

**Allegany Rehabilitation Associates
Personalized Recovery Oriented Services**

Title of Service: Concentration and Memory

Total Number of Sessions: 12-14 Sessions

Duration of Each Session: 30-45 minutes

Service Type: CRS:BLST

Target Population:

- **Diagnoses:** Anxiety Disorder diagnosis; Mood Disorder; Substance Abuse Disorder; Thought Disorder; ADHD

- **Barriers to Overcome:**
 - Difficulty organizing information, maintaining attention, staying on-task, or remembering information.
 - Limited internal or external frustration tolerance.
 - Difficulty with impulse control.
 - Difficulty following through with task demands.

Service Goal: Participants will increase concentration, memory and recall skills in order to foster better social skills and community life skills.

Service Objectives:

- Improve listening and concentration skills.
- Increase ability to follow directions and communicate information clearly.
- Increase frustration tolerance and impulse control skills

Sources:

http://www.mindtools.com/pages/article/newHTE_78.htm#sthash.qpzDLTGC.dpuf

http://www.educationworld.com/a_lesson/dailylp/dailylp/dailylp022.shtml

Caselman, Tonia. Stop and Think: Impulse control for children. Youthlight, inc. (2005).

<http://www.taft.cc.ca.us/lrc/class/assignments/actlisten.html>

<http://www.learning-styles-online.com/overview/>

www.utdallas.edu/counseling

www.mageerehab.org

**Allegany Rehabilitation Associates
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Title of Service: Concentration and Memory

Session: 1

Duration: 30-45 minutes

Service Objective(s): Participant will have a sense of why developing concentration, memory, and recall skills are important to improve.

Handouts: None

Activities:

- Overview of topics to be covered in this group.
- Introduce the specific goals and objectives of the group.
- Define attention, concentration, and memory.
- Discuss how improving attention, concentration, and memory will help in daily life.
- Discussion Questions:
 - How would improving attention, concentration, and memory affect your life in the following contexts: school, work, treatment, social, etc?
 - How are attention, concentration, and memory related to one another?

Homework: None

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Session: 2

Duration: 30-45 minutes

Service Objective(s): Participants will learn what the different types of attention are and different strategies and activities to enhance attention.

Handouts: p. 4, Attention Activities and Strategies

Activities:

- Review session 1.
- Define and discuss the three different types of attention.
- Discuss how paying attention is a pre-requisite for memory.
- Demonstration Activity (optional-will need a computer with sound):
 - Go to Youtube.com
 - Search “Selective Attention Test”
 - Play video
 - Discuss participants’ reactions
- Handout and discuss p. 4: Attention Activities and Strategies list.

Homework: None

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Session: 3

Duration: 30-45 minutes

Service Objective(s): Participants will learn the four types of memory and be introduced to various strategies for enhancing memory.

Handouts: p. 3, Memory Activities and Strategies

Activities:

- Review session 2.
- Define and discuss the four different types of memory.
- Discussion Questions:
 - How would improved memory impact various aspects of participants' lives?
 - Is it hard for people to remember information? Why?
 - Are some types of information easier to remember than others? Why do you think? (e.g. Remembering faces versus names, music lyrics versus titles, pictures versus words, etc...)
- Handout and discuss p. 3: Memory Activities and Strategies.

Homework: None

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Session: 4

Duration: 30-45 minutes

Service Objective(s): Participants will practice paying attention and remembering information to reinforce the importance of each skill.

Handouts: Blank piece of paper and pen.

Activities:

- Briefly review sessions 2 and 3.
- Introduce the session activities: Practicing paying attention and practicing short-term memory.
- Encourage participants to utilize attention and memory enhancing strategies discussed in previous sessions during today's activities.
- Read the story The Little Match Seller aloud to the participants.
- Periodically stop and ask the participants various questions regarding details of the story.
- Discuss the activity:
 - Was it easy or difficult to pay attention to the story? Why?
 - Did you utilize any strategies to help you pay attention?
 - What were they?
 - Did they work?
- Hand out blank piece of paper and pen to each participant.
- Read directions to memory activity aloud to participants.
- Read list of words provided aloud at approximately one word per second.
- Discuss the activity:
 - What words were easy or difficult to remember?
 - Did you use any strategies to help you remember?
 - What were they?
 - Did they work?

Homework: None

**Allegany Rehabilitation Associates
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Title of Service: Concentration and Memory

Session: 5

Duration: 30-45 minutes

Service Objective(s): Participants will learn what concentration is and various strategies to improve it. Participants will learn how concentration is similar and different from memory and attention.

Handouts: pp. 6-8 Improving your Ability to Concentrate

Activities:

- Review session 5.
- Define concentration.
- Discuss how concentration is different from attention.
- Discuss the difficulties associated with figuring out what is important to concentrate on.
- Discuss how focusing on “controllables” versus “uncontrollables” is a helpful way to improve concentration.
- Discuss the dimensionality of concentration.
- Hand out and discuss “Improving Your Ability to Concentrate” handout.

Homework: None

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**Allegany Rehabilitation Associates
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Session: 6

Duration: 30-45 minutes

Service Objective(s): Information from sessions 1-5 will be reinforced for participants.

Handouts: None

Activities:

- Review sessions 1-5.

Homework: None

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**Allegany Rehabilitation Associates
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Session: 7

Duration: 30-45 minutes

Service Objective(s): Participants will learn what meaningful associations are and how they can enhance memory.

Handouts: 2 blank pieces of paper and pens

Activities:

- Discuss what meaningful associations are and how they can enhance memory.
- Introduce and discuss how the use on mnemonic devices, rhythm, rhymes, and multi-sensory approaches can be used to enhance memory.
- Creating my memory device activity:
 - Split the participants into 2 equal groups.
 - Ask participants to create a mnemonic device and rhyme for the “Different types of Attention” presented in *Session 2* and the “Different Types of Memory” in *Session 3*.
 - Ask each small group share their answers with the entire group.
 - Discuss the easy and difficult aspects of the activity.
- Discussion Questions:
 - Can you think of any other mnemonic devices or rhymes from the past that has helped you remember information?
 - How can these strategies be utilized in your recovery?

Homework: None

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**Allegany Rehabilitation Associates
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Session: 8

Duration: 30-45 minutes

Service Objective(s): Participants will be able to identify why following directions is important in daily functioning.

Handouts: paper and pens

Activities:

- Review session 7.
- Introduce the session topic: *following directions*.
- Discuss why following directions is important for daily functioning.
- Hand each participant a blank piece of paper and a pen.
- Read the instruction of the *following directions activity* aloud to the participants.
- Conduct the activity with the participants.
- Assess the participants performance on the activity.
- Discussion Questions:
 - What was easy/difficult about this activity?
 - What makes following directions in daily life easy/difficult?
 - How is following directions related to memory, attention, and concentration?
 - How does your ability to follow directions affect your mental/physical/emotional health?

Homework: None

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Session: 9

Duration: 30-45 minutes

Service Objective(s): Participants will learn what impulse control is and how can affect the fulfillment of their life role goals.

Handouts: None

Activities:

- Review session 8.
- Define the word impulse.
- Define impulse control.
- Discuss why impulse control is important in different aspects of life (e.g., home, work, school, treatment, goal attainment, etc.).
- Discussion Questions:
 - What impulses do you have sometimes at program? when with friends or family? at home?
 - Which if these impulses are OK to act on? Which are not?
 - Have you ever been able to stop yourself when you've had an impulse?
 - How did you do it?
 - How is impulse control related to what we have learned about thus far in the curriculum?
- Optional: Introduce and complete "Activity Option 1" and "Activity Option 2."

Homework: None

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Title of Service: Concentration and Memory

Session: 10

Duration: 30-45 minutes

Service Objective(s): Participants will learn various strategies to enhance their active listening skills. Participants will be able to identify why active listening is important for enhancing memory and having positive social interactions.

Handouts: None

Activities:

- Review session 9.
- Define and discuss the sub-skills involved in active listening.
- Assign each participant a partner, give the dyads a topic to discuss, and have them practice their S.O.L.E.R. skills.
- Discussion Questions:
 - What was difficult/easy about the activity?
 - What aspects of SOLER do you struggle with? Which ones are easy for you? Why?
 - How is active listening related to memory?
 - How can good active listening skills enhance relationships?
 - How could good active listening skills help you achieve your life role goal?

Homework: None

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**Allegany Rehabilitation Associates
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Session: 11

Duration: 30-45 minutes

Service Objective(s): Participants will begin to understand the various learning styles and will gain self-awareness regarding their own learning preferences. Participants will be able to identify how self-awareness regarding preferred learning style is related to memory.

Handouts: pp. 16-18 Learning Styles Inventory

Activities:

- Review session 10.
- Introduce the concept of learning styles.
- Define and discuss the 7 different learning styles.
- Emphasize how most people prefer a mix of learning styles.
- Hand out pp. 16-18 and have participants complete the learning styles inventory.
- Discussion Questions:
 - Do you agree with your results? Why or why not?
 - How could knowing one's learning style benefit you in various aspects of your lives?
 - How do you think learning styles are related to memory?
 - Will knowing your learning preference change how you approach your treatment?

Homework: None

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Title of Service: Concentration and Memory

Session: 12

Duration: 30-45 minutes

Service Objective(s): Information from sessions 7-11 will be reinforced for participants.

Handouts: None

Activities:

- Review sessions 7-11.

Homework: None