

HOME PROGRAM FOR COGNITION

After neurological damage,
deficits may impair safe,
independent living.

THIS PROGRAM
ADDRESSES THESE
DEFICITS FOR SAFER,
INDEPENDENT LIVING.



LEIGH HARTER
SPEECH SERVICES

ORIENTATION

**ABILITY TO KEEP TRACK OF
WHAT IS GOING ON AROUND US.**

Consider the following:

- **Wearing watch and provide verbal cues to utilize throughout the day**
- **Hang calendar in an obvious place (refrigerator, near phone) for keeping track of date & appointments**
- **Cross off dates passed**
- **Point out environmental markers during familiar walks or in stores**



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ATTENTION

ABILITY TO CONCENTRATE AND STAY FOCUSED ON THOUGHTS & ACTIVITIES.

Consider the following:

- **Using a timer during activities that require sustained attention (cooking, cleaning, yard work)**
- **Implement auditory or tactile cue for paying attention in social setting**
- **Use oven timer when cooking**
- **Place large notes in obvious places as a visual cue to maintain attention to task**



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MEMORY

ABILITY TO RECOGNIZE AND RECALL INFORMATION AND EXPERIENCES.

Consider the following:

- **Label cabinets/drawers to find & return items quickly**
- **Dedicate area for specific items (mail, bills, keys, etc.)**
- **Place frequently used items in same place for consistency**
- **Place pad & pen near phone for messages**
- **Tape list of things to check for before leaving home on back of door (lock doors, turn off lights, etc.)**



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PROBLEM-SOLVING & REASONING

**ADVANCED LANGUAGE &
THINKING SKILLS FOR SOLVING
PROBLEMS.**

Consider the following:

- Practice word-problems & checkbooks activities for money management skills
- Understanding & following multi-step directions
- Answering who, what, where, why questions
- Identify & explain similarities & differences
- Predict or infer information
- Trying out different options & deciding which one is the most sensible



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INITIATION

ABILITY TO BEGIN A CONVERSATION AND/OR ACTIVITY.

Consider the following:

- **With individual, write down structured daily schedule (grooming, chores, leisure activities)**
- **Help individual setup activities he/she needs to perform**
- **Verbally guide individual through each step of activity, as needed**
- **Discuss individuals performance and discuss modifications of level of help, as needed.**



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ORGANIZATION & SEQUENCING

**ABILITY TO PLACE TASK IN
APPROPRIATE ORDER AND
CHUNK INFORMATION.**

Consider the following:

- Provide written directions or sequenced pictures of task (making coffee)
- Write daily/weekly activities on a schedule or calendar
- Practice sorting/categorization of household items (e.g., clothes, silverware, groceries)



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SAFETY AWARENESS

INTROSPECTIVE ABILITY TO IDENTIFY DEFICITS AND ABILITY TO SAFELY PERFORM ACTIVITIES.

Consider the following:

- **Medication list on person at all times**
- **Medical alert bracelet**
- **Bell or whistle in various areas of home**
- **Set up calling system for assistance in the home**
- **Explain why some tasks may be unsafe for him/her to perform at this time**
- **Store kitchen knives out of reach**
- **Remove rugs around the home**
- **Consider the need for 24-hour care**



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