

Target Area: Memory Impairments / Attention Problems / Multiple Problems

<p>Van't Hooft, Andersson, Bergman, Sejersen, Von Wendt et al (2005). <i>Beneficial Effect from a Cognitive Training Programme on Children with Acquired Brain Injuries Demonstrated in a Controlled Study</i>. <i>Brain Injury</i> 19(7): 511-518</p>	<p>PEDro score - 5/10</p>
<p>Method/Results</p> <p>Design: Y Studytype: RCT. Y Population: n=38 children of mixed aetiology (but mainly TBI), 58% male, M=12.2 ±2.5 years, at least mild impairment of attention and memory (1SD below control mean on 20% of memory and attention tests). Y Groups: 1. Treatment: n=18, 67% male, TBI=12, encephalitis=1, anoxia=1, brain malignancy=4. 2. Control: n=20, 50% male, TBI=9, encephalitis=1, brain malignancy=10. Y Setting: Inpatient - children's hospital.</p> <p>Primary outcome measure/s: Y Auditory and visual RTs. Y Gordon Diagnostic System (to assess attention). Y Stroop test. Y Binary Choice test. Y Coding (WISC-III). Y Trail-Making test. Y Digit Span (WISC-III). Y 15-Word test. Y Rey-Osterrieth Complex Figure test. Y Rivermead Behavioural Memory test.</p> <p>Secondary outcome measure/s: Y None.</p> <p>Result: After training with the Amat-c programme, children showed significant improvements in most measures of attention and memory compared with the control group.</p>	<p>Rehabilitation Program</p> <p>Aim: To improve memory and attention deficits in children.</p> <p>Materials: The Amsterdam Memory and Attention Training for children (Amat-c) programme (refer to paper), diary.</p> <p>Treatment plan Y Duration: 17 weeks (length of training > 59.5 hrs). Y Procedure: Daily 30 minute training sessions, one weekly reinforcement/therapeutic sessions (unspecified duration). Y Content: Three phases of exercises to train the following: - <i>Sustained attention</i>: eg., monitor the occurrence of a simple auditory or visual stimulus such as the ticking of a clock. - <i>Selective attention</i>: e.g., distinguishing between target and distractor stimuli, dividing attention between simultaneous stimuli, and alternatively activate responses. - <i>Mental tracking</i>: This last phase includes exercises in mental tracking, recall, and development of compensatory strategies for semantic and episodic recall (see paper).</p>