The Effectiveness of Self Awareness Training

Kristin Bouma, BA
Case Facilitator, Brain Injury Services
Outline

Self Awareness Overview

Group Therapy Programs

Individual Training

One Year Follow Up

Future Plans
What is Self-Awareness?

- Accurate perception of skills and abilities
- Adult Daily Living Skills
- Cognitive Abilities
- Social Skills
- Emotional Self-Control Skills
Self-Awareness Deficits

- Over-estimation
- Under-estimation
Self-Awareness Deficits

- Denial of disability as a coping strategy
- Impairment of self-perception
- Causes conflict and disagreements

![Brain images](Photo courtesy of Sterling Clarren MD)

![Images of people covering their eyes](Brain Injury Services - Respect, Learning, Independence)
Measuring Self Awareness
Levels of Self Awareness Deficits
(Fleming, 1995)

1. Awareness of deficits
2. Awareness of functional implications
3. Setting realistic goals
Measuring Self-Awareness with the Patient Competency Scales (PCR)

- 30 skill rating items
- Self Rating vs. Other Raters
- Four Domains
- Profile of Self Awareness deficits
Skill Domains

Activities of Daily Living (ADL’s)  Cognitive  PCR  Emotional

Social
PCR Likert Ratings

1 = Can't do
2 = Very difficult to do
3 = Can do with some difficulty
4 = Fairly easy to do
5 = Can do with ease.
Incidence of Self Awareness Deficits

- Over-estimators: 23%
- Under-estimators: 7%
- Accurate Estimators: 70%
What can be done?
Self Awareness Interventions

- Education to client and family
- Planned failure with therapist support
- Performance feedback
- Videotaped feedback
- Prediction of performance

- Comparison of client-therapist ratings
- Individual/group/family counseling/psychotherapy
- Cognitive retraining
- Collaborative formation of strengths/weaknesses lists
Limited Research
Research Needed

- Acute (Hospital)
- Sub-acute (Rehab Hosp.)
- Early Chronic (1 to 5 years)
- Late Chronic (> 5 years)

Research Needed
Brain Injury Services Research

Two Therapeutic Groups (2010 and 2011)

Individualized Training (2011 and 2012)
Self-Awareness Therapeutic Group

- 8 sessions
- 8 to 10 clients
  - 2010 – 18 clients
  - 2011 – 19 clients
- Pre and Post testing
  - PCR
  - Knowledge Test
Overall Results – Therapeutic Groups (2010 and 2011)

Knowledge Gains

No Self-Awareness Gains
Individualized Training (2011)

- Four clients
- One to One training sessions
- Videotaped
- Predict Perform Evaluate (PPE) tasks
Procedure

1. Predict on PCR
2. Perform while videotaped
3. Evaluate on PCR
4. View video, identify errors
5. Re-evaluate on PCR

Repeat up to 2 viewings
Stop when scores match
Results
PCR Results

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<th>Post</th>
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<td>Staff</td>
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Self Awareness Deficits Interview (SADI) Results

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<tr>
<td>John</td>
<td>6</td>
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<tr>
<td>Barb</td>
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Session Results

- Highly individualized results
- Grant 75% “resolved” after performance only
- John 60% of session “resolved “ after video feedback
- Pat 60% “resolved” after video feedback
- Barb 70% “resolved” after video feedback & find errors
Individualized Training (2012)

- Three clients
- One to One training sessions
- Videotaped
- Predict Perform Evaluate (PPE) tasks
Results

Individualized Training 2012

• 2 trainings terminated for inconsistencies with following protocol
• 1 client completed 10 sessions; however, results of post PCR inconclusive as staff changed at end of training.
JOHN

- Mild Over Estimator
- Activities of Daily Living
- Participated in both Therapeutic Groups
- Difficulties - finances, anger, distorts details in conversation
JOHN – Self Awareness Training Plan

- Total: 10 sessions, 10 weeks
- Activities of Daily Living (Finances)
- Social (Acting Appropriately when around Friends)
- Emotional (Controlling Temper)
GRANT

- Mild Over Estimator
  - Activities of Daily Living, Cognitive & Overall
- Participated in both Therapeutic Groups
- Difficulty with school, time management and new learning

Graph shows:
- Pre-PCR
- Self
- Staff #1

- ADL
- Cognitive
- Social
- Emotional
- Total

Brain Injury Services
Respect, Learning, Independence
GRANT – Self Awareness Training Plan

- Total: 9 sessions, 9 weeks
- Activities of Daily Living
  - Keeping Appointments and Staying Involved in Work Activities
- Cognitive
  - Remembering People, Remembering Daily Schedule, Getting Help When Confused and Understanding New Instructions
Session Two – Understanding New Instructions

- Task: Write two paragraph essay on a social movement.

- Prediction:
  - Grant – 3, can do with some difficulty
  - Staff – 2, very difficult to do

- Task:
  - 1.5 hours spent, wrote two sentences
  - Spent 40 minutes on how to double space the lines

- Evaluate:
  - Grant – 2
  - Staff – 1, can’t do
BARB

- Severe Over Estimator
  - Activities of Daily Living
- Moderate Over Estimator
  - Cognitive and Overall
- Participated in One Therapeutic Group
- Difficulty with memory and dressing

![Graph of Pre-PCR self and staff ratings](chart.png)
**BARB Self Awareness Training Plan**

- Total: 8 sessions, 8 weeks
- Cognitive
  - Remembering what I had for dinner
  - Remembering Daily Schedule
- Activities of Daily Living (Dressing self)
Insightful Moments
One Year Later....

• **Grant** – Success
  • Applied awareness learning to Social Service program at Mohawk College

• **John** – Success
  • Participated in Multi-Trial Training for math and budgeting

• **Patrick** – Minimal generalization
  • Participated in McMaster Multi-Trial training for writing

• **Barb** – No information available
  • No additional programming available
Grant

- September 2011 started Social Services program Mohawk College
- Accurate Estimator in all domains
- SADI score:
  - 2011 – 1 out of 9
  - 2012 – 0 out of 9
Summary of Results

• Individualized video feedback is an effective intervention for raising self-awareness
• Creates “insightful moments” that may significantly help in counseling and psychotherapy
• Timing is everything
• Skill training is a necessary next step
• Therapeutic Rapport between staff and client is essential
Future Programming

- Increase participants
- Offer follow-up skill training
- Explore functional implications
- Overcome feedback avoidance
Questions?
THE END?