

Target Area: Insight & Awareness

<p>Zhou, Chittum, Johnson, Poppen, Guercio & McMorro (1996). <i>The Utilization of a Game Format to Increase Knowledge of Residuals Among People with Acquired Brain Injury</i>. <i>Journal of Head Trauma Rehabilitation</i> 11(1): 51-61.</p>	<p>RoBiNT score - <i>to be confirmed</i></p>
<p>Method/Results</p>	<p>Rehabilitation Program</p>
<p>Design:</p> <p>Y Study type: SSD. Multiple baseline across behaviours, replicated across participants.</p> <p>Y Participants:</p> <ol style="list-style-type: none"> 1. Participant 1: 30 year old male with a severe anoxic brain injury incurred 2 years prior to the study. He suffered severe memory deficits, reduced frustration tolerance, passive resistance to therapy sessions, and poor awareness, 2. Participant 2: 32 year old male with a severe TBI incurred 18 months earlier. Impairments in memory, attention, and insight, with verbal and physical aggression 3. Participant 3: 31 year old male with a severe TBI, incurred 10 years earlier. Numerous cognitive impairments and behaviour problems. <p>Y Setting: Activity room at the participants' residence (within a residential community-based facility)</p> <p>Target behaviour measure/s:</p> <p>Y Percentage of correct responses to questions from each category.</p> <p>Primary outcome measure/s:</p> <p>Y Competency Rating Scale (CRS).</p> <p>Results: The game format helped increase participants' knowledge. All participants increased their percentage of correct responses to questions concerning acquired brain impairment in each category when feedback and game incentives were provided. No statistical analysis was conducted.</p>	<p>Aim: To increase participant's knowledge of acquired brain impairment and its consequences using a game format</p> <p>Materials: Game materials - 108 question and answer cards, die, and game board (modified Trivial Pursuit board). Copies of the game materials and competency rating scale can be obtained from the author.</p> <p>Treatment Plan:</p> <p>Y Duration: 35 sessions (35 hours) Y Procedure: 3 x 1 hr sessions/week. Y</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Six categories of "residuals" were targeted: behaviour, emotion, cognition, communication, physical and sensory. Questions concerned terminology, effects of residuals on a person's life, and potential compensatory strategies for each category of residual (e.g. "What difficulty might you have if you cannot remember information presented a few seconds ago?") 2. During each game, participants were asked 3 questions from each category (18 questions each), read aloud by the instructor. Each card indicated the number of spaces (1-6) that the player could move on the game board. 3. During the baseline phase, players were allowed to move their pieces regardless of their answers, and no feedback was given. 4. In phase 1, players were required to provide correct answers for questions in the behaviour and emotion categories. 5. In phase 2, the cognitive and communication categories were added. 6. In phase 3, the physical and sensory categories were added. 7. Corrective feedback was provided for all questions during phases 1-3.



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