Self-Control Cueing

HOW CAN YOU ADJUST YOUR CUEING TO MAKE IMMEDIATE IMPROVEMENTS IN YOUR PATIENTS’ OUTCOMES?

Many studies have shown that providing your patient an aspect of control during your intervention enhances motor learning. The effect of improved motor learning is suggested to be due to the deeper processing of relevant information by the patient when they are provided more control. In addition, this allows them to take charge of their own learning process possibly resulting in more active involvement and increased effort invested in practice in their session. (Chiviacowsky S, et al. 2012)

Additional research hypothesized that increased opportunities for self-control may allow increased autonomy and increased autonomy can result in increased intrinsic motivation and engagement with an improved perception of competence. Overall self-control group participants demonstrate more effective learning. (Chiviacowsky S and Wulf G. 2002)

So what can be done during therapy? When possible it is recommended that externally imposed conditions should be limited allowing the patient to adjust training situation parameters. (Andrieux M et al. 2012)

START FACILITATING YOUR PATIENT’S INVOLVEMENT IN THEIR THERAPY IMMEDIATELY? IT IS EASY… TAKE SOME OF THESE QUICK AND EASY TIPS:

Start at the beginning of the activity. Let them know at the beginning that you will be asking them as soon as they finish their walk how they did. Telling them there is a quiz after they have completed the activity increases their attention to the activity. Make sure you hold back and don’t jump right in with a “good job” or description of what they did.

What about when you have a patient that is losing their balance? How can you make an adjustment to your cues? Try asking them questions before you provide comments. Here are some examples:

• Why can’t you stay standing?
• What do you need to do to correct your balance?
• Did your correction to balance work?
• What could you do to make it harder or more challenging?
References

