Kurowski et al. (2014). Long-term benefits of an early online problem-solving intervention for executive dysfunction after traumatic brain injury in children: A randomized clinical trial. *JAMA Pediatr,* 168(6): 523-531.	**PEDro score -** 7/10
Method / Results	Rehabilitation Program
Design • **Study Type:** RCT. • **Population:** 132 adolescents aged 12 to 17 years who sustained a moderate to severe TBI 1 to 7 months before study enrolment. Mean age at injury = 14.5 years, 65% male. • **Groups:** 1. Counsellor-Assisted Problem Solving (CAPS) Intervention, n=65. 2. Internet Resource Comparison (IRC) Intervention, n=66. • **Setting:** Home setting (web-based intervention). **Primary outcome measure/s:** • Parent-reported Global Executive Composite (GEC) of the Behaviour Rating Inventory of Executive Function (BRIEF). **Secondary outcome measure/s:** • Behavioural Regulation Index (BRI) and Metacognition Index (MI) of the GEC. **Results:** In older adolescents (>14 to 17 years), the CAPS intervention was associated with lower GEC ratings at 12 and 18 months after enrolment. Trends were also observed for older adolescents toward lower GEC ratings at 6 months, lower BRI ratings at 12 and 18 months, and lower MI ratings at 6, 12, and 28 months. In younger adolescents (12-14 years), no group differences were found on the GEC, BRI, or MI ratings. N.B. 6-month data available in previous publication: Kurowski et al. (2013). Online problem-solving therapy for executive dysfunction after child traumatic brain injury. *Pediatrics,* 132(1): e158-e166.	**Aim:** To improve long-term executive dysfunction in adolescents after TBI. **Materials:** A new computer, a web camera, and high speed Internet access were provided to all families. **Treatment Plan:** • **Duration:** 6 months. • **Procedure:** Not specified in report. • **Content:** • CAPS Intervention: web-based, family-centered intervention focused on problem-solving, communication, and self-regulation. Session content (all 8 core sessions and up to 4 supplemental sessions were provided): 1. Getting started: implementation, monitoring, and goals 2. Staying positive 3. Problem solving 4. Getting organized and working with the school 5. Self-management 6. Verbal and nonverbal communication 7. Controlling behaviour / handling crises 8. Self-assessment of skills and identification of supplemental sessions; planning for the future with the following sessions: Talking with your teenager; Taking care of you/marital communication/guilt, grief, and caregiver; Social skills; After high school; Sibling issues; Pain management; Sleep session; Memory session. • IRC Intervention: Participants received a home page with links to online TBI resources, including local, state, and national brain injury associations. They were asked to spend 1 hour per week accessing information on paediatric brain injury throughout the 6-month intervention period. They could not access CAPS content.