Target Area: Memory Impairments

Chiaravalloti, DeLuca, Moore & Ricker (2005). *Treating Learning Impairments Improves Memory Performance in Multiple Sclerosis: A Randomized Clinical Trial.* Multiple Sclerosis, 11: 58-68	PEDro score – 5/10
Method/Results	**Rehabilitation Program**

Design:
Y   Study type: RCT.
Y   Population: n=28 participants with MS, 39% male, M=45.5 ±11.5 years, n=7 with mild impairment of memory (1-2 SD below control mean on Buschke Selective Reminder test), n=21 with moderate-to-severe impairment (more than 2 SD below control mean on Buschke Selective Reminder test).
Y   Groups:
    1. Treatment: n=14, 36% male, M=45.14±13.78 years, education 14.62±2.71 years.
    2. Control: n=14, 43% male, M=46±9.28 years, education 15.04±2.82 years.
Y   Setting: Community setting.
 	
Primary outcome measure/s:
Y   Hopkins Verbal Learning Test-Revised.
Y   Meta Memory Functioning Questionnaire.
 	
Secondary outcome measure/s:
Y   Beck Depression Inventory.
Y   State-Trait Anxiety Inventory.
 	
Result: The treatment group showed significantly greater improvement in performance than the control group on the Hopkins Verbal Learning Test-Revised following treatment. Participant evaluation of memory performance was also significantly greater in the treatment group than in the control group following treatment.
	Aim: To improve new-learning deficits in participants with MS.
	
	Materials: Short stories containing target words that the participant is required to remember.
	
	Treatment plan
	Y Duration: 4 weeks, approximately 6 hours.
	Y Procedure: 2 sessions per week of approximately 45 minutes duration.
	Y Content: The Story Memory Technique (SMT) is used to teach participants to use visualization (sessions 1-4) and context (sessions 5-8) to learn new information (see paper for details).