

ReMinD

**Rehabilitation of Memory
in Neurological Disorders**

**A Cognitive
Rehabilitation
programme**

Facilitator's Manual

by Roshan Das Nair and Nadina Lincoln, 2019

Facilitators Page: Information about the programme

WELCOME!

Welcome to the **CRAMMS** facilitators manual. This manual will guide you through everything you need to know in order to facilitate the cognitive rehabilitation programme for your group.

How to use this manual:

- Throughout this manual there are notes to help you run the programme. These are written in blue and highlighted in a bubble. These notes are for you as a facilitator and are not shown in the participant workbook, for example they may suggest what to say at this point or direct you to a handout. Before you run each session, prepare by reading through the session in the manual and making sure you understand and remember what you are required to do throughout the session.
- The blue numbers along the right margin will tell you approximately how long to spend on each section.
- At the bottom of each page in your manual there are two page numbers. The main page number is the page of your manual, and the number in brackets is the corresponding page number for the activity in the patient workbook. This will help you direct your group to the page you need them to look at.

The following tips will provide you with important information on how to run the programme.

Before you begin/setting up:

- Make sure your venue is appropriate for your groups' needs. People may require a ground floor room and accessible toilets. Ensure the space is quiet and not too hot or cold. Find out the fire evacuation procedure and if the fire alarms will be tested whilst you are there.
- Due to the length of the sessions refreshments should be provided in the break, so make sure water, drinks and biscuits are available at the venue.
- As people with cognitive problems may forget to attend, send a reminder text or phone call either the day before or morning of the group.
- The style of this group is an informal guided discussion. Keep your groups' topic of conversation related to the current activity as much as possible, but allow them time to discuss around the topic, guiding it back if needed. Try to keep a balance in between staying on topic, but also allowing some social chat to let the group to bond and feel relaxed.
- Your group may vary in terms their level of cognitive problems and physical disabilities. This can cause problems with the atmosphere, have a negative effect on group members' mood and cause them to stop attending. You will need to address this by making it very clear at the start of the programme that you are all here because everyone has cognitive problems and we are going to try the strategies together. At no point will anyone be compared against each other. If a problem emerges, stress this again either to the whole group or to the individual(s) affected.
- Regularly encourage group members to write notes in their workbooks, if they are able. If you have someone who has problems writing in your group, help them write during the activities and ask them to let you know if there is any important notes they would like help to write during the session.

During every group:

The structure of the sessions are very important. Your group will follow the same structure each week:

- **Recap:** With the exception of session 1, you will do a quick recap of content covered in the previous session, lasting 5 minutes
- **Introduction:** Introduce the topic that will be covered today and activities to be done
- **Break:** A break of 15 minutes should be given half way through the session. Judge each week how your group are doing, if they are tired allow the break earlier, but if they are very keen to carry on then leave the break later or shorten it. This is a good time to offer drinks and refreshments to the group. If possible, it is better to go into a different room during the break and allow the group members to bond and have discussions without the influence of a professional
- **Take home activity:** Every session includes at least one take-home activity at the end. Leave enough time the end of the session to go through these and answer questions without rushing.



Facilitators Page: Introduction and background

This manual provides the information needed to run cognitive rehabilitation groups for people with memory problems. It was developed as part of a programme of research on cognitive rehabilitation for people with neurological disabilities. The initial version of the manual was developed for the REMIND (rehabilitation of memory in people with neurological disorder) trial (Das Nair and Lincoln 2012). In this trial, training in restitution strategies was compared with training in compensation strategies and an attention placebo control group. Those who received training in restitution and compensation strategies used significantly more internal memory aids than those in the self-help control group. The qualitative feedback (Das Nair & Lincoln 2013) indicated that some participants found the training to be useful and better able to deal with memory problems in daily life.

The manual was then revised by combining restitution and compensatory strategies into one intervention, as this reflects the way cognitive rehabilitation is delivered in clinical practice. This was evaluated in a trial (REMIND-MS) comparing the combined intervention with a usual care control group for people with multiple sclerosis (Carr et al. 2014). People with MS who received the combined cognitive rehabilitation programme had significantly better mood than the control group at 8 months after randomisation and gave positive feedback about the value of the rehabilitation programme.

An evaluation has also been carried out for those with memory problems following traumatic brain injury (Das Nair et al 2018). Although overall the trial showed no statistically significant benefit on the primary outcome measures, the Everyday Memory Questionnaire, those who received the intervention archived of more of their personal goals than those in the usual care control group.

On the basis of these pilot studies, the REMIND-MS cognitive rehabilitation programme was evaluated in a large scale multicentre randomised controlled trial (Lincoln et al.2019) for people with MS. The CRAMMS (cognitive rehabilitation for attention and memory in people with MS) trial showed that people who received this cognitive rehabilitation programme had fewer memory problems in everyday life than those who received usual care. There was also a difference in their mood in favour of the cognitive rehabilitation group. Feedback from interviews with participants in the CRAMMS trial was that participants found the intervention strategies helpful and valued working with other with similar problems in a group setting

This manual provides details of a cognitive rehabilitation programme for problems with attention and memory. It was designed to teach participants strategies to cope with cognitive problems in daily life. The manual provides the background information and materials for running the group programme but to deliver the group requires that the facilitators are appropriately trained.

WELCOME!



Welcome/
housekeeping:
10mins

Welcome to the **CRAMMS** workbook for the cognitive rehabilitation programme you are about to start. This book contains all the information you will need as you progress through the programme.

How to use this workbook:



- There are spaces to write notes about discussions and activities during the groups. Please do write notes, as you will be able to look back through this book after the programme has finished to help you again.



- When you see this symbol, this is a group discussion activity. In the group we will discuss the topic and your experiences around it. Please write some notes so you can remember what we talked about later.



- When you see this symbol on a page it is a take-home activity. This is to help you practice the techniques you learn in the group, while at home.

Tell the group: “These take home activities are not like homework in school, I won’t tell them off for not doing it, we understand that life can be busy and get in the way. But, the purpose of having these is so you can practise the strategies at home in between the sessions. This is very important as this is what will make a difference in your everyday lives.”

We hope that you will find the programme both informative and interesting and that it will help you to build up your own ‘personal toolbox’ of techniques for dealing with the attention and memory difficulties you experience.

Housekeeping: Before moving on, run through to following things with your group:

- Location of toilets
- Fire exits / when the fire alarms are tested
- Smoking policy
- Give drinks / let group know where to get them
- Let them know there will be a break

The C

Introductions /
ice breaker:
20 mins

- The Group is weekly on the following dates:

Session	Date
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Let the group know all of the dates of the sessions and instruct them to write them here.

Ice breaker – let's get to know the group!

- The assistant psychologist running the group is:

Write down three facts about the person sitting next to you:



-
.....
-
.....
-
.....

- The other members of the group are:

- | | |
|---------|---------|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Start by introducing yourself.

Split the group into twos and ask them to chat for a few minutes and find out some interesting facts about the other person, then go around the group and let each person introduce the other. Ask them to write down the groups names as they are introduced.

Allow some time for discussion on MS and symptoms here if it comes up, let them know now is the time to discuss these things as we will focus on memory for the rest of the sessions.



The Rehabilitation Programme

Aims / structure:
10 mins

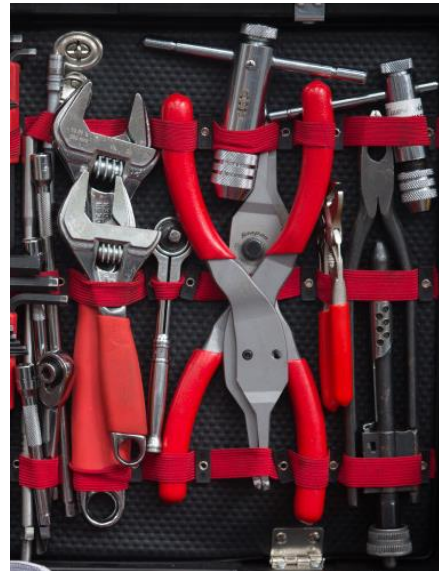
Aims

Unfortunately there are no quick fixes with neurological problems, and the aim of this programme is not to magically fix your problems with attention and memory.

The main aim of this programme is to provide you with a personal “toolbox” of strategies to help you overcome these problems.

Like the tools in a toolbox, you may find some of the strategies very useful in lots of situations. They may become your go-to ways to remember information.

You may use other strategies for different things, and you may learn some strategies that you prefer not to use. The strategies you prefer to use may be different to the ones someone else prefers.



The programme also aims to provide you with:

- An opportunity to reflect on attention and memory difficulties you have been experiencing and how you have coped so far
- An opportunity to share your experience of attention and memory problems with others and learn from each other's experiences
- Greater confidence in effectively dealing with your attention and memory difficulties

Structure

The group sessions will run for ten weeks, with each session lasting an hour and a half.

In each session we will recap the previous session, discuss take-home activities from the previous week, and learn about attention and memory and the strategies you can use to help remember things.

The ten sessions will be:

Session 1: Introduction to the Programme

Meeting others in the group, establishing group rules, exploring attention and memory problems.

Session 2: Memory and Memory Problems

Learning about the processes involved in memory and the memory systems.

Session 3: Attention I

Learning about the importance of attention and different types of memory aids.

Session 4: Attention II

Learning strategies to improve attention.

Session 5: Introducing Internal Memory Aids

Learning internal memory techniques, such as chunking and categorisation.

Session 6: Internal Memory Aids II

Learning more internal strategies, such as deep level processing and visualisation.

Session 7: Internal Memory Aids III

Learning more internal strategies such as "little and often" and the PQRS method.

Session 8: Introduction to External Memory Aids and Diaries

Learning to use diaries effectively.

Session 9: External Memory Aids II

Learning about external strategies, such as mobile phones and notice-boards.

Session 10: Review of the Programme and Fine-tuning

SESSION 1:

Introduction to the Programme



Introductions

Format of this session and the programme

Group rules:
5 mins

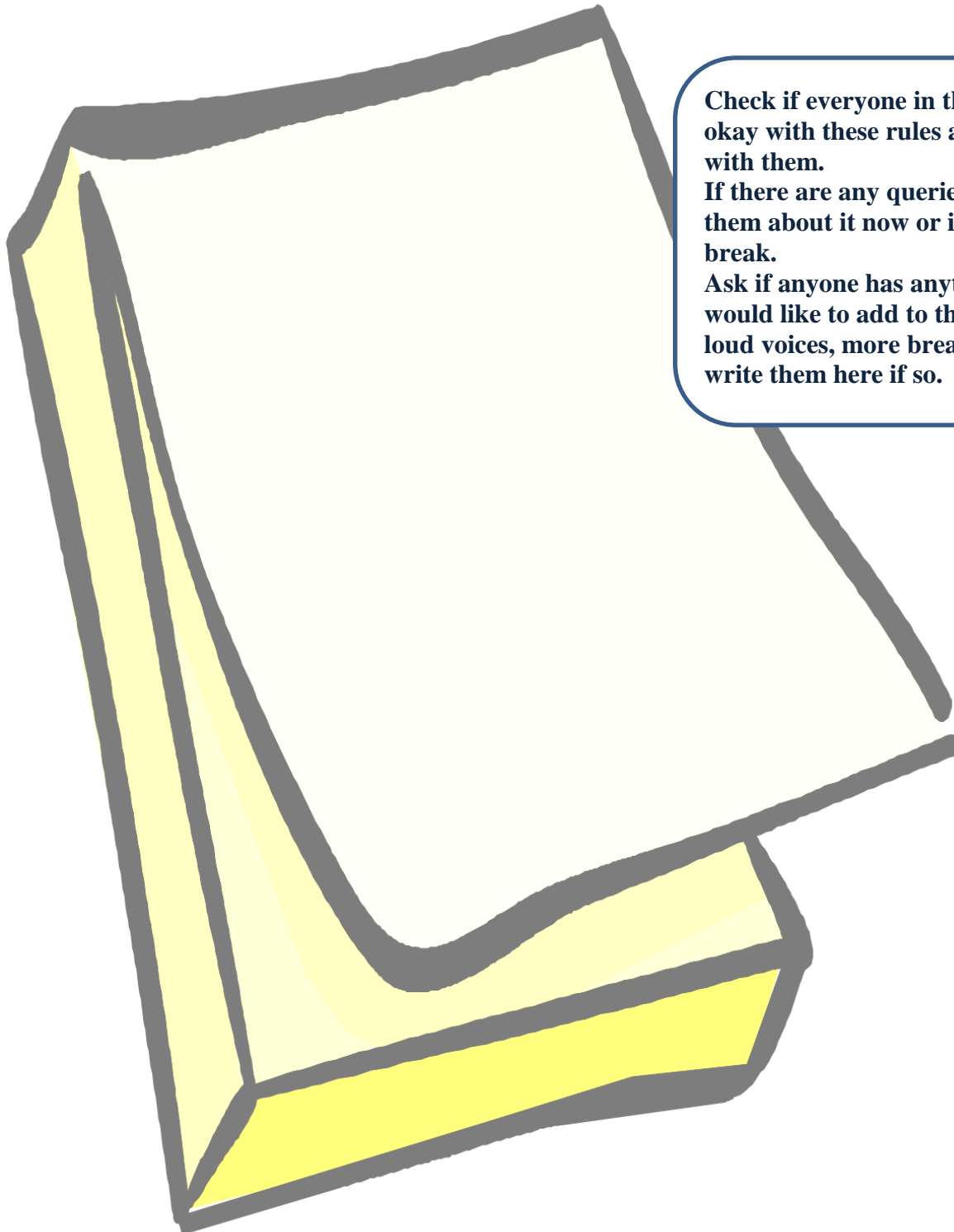
Group rules

As we will all be working together as a group for the next few weeks, it is important to establish a few ground rules for the sessions. These rules are discussed by the group as a whole so everyone feels comfortable with them, but in general, the following should be agreed:

- **Confidentiality:** People can discuss what is said in the group, but not who said them. When meeting group members outside of the group, issues relating to the group should not be discussed.
- **Respect:** Respect other people's views, opinions, beliefs, and lifestyles. It is ok to have a difference in opinion.
- **Comfortable sharing of information:** What is shared, and how much is shared, depends on the person. Questions may be asked, but no one will force the other to respond.
- **Patience:** Be patient with each other.
- **Listening:** Make sure everyone is listened to.
- **Attendance:** Try to let us know if you are going to miss or be late for a group.
- **Mobile phones – please put them on silent or turn them off as they can be very distracting to the group.**



Make a note of any other rules we agree here:



Check if everyone in the group is okay with these rules and agrees with them.
If there are any queries, talk to them about it now or in the break.
Ask if anyone has anything they would like to add to these (e.g. no loud voices, more breaks etc) and write them here if so.

----- **BREAK** -----

During the break:

- Offer drinks and refreshments
- Reimburse travel expenses
- Give the group space to chat

15mins

Discussion topics



Discussion 1:
5mins

1. Sometimes I forget certain things, such as...

For example:

- remembering faces / names
- recalling conversations (real life, on the telly, etc.)
- following plots in films, plays, books, etc.
- finding the way around familiar places

- Put a tick next to those on the list that are mentioned, and make a note of any other problems discussed below:

Instigate a discussion about problems the group have with their memory, possibly comparing to memory before MS diagnosis. You could start with an example of something you struggle with yourself and go round the group talking about the main things each person forgets.



A large dashed rectangular box for taking notes, with a small clipboard icon in the top left corner.

- Now list those that are most relevant to you personally:

-
-
-
-
-

“So what are the things that *really* ring a bell for you, that you really struggle with and often forget?”

Discussion 2:
5mins

**How effective are these strategies?
Rate them between 0 and 10 on usefulness
(0 = not at all useful; 10 = extremely useful)**

If there any techniques discussed by the group that you have not used before but that you think could be helpful to you, jot them down here:

.....
.....
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.....
.....

Have you come across any leaflets/websites with advice that might be helpful to share with the group?

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.....
.....
.....

This could include memory resources or general MS information or support.



4. Do you have any questions about the programme? Ask your group leader and note your answer here.

If you are unsure of an answer, right down the persons' question and let them know you will find out for them by next week.

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Take Home Activity



Explaining take home activity:
5mins

Think about the main memory problems you have and record them in the table below. For each one, state how often it happens (that is: hourly, twice daily, weekly, and so on) and how much you feel it affects you. Score 1 if it does not have a large impact and 5 if it severely affects your life. If you use any techniques to help with the difficulty, put this in the last column.

	Memory problem faced	How often this occurs	How much it affects you: 1=not at all; 5=severely	Techniques used (if any) to deal with it
1	e.g. I forget the names of my colleagues	2-3 times a week	4	Try to avoid using their name
2				
3				
4				
5				

In our final review session we will come back to review how these problems have changed using this table, so please make sure you have enough information in the table to do this.

Use the space below to make a note of ways you could improve any of the strategies you already use, in order to reduce further forgetting. You may also want to record different techniques you want to try, and why you think they may help you.



A large rectangular area defined by a dashed black border, intended for handwritten notes.



SESSION 2:

**Memory
&
Memory Problems**



Review of session 1

Refresh everyone's names by quickly going round the group reintroducing them. Refresh memory of what we did last week.

Review of session 1:
5mins

Discussion topics

- What did we learn about our current memory problems from the take home activity?

Ask members of the group if they are happy to talk about their take home activity.

Use specific prompts:

Was it difficult to do?

Did you learn anything?

Have you made any plans to do things differently?

Discuss take home activity:
5 mins

- What is memory? What do you think it is?

Discussion topics:
10 mins

Use more specific questions if needed to prompt the discussion:

E.g. What do we use our memory for?

What would life be like without memory?

- Why is memory important?

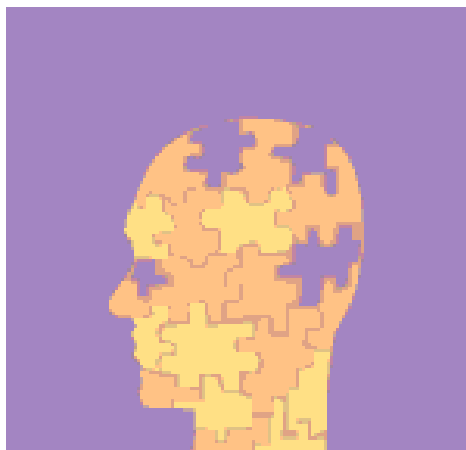


Introduction to memory and memory problems: A Psychologist's perspective

Explaining memory/
memory stages:
20 mins

Memory

- Memory problems are very common and can be the result of many causes, such as ageing, stroke, traumatic injury or other health conditions
- We all experience memory difficulties at different points in our lives but most of us learn to cope with them
- Memory difficulties can vary depending on the nature and degree of the damage to the brain tissue
- This means that memory is not a single thing but is broken up into smaller units that work together to help us remember information
- This also means that there is no single brain area that is solely responsible for memory. Multiple parts of the brain are involved in a complicated memory system

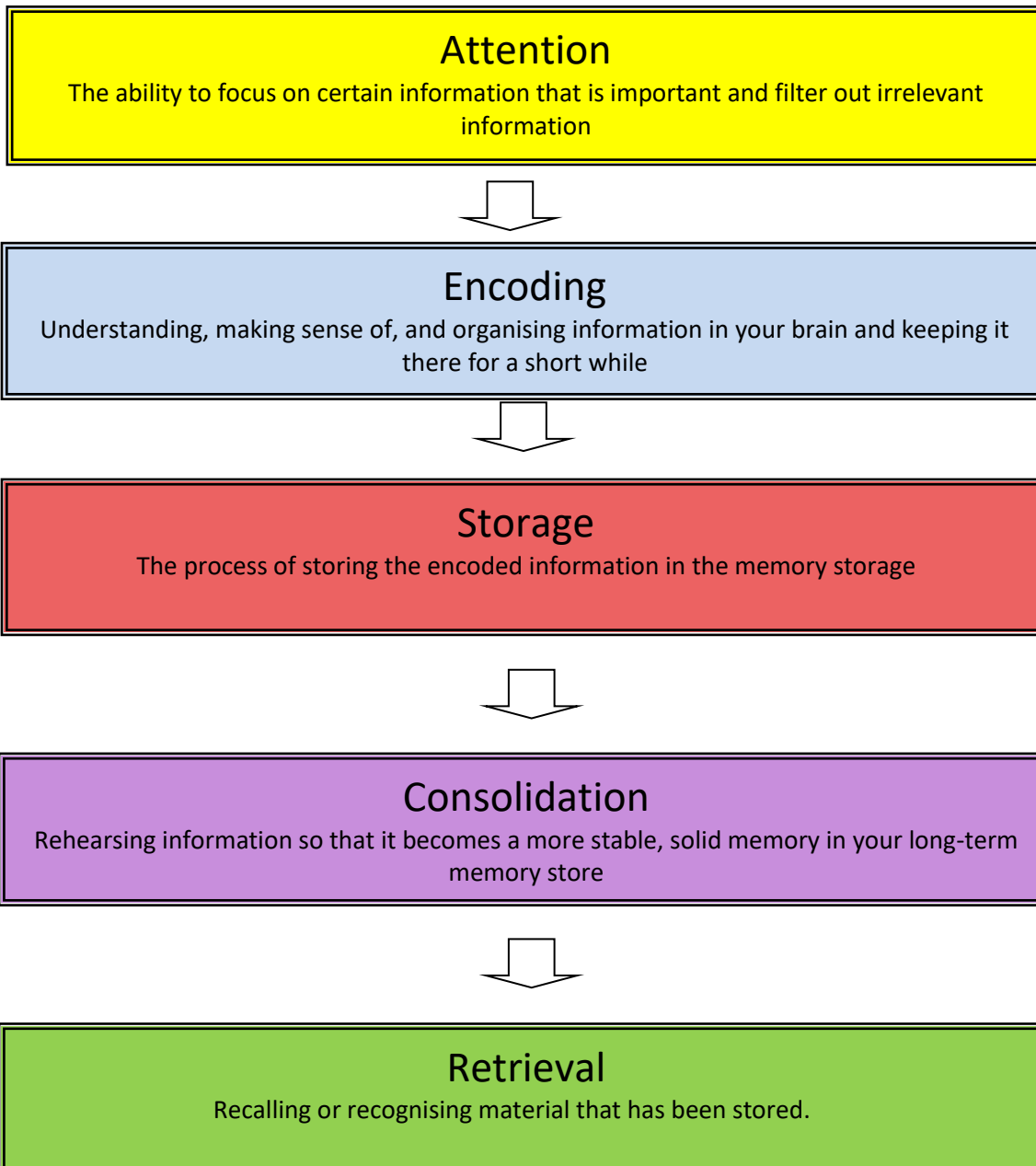


- Therefore, a problem in one or more of these areas can cause us to have memory problems
- People may experience memory problems in different ways, have difficulties remembering different types of information and the severity can vary greatly

Processes involved in attention and memory

Memory is a complex system that depends on many brain functions.

There are five processes involved in memory. These are:



These processes are linked to each other. I.e. each stage depends on the one before it being done successfully.

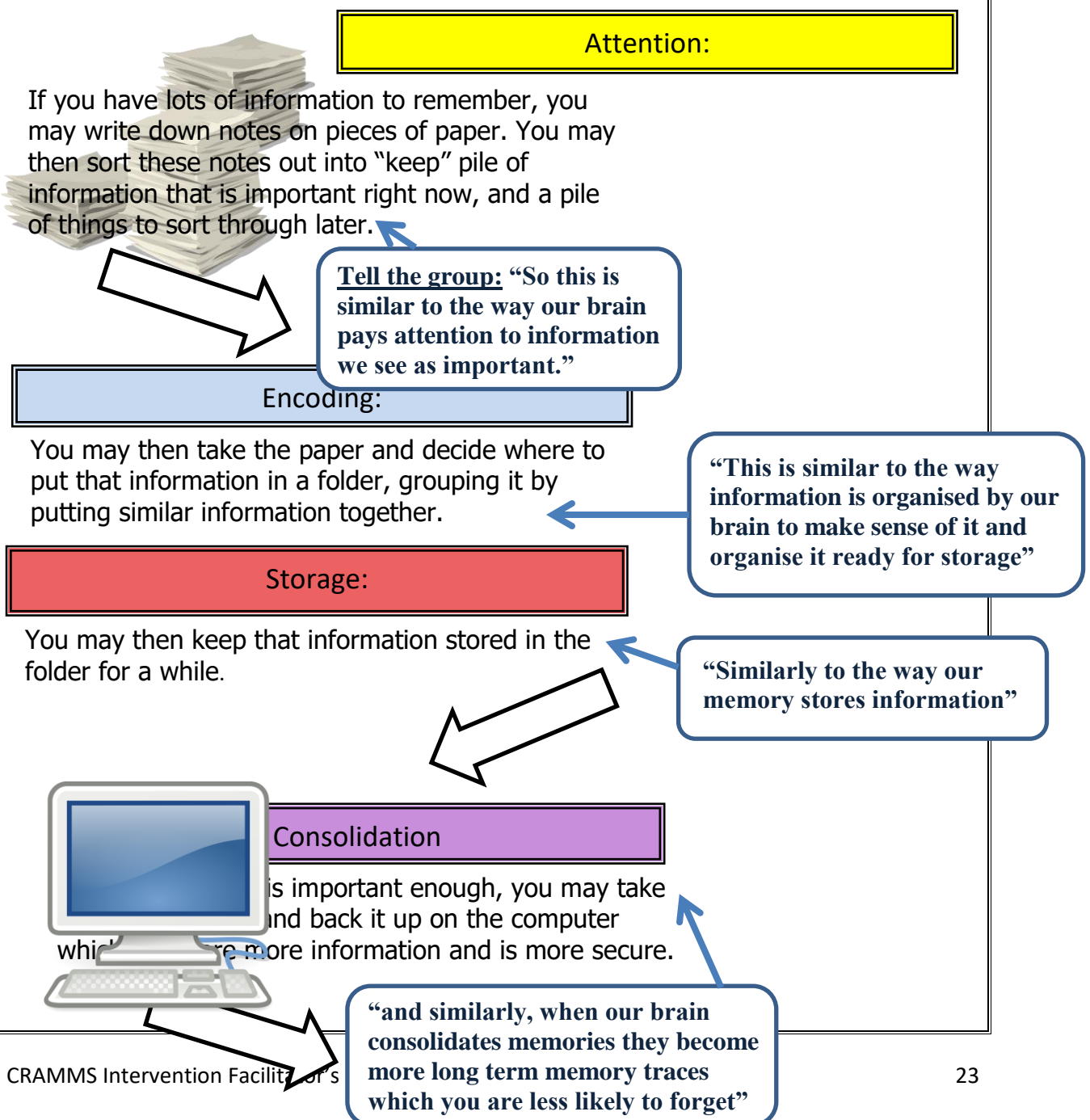
Therefore, without adequate attention, the information cannot be encoded properly, which in turn will result in poor storage, which means retrieving the information will be very difficult or impossible.

Memory difficulties can arise if there is a problem in one or more of these processes.

Ask a question to get the group thinking:
“So with this in mind, have a think about which stages you think your problems may lie. We’re going to go through an example now that might make things clearer”

Memory processes as a filing cabinet

We can help understand these memory processes by imagining the memory system as a filing cabinet system.



Retrieval

When you need the information again, you will log into the computer and search for the file. If you backed up the file a long time ago or did not organise the files well it may be more difficult to find.

“and this is like the way our brain retrieves information we have stored so we can use it again”

----- BREAK -----

15 mins

Memory storage:
10 mins

Memory Storage

Highlight that we are looking at the storage process of memory now

Memory can be subdivided into separate storage systems depending on where/how it is stored, and the amount of time memories are "alive" in them.

There are three types of storage systems we know of:

1. Sensory Memory:

Brief, fleeting impressions of sensory information.

"To demonstrate sensory memory, I want you to shut your eyes for a few seconds and imagine sitting at the beach, you can smell the salty sea air, you can feel the sun on your skin and hear the seagulls. *PAUSE* Does it feel like you can almost sense them? This is using your sensory memory"

2. Working Memory:

An in-between storage system that provides a space for information to be worked on and processed.

If information in the Working Memory is not rehearsed it may be lost (forgotten), but if it is rehearsed enough it may enter the long-term store.

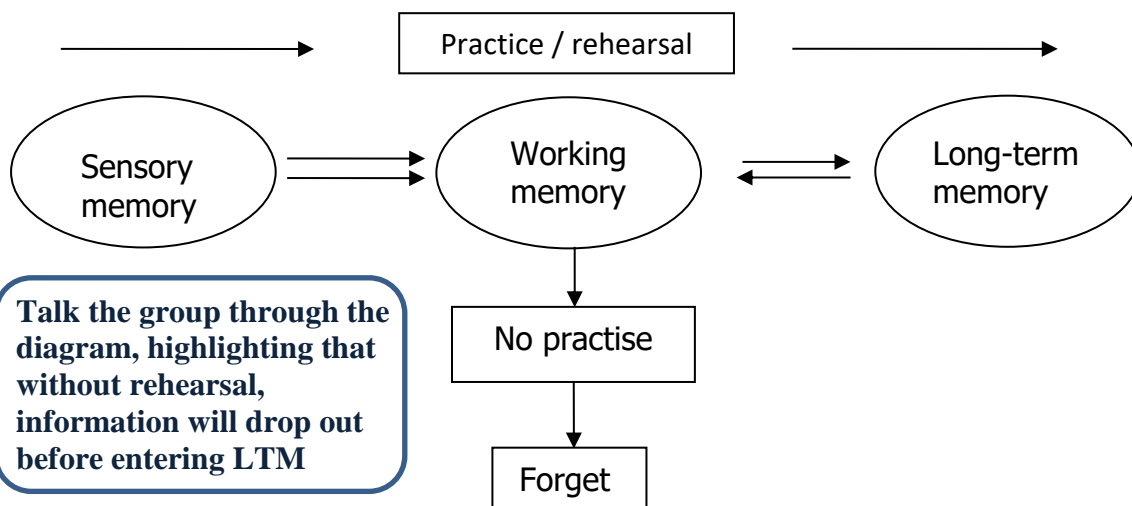
5 to 9 bits of information can usually be held in the Working Memory.

Information can be held for 15-30 seconds in the Working Memory, but rehearsal or other internal memory aids can extend this time.

"As an example, I am going to ask you to do a quick maths problem: $5 + 2 \times 3 - 4$. *PAUSE* So while you were working that out, your brain was using your working memory to store and work on the previous numbers"

3. Long-term Memory:

Information that is stored here remains "inactive" for a long period of time. This information can be accessed and updated at a later time.



For example:

If someone gives you a phone number to call, the number will enter your sensory memory as you hear it.

In order to hold the phone number in your head long enough to write it down or call it, you could repeat it in your head whilst holding it in your working memory.

If you want to remember the phone number for later, you could repeat it regularly and it may pass into your long-term memory.

Memory retrieval:
5 mins

Memory Retrieval

We can retrieve memories in two different ways:

- 1. Immediate recall:** Recalling information as soon as it is presented (usually within a one minute time span).
- 2. Delayed recall:** Recalling information after some time has lapsed. During this period you may be distracted.

Distracters

Distracters are anything that takes our attention away from something we are trying to focus on or remember. Distracters can be:

- External: from the outside – e.g., noise, other people, etc.
- Internal: from inside ourselves – e.g., tiredness, worry, not paying attention, etc.

Discussion topic:

Let the group know we will come back to this in more detail later, but for now, what are their most common distracters?

Which distracters have you experienced?

Discuss them with the group and make a list of your most common distracters below.



The main purpose of this page is to demonstrate how complex memory is. Read through the diagram slowly.

Memory systems:
10 mins

Memory Systems

There appear to be different memory systems for different types of information.



Verbal memory

Holds words and sentences in store e.g. things people have said.



Visuo-spatial memory

Used to remember visual information such as faces, pictures, maps and routes.



Episodic memory

Involves the storing of personal experiences. Important personal events.



Emotional memory

Helps to add emotional colouring to memories, remembering how you felt at the time.



Gustatory memory

Helps recall the sense of taste.



Olfactory memory

Helps recall the sense of smell, which can bring back strong memories.



Procedural memory

Remembers how to carry out certain movement-based tasks/skills e.g. typing, tying your shoelaces or driving.



Temporal memory

Is used for the timing of events e.g. if something happened last week or last month.



Take home activities:
10 mins



Take Home Activities

Task 1

Looking back at the information about memory on the last few pages, write down which areas of memory you feel you have difficulties with. Try to also think of an example of when this happens. You may have some sections where you write several things and others where you write none.

For example, under memory processes, someone who regularly experiences a 'tip of the tongue' feeling would write that they have problems with retrieval.



ATTENTION

ENCODING



STORAGE

CONSOLIDATION



RETRIEVAL

At this point, check the group understand enough from this session to complete this activity.

Give examples if needed: e.g. if you often find you don't remember things someone tells you whilst you are doing something else, this could be a problem with attention. If you often find you can't quite think of the right word even though you do know it, this is a retrieval issue.

If someone is particularly struggling, ask them to have a go at home and offer to talk it over next week

Task 2



Have a go at remembering the following string of letters. How long does it take you to remember them?

W Q N X V T

Time taken:.....

Now try learning the following string of letters in their order *whilst listening to the radio or TV*. How long does it take you to remember them?

E H J S R Z

Time taken:.....

What time is it now?.....

Now turn the page

In 30 minutes try to remember the two strings of letters. **Without looking at the previous page, write the letters (or as many of them as you can remember) here:**

String 1: _ _ _ _ _

String 2: _ _ _ _ _

What time did you remember to complete this part of the task?

.....

Think about the 5 main processes involved in transferring information to memory: **attention – **encoding** – **storage** – **consolidation** - **retrieval****

- Were you able to remember both strings of letters?
- Were you able to remember to do the task in 30 minutes or did it take you longer?
- Is there anything you can do to more effectively commit the word to long-term memory?



A large dashed rectangular box for writing answers, with a small icon of a clipboard and pen in the top-left corner.

SESSION 3:

Attention



Review of session 2

Review of session 2:
5 mins

Discussion topics

- What did we learn about our memory from our take home activity?



Use questions to facilitate the discussion: E.g.
Were there any patterns in your memory problems?
Were you able to place your problems with the stage of memory?
Has this helped you understand what is happening?
Which strategies did everyone use to remember the letters?
Which was most effective?

Review take home activity:
5 mins

- What is attention?
- Why is attention important?
- What makes us pay attention?



Discussion topic
– attention:
5 mins

Discussion topic –
types of attention:
10 mins

- Different types of attention:

What is sustained attention (concentration)?

What is divided attention (multi-tasking)? Give some examples of each.



Sustained attention

Divided attention

Explain: Sustained attention is when you concentrate on one thing using your full attention. Divided attention involves multitasking, so using your attention for multiple things at once. Sustained attention is usually best if you want to remember things or do a good job of a task.

Give examples if needed:
E.g. Listening in a meeting,
reading a book.

E.g. Trying to have a
conversation while watching
TV, sending emails while you
have music on.

Discussion topic –
distracters:
5 mins

- What are the different types of distracters you can think of?
E.g. physical, bodily, etc. List as many as you can below.



Internal

External

----- BREAK -----

15 mins

Newspaper exercise:
20 mins

Newspaper Attention Exercise

Now you are going to have a go at an attention exercise. To help you to improve your attention skills, you should try to practice tasks like these several times a week.

1. Read the following newspaper article and put a line through every letter 'a' that you see. Try to be as accurate as possible whilst also working as quickly as you can. Time how long it takes.

Tell the group: "Some tasks compete with each other and some don't, for example it might be really distracting if you are having a conversation while watching TV but you may be able to sing while showering. The tasks that do and don't interfere may be different for everyone, so for example some people find they can concentrate on writing while listening to music, but some prefer silence. This task will help you improve your attention skills and also learn about which tasks you can and can't do at the same time."

'How I fell for the Cotswolds' quiet charm' by Frances Mayes.

Lower Swell - we are at home in a stone schoolhouse that has undergone conversion into a comfortable Cotswold home and enclosed garden. The tiny cluster of surrounding houses looks equally mellow and natural in green, green radiant fields where sheep look as if they are posing for 'Mary Had a Little Lamb,' and the word chlorophyll comes to mind.

Our schoolhouse seems especially welcoming-three sofas to sink into, long windows where pink mallow branches sway, a table to seat twelve, if we knew so many to invite, and a fireplace. I could settle in for months. I imagine slanting rain on winter evenings, imagine reading the local writers, from Laurie Lee to Shakespeare.

We open all the windows, page through garden books, and spread our area maps on the coffee table for the pleasure of saying names aloud: Stow-on-the-Wold, Bourton-on-the-Water, Upper Slaughter, Chipping Campden. These could be settings for novels in which an intended note under the door slides under the rug instead and lies undetected until too late, far too late. The cheerful kitchen makes me want to whip up a batch of buttermilk biscuits. Maybe it's the sunlight pouring through the door, maybe it's the blue-checked curtains at the window and under the sink, maybe it's the yellow bowl of plums on the counter, or that the four burners on the stove are called hobs here. I like hobs.

(*The Guardian*, Sunday 1st April 2003)

- Time taken for task 1:
- Letters crossed out in task 1:

Tell everyone to hold up their hand when they are done and time how long each member of the group takes, let them know their times to write down at the end.

Then get the group to count how many letters they crossed out and write it down.

There are 78 A's total (starting after title)

2. Repeat the above task, this time accompanied by a distraction (e.g. music or someone talking), and crossing out each 'e' you find in the article below:

Alice in Wonderland by Lewis Carrol

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything: then she looked at the sides of the well, and noticed that they were filled with cupboards and bookshelves: here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed: it was labelled 'ORANGE MARMALADE' but to her great disappointment it was empty: she did not like to drop the jar, for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.

'Well!' thought Alice to herself. 'After such a fall as this, I shall think nothing of tumbling down-stairs! How brave they'll all think of me at home! Why, I wouldn't say anything about it, even if I fell off the top of the house!' (which was very likely true).

• Time taken for task 2:

• Letters crossed out in task 2:

There are 115 E's total
(starting after title)

Once the group have written down their times and counted the letters they crossed out, ask a few questions to get the group thinking:

- Did you feel distracted?
- Did you take longer or miss out more letters with the distraction?

If anyone says they didn't feel a difference or felt they concentrated better with the distraction, highlight that this might not be a task that competes for them, so they have learned about what tasks they can do at the same time.

Remind the group the idea is if you practise these tasks a couple of times a week, it will help them increase their concentration.

**Attention discussion:
15mins**

How can we improve our attention skills?

- Paying attention to where you have parked your car



Does anyone have any tips on how to pay attention when parking your car?

E.g:

- repetition (repeating the floor and area of the car park)
- Write it down
- Take a photo
- Note what is around the car
- Get rid of distractions, e.g. don't talk while parking
- Look back at the car from the entrance to the car park and try to take a mental picture

- Remembering a face



Present the pictures of faces handout and have a similar discussion.

E.g:

- Look at the face as a whole, and then look at the details
- Pick out any unique details
- Imagine the face as if they were a cartoon
- Try to imagine the face afterwards/with your eyes shut
- Find associations – do they look like anyone famous or anyone you already know?
- Repeat their name back to them and try to associate the name and face

Try out some of these with the faces.

- What techniques can be used to improve general attention?



E.g:

- **Removing distracters**
- **Work out which environment you work best in and create it**
- **Free your schedule for important tasks**
- **Give yourself lots of time**
- **Work in intervals with breaks**
- **Make sure you only work on tasks that require full attention when you are in the right frame of mind**

ATTENTION



Take Home Activities

Take home activities:
10mins

Task 1

1. Find a puzzle in a newspaper, a Sudoku puzzle, word search or crossword, or find another activity that requires sustained attention. Try to find something that you do not often do.
2. Complete the puzzle with no distraction.
3. Spend some time completing the puzzle with distraction (e.g., TV, radio, other people around).
4. Do this activity twice in the week and bring the puzzles with you to the next session.
5. Make a note of the things you found most difficult about these tasks
 - e.g. Which distracters affected your attention the most?
 - Were there certain times of day when you found concentrating harder?
 - What did you do to try to prevent yourself from losing your concentration?



Task 2



- Route finding

We now want you to practice remembering a basic route. Ask someone at home (partner/friend/carer) to create a route for you made of 6 steps, similar to the one below.

Focus on the points we have discussed during the session and try to use some of the techniques we have mentioned to remember the route.

Have four attempts to try and recreate the route, and ask to be shown the route again in between each one. Write down how many steps you got correct each time.

Example:

- Point 1: Start somewhere in the room
- Point 2: Pick up an object in the room
- Point 3: Walk to another part of the room and leave an item at this point
- Point 4: Walk to another object and touch it
- Point 5: Walk to another object and touch it
- Perform a specific action at this point (e.g., clap your hands)
- Point 6: End somewhere in the room

How many stages did you remember on each attempt?

Attempt 1:.....

Attempt 2:.....

Attempt 3:.....

Attempt 4:.....

