

## Diagnostic Category: Traumatic Brain Injury Discipline: Paraprofessional Coach

Reference	N	Intervention (n) vs. Comparison (n)	Telerehabilitation program's:	Platform & clinician's involvement	Outcomes
Country Study Design Quality (for RCTs)	Sample description (dx specifics, age, gender)	Frequency & duration	I. Focus II. Nature III. Target IV. Receiving client		<b>Child-related outcomes</b> <b>Parent-related outcomes</b> (+) significant between-group differences for RCTs or within group improvements for non-RCTs (-) no significant between-group differences for RCTs or within group improvements for non-RCTs
Wade et al., 2018 USA Pre-post study	N= 15 Adolescents with TBI or brain tumor. Mean age: 17.15 ± 1.58 yrs Age range: 14-22 yrs 5M:10F	Social Participation and Navigation (SPAN) (n=15) 30-60min/session 1 session/week for 10 weeks	I. Developmental and implementation of social participation goals. II. The SPAN program consisted of three components: an iPhone app, a website with "Brief Tips" and "Key Topics" (described below), and videoconferencing meetings with a trained undergraduate college-student coach. The primary function of the SPAN app was to support the development and implementation of social participation goals. video conference sessions focused on progress in achieving the goal. If the goal was met, the coach reinforced the adolescent's success and together they defined a new goal. If the goal was not met, the coach problem-solved with the adolescent to identify and	Video conference with a coach via Skype	<b>At 10 weeks (post-treatment):</b> (-) <i>Participation frequency</i> . 30-item social participation scale using 5-point Likert scale (youth-reported) (-) <i>Participation satisfaction</i> . 30-item social participation scale using 5-point Likert scale (youth-reported) (+) <i>Confidence in participation self-efficacy</i> . 20-item self-efficacy scale using 5-point Likert scale (youth-reported) (-) <i>Confidence in emotion self-efficacy</i> . 20-item self-efficacy scale using 5-point Likert scale (youth-reported) (-) <i>Total problems</i> . Youth self Report (YSR) *

			<p>address barriers and to modify steps and timelines as needed.</p> <p>III. Youth + parent</p> <p>IV. Youth alone</p>	<p>(-) <i>Internalizing problems</i>: Youth self Report (YSR)</p> <p>(-) <i>Externalizing problems</i>: Youth self Report (YSR)</p> <p>(-) <i>Social problems</i>: Youth self Report (YSR)</p> <p>(-) <i>Social competence</i>: Youth self Report (YSR)</p> <p>(+) <i>Participation frequency</i>: 30-item social participation scale using 5-point Likert scale (parent-reported)</p> <p>(-) <i>Participation satisfaction</i>: 30-item social participation scale using 5-point Likert scale (parent-reported)</p> <p>(-) <i>Confidence in participation self-efficacy</i>: 20-item self-efficacy scale using 5-point Likert scale (parent-reported)</p> <p>(-) <i>Confidence in emotion self-efficacy</i>: 20-item self-efficacy scale using 5-point Likert scale (parent-reported)</p> <p>(+) <i>Total problems</i>: Child Behavior Checklist (CBCL) (parent-reported)</p> <p>(+) <i>Internalizing problems</i>: Child Behavior Checklist (CBCL) (parent-reported)</p> <p>(+) <i>Externalizing problems</i>: Child Behavior Checklist (CBCL) (parent-reported)</p> <p>(+) <i>Social problems</i>: Child Behavior Checklist (CBCL) (parent-reported)</p> <p>(-) <i>Social competence</i>: Child Behavior Checklist (CBCL) (parent-reported)</p>
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