
Learning Objectives

MedBridge

Treatment of Memory Impairments Post-Acquired Brain Injury

Therese M. O'Neil-Pirozzi, ScD, CCC-SLP

Course Objectives:

Upon completion of this course, learners will be able to:

- Identify the evidence supporting memory intervention
- Recognize 'acquisition,' 'application,' and 'adaptation' learning principles and how they relate to memory intervention
- Define "restorative memory training"
- Define "compensatory memory training"
- Recognize use of 'errorless learning,' 'spaced retrieval,' and metacognitive strategy training' approaches to memory intervention
- Identify therapy goals targeting mild, moderate, and severe memory deficits

Chapter 1: Treatment of Memory - Part 1

It is important that the memory interventions used with patients are evidence-based and that they incorporate principles of learning theory. This chapter will provide an update on the 'state of the science' of memory intervention and describe three phases of learning that memory interventions should incorporate.

Chapter 2: Treatment of Memory - Part 2

Traditionally, memory interventions are described as being of two types: restorative and compensatory. It is important that memory training approaches are informed by multiple patient factors. This chapter will define both types of interventions and identify patient candidacy considerations for each.

Chapter 3: Treatment of Memory - Part 3

Errorless learning, spaced retrieval, and metacognitive strategy training are three commonly used, evidence-supported techniques used therapeutically to improve memory. This chapter will describe these techniques, patient candidacy for them, and their importance facilitating intervention outcomes.