

Target Area: Executive Functioning Deficits

<p>Hewitt, Evans & Dritschel (2006). <i>Theory Driven Rehabilitation of Executive Functioning: Improving Planning Skills in People with Traumatic Brain Injury Through the Use of an Autobiographical Episodic Memory Cueing Procedure</i>. <i>Neuropsychologia</i> 44(8): 1468-1474</p>	<p>PEDro score - 5/10</p>
<p>Method/Results</p>	<p>Rehabilitation Program</p>
<p>Design:</p> <p>Y Studytype: RCT.</p> <p>Y Population: n=30 adults, 67% male, M=16-64 years, severity - severe (PTA > 24 hours), aetiology - TBI.</p> <p>Y Groups:</p> <p>Y Setting: Not stated.</p> <p>Primary outcome measure/s:</p> <p>Y Everyday Descriptions Task (EDT).</p> <p>Primary outcome measure/s:</p> <p>Y Rivermead Behavioural Memory Test (RBMT).</p> <p>Y Speed and Capacity of Language Processing Test (SCOLP).</p> <p>Y The Hayling Test.</p> <p>Y The Brixton Test and the Modified Six Elements Test.</p> <p>Result: Group 2 improved over time on EDT variables but group 1 did not.</p>	<p>Aim: To improve planning and problem-solving abilities.</p> <p>Materials: None specified.</p> <p>Treatment plan:</p> <p>Y Duration: 30 min session.</p> <p>Y Procedure: Group 1- no training; Group 2- 1x30 minute session.</p> <p>Y Content:</p> <ul style="list-style-type: none"> - <i>Phase 1:</i> both groups asked 8 questions using the EDT format (participants describe how they would plan activities). - <i>Phase 2:</i> neuropsychological tests were administered to both groups. Group 1 was then given a 30 min break, whilst group 2 had 30 mins of training. Training involved participants being told to use specific examples from their memory to help solve current tasks and a cue card was placed in view for the rest of the program with "Try to think of a specific time and place where you carried out a similar activity in the past" printed on it. - <i>Phase 3:</i> Both groups were asked another set of 8 questions using the EDT format.