

Verbal Reasoning

Verbal reasoning is a key element when communicating with others, solving problems, and making decisions. For effective verbal reasoning, a client needs to think logically, offer insight into whether something is right or wrong, integrate new information, and make inferences. The tasks in this section address multiple levels of verbal reasoning to improve your client's ability to think flexibly and to analyze information. Even though many of the tasks may be challenging for your client, they provide ample opportunity for discussion, which will further help your client improve his reasoning abilities. The skills your client uses when completing the activities in this section will improve his reasoning abilities in his daily life.

Emotions and Personal Situations

The tasks on pages 11-35 include activities on emotions, personal situations, and conversation skills. As your client works with these tasks, he will expand and improve his verbal reasoning skills.

When a client has had a change in his brain function, the ability to perceive, interpret, and respond to emotions is frequently impaired. His world tends to get limited to three emotions (happy, sad and angry) and he loses the ability to determine how changes in situations affect people's actions and responses. In personal situations, he may have difficulty seeing beyond the obvious. The tasks in this section will aid your client in reestablishing his repertoire of emotions and problem-solving skills and help him improve his ability to look beyond himself in various situations. At times, the tasks will apply directly to him. Other components of the tasks will require him to focus on other people or situations. The tasks are formatted to improve organization and to provide a structure for reorganizing personal information.

Impairment in verbal reasoning can have a negative impact on a client's ability to converse effectively. The conversation tasks are designed to help bring your client's skills back into balance. This way, he can receive all necessary information for effective reasoning and ask for clarifying information or discuss the processes he is relearning or needs help relearning. Effective verbal reasoning requires balanced speaker-listener skills, being able to converse in an organized manner, being able to interpret verbal and nonverbal information, being able to attend over time, and asking questions in order to insure all salient information has been received.

Your client's verbal reasoning skills will be negatively affected if he cannot identify emotional content, look beyond himself or the concrete nature of objects, or utilize effective conversation skills. These tasks will help in the identification of stimuli so that he can verbally reason effectively to determine a course of action or participate effectively in communication.

Sequencing

Rearrange each group of words so their meanings progress in degree.

▶ **Example:** *hot, boiling, lukewarm* should be rearranged to *lukewarm, hot, boiling*

1. freezing, cool, cold _____
2. grandmother, daughter, mother _____
3. sprint, walk, jog _____
4. most, least, more, less _____
5. glance, stare, look _____
6. cry, whimper, sob _____
7. medium, well-done, rare _____
8. boil, warm, simmer _____
9. furious, angry, bothered _____
10. private, general, sergeant _____
11. quiet, silent, loud _____
12. positive, negative, neutral _____
13. middle, lower, upper _____
14. convict, suspect, investigate _____
15. giant, large, tiny, small _____

Visual Reasoning

Visual reasoning involves visually perceiving information and interpreting it in the correct manner. When something is perceived incorrectly, problem solving and reasoning skills are affected. The tasks in this section provide a variety of levels of visual stimuli, including pictures, shapes, and figures, to improve your client's ability to see visual stimuli correctly and to correctly interpret it. As your client works through these exercises, he will need to think logically and make judgments about the information he sees. The skills he uses to interpret the visual information will improve his ability to solve problems in his daily life.

Visual Analogies

The analogies in this section include solving picture analogies and completing figural analogies. Analogies require your client to determine the relationship between the first set of items. Then your client must retain the relationship and apply it to the second set of items in the analogy. This process stimulates thinking logically and linking two sets together.

In the picture analogies, your client will need to determine relationships based on associations, function, object/agent, part/whole, location, and progression. In the figural analogies, your client will need to determine relationships based on size, direction/rotation, shading, part/whole, number of sides or parts, and shape. Effective visual reasoning is contingent upon the ability to identify and utilize these processing patterns.

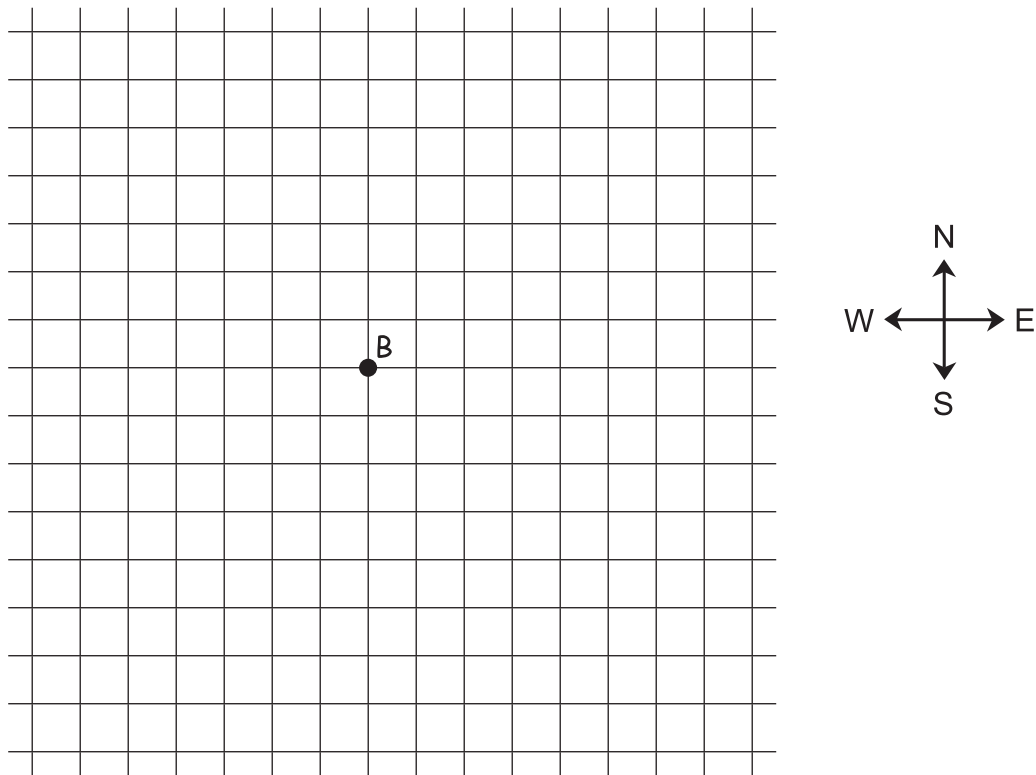
We utilize the ability to think visually analogously throughout the day. For example, when parking a car, we know that a small car will fit in a small parking spot just as a larger car will fit in a large parking spot or that a large suitcase will fit in a car trunk if it is placed on its side whereas a gym bag will fit upright. Frequently, someone who has brain dysfunction is not able to effectively use this level of visual reasoning in his daily life. The analogies in this section will aid in reestablishing the ability to visually reason which will help determine correct actions in daily activities.

Directions—Grid

Sketch out Kathy's vacation route on the grid. Then answer the questions.

Starting from the beach house (B), she travels 4 miles south to the beach, then 5 miles east to the boat dock, 2 miles north to the souvenir store, then 3 miles west to Arthur's Seafood Restaurant, and 2 miles north to pick up the kids from the miniature golf course. From there, she goes directly home to the beach house.

Note: Each square equals one mile.



1. How far is the beach house from the miniature golf course?
2. In which direction did Kathy travel to go directly home to the beach house from the miniature golf course?
3. How long was the total route?