

Cognitive Rehabilitation

A guided self-help programme for improving thinking skills

Dr Chris Gaskell

10/14/2022

Table of contents

Welcome!	3
Course Overview	3
Introduction	4
Group Rules	5
I Dice	6
1 Cognitive Function	7
1.1 What are Cognitive Abilities?	7
1.2 Attention	7
1.2.1 Focused or selective attention	7
1.2.2 Sustained attention	7
1.2.3 Divided attention	7
1.2.4 Alternating attention	9
1.3 Information Processing	9
1.4 Executive Functioning	10
1.4.1 Planning and Organising	10
1.4.2 Sequencing	10
1.4.3 Flexible thinking	10
1.4.4 Self-monitoring	10
1.4.5 Problem solving	10
1.5 Session 2 Overview	11
2 Introduction	12
3 Introduction	13
4 Introduction	14
References	15

Welcome!

This is the online guide book for your cognitive rehabilitation program.

This has been put together by the neuropsychology department in Stoke-on-Trent, UK.

If there are any problems in accessing this resource the please contact the service on 00000000

Course Overview

Chapter	Topic
Chapter 1	Overview of Cognition
Chapter 2	Overview of Memory
Chapter 3	Internal Strategies
Chapter 4	External Strategies
Chapter 5	Mood & Cognitive Functioning
Chapter 6	Keeping Well

Introduction



Thank you for attending and welcome to the memory support skills group. This group has been designed for people who are experiencing difficulties with their memory. By participating in this group programme we hope that you will learn more about your difficulties and develop some strategies to help you manage these difficulties. The aims of the group are listed below:

- To develop knowledge and understanding of our memory and the process underpinning it.
- To develop awareness of and share our own difficulties.
- To develop internal and external strategies to support our memory.
- To increase knowledge and understanding of the impact of memory difficulties on our well-being.
- To develop an awareness of strategies to support psychological and emotional well-being.
- To increase our knowledge and understanding of cognitive functioning and abilities

We hope that the memory support skills group will also provide you with a space to share your experiences, knowledge and skills. It can be daunting coming together within a group and it's perfectly natural to feel worried or anxious about attending and talking within a group. It is therefore important that we support one another and contribute as much or as little as we feel comfortable with. The emphasis of this group is active participation and it is equally important to contribute as much as you feel you can. It is also important that you attend all

the sessions, however, if for some reason you can't attend the group could you please let us know at least 24 hours in advance.

There will be the opportunity for you to complete some work out-of-session if you wish to. This is not compulsory, but may be helpful when thinking together about which strategies might help you manage your difficulties. Please also be aware that this group is not about 'solving' memory problems but developing strategies to help us to cope with our difficulties. It can take time to find the strategies that work for you, to implement these and for these to become effective. So it's important that we take an explorative approach with trial and error.

Sometimes attending groups can cause us to have difficult thoughts and feelings. If you have any difficulties please feel able to arrange a time to discuss this with Grace Sunerton. I will endeavour to be available for telephone consultation on 01782 275188 to support you if you are having difficulties with the programme. There will also be space to ask any questions and explore with us your difficulties within the group if you feel comfortable sharing these.

Group Rules

As we mentioned, we hope that members of the group will support and learn from each other. We also hope all the members will share thoughts, ideas and experiences during the sessions. However, it can help to have a few 'ground rules' to ensure that everyone feels as comfortable as possible and to help the group run smoothly.

This can also help to ensure that everyone has chance to contribute to the group. Is there anything that you would suggest could help the group to run smoothly? Feel free to make a note of any group rules agreed upon in the space below.

Part I

Dice

1 Cognitive Function

1.1 What are Cognitive Abilities?

The term cognitive ability is used to describe people's thinking abilities; including problem solving, concentration and memory. Our minds are made up of lots of these abilities. We will explore some of these in more detail below; however, for the purpose of this group we will not cover all cognitive abilities. We all have our strengths as well as areas we find more difficult. Some of you may have completed a cognitive assessment before attending this group which helps us to identify these strengths and areas of difficulty.

The image below shows the different types of abilities:

1.2 Attention

Attention is a complex thinking skill. Attention describes the process through which you select something to concentrate on, filter out distractions, maintain concentration and switch it when necessary.

Types of Attention:

1.2.1 Focused or selective attention

This is your ability to choose something to pay attention to while filtering out and ignoring other stimuli like noise.

1.2.2 Sustained attention

This is your ability to keep concentrating on something over a period of time.

1.2.3 Divided attention

This is your ability to pay attention to more than one thing at the same time.

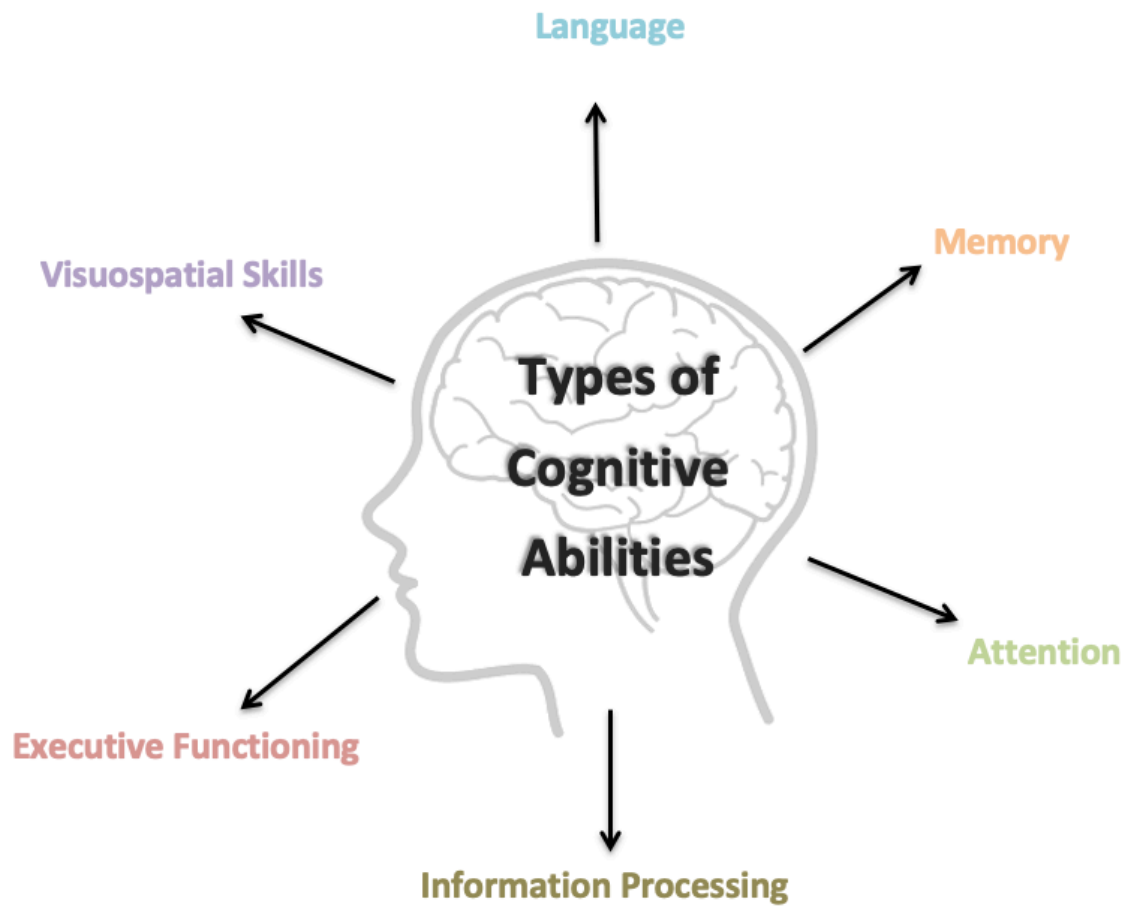


Figure 1.1: An overview of the different types of cognitive functions.

1.2.4 Alternating attention

This your ability to switch your attention between two or more tasks.



- I find it hard to do more than one thing at a time like writing a message while talking on the phone.
- My mind often wanders when I read or watch TV. I'll get to the end of a programme or page and have no idea what I read or watched.
- I start doing something but then get distracted and start doing something else. Then I can't remember what I was meant to be doing.

1.3 Information Processing

Information processing refers to the process through which your mind takes in information, processes that information and acts on. We often talk about speed of information processing which refers to how quickly people are able to do this. For some people this may have slowed down which means that they find it hard to take new information in, especially when they're trying to concentrate on lots of different things at once. Imagine that your mind works a bit like a computer.



If you have lots of programmes open at the same time this will put pressure on the computer and cause it to slow down. Equally, if you're using one programme it might be overloaded with

information. The same can happen with our minds, especially for people who have reduced speed of information processing. If you overload your mind, information might not go in properly.



- It takes me longer to answer questions now. If someone asks me something I have to stop and think about what it means before I can answer.
- I used to be able to do maths in my head really quickly but now it takes me ages.
- If someone's explaining what something means I have to ask them to slow down and repeat it because it takes a while for the information to sink in.

1.4 Executive Functioning

Executive functioning is a broad term used to describe our ability to regulate and organise our thoughts and activities and effectively make decisions. It includes lots of different abilities such as:

1.4.1 Planning and Organising

The ability to plan a task including organising your time.

1.4.2 Sequencing

The ability to complete tasks in the right order.

1.4.3 Flexible thinking

The ability to think in a non-rigid way and adapt your thinking.

1.4.4 Self-monitoring

The ability to monitor your behaviour and responses and adapt these if necessary.

1.4.5 Problem solving

The ability to solve problems or tasks.

1.5 Session 2 Overview

We will also be talking a bit more about memory in the next session. At the start of the next session we will be doing a brief breathing exercise. This is because often when we attend the sessions there may be lots of things on our minds. Perhaps thoughts about what we've been doing, what we need to do, maybe some expectations or perhaps worries about what the group itself will be like. Our minds often wander and life is sometimes filled with stresses or worries. So we will do this breathing exercise to help us to feel more 'grounded' in the next session.

2 Introduction

This is a book created from markdown and executable code.

See Knuth (1984) for additional discussion of literate programming.

Markdown allows you to write using an easy-to-read, easy-to-write plain text format.

3 Introduction

This is a book created from markdown and executable code.

See Knuth (1984) for additional discussion of literate programming.

4 Introduction

This is a book created from markdown and executable code.

See Knuth (1984) for additional discussion of literate programming.

References

Knuth, Donald E. 1984. “Literate Programming.” *Comput. J.* 27 (2): 97–111. <https://doi.org/10.1093/comjnl/27.2.97>.

Index

Markdown, [12](#)