

Target Area: Memory Impairments

<p>Schmitter-Edgecombe, Fahy, Whelan & Long (1995). <i>Memory Remediation After Severe Closed Head Injury: Notebook Training Versus Supportive Therapy</i>. Journal of Consulting and Clinical Psychology 63(3): 484-489</p>	<p>PEDro score - 5/10</p>
<p>Method/Results</p> <p>Design:</p> <p>Y Studytype: RCT.</p> <p>Y Population: n=8, TBI patients more than 2 months post-trauma.</p> <p>Y Groups:</p> <ol style="list-style-type: none"> 1. Treatment group (MNT)=4; 2. Control group=4. <p>Y Setting: Not stated.</p> <p>Primary outcome measure/s:</p> <p>Y Laboratory memory tests: WMS-R (Logical Memory and Visual Reproduction).</p> <p>Y Laboratory based everyday memory tests: RBMT profile score.</p> <p>Y Retrospective reports of everyday memory failures: Everyday Memory Questionnaire (patient and family member).</p> <p>Y Observed reports of everyday memory failures during treatment: Everyday Memory Questionnaire (patient and family).</p> <p>Y Symptom distress: Symptom Check-list 90-R Global Severity Index.</p> <p>Secondary outcome measure/s:</p> <p>Y None.</p> <p>Result: Note book training group reported significantly fewer observed everyday memory failures that control group at end of treatment, but not at follow-up. No significant differences between groups found on other outcome measures.</p>	<p>Rehabilitation Program</p> <p>Aim: To compare efficacy of Memory Notebook Treatment (MNT) incorporating both behavioural and learning principles, against group support therapy in improving memory.</p> <p>Materials: Note books, alarm wristwatches.</p> <p>Treatment plan/procedure</p> <p>Y Duration: 8 weeks, 16 hours.</p> <p>Y Procedure: 2 x 60-minute sessions per week and follow-up at 6 months.</p> <p>Y Content: <i>MNT Group</i> - Note books were structured into five sections: Daily Log, Calendar, Names, Current Work and Personal Notes. Intervention consisted of 4 treatment stages:</p> <ol style="list-style-type: none"> 1. <i>Anticipation</i> (sessions 1-3) - define/discuss memory; identify individual's memory strengths and deficits; teach procedures for remembering names. 2. <i>Acquisition</i> (sessions 4-5) - teach purpose of notebook sections. 3. <i>Application</i> (sessions 6-13) - teach how to use notebook to schedule appointments; how to use Current Work and Personal Notes sections of Notebook; how identify main components of oral/written information; teach how to make brief accurate notes. 4. <i>Adaptation</i> (sessions 14-16) - teach how to use notebook for time management and customize it for personal needs.