

Materials for this Module

- Pack of playing cards for Exercise 44
- 12 common household objects (see Exercise 45)

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.
- Show the client where to mark the answers.
- Read the instructions in the boxes to the client.
- Mark the exercise according to the instructions for each exercise.
- Show the client how to complete the rating scales and charts. (The 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 chart, if provided before an 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. 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, some clients take very easily to the suggestions contained in this module; however, others need to be motivated or reminded to persevere with the exercises. The most important thing that the therapist can do is to encourage the client to use the strategies from this module as part of his or her everyday life. It is also important to ensure that the client gives the strategies time to work. This may mean helping the client to organize his or her routine better, or it may mean drawing up some kind of time table.

Aims of the Memory Module

This module aims primarily to achieve the following:

- To educate the client about memory processes
- To provide a comprehensive presentation of memory aids
- To encourage the client to use memory aids on a daily basis if memory problems persist

Special Instructions for the Memory Module

The design of this module differs from that of the other modules. The following sequence reflects the structure of tasks in Sections 1 and 2 of the memory module:

1. The client predicts how well he or she will complete the exercise, using the rating scale.
2. The client reads a written page of information (Worksheet).
3. The client answers written questions about the information on the worksheet (Question Sheet).
4. The client rates how well he or she actually did on the exercise, using the rating scale.
5. The client studies a graphic sheet that illustrates the main messages from the text (Summary Sheet). (You may photocopy the Summary Sheets for the client to take home to study.)
6. During the following day's session, the client completes a cloze procedure task to reinforce text information (Test Sheet).

Berg, Deelman, and Koning-Haanstra¹ recommended four phases in the treatment of memory problems following brain injury. This module is based on these four phases but also emphasizes the need for formal neuropsychological evaluation and review of medical records.

- *Phase 1*—Gather and review all pertinent medical records regarding the client's complaints of memory problems.
- *Phase 2*—Complete a detailed interview with the client to determine what, when, how, and why the specific memory problems occur.
- *Phase 3*—Complete a formal neuropsychological evaluation to determine specific strengths and weaknesses (e.g., memory deficits).
- *Phase 4*—Select the most applicable memory strategies from the Client Workbook Section 1 and exercises from Section 2 (Learning About Your Memory). These should include metacognitive components (e.g., self-monitoring and self-evaluation).
- *Phase 5*—Demonstrate the use of the strategies. It may be appropriate to use some of the exercises contained in Section 3 (Memory Practice Exercises) of this module. These exercises can be done for 1 week.
- *Phase 6*—Encourage the client to use the strategies in real-life situations. It may be appropriate to use some of the exercises contained in Section 4 (Functional Memory Exercises) of this module. These exercises can be done for 1 week.

¹Berg, I. J., Deelman, B. G., & Koning-Haanstra, M. (1995). Evaluation of memory rehabilitation: Many questions and some answers. In A. M. Chamberlain, V. Neumann, & A. Tennant (Eds.), *Traumatic brain injury rehabilitation: Services, treatments and outcomes*. London: Chapman and Hall.