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Application of the Multicontext Approach to persons with Executive Function Disorders

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Introduction: This poster will present case applications of the Multicontext Intervention Approach for addressing difficulties in management of multiple step activities, in adults with acquired brain injury and cognitive impairments. The Multicontext framework involves teaching use of cognitive strategies across a wide range of meaningful activities to promote generalization and enhance functional performance. It incorporates principles of learning transfer into intervention by systematically varying the intervention activities and context. At the same time, self monitoring and self evaluation skills are deeply integrated within treatment. There is an emphasis on helping persons to understand their own learning strengths and weaknesses through structured occupational experiences and building a sense of self efficacy and control over occupational performance (Toglia, 2003, 2005).

Objectives: 1) Refine, explore and examine the effectiveness of the multicontext treatment (MC) approach in increasing awareness, strategy generation and use across a range of everyday activities and functional performance. 2) To determine whether there is maintenance of treatment gains at 4 week follow up.

Methods: A case series using a single subject design with repeated measures for 4 adults who were 3-5 years post traumatic brain injury, with deficits in executive function, will be described. Participants received a 9 session intervention program, based on the multicontext treatment approach. Outcome measures examined changes in awareness, strategy use and functional performance.

Results: Multicontext intervention was associated with positive changes in self regulatory skills and strategy use that was observed across trained and untrained multiple step, functional activities in all participants

Conclusion: This pilot study provides preliminary support for the use of the MC approach in treatment of persons with TBI who have executive dysfunction.

Contribution to the practice/evidence base of occupational therapy: The clinical implications of this study, although preliminary, are that self monitoring questioning used in combination with systematic training in strategy use across activities and contexts may facilitate generalization, awareness and adjustment to acquired cognitive limitations.