

Target Area: Executive Functioning Deficits / Cognitive Deficits

<p>Fasotti, Kovacs, Eling & Brouwer (2000) <i>Neuropsychological Rehabilitation</i> 10(1): 47–65</p>	<p>PEDro score – 5/10</p>
<p>Method/Results</p>	<p>Rehabilitation Program</p>
<p>Design:</p> <ul style="list-style-type: none"> ➤ Study type: RCT. ➤ Population: n =22 (68% male, severe to very severe TBI with slowed processing speed, age 18–45 years). ➤ Groups: <ul style="list-style-type: none"> 1) Experimental Group – TPM (n=12, M=26.1 years; SD=8.1). 2) Control Group – concentration training (n=10; M=30.1 years, SD=5.5). ➤ Setting: Not stated. <p>Primary outcome measure/s:</p> <ul style="list-style-type: none"> ➤ Observation checklist to assess the use of the strategies when performing a new story task. ➤ Neuropsychological tests of memory, attention and reaction time including: Rey 15 word test, Rivermead Behavioural Memory Test, PASAT, Auditory Concentration Test, and visual reaction time measures. <p>Secondary outcome measure/s:</p> <ul style="list-style-type: none"> ➤ Psychosocial well-being questionnaires and measures of general activity (number of social contacts and leisure activities). <p>Result: Treatment was effective compared to the concentration training, with both an increased number of steps taken to reduce time pressure and a greater level of managing performance after training for the Experimental Group vs Control group. Some significant increases in attention and memory scores over time were found for the TPM group, but not for the control group. No significant group differences were found for psychosocial measures.</p>	<p>Aim: To improve information processing by teaching skills in Time Pressure Management (TPM) to compensate for mental slowness.</p> <p>Materials: 9 videotaped short stories of 1–4 mins, videoplayer, TV, a cassette recorder, an audio tape with recorded radio broadcasts (i.e. music and news), and a telephone.</p> <p>Treatment plan:</p> <ul style="list-style-type: none"> ➤ Duration: 2–3 weeks (mean length of training 7.4 hrs). ➤ Procedure: Up to 3 sessions/wk, 1 hr/session. ➤ Content: <ul style="list-style-type: none"> – <i>Experimental Group:</i> Based on models of Ylvisaker et al (1987) and Meichenbaum (1977, 1980). 9 short stories are administered to enable teaching TPM strategies (e.g. a scenario is given: “imagine you are outside a railway station in a strange town and you ask a passerby the way to the tourist office”. The videotape shows a man giving directions. The patient is asked to repeat as much as possible). Strategies are taught using self-instructional methods in 3 stages: <ul style="list-style-type: none"> 1. Awareness of errors and deficits (given feedback). 2. Acceptance and acquisition of the 4–step TPM strategy. 3. Application and maintenance in more challenging circumstances (e.g. more distracting environments). The training focuses on time pressure and its negative effects on task performance. – <i>Control Group:</i> the same 9 short stories are administered, with four generic suggestions given to recall information. No mention of time pressure is given.