

CHAPTER 4

Rehabilitation of Executive Functioning Impairments

Donna M. Langenbahn, PhD, FACRM
Keith D. Cicerone, PhD, ABPP-CN, FACRM
Lance E. Trexler, PhD, FACRM
Yelena Bogdanova, PhD

4.1	Introduction.....	81
4.2	Impairments of Executive Functioning After Brain Injury.....	82
4.3	Brain Injury Interdisciplinary Special Interest Group Recommendations for Impairments of Executive Functions.....	83
4.4	A General Framework for Rehabilitation of Executive Dysfunction.....	84
4.4.A	The Role of Awareness in Implementation of Executive Dysfunction Interventions.....	84
4.4.B	The Role of Performance Prediction and Feedback in Implementation of Executive Dysfunction Interventions.....	86
4.4.C	The Role of Metacognitive Strategy Training in Implementation of Executive Dysfunction Interventions.....	86
4.4.D	Summary and General Algorithm for Treatment of Executive Dysfunction.....	86
4.5	Assessment and Rating Scales for Executive Functioning.....	88
4.6	Metacognitive Strategy Training Interventions for Impairments in Executive Functioning.....	88
4.6.A	Self-Talk Procedures for Internalization of Metacognitive Strategies.....	88
4.6.B	Application of the Executive Functioning Algorithm—Awareness Training.....	91
4.6.B.1	METACOGNITIVE STRATEGY TRAINING FOR INCREASING AWARENESS.....	91
4.6.B.2	PREDICT-PERFORM-EVALUATE PROCEDURE.....	93
4.6.B.3	PAUSE-PROMPT-PRAISE PROCEDURE.....	94
4.6.B.4	VIDEO FEEDBACK IN FUNCTIONAL TASK PERFORMANCE TO INCREASE AWARENESS.....	94
4.6.B.5	ADDRESSING ADDITIONAL FACTORS CONTRIBUTING TO UNAWARENESS: TREATMENT GUIDELINES.....	95
4.6.C	Application of the Executive Functioning Algorithm and Incorporation of Metacognitive Strategy Training—Problem-Solving Training.....	96
4.6.C.1	FORMAL PROBLEM-SOLVING TRAINING MODELS.....	96
4.6.C.2	THE USE OF METACOGNITIVE STRATEGY TRAINING IN PROBLEM-SOLVING TRAINING.....	97
4.6.C.2.a	Further Awareness Steps: Recognizing and Clarifying the Nature of the Problem.....	98
4.6.C.2.b	Planning a Solution.....	99
4.6.C.2.c	Executing, Monitoring, and Managing the Plan.....	100
4.6.C.2.d	Self-Evaluation, Feedback, and Modification.....	100

4.7 Metacognitive Strategy Training in Contextualized Versus Decontextualized Intervention Approaches	101
4.7.A Cognitive Orientation to Occupational Performance	101
4.7.B Goal Management Training	103
4.7.B.1 MODELS OF GOAL MANAGEMENT TRAINING	103
4.7.B.2 CONTENT-FREE CUEING	105
4.8 Contextualized Training for Skill-Based Learning	106
4.8.A Neurofunctional Training	106
4.9 Metacognitive Strategy Training for Regulation of Emotional, Behavioral, and Cognitive Processes	109
4.9.A Metacognitive Strategy Training in Emotional and Behavioral Regulation Anger Management	109
4.9.B Executive Regulation of Specific Cognitive Processes	110
4.9.B.1 EXECUTIVE REGULATION OF DIVIDED ATTENTION	110
4.9.B.2 EXECUTIVE REGULATION OF PLANNING SKILLS	111
4.9.B.3 EXECUTIVE REGULATION IN CATEGORIZATION AND REASONING	111
4.10 Long-Term and Short-Term Goal Writing in the Rehabilitation of Impairments of Executive Functioning	113
4.11 Case Example	119
4.12 Study Questions and Group Discussion Points	123

CHAPTER 5

Rehabilitation of Memory Impairments

Rebecca D. Eberle, MA, CCC-SLP, BC-ANCD, FACRM

Thomas F. Bergquist, PhD, ABPP-CN, FACRM

5.1 Introduction	127
5.2 Impairments of Memory After Brain Injury	128
5.3 Brain Injury Interdisciplinary Special Interest Group Recommendations for Impairments of Memory	130
5.4 A General Framework for Rehabilitation of Memory	131
5.5 Assessment and Rating Scales For Memory	132
5.6 External Memory Compensations	132
5.6.A General Guidelines for External Memory Compensations	132
5.6.B Memory Notebook Types	135
5.6.B.1 ORIENTATION PAGE AND STRATEGIES FOR SEVERE MEMORY IMPAIRMENT	135
5.6.B.2 MEMORY NOTEBOOK	135