Compensatory Cognitive Training

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SESSION FORMAT

This format is suggested for each session held. Facilitators may wish to remind themselves of these steps before the start of each session. Sessions will usually take two hours for groups (including a 5-10 minute break) or one hour for individuals.

1. **Review Home Exercise from Previous Session.**
   - Ask participants to describe what they did for the home exercise; discuss generalization of exercises.
   - Praise all efforts no matter how small (including coming to session).

2. **Introduce a Skill and Establish a Rationale for the Skill.**
   - Elicit reasons for learning the skill from participants.
   - Acknowledge all contributions made by participants.
   - Provide any additional rationales not mentioned.

3. **Discuss the Skill.**
   - Check participants for their understanding of the skill.

4. **Model the Skill.**
   - Explain that you will demonstrate the skill.
   - Keep demonstrations brief and to the point.

5. **Review the Demonstration with the Participants.**
   - Discuss how the skill worked.

6. **Engage Participants in Practicing the Skill.**
   - If in group, start with a participant who is more skilled or is likely to be cooperative.
   - Request that the participant try the skill / role-play with a facilitator.
   - If in group, instruct the remaining participants to observe their classmate.
   - Continue by having participants practice the skill.

7. **Provide Positive Feedback.**
   - If applicable, elicit positive feedback first from other participants.
   - Encourage specific feedback.
   - Cut off any negative feedback or criticism.
   - Praise all efforts.

8. **Provide Corrective Feedback.**
   - Elicit suggestions for ways the participant could do the skill better.
   - Limit feedback to one or two suggestions.
   - Strive to communicate the suggestions in a positive, upbeat manner.

9. **Engage Participants in Additional Skill Practice.**
   - If needed, ask that the participant change one behavior during practice/role-play.
   - Check the participant’s understanding of the suggestions.
   - Focus on behaviors that are salient and changeable.

10. **Provide Additional Feedback.**
    - First focus on the behavior that was to be changed.
    - Consider using other behavior-shaping strategies to improve participant skills, such as coaching, prompting, and supplemental modeling.
    - Be generous but specific when providing feedback.

11. **Assign Home Exercise.**
    - Give an assignment to practice the skill - use home exercise sheets.
    - Ask participants to identify situations in which they could use the skill.
    - When possible, tailor the assignment to the participant’s skill level.
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TIPS FOR FACILITATORS

- Prepare the room before participants arrive; reduce distractions and set up materials to avoid delays
- Simplify tasks to a level within the participants’ capabilities (“just the right challenge”)
- Have participants read manual material out loud (e.g., definitions, steps of skills), encouraging them to help teach the session
- Use directive questioning to ensure the participants reach a correct or appropriate answer immediately, rather than encouraging erroneous reasoning
- Ensure the participants begin each task at a manageable speed
- Ensure the participants are using the best strategies to compensate for impairments
- Reduce the amount of information the participants are to be faced with or shorten the task if necessary
- Provide adequate breaks to ensure participants’ concentration is not over-taxed; but push the participants to sustain effort and attention as much as possible
- Participants can perform tasks standing up if they become fatigued
- Provide help as soon as participants begin to struggle with a task – do not let them struggle
- Praise all efforts and be convincing (can use smiley face or star stickers to reinforce attending or strategy practice); encourage further effort
- When pairing up participants in a group, try to pair a more-able participant with a less-able participant
- Pair up participants who get along well with each other
- The pace of the session may vary depending on many factors; use any extra time at the end of the session for skills practice.

GUIDELINES FOR GIVING CONSTRUCTIVE FEEDBACK

- Be alert to participants using the skill, even if it is only for a brief moment.
- Start by giving praise. Find the positive behavior to highlight. A good way to begin is “I really like the way you ______.” Be specific about what the participant did well. For example, “I like the way you looked at me when you were talking.” Even if the participant did not perform the skill well, give praise for their attention and active participation in session (e.g., eye contact, responding to questions and staying on topic, etc.).
- Avoid critical comments and terms such as "wrong" or "bad."
- Make suggestions for improvement on only one area at a time. Some participants may not be able to accept any suggestions at first; for them, stick to praise for what was done well.
Welcome to Compensatory Cognitive Training!

This book was designed to provide you with skills, strategies, and tools to improve your attention, concentration, learning, memory, organization, and problem-solving.

Some of these skills, strategies, and tools may be familiar to you, and some may be new.

Give these approaches a try in session and in your everyday life, and try to make these strategies into habits, so you can use them automatically when you need to.
Session 1: Facilitator's Guide

Items to bring to the session:

1. Small ball (tennis ball size)
2. Stopwatch
3. Highlighters and pens
4. Course binders
5. Calendars (if providing them to participants)
6. A variety of calendars to use as examples when the participants are deciding which to use

Helpful suggestions:

1. Give participants a reminder call the day before the session.

2. Emphasize that participants should take notes in their books and mark strategies they want to try – the books are theirs to keep.

3. Remember to take a break about one hour into each session.
Session 1: Course Introduction and Calendars

Agenda
1. Introductions: program, instructors, and course participants; hand out binders
2. Course overview and expectations
3. Cognitive problems in psychiatric illness
4. Principles of Cognitive Training
5. Calendar use and practice
6. Goals for the course
7. Explain the first home exercise

1. Introductions and distribute binders

2. Course overview and expectations

This course will introduce a variety of mental strategies and external aids designed to help you manage problems with memory, attention/concentration, and problem-solving.

- 12-session course; one to two meetings per week
- 2 hour sessions with a break after the first hour.
- Sessions focus on improving cognitive abilities.
- You will apply your new skills to your most important real-life problems and goals.
- Feedback encouraged (questions, comments, suggestions, etc.).

Expectations
- **Course Binders**: Please bring your course binder each session.
- **Home Exercises**: Each session, we will ask you to practice using various strategies and aids in your daily life. The more you practice, the better you’ll get at using the strategies.
- **Discussion**: Each session, you will have the opportunity to discuss ideas for managing common cognitive problems. You will also have the opportunity to discuss how the home exercises worked for you.
- **Privacy and Respect**: Please be courteous and respectful of one another. Help others find solutions. Be constructive when offering feedback. Personal information that is shared in a group is not to be discussed with participants or persons outside of the group.
- **Attendance and Participation**: Please attend all sessions. Please arrive on time. Please call instructors if you will be late or absent so we can plan accordingly.
Session 1: Facilitator's Guide

1. When discussing common cognitive problems associated with psychiatric illness, ask participants to describe the symptoms they experience in order to make the content more meaningful. Be aware that many participants will need clarification of cognitive problems versus other psychiatric symptoms.

2. Emphasize that cognitive abilities should not worsen. However, certain things can contribute to cognitive problems, including distress, sleep problems, substance use, medication, pain, etc.

Note. Psychoeducation for facilitators: Recognize that there are many risk factors for impaired cognitive functioning in individuals with psychiatric illness, which include the illness itself, but also substance use, some medications, medical problems (e.g., thyroid dysfunction, HIV, seizure disorder), fatigue, poor sleep, and life stress. If facilitators are unfamiliar with cognition and psychiatric illness, it is strongly recommended that they obtain further educational material on these issues in order to ensure that they have the ability to clarify information for participants.

3. The facilitator needs a small ball and a stopwatch for the "ball game" exercise.

4. For the first trial of the ball game, do not emphasize speed because the aim of the exercise is to problem-solve ways to do the exercise faster.

5. After trial 1, ask the participants what they can do to pass the ball around the circle quicker. Typical suggestions include huddling closer together, each person tries harder, improving the way the ball is handed off, using two hands vs. one hand, etc.

6. After trial 2, once again ask the participants how they can do the exercise faster.

7. After the ball game, emphasize how practice and strategies can improve one's performance. This is a primary goal of the course!

8. Alternative for individual work: Time the person on a brief, repetitive task (e.g., alphabetizing a stack of CDs or books, stringing together a handful of paper clips, counting a stack of paper) and repeat two or three times, noting different strategies that enabled the person to work faster.
3. Cognitive problems in mental illnesses

Psychiatric illnesses are brain illnesses. People with psychiatric conditions often have difficulty with their cognitive or thinking abilities. We will be focusing on improving cognitive skills, that is, your thinking abilities like concentration, memory, and problem-solving abilities. Each session, we will do exercises to improve these areas and to learn new ways of “working around” certain difficulties.

Cognitive problems in psychiatric disorders vary from person to person, but often include difficulties with:
- Remembering to do things in the future
- “Filtering out” things you don’t need to pay attention to; being able to focus on the task at hand
- Sustaining attention and concentration without getting distracted by things going on in the environment or other thoughts inside your head
- Learning new information and remembering it
- Problem-solving in a logical way
- Flexibility in thinking style; being able to “switch gears” when necessary so that thinking doesn’t get stuck in a rut

These are the types of cognitive difficulties that we’ll be working on. Which of these are problems for you? The goal is to teach you some new skills that will help you get better in these areas, and practice the skills until they become automatic habits.

4. Principles of Cognitive Training

- Abilities and areas of functioning that this course will target:
  - Prospective Memory (“Remembering to Remember”)
  - Attention and Concentration
  - Learning and Memory
  - Problem-solving and Cognitive Flexibility

- This course is interactive. The more you practice, the more automatic your new skills will become.

COGNITIVE TRAINING = IMPROVING COGNITION (THINKING) BY PRACTICING SKILLS AND LEARNING NEW STRATEGIES

- Exercise 1: Ball game. Stand in a close circle and pass a ball around; record the time it takes for the ball to go around three times using the space below.
  - Time 1: __________
  - Time 2: __________
  - Time 3: __________
Session 1: Facilitator's Guide

1. After the name game, emphasize how repetition and overlearning can improve performance.
• **Exercise 2: Name game.** One person begins by saying his/her name. Each subsequent person in the room says his/her name and repeats all previous names. Note that this is a concentration challenge and that repetition and overlearning can be helpful.

• **Key strategies will include organization and calendar use, and we are going to introduce these strategies briefly today.**

• **Organization strategies include making a “home” for your most important personal items** (e.g., your calendar, keys, wallet, and cell phone). When you get home:

  1. Choose a **container**.
     a. e.g., a large bowl, small box, or backpack
     b. If using a backpack, use one section/pocket just for personal items only.
  2. Decide **where** the container will be kept in your home.
     a. e.g., on a table near the front door, on a table near the coat closet, on the desk in the office or kitchen.
     b. It should be a convenient location that you will easily get into the habit of using every time you enter your home.
  3. Start using this home for your personal items **every day**.

**5. Calendar use and practice**

This course will use a calendar a lot. Benefits to using a calendar:

• You will need to rely less on your memory.
• You can not only see what’s coming up in your schedule, but you’ll also have a record of what happened in the past.
• Your calendar will help you make use of routines.
• You can use your calendar to schedule events that you have to do or need to do – it will help you complete tasks that you don’t necessarily want to do (e.g., exercise, chores, studying, yard work, gift shopping).
• Special sections for important information, such as phone numbers.
• A place to keep your “to do” list.
• Reducing the number of things you need to remember to do can be helpful.
• If you use a PDA or electronic calendar, you can automate certain activities by programming electronic reminders (e.g., water plants every Friday; call sister every Tuesday; neck stretches daily at 2 pm).
Session 1: Facilitator's Guide

1. Make sure that participants decide on a calendar.

2. Facilitators may want to bring in various examples of memory aids such as calendars (large and small), PDAs, or smartphones. Demonstrate the differences between calendars – some are daily planner, some show the entire week on one page, some show the entire month on one page, some have built-in “notes” or “to do list” sections. What is going to work best for the participant?
What type of calendar will work for you? Paper or electronic?

- In an ideal world, your calendar will be with you at all times and you will check it every day, perhaps multiple times a day.
- About once a week, it’s a good idea to plan for the week ahead. For example, if you have a party to attend, you might need to bring a gift or some food, and you can plan ahead for that.
- Choose your calendar:
  - If paper, pocket size or larger format? Balance convenience with how much space you need to write.
  - If electronic, what system? smartphones, Outlook, Google/Yahoo

Paper calendars of different types and sizes are readily available at grocery stores, drugstores, etc. Be sure to select one you are willing to carry with you at all times.

1. Do you already use a calendar? What kind?
______________________________________________________________________
______________________________________________________________________

2. Do you need to invest in a new calendar? What kind?
______________________________________________________________________
______________________________________________________________________

3. How will you remember to come to session?
______________________________________________________________________
______________________________________________________________________

4. How will you remember to bring your binder to session?
______________________________________________________________________

5. How can family members, significant others, friends, and/or caregivers support you while you take this course?
______________________________________________________________________
1. When completing the calendar exercise, remind them that they can write things in shorthand.

2. Calendar Exercise: They will need to schedule activities on Monday to remind themselves of tasks on Tuesday, or in support of tasks on Tuesday.

3. Give the participants time to identify and think about upcoming appointments. The idea is to enter all the appointments for the day into the calendar. They can start by entering the date and the time of the next group. If they have difficulty remembering what their upcoming appointments are, and have them written down somewhere else at home, they can schedule a time to go back and transfer that information into the calendar.

4. Consider mentioning that many calendars have or can have a page finder/bookmark that can be used to help them keep track of the day. If the calendar does not come with a page finder, they could use a piece of paper as their page finder, or a sticky note, or a binder clip.
Calendar practice.

- First, let’s make the first entry in your calendar: this session, today.
- Complete Calendar Exercise 1.
- Sometimes it helps to have reminders in your calendar, in addition to the actual events that you enter. For example, let’s say that on the first Wednesday of the month, you plan to take the bus up to Oceanside for a meeting. You’re going to want to make sure you have your bus pass before you get on the bus on Wednesday morning, so it would be a good plan to remind yourself to get your bus pass on the Monday or Tuesday before you make your trip. Using the scenario in Calendar Exercise 1, practice entering reminders in the calendar.

- Now let’s practice entering some real events in your calendar.
  - First, make sure that all of our sessions are entered.
  - What else needs to go into the calendar? Let’s think about entering things that happen on a daily, weekly, or monthly basis that should go in our calendars. Sometimes, it helps to think about the last time you forgot something and it really made you upset – for example, if you forgot to do something that you had promised you would do, or if you forgot an important person’s birthday.
CALENDAR EXERCISE 1.

Rationale: to help with organization and prospective memory.

A) Based on the following scenario, enter these things to do on your calendar
(Use the next page for calendar entries)

YOUR DAY:

Sometime during the day, you need to call your friend, Scott, and remind him about the party at the Recreation Center this Saturday at 7:00 p.m.

Sometime between 9:00 and 10:00 a.m., you need to drop off your job application at Blockbuster Video.

At 11:00 a.m., you have a doctor’s appointment with your psychiatrist, Dr. Stevens, and you want to ask about the side effects of Seroquel, and when you can go for a driving evaluation. You also want to report that you’ve been having severe headaches about once a week and even threw up because of one of them last Tuesday.

Before you visit the doctor, you need to stop at Rite Aid to buy deodorant, shampoo (someone suggested you try a new brand called Aveeno), and to pick up a refill of Seroquel.

At 1:30 p.m., you’re due at your memory class.

At 4:00 p.m., you need to meet with the social worker, Jane Dunne, to discuss your disability payments.

You want to meet Joe for dinner at a new restaurant, Dominic’s, at 7658 Poway Rd (858-748-1265) at 7:00 p.m.

You still need to do your class homework before going to bed.

B) What kind of reminders might you want to enter before this day?

1. What would you need to do ahead of time before you pick up your refill of Seroquel? (e.g., call in refill request to pharmacy)

2. What would you need to do ahead of time before you go to your memory class? (e.g., make sure homework is done and in your bag)

3. What would you need to do ahead of time before you meet with Jane Dunne? (e.g., make copies of disability checks, pay stubs, or other financial information)
<table>
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<th>Time</th>
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Session 1: Facilitator's Guide

1. It is very important for participants to identify goals and write their goals in their course binder. We will be referring to these frequently throughout the course.

2. Participants are more likely to engage in treatment if they can identify goals and have an understanding of why they want to learn cognitive strategies. Their goals are motivating them to participate in the course.

3. Ask participants if they are willing to share their goals with the group to facilitate a discussion. It is likely that the participants will see similarities between their goals.
6. **Think about your goals for the course**

1. What are one or two **problems with cognition or thinking** that affect you most (e.g., problems remembering things, focusing, poor organization)?

______________________________________________________________________
______________________________________________________________________

2. What **important life areas do these problems interfere with** the most (e.g., work, family relationships, managing your affairs, taking care of your health)?

______________________________________________________________________
______________________________________________________________________

3. Identify one or two **important life goals** you would like to work toward during this course (e.g., returning to work or school, being more reliable at work, helping out more at home, remembering medications and appointments).

______________________________________________________________________
______________________________________________________________________
Session 1: Facilitator's Guide

1. Ask participants if they would like to share their choice of home and container. Often times, a participant generates an idea that other participants haven't yet considered. They can learn from each other.
Session 1: Home Exercise

☐ Make a “Home” for your most important personal items (e.g., your calendar, keys, wallet, and cell phone)
   1. Choose a container.
      a. e.g., a large bowl, small box, or backpack
      b. If using a backpack, designate one section/pocket just for personal items only.
   2. Decide where the container will be kept in your home.
      i. e.g., on a table near the front door, on a table near the coat closet, on the desk in the office or kitchen.
      ii. It should be a convenient location that you will easily get into the habit of using every time you enter your home.
   3. Start using this home for your personal items every day.

☐ Carry your calendar with you every day. Enter all the upcoming doctor appointments or other activities that you know about, including this course.

☐ Decide how you will remember to bring your binder and calendar to session next session.
   1. Some examples:
      a. You could put your binder in the “home” you created.
      b. You could put a sticky note on your front-door.
      c. You could ask a significant other or housemate to remind you.
   2. Briefly describe how you will remember these items each session:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Session 2: Facilitator's Guide

Items to bring to the session:

1. Highlighters and pens
2. Sticky notes

Helpful suggestions:

1. When discussing prospective memory, normalize prospective memory errors. A lot of people have trouble with prospective memory.

2. Review the page that contains suggestions for things that go on a to-do list. If interested, some participants may want to keep a copy of the to-do list categories in their calendars.

3. Give participants 5-10 minutes to work on the prioritizing exercises then review them together.

4. Walk around the room to ensure that everyone understands and is completing the exercise.

5. Ask participants if they want to share items on their to-do list.

6. Have each participant open their calendar/smartphone and examine the various sections. Most calendars have sections for to-do lists, notes, addresses, phone numbers, etc. Spend a sufficient amount of time orienting the participants to their calendars and assisting them in seeing the many uses of their calendars.

7. Have each participant identify a place to write their to-do lists.

8. Make sure the participants enter the high priority items into their calendars.
Session 2: Prospective Memory  
(Calendars, Lists, Linking Tasks)

Agenda
1. Review last session’s home exercise
2. Introduce prospective memory and the importance of calendars, emphasizing daily calendar checking and weekly planning
3. Discuss prioritizing and practice making “To Do” lists
4. Remembering to check your calendar
5. Assign home exercise

1. **Review home exercise**

2. **Prospective memory**

   **PROSPECTIVE MEMORY = THE ABILITY TO REMEMBER TO DO THINGS IN THE FUTURE**

   *It’s sometimes difficult to remember to do things in the future.* For example, remembering that you have a doctor’s appointment next Tuesday, that it’s your brother’s birthday at the end of the month, or that you promised to take in your neighbor’s mail when you get home.

   **The technical term for this is “prospective memory,” but we could also call it “future memory.”** We will be using calendars a lot to help with that. Because your calendar is something you’ll have with you all the time, it’s a good place to keep information you need frequently, such as:
   - A daily schedule
   - A “To do” list
   - Commonly used phone numbers
   - Commonly used addresses or transportation routes
   - A list of your medications and their dosages
   - Medical information that you want to have handy (e.g., questions for your doctor)

3. **Prioritizing and “To Do” lists**

   Things that need to get done on a certain day should go in your calendar for that day. Other to do items should go on your to do list.

   One of the first things to think about when you make a “to do” list is **when** you need to do these things. In other words, it helps to **prioritize**.
Session 2: Facilitator's Guide

1. Problem solve ways that participants will remember to check their calendars. One solution might be to provide participants with sticky notes and have them post notes in a place where they perform an activity everyday (e.g. bathroom mirror, fridge door).

2. Some participants may benefit from placing sticky notes in multiple locations. Brainstorm examples of places in session. Examples include front door, home telephone, nightstand, microwave, closet, and television.
Complete the TO DO List – Prioritizing Exercises 1 and 2. Transfer your “to do” lists to sticky notes you can put in your calendar. If you need some help with creating your own “to do” lists, there are some categories and project suggestions in your notebook.

**TO DO List – Prioritizing Exercise 1**

**Rationale: to help with organizing tasks.**

After brainstorming a big list of things you want to do, it is helpful to decide whether each item needs to be done immediately, or if it can wait until you have more time to do it. This helps make the TO DO list less overwhelming. One way to prioritize your TO DO list is to divide the items up into three different categories.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>WHEN IT NEEDS TO BE DONE</th>
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<tbody>
<tr>
<td>High Priority</td>
<td>Today or tomorrow</td>
</tr>
<tr>
<td>Medium Priority</td>
<td>Within a week or so</td>
</tr>
<tr>
<td>Low Priority</td>
<td>Within a month or so</td>
</tr>
</tbody>
</table>

Write H for High, M for Medium, or L for Low, next to the following items, according to how important they are to you.

<table>
<thead>
<tr>
<th>Laundry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shopping</td>
</tr>
<tr>
<td>Cleaning house</td>
</tr>
<tr>
<td>Reading the newspaper</td>
</tr>
<tr>
<td>Watching television</td>
</tr>
<tr>
<td>Playing cards</td>
</tr>
<tr>
<td>Applying for a part-time job</td>
</tr>
<tr>
<td>Taking a shower</td>
</tr>
<tr>
<td>Eating out</td>
</tr>
<tr>
<td>Taking a trip to the bookstore</td>
</tr>
<tr>
<td>Reading a book</td>
</tr>
<tr>
<td>Looking at a magazine</td>
</tr>
<tr>
<td>Paying rent</td>
</tr>
<tr>
<td>Depositing a check when account is low</td>
</tr>
<tr>
<td>Visiting a neighbor</td>
</tr>
<tr>
<td>Washing face</td>
</tr>
<tr>
<td>Watering the plants</td>
</tr>
<tr>
<td>Buying a birthday card for Mom’s birthday next week</td>
</tr>
<tr>
<td>Returning a library book</td>
</tr>
<tr>
<td>Getting a spare key made for your front door</td>
</tr>
<tr>
<td>Baking cookies</td>
</tr>
<tr>
<td>Picking up dry cleaning</td>
</tr>
<tr>
<td>Completing this week’s homework assignment</td>
</tr>
<tr>
<td>Visiting a sick relative in the hospital</td>
</tr>
<tr>
<td>Giving a neighbor a ride to the drug store</td>
</tr>
</tbody>
</table>
TO DO List – Prioritizing Exercise 2

Rationale: to help with organizing tasks.

Now it’s time for you to create your own TO DO list. Think of all the things you need to do or want to do, and categorize them according to how important they are. When you can’t think of any more things to put on your TO DO list, you can look on the next two pages for more ideas.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>WHEN IT NEEDS TO BE DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Priority</td>
<td>Today or tomorrow</td>
</tr>
<tr>
<td>Medium Priority</td>
<td>Within a week or so</td>
</tr>
<tr>
<td>Low Priority</td>
<td>Within a month or so</td>
</tr>
</tbody>
</table>

TO DO

<table>
<thead>
<tr>
<th>High Priority (today or tomorrow)</th>
<th>Medium Priority (within a week or so)</th>
<th>Low Priority (within a month or so)</th>
</tr>
</thead>
</table>
**TO DO List Categories**
(Can keep in calendar)

<table>
<thead>
<tr>
<th>APPOINTMENTS</th>
<th>KITCHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling</td>
<td>Mop floors</td>
</tr>
<tr>
<td>Preparing Materials</td>
<td>Clean stove/oven</td>
</tr>
<tr>
<td>Transportation</td>
<td>Clean out cupboards (toss old food, clean shelves, organize)</td>
</tr>
<tr>
<td>Social outings</td>
<td>Scrub trash can/under sink</td>
</tr>
<tr>
<td>Exercise (more likely to happen if it’s an appointment!)</td>
<td>Clean refrigerator (throw out old food, clean shelves, clean outside)</td>
</tr>
<tr>
<td></td>
<td>Scrub counters &amp; sink</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>Wipe down cabinets</td>
</tr>
<tr>
<td>Schedule Rides</td>
<td>Wipe down top of refrigerator and other appliances</td>
</tr>
<tr>
<td>Bus Pass/Schedules</td>
<td></td>
</tr>
<tr>
<td>Automobile Maintenance</td>
<td>BATHROOM</td>
</tr>
<tr>
<td></td>
<td>Clean out medicine cabinet (throw out all expired medications)</td>
</tr>
<tr>
<td>WORK</td>
<td></td>
</tr>
<tr>
<td>Job search</td>
<td>Clean shower curtains/stall doors</td>
</tr>
<tr>
<td>Job interviews</td>
<td>Organize items under sink/on shelves</td>
</tr>
<tr>
<td>Follow-up calls</td>
<td>Launder bath mats</td>
</tr>
<tr>
<td>Work schedule</td>
<td>Mop floor/vacuum carpet</td>
</tr>
<tr>
<td>File pay stubs</td>
<td>Scrub sink/counters</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ERRANDS</td>
<td></td>
</tr>
<tr>
<td>Grocery shopping</td>
<td>Clean out closets (Donate clothes that don’t fit or are damaged)</td>
</tr>
<tr>
<td>Bank</td>
<td>Collect and complete mending (lost buttons, rips, hems, etc.)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Shoes: polish or get repaired</td>
</tr>
<tr>
<td>Clothing/Shoes</td>
<td>Reorganize dresser drawers</td>
</tr>
<tr>
<td>Post Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIVING ROOM</td>
</tr>
<tr>
<td></td>
<td>Clean carpet spots</td>
</tr>
<tr>
<td>PAPERWORK</td>
<td>Wipe fingerprints from doors/walls/sills</td>
</tr>
<tr>
<td>Pay bills/balance check book</td>
<td>Wash windows</td>
</tr>
<tr>
<td>Correspondence (letters, cards, email)</td>
<td>Clean hanging lamps/chandeliers</td>
</tr>
<tr>
<td></td>
<td>Test smoke alarm</td>
</tr>
<tr>
<td>HOUSEHOLD CHORES</td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td>OFFICE</td>
</tr>
<tr>
<td>Cleaning</td>
<td>Organize files</td>
</tr>
<tr>
<td>Laundry</td>
<td>Organize desk/supplies</td>
</tr>
<tr>
<td></td>
<td>Catch up on correspondence</td>
</tr>
<tr>
<td>SCHOOL/LEARNING</td>
<td>Redo/Update Address book</td>
</tr>
<tr>
<td>Homework</td>
<td>Complete a will</td>
</tr>
<tr>
<td>Reading</td>
<td>Arrange photos in albums</td>
</tr>
<tr>
<td></td>
<td>Organize craft/art/hobby supplies</td>
</tr>
<tr>
<td>PHONE CALLS</td>
<td></td>
</tr>
<tr>
<td>Appointments, Doctors, etc.</td>
<td>Organize computer files</td>
</tr>
<tr>
<td>Friends</td>
<td>Sync cell phone, iPod, etc., with computer</td>
</tr>
<tr>
<td>Family</td>
<td>Print photos</td>
</tr>
</tbody>
</table>
4. Remembering to check your calendar

Your calendar will be much more helpful if you check it!

Now that you’ve mastered writing in your calendar, let’s focus on checking it regularly. Plan to check it 1-3 times every day (or more if you are busy or tend to forget things.) Remember to have it with you always. These strategies will help you remember to check your calendar, but they are useful for remembering to do other tasks, too.

LINKING TASKS = FORMING A HABIT BY ADDING A NEW TASK TO SOMETHING YOU ALREADY DO

- How are you going to remember to check that calendar?
- Link it to something you already do using a back-up note to remind you, and soon it will become automatic.
  - Waking up (back-up note on alarm clock, light switch, or something you have to touch).
  - Eating breakfast (back-up note on cereal box, kitchen cabinet handle, coffee maker, or something you have to touch).
  - Other morning rituals? What automatic activity and back-up system will you use? ____________________________

AUTOMATIC PLACES = PLACES YOU WILL SEE SOMETHING YOU NEED TO REMEMBER

- One additional strategy is to use an “automatic place” where you'll see your calendar every morning and remember to check it.
- Some people might use automatic places already – do you have a place where you live where you always put your keys? A place where you always keep your glasses? A place where you always keep your medications?
- In what automatic place could you keep your calendar so you’ll see it?
  - Examples: in your “home for your stuff,” sticking out of bag, with bag on kitchen table; on top of doorknob; on top of alarm clock; sticking out of shoes.
- Where do you keep your calendar? ____________________________
Session 2: Facilitator's Guide

1. Remember to provide participants with your work number, so that they can call and leave a message on Saturday.
Session 2: Home Exercise

☐ Remember to bring your calendar and binder to session next session.
  • Continue to use the home or automatic place you created for your most important personal items. Use it for your calendar. Do you need to do anything else to help you remember to bring your binder and calendar next session?

☐ Practice checking your calendar every day by linking that with your automatic activity.

☐ Once this week, perhaps this weekend, have a planning session to help you get things organized for the coming week. See page 13 if you need some ideas.

☐ This Saturday, call and leave a message at _____-_____-. This is a challenge to see how the calendar is working for you, so put a note in your calendar to call on Saturday.
Session 3: Facilitator's Guide

Items to bring to the session:

1. Sticky notes

Helpful suggestions:

1. Make sure each participant identifies a day and time for the weekly planning session. Have the participants write the day and time in their manuals and then enter the day and time into their calendars.

2. When discussing "can't miss reminders," hand out sticky notes if needed.
Session 3: Short-term Prospective Memory, Conversational Attention

Agenda
1. Review last session’s home exercise
2. Review daily calendar checking, weekly planning, and linking tasks to develop new habits
3. Introduce short-term prospective memory
4. Discuss how organization and prospective memory strategies can help with long term goals
5. Introduce conversational attention
6. Assign home exercise

1. Review home exercise

2. Review calendar checking, weekly planning, and linking tasks

3. Short-term prospective memory

It’s not always feasible to use your calendar to remember everything. Short-term situations call for different strategies:

WRITE THINGS DOWN ON YOUR HAND

- Examples: “Call Katy,” “Mail taxes,” “Get milk”.

LEAVE YOURSELF A MESSAGE OR SEND YOURSELF AN EMAIL

VISUAL IMAGERY

- The weirder, funnier, and more elaborate, the better.
- Example: you need to call your friend Violet when you get home. Visualize a pay phone attached to your front door, with a vase of violets on top of it. You open the front door and the violets fall down, spilling dirt all over the floor. When you get home and see your front door, you’re more likely to remember to call your friend Violet.
Session 3: Facilitator's Guide

1. When discussing long term goals, have participants turn back to page 8 to review their goals. Remind them that goals can change over time. Make changes to long-term goals if necessary.

2. If the long-term goals seem overwhelming to the participants, consider having them break down the goals into simpler, more manageable steps.
CAN’T MISS REMINDERS

- Sort of like automatic places. They’re reminders that you can’t miss seeing.
- Examples: Items you need to take with you when you leave the house can be on your front doorknob or hanging in a bag on the front doorknob, a sticky note on your bathroom mirror is hard to miss.

TALK TO YOURSELF ABOUT THE CONSEQUENCES OF FORGETTING TO DO SOMETHING

- Examples: “If I don’t call Violet when I get home, she’ll think I forgot her birthday, and I would feel awful if that happened.” “If I don’t mail that bill when I leave, my payment might be late and I might get a late charge.” “If I don’t get the laundry out of the dryer right away, it will sit there and get wrinkled, and then I’ll have to iron the clothes, and I hate ironing!”

4. How organization and prospective memory strategies can help with long term goals

Think back to the goals you wrote down on page 8. How can some of the organization and prospective memory strategies you’ve learned help you reach those goals?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

5. Conversational Attention

Being able to pay attention during conversations is the key to understanding and remembering information that you need.

We’ve talked about sometimes having trouble concentrating while someone is talking to you – this happens to everyone sometimes, especially when the topic is too boring or too complex. We often get in trouble with bosses, teachers, or significant others when we have trouble paying attention during conversations. These four strategies can help.
Session 3: Facilitator's Guide

1. When doing the LEAP exercise, explain to the participants that they will each take a turn sharing a story with the group about one of the sample topics listed in the table. They should speak for approximately 1-2 minutes. The group should be encouraged to use the LEAP principles, particularly asking questions and paraphrasing. If participants appear to be uncomfortable with the idea of speaking in front of the group, another option would be to do the exercise in pairs.
FOUR PRINCIPLES: 
1) Listen Actively 
2) Eliminate Distractions 
3) Ask Questions 
4) Paraphrase 

**LEAP into conversations**

Listen actively
- Use nonverbal behaviors to convey that you're listening.
  - Turn toward the speaker.
  - Open your posture, relax, avoid “closed” body language.
  - Lean toward the speaker.
  - Maintain adequate eye contact.

Eliminate distractions
- What sorts of distractions affect your conversations? Phones? Kids? TV? Pets? How can you reduce these distractions?

Ask questions
- Ask questions for clarification.
- Ask the speaker to slow down, repeat information, or explain something in a different way.

Paraphrase
- Repeat information back in your own words, which will help you understand, pay attention to, and remember the information later.
- Helps ensure that you’ve heard correctly and understand; gives the speaker a chance to correct any misunderstandings.
Here’s an example of how paraphrasing and asking questions can help you pay attention during conversations.

<table>
<thead>
<tr>
<th>Doctor says:</th>
<th>You paraphrase:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’ve been looking over your records, and I’m a little concerned about your cholesterol level. It’s been high in the past – it was over 230 back in August of last year. It’s 205 right now, but your goal should be to get it down to 200 or below. Sometimes we prescribe medication to lower cholesterol, but in your case, I think you can take some steps to lower it without medication. Be sure to limit your dietary fats, including meats, eggs, butter, cheese, and ice cream. Exercising three times a week should also help lower your cholesterol. I want to keep a close eye on it, so let’s continue to check it every six months to see how you’re doing.”</td>
<td>“Okay, let me make sure I understand you. My cholesterol is a little high right now, but if I cut back on the eggs, butter, and fatty foods, and if I exercise three times a week, I can lower it without taking any medication. We’ll check it in six months and see how I did. Does that sound right?”</td>
</tr>
</tbody>
</table>

If the doctor was speaking too quickly, you may need to ask for repetition, or you may have to ask the doctor to slow down. You could say, “That was a lot of information, and I want to be sure I heard you right. Could you tell me again what I shouldn’t eat, and could you say it a little more slowly?”

Let’s practice. Use the LEAP principles and discuss some of these sample topics:

| The worst weather I’ve ever experienced. | My favorite teacher. |
| Why it’s important to help people who need it. | A challenge I overcame. |
| The most important thing I learned in the past year. | The music I like best. |
| Why it’s important to take care of your health. | My favorite movie. |
| The last time I went out of town. | My hobby. |
| My favorite part of the city (or country). | My favorite TV show. |
Session 3: Facilitator's Guide

1. Provide participants with your office phone number so that they can call and leave a message for you over the weekend.
Session 3: Home Exercise

☐ Remember to bring your calendar and course binder next week.
  • Continue to use the home or automatic place you created for your most important personal items. Use it for your calendar. Do you need to do anything else to help you remember to bring your binder and calendar next session?

☐ Practice checking your calendar every day and have your weekly calendar planning session.

☐ Continue to practice conversational attention skills (LEAP!) Listen actively, eliminate distractions, ask questions, and paraphrase.

☐ This Saturday, call and leave a message at ____-____-________. This is a challenge to see how the calendar is working for you, so put a note in your calendar to call on Saturday.
Session 4: Facilitator's Guide

Items to bring to the session:

1. Letter and Double Letter Cancellation sheets (copied pages of text or article)

Helpful suggestions:

1. Encourage participants to practice asking questions and asking for clarification politely. Many people do not feel comfortable interrupting someone such as a doctor. Assist them in practicing polite ways to interrupt and ask a speaker to slow down, re-phrase, or clarify.
Session 4: Attention and Concentration

Agenda
1. Review last session’s home exercise
2. Review the conversational attention skills from Session 3
3. Practice conversational attention skills
4. Introduce the concept of task attention
5. Assign home exercise

1. Review home exercise

2. Review conversational attention skills

3. Practice conversational attention skills

Pair up to practice conversational attention skills using some of these topics/scenarios.

| The worst weather I’ve ever experienced. | My favorite teacher. |
| Why it’s important to help people who need it. | The best meal I ever ate. |
| The most important thing I learned in the past year. | Why it’s important to take care of your health. |
| My favorite movie. | The smartest person I ever knew. |
| The music I like best. | The first president I remember. |
| A challenge I overcame. | The person or thing I like most in the world. |
| My hobby. | My favorite TV show. |
| Why I take my medications. | The last time I went out of town. |
| Why it’s important to vote. | My favorite part of the city (or country). |

A person who lives with you talks to you about a new chore list.
A friend talks to you about a movie he or she has seen.
Your roommate talks to you about painting your room a new color.
Your doctor is talking to you about eating healthy foods.
Your roommate tells you about his or her latest medical problem.
Your supervisor has described some new tasks you will be expected to do. You are not sure you understand everything your job coach has said.
You have asked a neighbor to give you directions to go downtown but had difficulty understanding the directions because the staff person talks very quickly.
Your therapist has explained to you about a new group she will be conducting. She has an accent and speaks very quickly so you missed a lot of what she was saying.
4. Task attention

The first part of task attention is something we’ve already been working on: paraphrasing to make sure you understand the task.

- Example: You’re at home and your roommate reminds you that it’s your turn to clean the kitchen today. She tells you that “the dishwasher needs unloading, there are dishes in the sink, the floor’s a mess, and the pizza that you baked last night leaked melted cheese all over the bottom of the oven.” She says she also “noticed a couple of yogurt containers of yours in the refrigerator that are past their expiration date.”
  - To make sure you heard and understood everything, you want to paraphrase back something like this: “Let me make sure I got everything you said: dishes, floor, oven, and yogurt?” Notice how simple you can make the task by identifying the four main parts. Notice how you’re reducing “information overload” by focusing just on the four main parts. Again, this is simple paraphrasing, just like we’ve been practicing for conversational attention.

Let’s practice paraphrasing some instructions using some role-plays. Complete the “Following Verbal Instructions” role-plays.
Session 4: Facilitator's Guide

1. The Luria 3-step motor sequence: Make a fist (as if pounding on the table), then straighten your hand so only your pinky-edge is on the table, then lay your palm flat on the table. Demonstrate this silently and have participants follow your actions. After a couple of sequences, you stop and have them keep going. Point out how difficult it is to do this without talking. Then go through the sequence again, this time saying “fist, edge, palm” out loud as you go. Encourage participants to say “fist, edge, palm” out loud as they go. You stop and have them keep going. Point out how much easier it is when you use self-talk to do this task.

2. Letter cancellation and double letter cancellation sheets: pass out copied pages of text or articles. Have participants go through the entire page and cross out every e on the page, using self-talk as they go (e.g., “I’m looking for e’s”). Then try it with two letters (e and t). For a challenge, you can add in additional conditions (e.g., circle every time you see the word “the” and “a”).

3. Make sure that the participants think about how they can use self-talk in their daily lives. Common examples include making a grocery list, assembling a piece of furniture, driving, preparing to leave the house for work or school, paying bills, etc.
FOLLOWING VERBAL INSTRUCTIONS

Rationale: Being able to follow instructions is a skill that is required in almost all settings.

Steps of the skill:
1. Listen carefully to the person giving instructions.
2. If you are confused about what was said, ask the person to repeat the instructions.
3. Repeat back the instructions to the person.
4. Ask more questions if you still do not understand.

Scenes to use in role plays:
1. Your supervisor has just given you instructions about the best route to take to your new job site.
2. It is your first day on the job, and your supervisor instructs you to go to the orientation given for new employees. It is a large building, and you are not sure how to find the room.
3. You have just been asked to take on more responsibilities at work and are confused about what is expected of you.
4. Your supervisor has asked you and a co-worker to work on a project together. The supervisor has split the project responsibilities between the two of you; however, it is still not clear to you what you need to be doing.
5. Your instructor has given you a rather complicated homework assignment. You realize that you need some clarification about it.

The second part of task attention is called “self talk.”
- Repeat the steps of the activity to yourself as you complete them (e.g., “dishes, floor, oven, yogurt”).
- Talk to yourself about your progress.
- Helps you remember completing the task.
- It might feel a little funny at first to be talking to yourself while you complete a task, but the more you practice, you’ll notice, the better it works and the more naturally it comes to you.

SELF-TALK = TALKING TO YOURSELF WHILE DOING A TASK

Let’s try practicing these skills for task attention with the exercises below.
Remember the two steps:
- Paraphrase the instructions to make sure you understand the task.
- Use self-talk during the task.

Exercises:
Luria 3-step motor sequence (Fist-Edge-Palm on table)
Letter Cancellation Tasks
Concentrating on a task for a long time can be tiring, so it's important to take small breaks in between tasks or in between parts of tasks, to keep your energy and concentration up. Only you can decide when you need to take a break and how long it needs to be. Here are a few things you can do for a break:

- 30 seconds of neck stretches
- 30 seconds of walking around
- Give yourself a neck rub
- Close your eyes and count to 30
- Point and flex your feet
- Rest your head on your knees
- Look at cloud formations
- Shake out your hands
- Drink some water

What other ideas can you come up with?
Session 4: Home Exercise

☐ Remember to bring your calendar and course binder next session.

☐ Practice checking your calendar every day and have your weekly calendar planning session.

☐ Use your task attention strategies at least once every day and report back on how they worked at our next session. What kinds of activities could you use self-talk for in your life?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Session 5: Facilitator's Guide

Items to bring to the session:

1. Letter and Double Letter Cancellation sheets
2. Uno cards
3. Deck of playing cards

Helpful suggestions:

1. Use this session to practice and reinforce conversational and task attention skills.
2. With Uno cards or playing cards, reinforce conversational attention strategies when explaining the rules of the game, and reinforce task attention strategies (self-talk) while playing the game.
3. Don’t forget to model taking brief breaks.
Session 5: Task Attention

**Agenda**
1. Review last session’s home exercise
2. Review task attention skills from Session 4
3. Practice task attention skills
4. How attention strategies can help with long-term goals
5. Assign home exercise

1. **Review home exercise**

2. **Review task attention skills**

Today’s session will be very light on lecturing – we’ll mostly be practicing some exercises. Let’s first review the three task attention strategies we learned in the last session.

- Paraphrase the instructions to make sure you understand the task
- Use self-talk during the task
- Take a brief break when you need to

3. **Practice task attention skills**

Exercises:
Review Luria 3-step motor sequence (Fist-Edge-Palm on table)
Letter/word Cancellation Tasks
Sequence Ordering Worksheets
Uno
Go Fish, gin rummy, other games

4. **How attention/attention strategies can help with long-term goals**

Think back to those life goals that you wrote down on page 8. How will the attention strategies we’ve covered help you achieve those goals?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Session 5: Facilitator's Guide

1. You can go around the room and have each participant do a sequence-ordering task out loud to practice self-talk.
Task Attention Self-Talk Exercises – Sequence Ordering
Are these steps in the correct order? Mark “Yes” or “No.”

**Watering the yard**
1. Turn on hose
2. Spray water on grass
3. Turn off hose

☐ Yes ☐ No

**Going to work in the morning**
1. Wake up
2. Get dressed
3. Take shower
4. Drive to work
5. Leave house

☐ Yes ☐ No

**Cleaning the windows**
1. Wipe windows with paper towel
2. Get out window cleaner
3. Spray window cleaner on windows

☐ Yes ☐ No

**Toasting bread**
1. Take bread out of bag
2. Place inside toaster
3. Lower lever
4. Wait for toast
5. Remove toast

☐ Yes ☐ No

**Buying a new car**
1. Take a test drive
2. Choose the car
3. Go to dealership
4. Buy the car
5. Negotiate price

☐ Yes ☐ No

**Making cereal**
1. Get bowl
2. Add cereal
3. Pour milk over cereal
4. Eat with spoon

☐ Yes ☐ No

**Going on a road trip**
1. Pack bags
2. Put bags in car
3. Drive to destination

☐ Yes ☐ No

**Washing your car**
1. Put soapy water on car
2. Fill bucket with soap and water
3. Dry car
4. Hose off car

☐ Yes ☐ No

**Getting a haircut**
1. Sit in chair
2. Go to barbershop
3. Get haircut

☐ Yes ☐ No

**Hanging a picture**
1. Select place for picture
2. Hammer nail into wall
3. Hang picture on wall

☐ Yes ☐ No
Going to get coffee
1. Order coffee
2. Pay for coffee
3. Go to coffee shop
4. Drink the coffee

☐ Yes    ☐ No

Washing your face
1. Rub soap onto face
2. Rinse off soap
3. Dry face with towel

☐ Yes    ☐ No

Ironing a shirt
1. Place shirt on ironing board
2. Turn off iron
3. Move hot iron on shirt

☐ Yes    ☐ No

Washing Clothes
1. Put clothes in washing machine
2. Shut door
3. Press start

☐ Yes    ☐ No

Drying Clothes
1. Place wet clothes in dryer
2. Shut door
3. Press start

☐ Yes    ☐ No

Making tea
1. Boil water
2. Pour hot water over tea bag
3. Let tea brew

☐ Yes    ☐ No

Washing your hair
1. Get in shower
2. Put shampoo in hands
3. Rinse off shampoo
4. Rub into hair

☐ Yes    ☐ No

Ordering a pizza
1. Call pizza place
2. Place your order
3. Find pizza delivery number
4. Wait for pizza to arrive

☐ Yes    ☐ No

Changing a light bulb
1. Make sure light switch is off
2. Screw in new light bulb
3. Unscrew old light bulb
4. Test new light bulb

☐ Yes    ☐ No

Paying a bill
1. Write check for amount owed
2. Seal envelope
3. Place envelope in mailbox
4. Put check in envelope

☐ Yes    ☐ No

Making a pizza
1. Spread sauce on pizza dough
2. Add toppings
3. Bake pizza in oven
4. Turn off oven when done

☐ Yes    ☐ No
Going to the zoo
1. Go to zoo
2. Buy a ticket
3. Look at animals
4. Go home
☐ Yes ☐ No

Baking cookies
1. Select recipe
2. Make batter
3. Bake in oven
4. Get ingredients
☐ Yes ☐ No

Calling information
1. Pick up phone
2. Dial 411
3. State name of person
4. Write down number
☐ Yes ☐ No

Looking up a telephone number in the phone book
1. Get phone book
2. Turn pages to find listing
3. Call number
4. Write down number
☐ Yes ☐ No

Mowing the lawn
1. Get out lawnmower
2. Guide mower over lawn
3. Pull cord to start mower
4. Empty bag of cut grass
☐ Yes ☐ No

Filling a prescription
1. Wait for prescription
2. Give prescription to pharmacist
3. Go to pharmacy
4. Pay for prescription
☐ Yes ☐ No

Buying new shoes
1. Go to shoe store
2. Select shoes to try on
3. Choose a pair to buy
4. Pay for shoes
☐ Yes ☐ No

Renting a movie
1. Go to video rental store
2. Select a movie
3. Take movie to register
4. Pay for movie
☐ Yes ☐ No

Doing the dishes
1. Put dishes in dishwasher
2. Close dishwasher door
3. Add detergent
4. Press Start
☐ Yes ☐ No

Washing your hands
1. Put soap in hands
2. Rub hands to make lather
3. Rinse off soap
4. Dry hands
☐ Yes ☐ No
Calling a friend
1. Pick up receiver
2. Dial phone number
3. Wait until friend answers
4. Say hello

☐ Yes ☐ No

Setting an alarm clock
1. Set alarm time on the clock
2. Decide when you want to get up
3. Switch button to alarm on
4. Go to sleep

☐ Yes ☐ No

Making a sandwich
1. Put two slices of bread on plate
2. Place toppings on one slice
3. Cover with other slice
4. Eat sandwich

☐ Yes ☐ No

Painting a room
1. Select color
2. Buy paint
3. Paint walls
4. Let paint dry

☐ Yes ☐ No

Brushing your teeth
1. Rinse mouth out
2. Get toothbrush
3. Squeeze toothpaste
4. Brush your teeth

☐ Yes ☐ No

Going to the movies
1. Go to theater
2. Pay for tickets
3. Buy snacks
4. Watch the movie

☐ Yes ☐ No

Going to a restaurant
1. Order your meal
2. Look at menu
3. Go to restaurant
4. Eat your food
5. Pay the bill

☐ Yes ☐ No

Writing a letter
1. Get paper
2. Write letter
3. Sign letter
4. Drop in mailbox
5. Close envelope

☐ Yes ☐ No

Planning a party
1. Schedule party
2. Buy invitations
3. Send invitations
4. Prepare food
5. Welcome guests

☐ Yes ☐ No

Going to a basketball game
1. Drive to arena
2. Park the car
3. Enter arena
4. Find seats
5. Watch the game

☐ Yes ☐ No
Going to the beach
1. Pack beach bag
2. Set up umbrella
3. Drive to beach
4. Apply suntan lotion
5. Drive back home

☐ Yes ☐ No

Grocery shopping
1. Arrive at store
2. Select items
3. Get a cart
4. Pay for items
5. Load items in car

☐ Yes ☐ No

Borrowing a library book
1. Go to library
2. Find book listing
3. Locate book
4. Check out book

☐ Yes ☐ No

Taking an exam
1. Go to exam site
2. Study notes
3. Take the exam
4. Hand in exam

☐ Yes ☐ No

Going to the doctor
1. Make appointment
2. Go to office
3. Check in and pay
4. Wait in lobby
5. See the doctor

☐ Yes ☐ No

Going for ice cream
1. Go to ice cream shop
2. Choose ice cream flavor
3. Pay for ice cream
4. Eat the ice cream
5. Leave ice cream shop

☐ Yes ☐ No

Walking the dog
1. Put leash on dog
2. Call dog to you
3. Walk the dog
4. Take dog to park
5. Return dog home

☐ Yes ☐ No

Driving a car
1. Open car door
2. Get in car
3. Start up car
4. Change the gear
5. Press gas pedal

☐ Yes ☐ No

Playing a CD
1. Select a disc
2. Put in player
3. Choose a song
4. Hit play button
5. Listen to song

☐ Yes ☐ No

Applying for a job
1. Make a resume
2. Attend the interview
3. Look for jobs
4. Negotiate contract
5. Take the job

☐ Yes ☐ No
Making coffee
1. Grind coffee beans
2. Put in filter
3. Turn machine on
4. Wait for coffee
5. Fill with water

☐Yes    ☐No

Taking a shower
1. Turn on water
2. Turn off water
3. Wash hair and body
4. Dry off with towel

☐Yes    ☐No

Getting gas
1. Unscrew gas cap
2. Place pump in tank
3. Pump the gas
4. Return gas pump
5. Replace gas cap

☐Yes    ☐No

Making spaghetti
1. Boil pot of water
2. Add spaghetti to pot
3. Drain noodles
4. Cook until soft
5. Add spaghetti sauce

☐Yes    ☐No

Going on a picnic
1. Pack picnic basket
2. Drive to park
3. Lay down blanket
4. Eat picnic lunch
5. Drive home

☐Yes    ☐No

Going to a drive thru
1. Pull up to drive thru
2. Look at menu
3. Order your food
4. Pay for your food
5. Drive away

☐Yes    ☐No

Making a milkshake
1. Get out blender
2. Turn blender on
3. Put milk and ice cream in blender
4. Pour in a glass
5. Drink milkshake

☐Yes    ☐No

Going to a birthday party
1. Receive invitation
2. Buy a gift
3. Go to party
4. Wrap the gift
5. Give friend the gift

☐Yes    ☐No

Giving a present
1. Go to store
2. Select gift
3. Buy gift
4. Wrap gift
5. Give gift

☐Yes    ☐No

Making a cake
1. Get ingredients
2. Make batter
3. Select recipe
4. Bake in oven
5. Ice the cake

☐Yes    ☐No
Session 5: Home Exercise

☐ Remember to bring your calendar and course binder next session.

☐ Practice checking your calendar every day and have your weekly calendar planning session.

☐ Complete the remaining Sequence Ordering worksheets in your binder, using your self-talk strategies.
Session 6: Verbal Learning and Memory

**Agenda**
1. Review last session’s home exercise
2. Introduce verbal learning and memory
3. Introduce encoding strategies: writing things down, paraphrasing, and association
4. Assign home exercise

1. **Review home exercise**

2. **Verbal learning and memory**

**Memory:** Your ability to store and retrieve information.

- Think of it like a filing cabinet in your mind. Different files are organized according to various topics (e.g., childhood memories, names of people you know, how to do something).
- Each type of file is likely to get stored in a different location in the brain. So, depending on what area of the brain a cognitive disorder affects, a different type of memory may be more or less affected.
- Through effort and organization, you are more likely to file a memory well, so that it can be more easily retrieved later. You need a good memory strategy (like a good filing system)!

**Memory Requires Attention:** You cannot remember something if you do not first attend to it!

<table>
<thead>
<tr>
<th>ENCODING</th>
<th>STORAGE</th>
<th>RETRIEVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info goes in</td>
<td>Info gets stored</td>
<td>Info comes out</td>
</tr>
</tbody>
</table>

- Cognitive training focuses on encoding and retrieval, but not storage (which is not under our control).
- Strategies will help you:
  - Decide what is important enough to remember and simplify information to be remembered.
  - Reduce the amount of information to be remembered.
  - Make information personally meaningful to you in order to remember it more easily.
• Storage is most efficient when you are alert and well-rested.
• Alcohol and drugs interfere with encoding and retrieval, as well as storage.
• Everyday memory problems are usually due to encoding problems or not paying attention in the first place.
  o Again, you have to pay attention to something first to remember it later!

3. Encoding strategies

Most of the everyday memory problems that people talk about are due to an encoding problem or not paying attention in the first place.

What kinds of memory difficulties have you experienced in the past few weeks?

Sometimes when we’re frustrated about not being able to find something, we blame our poor memories. But the real problem may be not paying attention. By enhancing our attention to the situation (like with self-talk), we’re much more likely to encode the information and remember it later.

WRITE THINGS DOWN

The #1 way to remember something is to write it down. Consider using a section of your calendar. Instead of having to remember each piece of information, all you have to remember is to file the information appropriately each day (a routine).
• Don’t trust your memory! Write it down!
• Writing helps encode information in multiple ways, multiple times – hear it, write it, read it as you write, say it out loud after you write.
• Easy, works every time.
• Shopping lists, sticky notes in calendar, section in your phone or computer, writing on your hand, any other system that is easily accessible.

Example: Let’s say I want to see a movie, so I call the movie theatre to hear what’s playing tonight. The recording tells me that The Wizard of Oz is playing at 6:30, 9, and 11 p.m., and Rebel Without a Cause is playing at 7 and 9:30. Now, if I write that down as I’m hearing it, I might write something like: “Oz, 6:30, 9, 11 – Rebel, 7, 9:30.” I’ve just encoded the information in multiple ways – through hearing it, through writing it, and through reading as I write it. I’ve just made that memory three times as strong by getting it encoded through three channels. Now if I wrote that on a sticky note, I could put it right in my calendar on today’s date.
Let’s try practicing some note-taking. The instructor will play a doctor telling you about your new medical regimen, and you will be the patient. Take notes as I talk. “I’ve looked over your lab results, and I’m going to make a few changes in your medications, as well as a few suggestions. First, I don’t think you need to take that Luvox anymore. You can’t stop taking it all of a sudden, though – you have to taper off gradually. Right now, you’re taking two pills a day. I want you to cut down to one pill a day for a week, then one pill every other day for a week. Second, I want to start you on a new medication called Lotensin. Lotensin is a medication that should lower your blood pressure, but there are a few side effects that I want you to be aware of. One is that it may upset your stomach a little bit, but that is only temporary, and it should go away within a week. The other side effect that I really want you to look out for is dizziness. Most people don’t get dizzy on Lotensin, but if you do, stop taking it and call my office to make an appointment to come back in. Third, I want you to start exercising at least ten minutes every day – you should exercise hard enough that you breathe hard and break a sweat, okay? Finally, from what you indicated on this screening form, you’re drinking way too much coffee. I want you to gradually lower your coffee intake to no more than two eight-ounce cups per day.”

Let’s read your notes out loud and get some feedback on how complete they are and how they could be improved.

- For example, do you need to interrupt the doctor? Ask the doctor to slow down? Ask how the name of a medication is spelled? Are you including too much information in your notes, so much so that you are writing too slowly? Are you including too little information in your notes, so much so that you cannot understand what you wrote?

Optimal notes might look like this:

“Luvox – taper (1 pill/day for 1 week, then every other 1 week)
Lotensin – new bld pres med. Upset stomach OK but call if dizziness
Exercise 10 min/day – breathe hard, sweat
16 oz. coffee/day max”

Let’s practice some more with the scenarios below.

1. The doctor says: “I’m really glad to hear that things are going so well for you. I’m going to want to see you again in a month, just to check in. Melissa can give you refills on your Zyprexa and Depakote. Think about that vocational rehabilitation program that we talked about, and if you decide you want to do some part time work, just give me a call, and I’ll refer you to that program. Good to see you – I’ll see you in a month.”

2. The therapist says: “We have a group called CBT that I think would be great for you. CBT stands for Cognitive Behavioral Therapy, and in it, you learn skills for coping with psychiatric symptoms like depression, irritability, anxiety, and hearing voices. It’s kind of like a class. It meets on Tuesdays from 3:30 to 4:30 pm. Dr. Johnston and Dr. Swanson are the therapists for the group, and I know you’ve worked well with Dr. Swanson in the past. Think about it, and let me know if you’d like me to refer you.”
3. The social worker says: “Now that you’re ready to find a new place to live, I’d like to help you find a place that will be a good fit for you. Here are some listings for one-bedroom apartments that are pretty close to your job: 3206 University Ave., #15 – the manager’s name is Penny, and her phone number is 222-3449. Here’s another that looks good – 4379 33rd St., #306. The manager, Steve, lives in #101 of that building, so you can just knock on his door and go look at #306. Let me know if one of those apartments will work for you, and I can help you with any of the paperwork you need to fill out.”

4. The doctor says: “I’m sorry to hear that the Prozac you’ve been taking hasn’t really helped with your depression. In the future, by the way, you should never stop taking a drug without talking about it with me first – it’s not safe to do that with some of the medications. Anyway, you tried Prozac for 3 months, and because you didn’t notice any significant change in your mood, it’s probably time to try a new medication. The good news is that there are lots of antidepressants we can try. I’d like to have you try a medicine called Effexor, and I’ll give you some samples today so we can see how well you tolerate it. Take one pill a day, with a meal, for two weeks. If the side effects aren’t too bad, I’ll write you a prescription for it the next time I see you, which should be two weeks from now.”

5. The pharmacist says: “This is the last refill on your Geodon, so you’ll have to get a new prescription from your doctor before next month. Let me go over your medication instructions with you. The Geodon is for your schizophrenia, and you take one pill per day. For the Trazodone, you take two pills before bedtime to help you sleep. The Tegretol is to prevent seizures, and you also take two of those at bedtime. All of these instructions are printed on the pill bottles, too. Our telephone number is also printed on the bottle, so if you have any questions, you can always call us.”

6. The therapist says: “I’m really impressed that you’re using that calendar to organize and remember all of your appointments – that’s terrific. You haven’t missed a single appointment since you started using it. In fact, things seem to be going so well for you, I wonder if it’s time to start thinking about some of the goals we discussed a few months ago. You told me you wanted to work 10 or 15 hours a week so you could save up for a car. You also said that you wanted to start coming to some of the groups here – there are three that I think you might be interested in. One is an art group, where they provide supplies and you get to work on various types of art projects. Another is the vocational support group, which we talked about. Finally, you told me you might want to help counsel people who are struggling with sobriety issues – there’s a peer support group called Clean and Sober that you could join to help other clients who are going through what you’ve gone through. Why don’t you think about those, and let me know next week what sounds good to you.”
Paraphrasing is a skill we're already familiar with, because we used it in our sessions on Conversational Attention. Paraphrasing means using different ways of saying what you've just heard or read.

**ASSOCIATION = LINKING NEW INFO WITH INFO YOU ALREADY KNOW**

- Focus on the similarities and differences between the new information and the old information.
- Association works well when you meet new people. Let's say you're meeting someone new, and her name is Jane. You could remember her by comparing her to your friend Jane, e.g., “This new Jane has blue eyes, but my Jane has brown eyes. Both Janes are tall, though.”
- Try it yourself. How would you use association to learn the names of your instructors and/or classmates?
Session 6: Home Exercise

☐ This is the 6th session of the course, so using a calendar should be pretty automatic by now, but let’s still consider it a home exercise. Hopefully, it’s a habit you don’t even have to think about – you just do it automatically.

☐ Practice the three skills we learned today – writing things down, paraphrasing, and association. Focus on activities that are relevant to your course goals and life priorities. Make a point to try a strategy that is new to you.
Session 7: Facilitator’s Guide

1. For the categorizing exercise, give the participants time to work independently, then discuss results together.
Session 7: Verbal Learning and Memory

Agenda
1. Review last session’s home exercise
2. Review encoding strategies from Session 6: writing things down, paraphrasing, and association
3. Introduce new encoding strategies: categorizing, chunking, acronyms, rhymes, and imagery
4. Name learning strategies
5. Assign home exercise

1. Review home exercise

2. Review encoding strategies from last session

3. New encoding strategies

Let’s talk about some additional strategies for improving your ability to encode and remember information.

CATEGORIZING or CHUNKING = DIVIDING A LARGE AMOUNT OF INFORMATION INTO SMALLER GROUPS OR CHUNKS TO BE REMEMBERED

- **Chunking** is typically used for remembering numbers.
- Most common example of chunking is 10-digit phone numbers (6—1—9—2—9—9—3—5—1—0 versus (619) 299-3510.
- **Categorizing** puts information together in a logical way.
  - For example, let’s say that you want to get ice cream, ketchup, toilet paper, mustard, shaving cream, popsicles, soap, relish, and frozen pizza at the grocery store. That’s 9 items, and it probably would be hard to remember all those items without a list. But if you organize the items in a logical way, they are easier to remember, and if you wrote them down in a certain way on your list, you might get to the grocery store and not even need to look at your list. How could you categorize these 9 items into 3 groups? Categorizing the 9 items into 3 categories makes it so we only need to remember 3 things instead of 9.
    - Group 1: __________
    - Group 2: __________
    - Group 3: __________
Session 7: Facilitator’s Guide

1. For the acronym discussion, facilitate a discussion of acronyms they know or have used in the past. Many participants will recall acronyms from their childhood, which clearly demonstrates how powerful this tool is. Emphasize how it helped them to learn information that they were exposed to over 20-40 years ago!
ACRONYMS = WORDS MADE UP OF INITIALS THAT STAND FOR A SERIES OF WORDS

- Acronyms – like LEAP – are words that are made up of initials that stand for a series of words.
- Acronyms reduce the amount of information you have to recall because each letter is a cue.
  - What other acronyms do you know?

RHYMES

- Rhymes can be a helpful memory strategy. Think of how many songs you have memorized – part of what makes it easy to remember song lyrics is that they usually rhyme.
- For example, “My country ’tis of thee, sweet land of liberty, of thee I sing.” “30 days, has September, April, June, and November.” “I before E, except after C.”

VISUAL IMAGERY

- **Pictures**: Turn the information into a memorable picture. Draw this picture out. The weirder or funnier, the better. This strategy works well to remember people’s names. **Example**: Your new doctor is Dr. Burns, who has dark, stubbly hair, as if there had been a big brush fire (burn) on top of his head! Once you create that image, you are much more likely to remember “Burns.” Or let’s say you’re meeting your new neighbor, Sandy Reese. You can picture her eating Reese’s peanut butter cups on a sandy beach.
- **Movies**: Turn the picture into a visual story or movie, and imagine the movie in your mind. Again, the weirder or funnier, the better.
- **Acting**: Even better, act out the information yourself.
- **Graphs/Charts/Maps**: Incorporate the information into a graph or chart or map, if this makes sense.
Session 7: Facilitator’s Guide

1. After discussing all of the internal memory strategies, tell the participants that some strategies might work better for them than others. Also, some strategies might work better in certain contexts or situations. The only way to find out is to give them all a try!

2. When discussing external memory aids, ask the participants whether they have used any of these techniques in the past. Sometimes success stories may motivate other participants to use the strategies or help them to figure out when or where to use the strategies.

3. When doing the encoding exercise, it seems to work best when questions are discussed one at a time. For example, give the participants 1 minute to write in an answer to the first question and then discuss as a group. Then give them a minute to write in the answer to the second question and discuss as a group.

4. A few of the examples require more than note-taking because you need to commit the information to your long-term memory. Emphasize the difference between note-taking versus committing information to one’s long-term memory by using more active learning strategies.
Let’s practice the encoding strategies we’ve learned. Which strategies would you use to remember information in these scenarios?

<table>
<thead>
<tr>
<th>Use one or more of these strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAP</td>
</tr>
<tr>
<td>RHYMES</td>
</tr>
<tr>
<td>ASSOCIATION</td>
</tr>
<tr>
<td>CHUNKING</td>
</tr>
<tr>
<td>CATEGORIZING</td>
</tr>
<tr>
<td>ACRONYMS</td>
</tr>
<tr>
<td>PARAPHRASING</td>
</tr>
<tr>
<td>NOTE-TAKING</td>
</tr>
</tbody>
</table>

1. You call information to get a telephone number.

2. You want to remember to get these items at the grocery store: shampoo, apples, deodorant, and blueberries.

3. You want to memorize your neighbors’ names: Nicole, Penny, Ann, Susie, Tom.

4. You want to memorize your doctor’s name: Dr. Robert Ying.

5. You want to remember your next doctor’s appointment.

6. You are given these directions to get to Ralphs: Take University Ave. east to 10th Ave., turn left on 10th, and park underground in the parking garage.
7. You want to memorize your siblings’ birthdays.

8. Your roommate tells you that “the dishwasher needs unloading, there are dishes in the sink, the floor’s a mess, and the pizza that you baked last night leaked melted cheese all over the bottom of the oven.” She says she also “noticed a couple of yogurt containers of yours in the refrigerator that are past their expiration date.”

Answers:
2. Categorization, note-taking.
3. Acronym PANTS, note-taking.
4. Acronym DRY, note-taking, association, rhymes (Robert Ying likes to sing, wears a ring, stands on the wing of an airplane).
5. Note-taking, preferably in calendar!
6. Paraphrasing, note-taking, association (it’s the same way one would go to Trader Joe’s, or, That’s right across from the Ace Hardware).
7. Note-taking, association (e.g., if close to a holiday).
8. Paraphrasing, categorization (Dishes, Floor, Oven, Yogurt), acronym D-FOY or FLOYD, note-taking.

You probably noticed that for most of these situations, a few rules hold true:
- There are multiple memory strategies you can use to help you remember information.
- Writing things down is almost always among the strategies you can use, and it’s one of the best strategies, provided that you write down the information in a logical place. Sometimes, that place will be your calendar. Sometimes, the best place to write something down might be on your hand.
Session 7: Facilitator’s Guide

1. Have the group members read through the list of name learning strategies. As they read, check in to see if they have any questions or if they could provide other examples.

2. Also, ask them to highlight or mark the ones that they would like to try using.

3. After reviewing the name learning strategies, conduct the class exercise that asks participants to think of ways that they can remember each other’s names. Encourage creativity!
4. Name Learning Strategies
A specific kind of encoding that many people have difficulty with is learning and remembering people’s names. Let’s talk about some strategies to help with this.

BEFORE you meet new people, mentally PREPARE yourself to remember their names by reviewing your strategies. WHEN you meet new people, do the following:

1. OBSERVE THEM:
   - Look people in the eye when you meet them.
   - Notice their physical characteristics; look for cues/links to their names.
2. LISTEN to the actual sound of the person’s name when you hear it.
3. REQUEST REPETITION of the person’s name if it is noisy or the name is unusual.
   - I’m sorry, it’s so loud in here, would you mind repeating your name?
   - Could you say your name again, I’ve never heard it before.
   - This way you hear the name again (even if you heard it the first time!).
4. VERIFY PRONUNCIATION if it’s noisy or the name is unusual.
   - Let me see if I’m saying that right. Is it ____________.
5. REQUEST SPELLING (you can also do this with common names which often have multiple spellings, such as Terri, Terrie, Terry, Teri).
   - Visualize the spelling in your head; imagine the name written down.
6. REQUEST DERIVATION of name by asking suitable questions:
   - About the name’s nationality (“What kind of name is Anu?”).
   - About the person’s preference for a nickname (“Is Bob short for Robert? Do you prefer Bob or Robert?”).
   - About the “history” or story behind the name if it’s unusual. (“It sounds like there’s a story behind the name “Brick.”).
7. REPEAT THE NAME in the initial conversation, either by asking questions about the name and/or using the name in questions such as, “What do you do for a living, Richard?”, “Do you have any children, Robin?”, etc.
8. REPEAT THE NAME when saying goodbye (“Nice to have met you, Sam.”).
9. REHEARSE the name & QUIZ yourself.
10. USE ASSOCIATION to think about similarities and differences between the new person and other people you know who have the same name.
11. USE IMAGERY.
    - Sandy Brown has light brown (sandy-colored) hair.
    - Dr. Burns is bald, as if his hair burned off.
12. USE RHYMES (and Imagery).
    - Sandy Brown wears a frown. (Picture her frowning.)
    - Bobby Knight starts a fight. (Picture him throwing a punch.)
    - Dr. Burns always learns. (Picture him in the library with lots of books.)
13. WRITE DOWN names of new people (in a spiral notebook you carry with you, for example).
14. RE-INTRODUCE YOURSELF to the person and they’ll introduce themselves back to you!
Session 7: Home Exercise

☐ As always, use your calendar!

☐ Practice using memory strategies each day.
  • Spend 10-15 minutes re-reading the memory strategies from this session.
  • Practice using one or more of the active memory strategies each day this week, focusing on activities that are relevant to your course goals and life priorities.
  Which strategies do you plan to use and when?

________________________________________________________________________

________________________________________________________________________
1. When reviewing memory strategies from the previous session, if possible, ask for a volunteer to review the major sections and teach it to the class. You may want to remind them that teaching helps with retention of information. Ask them to give examples of how the strategies can be used (e.g., what is an example of chunking and when might you use it?).
Session 8: Verbal Learning and Memory

**Agenda**
1. Review last session’s home exercise
2. Review encoding strategies from last session and practice list learning
3. Introduce and practice overlearning and retrieval strategies
4. How memory strategies can help with long-term goals
5. Assign home exercise

1. **Review home exercise**

2. **Review encoding strategies from last session and practice list learning**

*We are going to try four different techniques for remembering a list of words.*

- List 1: Listen to the list without looking at the next page.
- List 2: Read and study the list.
- List 3: Read and categorize the list.
- List 4: Read, categorize, and use visual imagery.
Session 8: Facilitator’s Guide

Helpful Suggestions:

1. First list: The facilitator reads the words and asks the participants to write down all the words they remember. When they are done, they can flip the page and tally how many words they were able to correctly recall.

2. List 1:
   - Hammer
   - Monkey
   - Toyota
   - Jazz
   - Saw
   - Zebra
   - Country & Western
   - Honda
   - Drill
   - Giraffe
   - Rock n’ Roll
   - Ford
   - Screwdriver
   - Classical
   - Lion
   - Cadillac
List 1: Listen to the entire list of words, then write them down.

How many did you remember? _____
List 1:

Hammer
Monkey
Toyota
Jazz
Saw
Zebra
Country & Western
Honda
Drill
Giraffe
Rock n' Roll
Ford
Screwdriver
Classical
Lion
Cadillac
Session 8: Facilitator’s Guide

Helpful Suggestions:

1. Second list: The participants study the list for one minute. They flip the page and write down as many words as they can remember. Have them tally their score when they are done.
List 2: Study the following list of words for one minute, then turn the page and write them down.

Falcon
Spark Plug
Elm
Eagle
Diamond
Hub cap
Pine
Maple
Hawk
Owl
Alternator
Ruby
Emerald
Oak
Sapphire
Wheel
List 2: Now write them down. How many did you remember? ____
Helpful suggestions:

1. Third list: Give the participants 3-4 minutes to read and categorize the words. Have them flip the page and write down the words. Have them tally their score they are done.
List 3: Read the following list of words. Put the words into categories to help you remember them, then turn the page and write them down from memory.

- Cat
- Carrot
- Broccoli
- Bread
- Mop
- Hose
- Asparagus
- Milk
- Sponge
- Eggs
- Vacuum
- Dog
- Bird
- Juice
- Hamster
- Onion

Category 1:__________

Category 2:__________

Category 3:__________

Category 4:__________
List 3: Now write them down. How many words did you remember? _____
Session 8: Facilitator’s Guide

Helpful suggestions:

1. Fourth list: Give the participants 5-6 minutes to categorize and visualize the words. Remind them that visualization can be drawing a picture of each item or drawing a scene with all of the items. Once the participants are done with their drawings, have them flip the page and write down the words. Have them tally their score when they are done.
List 4: Read the following list of words. Put into categories and use visual imagery to help you remember the categories or words. Then turn the page and write down the words from memory.

Grass
Chair
Stapler
Lawnmower
Tree
Eraser
Pick
Table
Pen
Rake
Ruler
Shovel
Flower
Sofa
Shrub
Bed

Category 1:__________                Image:

Category 2:__________                Image:

Category 3:__________                Image:

Category 4:__________                Image:
List 4: Now write them down. How many words did you remember?_____
Session 8: Facilitator’s Guide

Helpful suggestions:

1. As previously stated, it is very important to facilitate a discussion of which technique they found most helpful. Have them write their impressions in their manuals.
Did this exercise convince you that some of these strategies will help you remember more information? What did you notice? What worked best for you?

______________________________________________________________________
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3. Overlearning and retrieval strategies

OVERLEARNING = LEARNING INFO OVER AND OVER TO MEMORIZE IT

- Things we overlearn: facts, our names, our birthdays, the names of our siblings and parents, the name of our high school, the name of our street, the name of our pets, the order of the letters in the alphabet, the happy birthday song, how to tie our shoes, etc.
- Anything can be overlearned.
- Overlearned information is very resistant to forgetting.
- Strategies for overlearning: Flashcards that you carry with you and study throughout the day. Works well for learning facts for school exams.
- If you are having trouble, break the learning task down into smaller chunks and learn one chunk at a time.
- Overlearning example: Let’s say you have to memorize the steps of a new task at work. You could write each step on a separate card, then shuffle the cards and put them back in order. You wouldn’t stop after getting it right once, though – overlearning means you keep going over and over the material, even after you know it. In addition to using the flashcards, you would also want to actually do the task repeatedly, in the right order, to memorize it.
- Another example: If you wanted to memorize your medications and their dosages, you could write the name of the medication on one side of the card, and the dosage on the other side. You would start by reading both sides of the card, and as you start to memorize the information, you can quiz yourself by reading only one side of the card.
- What have you overlearned in your life? When could you use this strategy in the next few months?
Session 8: Facilitator’s Guide

1. Review the memory model on the board if necessary.

2. Relaxation: solicit examples from participants of what they already do to relax; offer additional ideas as needed.

3. Mental retracing: normalize how frustrating it can be to realize that you have misplaced an item. Most of us have encountered this! Mental retracing can be a useful alternative to getting frustrated.
**RETRIEVAL STRATEGIES**

Think back to our memory model: Encoding → Storage → Retrieval. All strategies thus far will help with encoding. The next ones will help with retrieval. Retrieval problems mean that the information is in your brain somewhere, but you have difficulty getting it out, for example, a name that’s “on the tip of your tongue.”

**Relax**
- Anxiety leads to difficulty retrieving information.
- Using relaxation strategies can enhance memory.

**Mental Retracing**
- To retrieve a lost item.
- Mentally retrace your steps and reconstruct the events leading up to when you last had the item.

**Alphabetic Searching**
- To remember a word or a name.
- Go through the alphabet, starting with A, and ask yourself, “Does it start with A? Does it start with B?” and so on. If you can identify the first letter, use the same process to get to the second letter, and so on.

**Recreating the Context**
- Good strategy when you can remember where you were or what you were doing when you learned the information.
- For example, if you remember that you were eating at a certain restaurant when your friend told you about a class that you wanted to take, recreate that context. Either imagine the restaurant or actually go there, and it will be easier for you to remember the details about the class.

**Organization**
- Great strategy for encoding, storage, and retrieval.
- Organization in your environment and in your daily routines will help you remember things more easily.
- “Automatic places” for things: locations in your environment where you always keep certain things – that way you will always know where to find them.
- **Plan automatic places for:**
  - Valuable papers
  - Important phone numbers
  - Your calendar/PDA/cell phone/iPod etc.
  - Your keys
- Stick to a structured schedule: Identify your daily routine and schedule things you want to do but often have difficulty remembering to do or motivating yourself to do (e.g., medications, exercise, etc.).
4. **How memory strategies can help with long-term goals**

Think back to those life goals that you wrote down on page 8. How will the learning and memory strategies we’ve covered help you achieve those goals?
Session 8: Home Exercise

☐ The automatic part of this session’s home exercise is, of course, to use your calendar every day and have a planning session every week.

☐ Use the overlearning strategy that we discussed today. The information you will memorize is the following list of the winners of the Academy Award for Best Picture from 1995 to 1999.

- 1995: Braveheart
  1996: The English Patient
  1997: Titanic
  1998: Shakespeare in Love
  1999: American Beauty

- Look over your memory strategies and start planning how you will memorize these Oscar winners – you will need to remember not only the titles, but also what year each film won. Which strategies do you plan to use?

- The point of this exercise is to review your memory strategies and to prove to yourself that you can memorize anything you want to, no matter how trivial the information may seem.
Session 9: Facilitator’s Guide

1. When discussing cognitive flexibility, consider providing an example to help explain the concept. For example, how many ways can you use a brick? Many people would say for building a house. However, there are hundreds of ways to use a brick like breaking a window, painting it and using it as a door stop, putting it on top of a table cloth to prevent the table cloth from falling off a picnic table, and attaching it to a helium balloon. Encourage participants to think of other ways to use a brick.

2. When discussing brainstorming, provide examples of when they might use brainstorming (e.g., meetings at work or a topic for a school project). Encourage them not to filter responses as silly or bad responses.
Session 9: Cognitive Flexibility and Problem-Solving

Agenda
1. Review last session’s home exercise
2. Introduce cognitive flexibility
3. Introduce and practice brainstorming
4. Introduce and practice the 6-step problem-solving method
5. Assign home exercise

1. Review home exercise

2. Cognitive Flexibility

**COGNITIVE FLEXIBILITY = THE ABILITY TO THINK FLEXIBLY**

- Sometimes, people have trouble with problem solving because their thinking style can be rigid. For example, they may see only one way to solve a problem, when in fact there are many ways. They may get “stuck” on an idea.
- We will use a problem-solving method that will help you think as flexibly as possible.

3. Brainstorming

**BRAINSTORMING = COMING UP WITH AS MANY IDEAS AS POSSIBLE ON A PARTICULAR TOPIC**

- Think up as many ideas as possible without making judgments about them.
- Don’t edit out any ideas because they seem silly or bad. Just let the ideas keep coming because you never know when a “silly” idea will trigger a good one.
- Brainstorming practice exercises: Try to come up with at least 30 ideas for each of the following scenarios.
Session 9: Facilitator’s Guide

1. Do the first example of brainstorming on the board. Encourage creativity!
All the items you would need for painting a room.

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Session 9: Facilitator’s Guide

1. Participants should do the second brainstorming exercise on their own. Give them a few minutes to work on it. Walk around the room to provide assistance and encouragement. Once the exercise is over, discuss results as a group. Emphasize that sometimes it helps to brainstorm with other people because it is likely that others will think of things that you hadn’t!
All the ways to get a cat out of a tree.

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Session 9: Facilitator’s Guide

1. In discussing the problem-solving method, consider linking it to calendar use. How can they make the problem-solving method into a routine? How will they remember to practice it until it becomes automatic?
4. The 6-Step Problem-Solving Method

The 6-step problem solving method (DBESTE)

1. **D**efine the problem.
2. **B**rainstorm solutions to the problem.
3. **E**valuate each solution in terms of ease of implementation, costs and benefits, and likely consequences.
4. **S**elect a solution to try.
5. **T**ry the solution.
6. **E**valuate the solution: Did it work? Do you need to try another one? If so, go back to step 4.

- Your goal is to use the 6-step problem solving method quickly when you need it. Being able to do this requires practice it until it becomes automatic.

Practice the steps of the 6-step problem solving method with these scenarios and worksheets that follow. Once you’ve got the hang of it, try it with your own real-world problem.
Session 9: Facilitator’s Guide

1. Do this 6-step problem-solving method exercise as a group, but have all the participants fill out the worksheet in their manuals.
### Define the problem:
You want to get back in touch with a good friend from high school that you haven’t heard from in 8 years.

### Brainstorm solutions below

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<th>Evaluate solutions</th>
<th>Easy?</th>
<th>Cost OK?</th>
<th>Likely to work?</th>
<th>Other notes</th>
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### Select a solution (or >1 solution) to try

### Try out solution(s)

### Evaluate again. Is your problem solved? If not, try a new solution or solutions.
Session 9: Facilitator’s Guide

1. Do this 6-step problem-solving method exercise as a group, but have all the participants fill out the worksheet in their manuals.
6-Step Problem-Solving Worksheet

**Define the problem:** You have a new job that you enjoy, but one of your coworkers seems to want to make you look incompetent.

**Brainstorm solutions below**

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**Select a solution (or >1 solution) to try**

**Try out solution(s)**

**Evaluate again. Is your problem solved? If not, try a new solution or solutions.**
Session 9: Facilitator’s Guide

1. Have the participants do this exercise on their own. Encourage them to use a current problem that they are trying to solve. Once the participants have completed the exercise, discuss as a group and ask for a volunteer to share their work.
# 6-Step Problem-Solving Worksheet

**Define the problem:**

**Brainstorm solutions below**

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**Select a solution (or >1 solution) to try**

**Try out solution(s)**

**Evaluate again. Is your problem solved? If not, try a new solution or solutions.**
Session 9: Home Exercise

☐ The automatic part of this session’s home exercise is, of course, to use your calendar every day and have a planning session every week.

☐ Practice just the brainstorming part of the problem-solving method. Pick an everyday activity and write down as many ways to do it as you can think of – next session, we can see who came up with the longest list.

- I am going to brainstorm: ____________________________
  ____________________________

- You can do this even if you don’t have a problem to solve – you can brainstorm in almost any situation (e.g., making a sandwich, watching television, making an appointment). Applying your brainstorming technique to these everyday situations may seem a little silly at first, but practicing brainstorming will increase your ability to think creatively, and the ability will come more naturally when you need it to solve problems.

☐ Practice using the 6-step problem-solving method using the next page. Think of a problem you’d like to try to solve and write it down here: ________________
### 6-Step Problem-Solving Worksheet

**Define the problem:**

**Brainstorm solutions below**

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**Select a solution (or >1 solution) to try**

**Try out solution(s)**

**Evaluate again. Is your problem solved? If not, try a new solution or solutions.**
Session 10: Facilitator’s Guide

Items to bring to the session:

1. Deck of playing cards

Helpful suggestions:

1. In the “evaluate” phase for 20 questions, reinforce categorization and abstraction. E.g., point out how, “Is it on this side of the room?” is a better question than, “Is it your backpack?” Discuss how a more general question can get you to the answer faster. Go around the room and ask each participant to ask a question.

2. For card sorting game, deal 8-10 cards to each person and allow participants 1 to 2 minutes to jot down some ideas about how to sort them. Then go around the room and take turns sorting them in novel ways (e.g., red & black, face cards & number cards, even & odd numbers, cards whose numbers begin with “T” – two, three, ten – & all others, etc.) Encourage creativity!
Session 10: Cognitive Flexibility and Problem-Solving

Agenda
1. Review last session’s home exercise
2. Review and practice the 6-step problem-solving method
3. Introduce and practice strategy verbalization and hypothesis testing
4. Assign home exercise

1. Review home exercise

2. Review the 6-step problem-solving method

Today we’re going to practice using our 6-step method on some tasks in session.

• **20 Questions.** I’m going to be thinking of an item in this room. Take a moment to look around the room, and see if you can brainstorm some questions you want to ask me so you can figure out which item I’m thinking of with as few questions as possible. Write down all the questions you come up with in your brainstorming, and then mark the two or three best questions after you evaluate each question. Then, select the best question to ask, and we’ll see how many questions it takes for you to guess which item I’m thinking of.

• **Card sorting game.** We’ll deal out 8-10 cards to each person. Take a moment to look at all of the cards, and see if you can brainstorm different ways to sort the cards into two groups. Let’s write down all the ways to sort the cards that you can think of.

3. Strategy verbalization and hypothesis testing

STRATEGY VERBALIZATION = USING SELF-TALK WHILE YOU SOLVE A PROBLEM

We’ve used self-talk to stay focused while focusing on a task or when encoding information in memory. Now we’re going to use it to solve problems.

All that is needed is that you talk out loud about how you’re solving the problem as you do it. Let’s do a couple of examples.
Session 10: Facilitator’s Guide

1. Spend approximately 2-3 minutes on the puzzles. Ask participants to verbalize their problem-solving efforts. E.g., “Each box has a single symbol, so I am probably looking for a single symbol to go in the empty box. Also, each row has something that looks like an ‘L’, something that looks like an ‘E’, and something that looks like a ‘Y’. All of the columns have the same pattern too. This third row already has a ‘Y’ and an ‘L’ so it’s missing the ‘E’, and the third column is also missing the ‘E’, so I think the answer is choice 5 in the middle of the bottom row.”
Hypothesis testing is another way to think flexibly. Here is how it works:

- **Gather evidence about your idea:**
  - Look for evidence that your idea is **right**
  - Look for evidence that your idea is **wrong**
  - We’ll call these types of evidence “pros” and “cons”
- **Make a final decision.**

Let’s practice strategy verbalization and hypothesis testing. Remember, the two skills are:

- **Talk out loud about what strategy you are using**
- **Talk out loud about what hypothesis you are testing, and what the pro and con evidence is**
Session 10: Facilitator's Guide

1. Again spend approximately 2-3 minutes on the puzzles. Ask participants to verbalize their problem-solving efforts AND test their hypothesis. Using the previous example: “Each box has a single symbol, so I am probably looking for a single symbol to go in the empty box. Also, each row has something that looks like an ‘L’, something that looks like an ‘E’, and something that looks like a ‘Y’. All of the columns have the same pattern too. This third row already has a ‘Y’ and an ‘L’ so it’s missing the ‘E’, and the third column is also missing the ‘E’, so I think the answer is choice 5 in the middle of the bottom row. Let me check the other possible answers and see if I’m right. Choice 2, 4, and 6 all have two symbols, and none of the boxes up to have two symbols, so I can eliminate those as possibilities. Choice 1 is an ‘L’, but there is already an ‘L’ in the third row and in the third column, and none of the rows or columns repeat their symbol, so I can eliminate that as an option. Same goes for choice 3, the ‘Y’. So the only choice left is choice 5; that must be the correct answer.”
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Session 10: Facilitator's Guide

1. Do the first couple of categorization exercises together (the first one is already completed) to ensure participants understand how to do it. Demonstrate strategy verbalization and hypothesis testing.
Session 10: Home Exercise

☐ Use your calendar every day.

☐ Practice using the 6-step problem-solving method. Think of a problem you’d like to try to solve and write it down: __________________________________________________________

• This session we are going to focus on strategy verbalization while we solve the problem. Use your hypothesis testing skills to identify the pros and cons of your problem-solving idea.
• Pros: __________________________________________________________________________
• Cons: __________________________________________________________________________

☐ There are also some paper and pencil tasks this session. The next few pages present some words that you are to sort into the best categories you can think of. Write the words down in groups and come up with a category name for each group. Try to use strategy verbalization while you sort the words.
CATEGORIES.

Skills involved
1. Abstraction
2. Working memory
3. Use of memory aid strategies
4. Data organization

Task instructions
The words or numbers on the following pages can be arranged to form a number of groups. Group the items appropriately and label each group. The first one is already done as an example.

Then try recalling as many of the words as possible. First, try to recall the group or category first, then the individual items. Then try to recall the items before the group. Which way is easier? Does it help to have organization and structure when remembering items?

Strategies
1. Data reduction strategies (such as crossing off each item as it has been put into a group).
2. Systematic and organized behavior (such as working from left to right, or listing items in alphabetical order).
3. Re-write the words in groups according to their associations.

Relevant everyday tasks
1. Remembering things you need to buy at a shop.
2. Sorting out a messy cupboard so that similar things are put together and you may be able to remember where things are.
## Categories and their items:

<table>
<thead>
<tr>
<th>MONTHS</th>
<th>FARM ANIMALS</th>
<th>OFFICE SUPPLIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Goose</td>
<td>Paper</td>
</tr>
<tr>
<td>January</td>
<td>Cow</td>
<td>Desk</td>
</tr>
<tr>
<td>April</td>
<td>Chicken</td>
<td>Typewriter</td>
</tr>
<tr>
<td>February</td>
<td>Horse</td>
<td>Chair</td>
</tr>
<tr>
<td></td>
<td>Bull</td>
<td></td>
</tr>
</tbody>
</table>
Categories and their items:
Categories and their items:
Categories and their items:
CATEGORIES - 5

CAT       FISH
MARS       EARTH
SHARK      BIRD
FOX        SATURN
MICE       RABBIT
JUPITER    NEPTUNE
WORM

Categories and their items:
CATEGORIES - 6

TROUSERS
ZERO
SHIRT
HORSE
FOUR
TIE
TWO
BELT
COW
SIX
HAT
EIGHT
PIG
DUCK

Categories and their items:
Categories and their items:
Categories and their items:
Categories and their items:
Session 11: Facilitator’s Guide

Items to bring to the session:

1. Deck of playing cards
Session 11: Cognitive Flexibility, Problem-Solving, and Planning

Agenda
1. Review last session’s home exercise
2. Review the 6-step problem-solving method
3. Introduce self-monitoring, set maintenance, and set shifting
4. Practice evaluating solutions using self-monitoring and deciding whether to maintain or shift cognitive set
5. Introduce and practice planning to meet goals and deadlines
6. How problem-solving and cognitive flexibility strategies can help with long-term goals
7. Assign home exercise

1. Review home exercise

2. Review the 6-step problem-solving method

3. Self-monitoring, set maintenance, and set shifting

| SELF-MONITORING = EVALUATING HOW YOU’RE DOING |

- Step 6 of the problem solving method is “Evaluate”.
- Self-monitoring is a way of taking a step back and evaluating your problem solving strategy to make sure it is effective.
  - If a strategy is working, you want to keep using it.
  - If a strategy is not working, you want to shift strategies.
- If something is not working or you find yourself frustrated, it is a good time to take a step back.
- Be sure to gather evidence that you are wrong, as well as evidence that you are right.

Once you figure out if your strategy is working or not, you can then decide to maintain that strategy or to switch that strategy.

If you conclude that your strategy is working, and you are effectively solving the problem, all you have to do is remind yourself to stay focused and stick to that strategy.
1. The card game is a little bit like the Wisconsin Card Sorting Test. Start with the cards yourself and sort them into two fairly obvious groups (e.g., color). Without confirming the sorting rule, pass the cards to the next person and ask them to sort them. If he/she sorts them the same way you did, say “correct” and pass them to the next person. If he/she sorts them differently than you did, say “incorrect” and ask that person to try again. Every few turns change the sorting rule (e.g., covertly switch to face cards & not face cards) to encourage participants to shift set. Ask participants to verbalize their self-monitoring and their decision to maintain or shift set.
If you conclude that your strategy is not working, you want to avoid making the same mistakes more than once, so you'll want to switch strategies.

- For example, if we were playing 20 questions, taking wild guesses, like “Is it a banana? Is it a truck? Is it a zebra?” wouldn’t be a good strategy – you’d want to switch to a different strategy to narrow down the items it could be.

4. **Practice self-monitoring**

Let’s practice using our 6-step problem solving method. We’re going to use self-talk during this exercise, so everything you’re thinking about the problem, you should be saying out loud.

Remember, you want to monitor your performance and make sure you’re solving the problem effectively – if your solution seems to be working, your job is to keep at it and stay focused.

- You can tell yourself, “This seems to work – I just need to keep doing the same thing.”

If your solution doesn’t seem to be working, your job is to try a new way to solve the problem.

- You can say, “This isn’t working. I’ve got to try something new.” This may mean going back to your brainstorming list to shift strategies.

We’ll practice using the deck of cards for sorting. Keep the following model in mind:
Session 11: Facilitator’s Guide

1. In doing the planning exercise, consider using someone’s goal as an example and problem-solving it on the board. Afterwards, have the group members pick one of their goals and have them work on it in class.
5. **Planning to meet goals and deadlines**

- Are you ever bothered by not getting things done? Set aside time to think about your goal or deadline. Have your calendar handy.
- Define the goal or deadline in measurable, concrete terms (e.g., “By December 10, I will have all of my holiday cards mailed out”).
- Brainstorm the steps needed to meet the goal or deadline – it may help to “work backwards” from your goal.
- Make sure all the steps are in the right order and figure out when each step must be completed by in order for you to meet the goal or deadline.
- Schedule times in your calendar to complete the steps. Allow a bit more time than you think you need to accomplish each step; urgent matters may come up and interfere with your progress, so allow some leeway.
- Review the timeline at each step to make sure it is realistic. You may have to re-order your steps or add additional steps.

**Example Goal:** By December 10, I will have all of my holiday cards mailed out.

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Step</th>
</tr>
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<tbody>
<tr>
<td>11/1</td>
<td>Make a list of card recipients and addresses.</td>
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<tr>
<td>11/5</td>
<td>Purchase holiday cards.</td>
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<tr>
<td>11/10</td>
<td>Start writing cards, 30 minutes per night.</td>
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<tr>
<td>11/20</td>
<td>Have 50% of cards written.</td>
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<tr>
<td>11/25</td>
<td>Obtain any missing addresses.</td>
</tr>
<tr>
<td>12/1</td>
<td>Have all cards written and addressed.</td>
</tr>
<tr>
<td>12/5</td>
<td>Purchase stamps.</td>
</tr>
<tr>
<td>12/10</td>
<td>Mail cards.</td>
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</tbody>
</table>

**Planning exercise:**

Use the worksheet on the following page to plan out an important goal. Transfer tasks/dates into your calendar.
Define the goal or project:

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Step</th>
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<tbody>
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</table>
6. **How cognitive flexibility, problem-solving, and planning strategies can help with long-term goals**

Think back to those life goals that you wrote down on page 8. How will the problem solving and cognitive flexibility strategies we’ve covered help you achieve those goals?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Session 11: Home Exercise

☐ Use your calendar every day.

☐ Practice self-monitoring strategies. Think of a problem that you’d like to use self-monitoring with, and write it down: ____________________________

Now use the 6-step problem-solving method and focus particularly on self-monitoring as you evaluate your solution to the problem.

☐ You can also use self-monitoring in conversations. Have you ever noticed that sometimes a conversation can get in a rut? Sometimes, you might notice that you’re repeating yourself, or that the person you’re talking to just doesn’t understand you no matter how much you repeat the information. Those are times when you can ask yourself:
  • Is what I’m saying making sense?
  • Am I repeating myself?
  • Am I getting stuck or coming back to the same topic over and over?
  • Do I need to shift to a different topic, or a different way of saying things, so I can be understood better?
  • Am I moving from topic to topic without answering the question?
  • Do I need to stick to the topic better?

This week, try introducing some self-monitoring into your conversations, and see how it works for you.

☐ Use the planning sheets to plan out the steps of any important goals or deadlines you have.
Define the goal or project:

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<tr>
<th>Target Date</th>
<th>Step</th>
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Define the goal or project:

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<th>Step</th>
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Session 12: Facilitator’s Guide

Items to bring:

1. Handouts about any local resources or referrals
2. Certificates of completion for each participant
3. Snacks/goodies

Helpful suggestions:

1. When reviewing the key concepts and skills, it is useful to turn back to each section and briefly review each of the bold-faced strategies. Many of the participants may have forgotten some of the strategies and this is the last opportunity to refresh their memory.

2. After reviewing a section of strategies, ask the participants to write down the strategies that they are currently using and the strategies that they hope to use. Facilitate a discussion based on their responses and help them to troubleshoot predicted obstacles.

3. It is important to help the participants develop a plan for addressing cognitive problems in the future. Typical plans include reviewing skills learned in this course, asking friends or family for support, and seeking help from providers.

4. If you have handouts about local resources, provide them to the participants at this time.

5. Educate participants about referral sources available at your facility and the community.

6. Congratulate participants on their attendance and participation in this course, highlighting something positive about each person.
Session 12: Skills Integration, Review, and Next Steps

Agenda
1. Review last session’s home exercise
2. Review all key concepts and skills taught in the course, answering any questions that arise
3. Applications of strategies to everyday life and progress towards goals
4. Elicit feedback about what topics were most helpful and enjoyable
5. Congratulate members on their attendance and participation in the course; distribute graduation certificates and celebrate!

1. Review home exercise

2. Review all key concepts

Using the outline that follows, review all key concepts taught in this course:

- Prospective Memory skills
- Conversational and Task Attention skills
- Verbal Learning and Memory skills
- Cognitive Flexibility skills

Do you have any questions? Are there any additional role-plays you’d like to do?

3. Applications of strategies to everyday life and progress towards goals

Think back to the goals you wrote down at the start of the course. What strategies are you using that will help you reach your goals? What other strategies could you use that would be helpful? How will you use these new strategies in your life?

<table>
<thead>
<tr>
<th>Strategies I’m already using regularly</th>
<th>Strategies I want to start using (how?)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Name one organization or prospective memory strategy you would like to focus on over the next month:

__________________________________________________________________________

Name one attention strategy you would like to focus on over the next month:

__________________________________________________________________________

Name one learning or memory strategy you would like to focus on over the next month:

__________________________________________________________________________

Name one problem-solving strategy you would like to focus on over the next month:

__________________________________________________________________________

In the future, if you find you are having significant problems related to cognitive issues, what can you do to address them?

__________________________________________________________________________

What do you think your friends, family, and support persons can do from here on out to best support you as you continue to work on skills to help you manage your cognitive difficulties?

__________________________________________________________________________

It’s important to remember that just because the course is ending does not mean that you should stop practicing these skills. Learning and using these skills is a lifelong process.

4. Feedback about the course

What topics were most helpful? What concepts were too easy or too difficult? On which topics would you want more or less training?

5. Congratulations!

You deserve acknowledgment and congratulations on your attendance and participation in this course!
Key Concepts Covered in Compensatory Cognitive Training

1. Prospective Memory, Part I
The ability to remember to do things in the future

- **Use a Calendar**
  - Keep it with you at all times (pocket or purse-sized calendar is ideal)
  - Check it daily
  - Pick a specific event to pair with checking your calendar so you are sure to remember
    - Upon waking
    - Breakfast (or during any meal)
    - During your morning routine
  - Write down all appointments
  - Include names, directions, phone numbers, notes (e.g., side effects to discuss with doctor)
  - Schedule planning sessions to help you plan for the upcoming week
  - Write down reminders for future events (e.g., get bus pass before job interview)
    - Calendar is a good place to write down frequently-used information
    - Keep your calendar in a safe place when you are at home

- **Make Lists**
  - Keep lists in your calendar or posted where you will see them
  - “To do” lists, shopping lists
  - Job leads
  - Medication names, dosages, and instructions

- **Remembering to Check your Calendar**
  - Link checking your calendar with something you automatically do every day (e.g., waking up, eating breakfast, or brushing your teeth)
  - It helps to use a written reminder while you are forming this new habit (e.g., note on your cereal box or bathroom mirror)
  - Put your calendar somewhere in your home where you are sure to see it (e.g., next to alarm clock or on kitchen table)
2. Prospective Memory, Part II
Remembering to do things without looking at your calendar

- Write reminders on your hand
- Leave yourself a message on your voicemail or email yourself
  - Great for remembering when you get home

- Can’t miss reminders: Places you have to look before leaving the house
  - Hang things you need to remember to take with you on the front door (use a clear plastic bag so you can see the items)
  - Place items you need to remember in your shoe

- Linking Tasks: Forming a habit by adding a new task to something you already do
  - Good way to remember to complete daily tasks
  - Example: link taking medicine with brushing your teeth
  - Example: link checking your calendar with eating meals
  - When first forming the new link, use reminders attached to objects related to the old behaviors (Example: put a note on the toothpaste reminding you to take your medicine)

- Automatic Places: Places you will see something you need to remember
  - Automatic places are places you always check
  - Example: have a place where you always put your keys, wallet, glasses, watch
  - Hanging things on the doorknob so you have to see them to leave the house
3. Conversational Attention
The ability to pay attention during a conversation

- **Listen actively**: Use nonverbal behaviors to convey that you’re listening.
  - Turn toward the speaker
  - Open your posture, relax, avoid “closed” body language, lean toward the speaker
  - Maintain adequate eye contact

- **Eliminate distractions**: What sorts of distractions affect your conversations? Phones? Kids? TV? Pets? How can you reduce these distractions?

- **Ask questions**: Ask questions for clarification, ask the speaker to slow down, repeat information, or explain something in a different way

- **Paraphrase**: Repeat information back in your own words, which will help you understand, pay attention to, and remember the information later
4. Task Attention

Task Attention: The ability to pay attention while you work on a task

- First, make sure you understand the task
  - Paraphrase
  - Ask questions if you need to

- Use Self-Talk to keep yourself focused on the task
  - Talk to yourself out loud about the task while you do it
  - Briefly repeat the steps you have to complete or tasks you have to do next
  - You can make it into a song and sing it to yourself
  - In some settings, you will want to talk to yourself quietly or even silently, but talking out loud works best, because you are listening to your own voice reminding you what to do

Example: Your roommate tells you that you need to “put the dishes in the dishwasher, sweep the floor, clean the burned cheese from the bottom of the oven, and throw away your expired yogurt.”

First, you paraphrase the tasks, saying to her, “Dishes, floor, oven, and yogurt, right?”

Then, use self-talk to keep your mind on the tasks at hand. You can say to yourself, “Dishes, floor, oven, yogurt… after I put away these dishes, I’ll sweep the floor, then I’ll clean the oven and toss that old yogurt. Wow, these dishes didn’t take long to load in the dishwasher – I guess it’s time to sweep the floor. It’s pretty dirty – maybe we should sweep more often in the kitchen. I’ll put everything I’ve swept up into the dustpan, then transfer it to the trash can. Okay, next I’ll tackle the oven. I hope that oven cleaner we bought is still under the sink… yes, there it is. While the oven cleaner is working, I’ll throw out that old yogurt, and I’ll check for other expired food while I’m at it. I’m nearly done!”

- Take a break when you need to refocus
  - Concentrating on a task for long periods of time can be tiring
  - Only you can determine when and how long to take breaks (though don’t make them too long or you might lose track of what you were doing!)
  - Examples of things you can do on a break:
    - 30 seconds of neck stretches
    - 30 seconds of walking around
    - Give yourself a neck rub
    - Close your eyes and count to 30
    - Point and flex your feet
    - Rest your head on your knees or desk
    - Look at cloud formations
    - Shake out your hands
    - Drink some water
5. Verbal Learning & Memory, Part I

- Three stages of memory:

<table>
<thead>
<tr>
<th>Encoding</th>
<th>Storage</th>
<th>Retrieval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info goes in</td>
<td>info gets stored</td>
<td>info comes out</td>
</tr>
</tbody>
</table>

- Encoding: Learning new information
- Storage: Storing the information (Less under your control)
- Retrieval: Getting the information back out of your brain

- Information that is encoded properly is likely to be stored
- Storage is most efficient when there is no interference from drugs or alcohol
- Encoding Strategies
  - Most everyday memory problems are due to poor encoding or not paying attention in the first place
    - The use of paraphrasing and self-talk can help you improve your attention during conversations and tasks
    - Paraphrase what others say or what you read – saying it in a different way, using your own words, will help you remember
  - The number 1 encoding strategy: Write things down!
    - Carry a small spiral notebook
    - Use sticky-notes or a calendar
    - Write it on your hand
    - Allows for encoding to happen through many different channels
      - Thinking about it (summarizing it to make it easier to write down)
      - Writing it
      - Seeing it and reading it as you write it
      - Hearing yourself read your reminder out loud
  - Make associations
    - Linking new information with what you already know

Example: Your boss assigns you a new shift, Tuesdays from 12-2. You already work on Mondays at 12, so this means you'll be going to work on both Monday and Tuesday at 12.

- Make analogies or contrasts: How is this new person you just met similar and different from other friends with the same name?

Example: Your new coworker Brad is very tall, but your friend Brad in high school was only 5 feet tall. They are really different looking!
6. Verbal Learning & Memory, Part II

- **More Encoding Strategies**
  - **Categorize** information
    - Group information together in a logical fashion
    - Think about how the things you’re trying to remember are alike
    - You can reduce the number of things you need to remember putting them into categories, and using the categories to remind yourself of what things were in each category

  Example: A shopping list of 9 items (ketchup, apples, mustard, barbeque sauce, bananas, ice cream, popsicles, watermelon, and frozen peas) could be categorized as “condiments,” “fruit,” and “frozen food.” The category names help cue you to remember the individual items.

  - Make up **ACRONYMS** or words made up of initials that stand for a series of words
    - Example: NBA = National Basketball Association
    - Example: ASAP = As Soon As Possible
    - Example: ROYGBIV = Red, Orange, Yellow, Green, Blue, Indigo, Violet (colors of the rainbow)

  - **Face-Name Strategy:** Remembering names by using memorable images
    - Visualize the person’s face in some situation that will remind you of their name
    - Example: You could imagine Sandy Brown being buried in sand at the beach

  - More strategies for remembering names
    - Prepare to meet new people by reviewing these strategies first
    - Notice physical characteristics – look for cues/links to their names
    - Listen to the sound of a person’s name when you hear it
    - Request repetition of a person’s name if in a noisy environment or if the name is unusual
    - Verify pronunciation
    - Request spelling
    - Request information about the origin of an unusual name or nickname
    - Repeat the name during the conversation and when saying goodbye
    - Rehearse the name afterward and quiz yourself
    - Use imagery and rhymes (Example: “Sandy Brown wears a frown”)
    - Write down the names of new people in your notebook or on a sticky note in your calendar
    - Introduce yourself and the person will probably introduce him/herself back to you
7. General Strategies for Improving Memory

- Take good care of yourself
  - Get enough sleep
  - Exercise, drink enough water
  - Keep your body healthy: eat nutritious meals, avoid alcohol and drugs

- Get organized!
  - Organize your environment and your daily routine
    - Automatic places
      - Where you always keep things
      - Put things in their automatic places immediately after using them

- Stick to a structured schedule
  - Designate specific times to do specific things
  - Certain activities will always follow other activities
  - Your schedule will become a habit and help you organize your day

(she thinks to herself)
I'll remember that — because you're bald!

Hi, I’m Harry…
8. The 6-Step Problem-Solving Method (D-BESTE Method)

1. Define the Problem
2. Brainstorm Solutions
   a. Come up with as many solutions as you can
   b. Don’t worry about how realistic or “good” the solutions are at this point
   c. “Silly” solutions may trigger good ideas
3. Evaluate the solutions
   a. Think about the pros and cons of each solution
   b. Think about the likelihood that each solution will work
   c. Consider the ease and cost of implementing each solution
   d. Consider the likely impact of each solution on yourself and others
   e. Now you can eliminate the undesirable solutions
4. Select a solution to try
5. Try the solution
6. Evaluate the outcome of the solution
   a. Did the solution work to eliminate or reduce the problem?
   b. If the problem persists, return to step 4

Example: The rent is due today and I am $20 short.

1. Define the problem: Need $20 more to pay rent.
2. Brainstorm solutions:
   a. Ask landlord for an extension
   b. Ask my boss for an extra shift and a cash advance of $20
   c. Tell landlord I will have to move because you can’t afford the rent
   d. Ask landlord if I can pay $20 less this month in exchange for doing some repairs to the apartment
   e. Say nothing and wait until I have the $20 to pay the rent
3. Evaluate the solutions
   a. The landlord hasn’t agreed to that in the past – unlikely to work
   b. Possible – they’ve been needing extra help at work
   c. Not really a good option – moving is expensive, and other apartments cost as much as mine
   d. Possible – there is some stucco on the apartment building that needs patching
   e. Not a good idea – the landlord could evict me if I don’t pay the rent on time
4. Select a solution to try – I decide to try Solution “d.”
5. Try the solution – I call the landlord and explain the situation, offering to repair the stucco.
6. Evaluate the outcome of the solution – The landlord declined my offer to repair the stucco.
   Back to Step 4!
4. Select a new solution, because my first one didn’t work. I decide to try Solution “b.”
5. Try the solution – I ask my boss for an extra shift and $20 cash in advance of my paycheck.
6. Evaluate the outcome of the solution – My boss gave me an extra shift and $20 in cash. I can pay my rent on time now. My solution worked and my problem is solved.
9. Strategy Verbalization and Self-Monitoring

**Strategy Verbalization: Using self-talk while solving a problem**

- Talk out loud about how you are solving the problem
- Describe to yourself the strategy you are using to solve the problem

**Self Monitoring: Evaluating how you are doing on a task**

- This is part of Step 6 in the 6-Step Problem-Solving Method
- Evaluate how your problem-solving strategy is working
- Is it working?
  - Look for evidence that the problem is solved or that your strategy is working
  - Look for evidence that the problem remains or that your strategy is failing
  - If you decide your strategy is working, keep using it
  - If you decide your strategy is failing, try a different strategy

10. Planning to meet goals and deadlines

- Define the goal or deadline in measurable, concrete terms
- Brainstorm the steps needed to meet the goal or deadline – it may help to “work backwards” from your goal
- Make sure all the steps are in the right order and figure out when each step must be completed by in order for you to meet the goal or deadline
- Schedule times in your calendar to complete the steps