

Materials for this Module

- Cassette tape of instrumental music
- Cassette tape of news program or sports commentary
- Magazine articles or books (for reading selections)
- LEGO® Technic set or equivalent (optional—see Exercise 25)
- Stopwatch or watch with second hand
- Materials or tapes for exercises
- Pack of playing cards

Instructions for Preparing Materials

- Many of the exercises in this module require (a) specific materials or (b) the therapist to read aloud letters, numbers, or words.
- All the information that you need to complete each exercise with the client is contained on the page following the description of each exercise.
- The lists of words, numbers, and letters can be used as indicated, or you may wish to invent your own lists. You may find it easier to make audiotapes of this information if you use the exercises frequently.

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Instructions for the Therapist

- Give the client a pen or pencil and open the Client Workbook to the appropriate exercise whenever the instructions ask you to.
- It is suggested that each exercise be done for the indicated length of time each day, as detailed in the instructions for each exercise.
- Show the client where to mark the answers.
- Read the instructions in the boxes to the client. (Any instructions that are not in a box are for your information.)
- Mark the exercise according to the instructions for each exercise.
- Tell the client what rating he or she achieved and how this compares with the day(s) before, so that the client gets feedback on how he or she is improving.
- Show the client how to complete the rating charts. (These charts provide a quick and easy way of monitoring progress and can be referred to by yourself and the client whenever you like.) After reading the instructions to the client, ask him or her to predict how well he or she will perform on the exercise. After completing the exercise, ask the client to rate how well he or she actually performed. Use the rating charts provided before each exercise in the Client Workbook to keep a record. You may find it useful to discuss the importance of prediction and evaluation in task performance. The ability to develop accurate self-perception is a crucial skill.
- Give encouragement and feedback to the client after each exercise.
- Do not feel bound by the instructions that are given for each exercise. For instance, if you need to allow longer time gaps, do it. If certain exercises are too easy, then drop them and do extra work on those that are difficult. Adjust things to suit your own situation. Personalize things for your client.
- Involve the client in any adjustment decisions. The client may prefer to have some easy exercises because he or she can succeed at them. Also, on certain types of problems, the client may be unable to do the more difficult ones, and no amount of practice will overcome this. The client should skip these exercises.
- After each exercise, discuss the following questions with the client:
 1. What skill was this exercise addressing?
 2. What was the goal of this exercise?
 3. How did you do on this exercise?
 4. How might this exercise help you in everyday activities?
- Chart the client's performance on the Exercise Performance Summary, on the following page.

Giving Feedback and Encouragement

- Be genuinely enthusiastic when the client works hard or achieves well.
- Talk positively about the program to the client. Be encouraging.
- Be natural when you give feedback on tasks. If you don't think the client has worked hard, then tell the person, but also be positive by focusing the client's mind on the fact that he or she may do better tomorrow.
- Give feedback immediately after each exercise so that it is fresh in the client's mind.
- Be prepared to spend time going over achievements with the client between sessions, even several times as the client may forget them.

Involving Family Members

- Discuss goals of the module with family members.
- Encourage family members to attend therapy sessions periodically.
- Encourage family members to discuss therapy exercises with the client and therapist.
- Encourage family members to rehearse strategies learned in therapy with the client in appropriate settings.
- If the client does not use these strategies, provide family members with suggestions to increase compliance.

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Completing the Rating Charts

- Mark the client's work.
- Use the rating chart after each exercise to rate the client's performance.
- Discuss this rating with the client, after the client has completed his or her own rating chart in the Client Workbook.
- Encourage the client to color in the appropriate number of boxes each day after each exercise has been marked.
- The example below shows a 3 for Days 1 and 2, a 4 for Days 3 and 4, and a 5 for Day 5.

Rating	5					
	4					
	3					
	2					
	1					
		Day 1	Day 2	Day 3	Day 4	Day 5

Color in the appropriate number of boxes to match the client's correct rating. Repeat this for each day.

Notes on Motivation

In our experience, many clients enjoy the type of exercises contained in this module because they experience a high degree of success. However, a number of clients complain that the exercises are boring. If a client makes this complaint, then you need to know how to help the client remain motivated to continue this essential work. The following explanations can be used in therapy sessions:

- Explain that the exercises can sometimes seem boring, but in fact they have been deliberately designed like this since they are dealing with attention skills; it is easy to attend to things that we find interesting, but the real skill lies in being able to attend to things that we find tedious, repetitive, and perhaps even too easy.
- Explain to the client that each exercise is repeated a maximum of five times, so he or she will progress through quickly. Also, if the client finds the work boring because it appears easy, then he or she will soon be progressing to more complex exercises. However, it is important to ensure that these basic skills are well established so that a solid foundation for the higher level work is built.
- Explain that, unless the client has good attention skills, he or she will probably experience difficulties with all the other levels of work in this program.