Bridge/Adapt: Transfer from Computer Remediation to Functional Skill

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Li, Janice S.; Lopez, Diana; Cheung, Eugene; and Talamantez, Angela, "Bridge/Adapt: Transfer from Computer Remediation to Functional Skill" (2016). *Scholarly and Creative Works Conference 2020*. 37.  
https://scholar.dominican.edu/scw/scw2016/AllConference/37

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Bridge/Adapt: Transfer from Computer Remediation to Functional Skill
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IRBPHS Approval #10306

INTRODUCTION
Individuals with acquired brain injury (ABI) often experience cognitive deficits that impair their ability to perform instrumental activities of daily living, which results in decreased quality of life (Cicerone et al., 2011). Computer-based cognitive rehabilitation (CBCR), a remedial intervention, addresses these cognitive deficits by improving cognitive skills, such as memory and attention. However, these improvements do not generalize into functional performance (Li et al., 2015). Bridge/Adapt was developed to bridge the gap between remedial intervention and functional performance. It combines remedial and adaptive strategies, with focus on self-awareness and self-generation of strategies through two occupational therapy frameworks: Cognitive Orientation to daily Occupational Performance (CO-OP) and the multicontext approach.

STATEMENT OF PURPOSE
The purpose of this study was to pilot test Bridge/Adapt to determine its effectiveness in facilitating generalization of improved cognitive skills to functional performance in individuals with ABI.

LITERATURE REVIEW
• Neuroplasticity is the brain’s process of changing neural structures and connections, and it is the process by which learning and recovery of cognitive skills is possible (Berlucchi, 2011).
• Generalization is the ability to transfer skills and strategies learned in one context to various novel situations and environments (Toglia, 1991). It is crucial in increasing independence.
• CO-OP uses adaptive strategies for improving functional skills in individuals with a variety of different conditions. The therapist guides the individual to discover and plan strategies to meet these goals (Dawson et al., 2009).
• Multicontext approach facilitates generalization of cognitive strategies for individuals with ABI (Toglia, 1991). Key aspects include gradually grading activities, improving the individual's metacognitive skills, and developing the individual's ability to self-generate cognitive strategies (Toglia, Johnston, Goverover, & Dain, 2010).

METHODOLOGY
Bridge/Adapt is an eight-week program consisting of three weekly components:
• Parrot Software: remedial CBCR lessons focused on memory or attention followed by group discussion
• Bridge/Adapt module: group instruction taught adaptive strategies via simulated activities (e.g. bill paying and shopping)
• Homework: assignments required participants to apply adaptive strategies in a self-selected, occupation-based goal in their natural environments

Using a single group pre-test post-test design, data were collected for Cognistat, medication box assessment, and goal attainment scale (GAS), as well as a four-month follow-up for GAS.

RESULTS

Bridge/Adapt may be more effective:
- • Parrot Software: remedial CBCR lessons focused on memory or attention followed by group discussion
- • Bridge/Adapt module: group instruction taught adaptive strategies via simulated activities (e.g. bill paying and shopping)
- • Homework: assignments required participants to apply adaptive strategies in a self-selected, occupation-based goal in their natural environments

Using a single group pre-test post-test design, data were collected for Cognistat, medication box assessment, and goal attainment scale (GAS), as well as a four-month follow-up for GAS.

CONCLUSIONS
• Bridge/Adapt may be ineffective as a group-based intervention in facilitating generalization of improved cognitive skills to functional performance.
• Consistent with previous findings, CBCR appears to have a positive effect on memory and cognition.
• The degree of external support and client factors like active participation play key roles in facilitating successful skill generalization.
• A balance of intrinsic motivation and external support are key factors for success.

RECOMMENDATIONS
Bridge/Adapt may be more effective:
- • As an individual-based intervention
- • For more acute post-ABI clients, who are more likely to be receptive to learning new strategies and motivated to return to previous life roles and occupations
- • To focus on teaching adaptive strategies in client-centered, meaningful occupations rather than using simulated activities

REFERENCES