

Abstract

The changes in emotivity and behavior are common after acquired brain injury, which complicates the readaptation of an individual to his environment. Compared to cognitive problems, these changes are not so greatly regarded because their complexity requires care in the context of its special neuropsychological treatment. The objective of the theoretical part of this thesis was to elucidate the issue of acquired brain injury and summarize current knowledge and experience in the field of therapeutic work with this specific group of people. The aim of the empirical part of this thesis was to design an appropriate educationally based preventive program that would focus on the experience of personality change after ABI. The goal of this program was to provide patients with information about the usual consequences of ABI and to provide a place to share the problems they experience. The effectiveness of this program was measured via the European Brain Injury Questionnaire (EBIQ) and the Zung Self-rating Depression Scale (ZSDS). The results were compared in the experimental group (N=30) before and after the completion of the program and in the control group (N=30). In the group that undertook the intervention, the EBIQ-P showed significant improvement in the subscale Physical. The ZSDS results showed significant improvement in depressive symptoms compared to the control group. A segment of the experimental part also displays the results regarding the influence of age, gender, education, and time from ABI on the subjective evaluation of experienced difficulties. This research provides preliminary evidence that a brief educationally based preventive program may improve the physical and psychical state of individuals with ABI. These conclusions require testing in a large-scale randomized study.

Keywords:

acquired brain injury, emotional and behavioral problems, therapy, CBT, educationally based preventive program