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The Goal Management Training (GMT), developed by Levine et al. is a rehabilitation technique aiming to improve executive functioning after traumatic brain injury (TBI). The full GMT is comprised of 8 modules, 2 hours each, presented on PowerPoint. GMT contains many different notions, stories illustrating problems encountered after TBI, exercises aiming to improve awareness and strategies such as the “Stop–State–Split–Do It–Check” cycle. The method is largely used in the United Kingdom and has recently proven its efficiency in adults with TBI.

We have modified the GMT according to the following goals:

- adapt it to children aged 9 to 14: removing notions which are too abstract (e.g. present-mindedness), too difficult to apply (e.g. relaxation), or that are not part of the child’s preoccupation (e.g. regrets about a past decision), simplifying the vocabulary (e.g. “Slips” translated to “Oops errors”), and actualizing it (e.g. there are no longer “blackboards” in schools so the “mental blackboard” concept was changed to “mental note book”);
- simplify and order the modules differently, maintaining the key notions after discussing them with teams using GMT in clinics and in research in Glasgow and Cambridge, and analyzing the literature that tested particular components of the GMT;
- make the method more fun and child-friendly: replacing exercises by games (e.g. ‘Simon says’ for Slips), and using drawings instead of the written text;
- improve awareness by changing the stories so that the child could identify better with the heroes;
- make the child an actor of his rehabilitation by weekly “missions” to be performed between sessions, some of which involving prospective memory; integrate Ylvisaker’s principles of school management for children with TBI;
- promote generalization by adding practice modules involving cooking, school-like work and multiple errands type tasks;
- fit each module to the French standard 45 minutes rehabilitation session time;
- promote transfer to activities not trained by the rehabilitation and to different contexts by regularly sending a chapter of an e-booklet to parents, teachers and school aids explaining the content of each module and how to apply it.

Further readings


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