, 33*, 251-254.

### **Empirical Articles (Behavior Reduction)**

Arco, L., Cohen, L., & Geddes, K. (2004). Verbal self-regulation of impulsive behavior of persons with frontal lobe brain injury. *Behavior Therapy, 35*, 605-619.

Dufrene, B. A., Watson, T. S., & Weaver, A. (2005). Response blocking with guided compliance and reinforcement for a habilitative replacement behavior: Effects on public masturbation and on-task behavior. *Child & Family Behavior Therapy, 27*, 73-84.

Feeney, T. J. (2010). Structured flexibility: The use of context-sensitive self-regulatory scripts to support young persons with acquired brain injury and behavioral difficulties. *Journal of Head Trauma Rehabilitation, 25*, 416-425.

Feeney, T. J., & Ylvisaker, M. (2003). Context-sensitive behavioral supports for young children with TBI: Short-term effects and long-term outcome. *Journal of Head Trauma Rehabilitation, 18*, 33-51.

Feeney, T., & Ylvisaker, M. (2006). Context-sensitive cognitive-behavioural supports for young children with TBI: A replication study. *Brain Injury, 20*, 629-645.

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Ouellet, M., & Morin, C. M. (2007). Efficacy of cognitive-behavioral therapy for insomnia associated with traumatic brain injury: A single-case experimental design. *Archives of Physical Medicine and Rehabilitation, 88*, 1581-1592.

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- Persel, C. S., Persel, C. H., Ashley, M. J., & Krych, D. K. (1997). The use of noncontingent reinforcement and contingent restraint to reduce physical aggression and self-injurious behaviour in a traumatically brain injured adult. *Brain Injury, 11*, 751-760.
- Schlund, M. W., & Pace, G. (1999). Relations between traumatic brain injury and the environment: Feedback reduces maladaptive behaviour exhibited by three persons with traumatic brain injury. *Brain Injury, 13*, 889-897.
- Travis, R., & Sturme, P. (2010). Functional analysis and treatment of the delusional statements of a man with multiple disabilities: A four-year follow-up. *Journal of Applied Behavior Analysis, 43*, 745-749.