



Target Area: Memory Impairments/ Executive Functioning Deficits

<p>Ehlhardt, Sohlberg, Glang & Albin (2005). <i>TEACH-M: A Pilot Study Evaluating an Instructional Sequence for Persons with Impaired Memory and Executive Functions</i>. <i>Brain Injury</i> 19(8): 569-583</p>	<p>RoBiNT score - <i>to be confirmed</i></p>
<p>Method/Results</p> <p>Design:</p> <p>Y Study type: SSD. Multiple baselines across participants, with follow-up one month post-treatment.</p> <p>Y Participants: n=4, aetiology - TBI, coma duration > 1 month, severity-severe memory and executive impairment, years post-trauma=23.3 (SD=6.9).</p> <ol style="list-style-type: none"> 1. Participant 1: Male, aged 48. 2. Participant 2: Male, aged 47. 3. Participant 3: Female, aged 58. 4. Participant 4: Female, aged 36. <p>Y Setting: Community setting - Local transitional living programmes and support groups.</p> <p>Target behaviour measure/s:</p> <p>Y Number of correct steps completed in sequence on an e-mail task.</p> <p>Y Number of correct steps completed, regardless of sequence, on an e-mail task.</p> <p>Y Number of training sessions needed to reach mastery criterion (100% correct for 7/7 steps).</p> <p>Primary outcome measure/s:</p> <p>Y None.</p> <p>Result: Training enabled participants to learn a procedure for using an e-mail interface with 100% accuracy within 7-15 days. Treatment affect generalized to a novel e-mail interface and/or an unrelated computer game. Skills were maintained at one month post-training. Data was graphically presented but not statistically analysed.</p>	<p>Rehabilitation Program</p> <p>Aim: To improve procedural memory in participants with memory and executive impairment.</p> <p>Materials: Computer software to simulate an e-mail interface (see paper for details).</p> <p>Treatment plan</p> <p>Y Duration: 7-15 days, number of total contact hours not specified.</p> <p>Y Procedure: Daily training sessions of unspecified duration.</p> <p>Y Content: Participants are trained to use a simulated e-mail interface to read and reply to e-mails from four hypothetical persons (doctor, counselor, dentist, friend). There were four categories of e-mail messages: billing, appointments, direction to appointments, invitation to go out. The training method (TEACH-M, see paper for details) emphasizes task analysis, errorless learning, ongoing assessment of task performance, cumulative review of acquired skills, and frequent practice of skills.</p>