

FOCUS FORWARD

Journey Through the Fog

Funded by the Courage Kenny Foundation



Administration Manual

Subject number:

FOCUS FORWARD: Courage Kenny Rehabilitation Institute

INTERVENTION CASE REPORT FORM

Use the following log to verify adherence to Administration Manual:

Session	Date	Session length	Key concepts (√)				Strategies (√)				Adherence ratio	Adherence form completed	Core strategy grid
			Completed	Partial	Re-scheduled	Drop	Completed	Partial	Re-scheduled	Drop			
2											N/A		
3													
4													
5													

Session at which pedometer discussed: _____

Did participant require assistance setting up pedometer or with directions for use? Yes No

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
BREAK	4 min				
Increase comfort/familiarization with session routine	1 min	<ul style="list-style-type: none"> ▪ Sessions will have a predictable rhythm 	Review outline of session	<input type="checkbox"/>	<p>Each session we will follow a similar format; we will review key concepts, example strategies, and resources for you to review if applicable. We will individualize each area throughout the session.</p> <p>As we progress we will have review time to help ensure that the information is making sense and is applicable to your priorities and responsibilities.</p>

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
<p>Introduce concepts <u>Multi Factor Model</u></p> <ul style="list-style-type: none"> Ensure that the individual understands that personal/ situational factors affect the consistency of their thinking and involvement in life roles 	15 min	<ul style="list-style-type: none"> Patient experience and current research validate that cognitive challenges associated with cancer treatment are real. Multiple factors affect the consistency and efficiency of thinking. This is true for everyone but becomes more important during recovery. There are moment to moment interactions between personal / situational factors and function. This model can identify areas of their life/ situations that they can control during a journey where they have had very little control. It is important to translate all education into their personal experience. After overview of concept, use MI approach to have them complete the worksheet portion that personalizes this education. 	<p>CORE CONCEPT 1</p> <p>Multi factor handout discussed</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p>We all bring our own strengths/inefficiencies to the table when it comes to thinking; we are not sure what brain changes you have from your treatment. The literature has identified memory, word retrieval, and speed of processing as areas that are often affected.</p> <hr/> <p>It is important for you to understand what Personal Factors are affecting the consistency of your thinking...let's talk through each area.</p> <hr/> <p>Fatigue: Affects the effectiveness/ efficiency of our thinking. True for everyone; more apparent during recovery when the energy resources may be lower.</p> <hr/> <p>Arousal/ tension: When we are tired it is hard to pay attention long enough to process/ store information which can result in memory challenges. On the other end of the spectrum, when we are tense/nervous we can be distracted and not focused on what is relevant and this can affect memory and can result in increased fatigue.</p> <p>Physical symptoms: Managing pain/ discomfort takes energy away from thinking.</p>

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
			<p>Individual completes the "How Multi Factor Model Affects Me" worksheet</p>	<input data-bbox="1182 1052 1268 1149" type="checkbox"/>	<p>Negative thoughts: Degree of negative thoughts also varies. It can be minor such as frustration due to an error or more intense such as situational/chronic depression. It takes energy away from thinking.</p> <hr/> <p>Important to be aware of Situational Factors that can affect consistency/ effectiveness of thinking such as:</p> <hr/> <p>External Distractors: Takes energy to filter out background information/ noise and focus on what is important. (Ex. If this discussion was completed in the lobby you may fatigue faster and likely retain less because you have had to ignore all the distractions).</p> <hr/> <p>Multi-tasking: Takes more energy, less attention to individual tasks.</p> <hr/> <p>Information processing: The demands you place on your working memory take energy. This is important to understand if you are a "memory dependent person"; if you are used to keeping track of things in your head you may experience more errors than someone who is used to tracking information and you may feel a greater loss because your memory was one of your strengths.</p> <hr/> <p>Invite the subject to complete their multi factor worksheet.</p>

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample Statements:
		<p>Checklists:</p> <ul style="list-style-type: none"> ▪ Routines/ habits decrease the amount of cognitive energy it takes to get through the day. ▪ Checklists are a great strategy to decrease memory errors. ▪ It can help with fatigue and frustration management. ▪ Used together it can decrease memory errors. 	<p>Checklist strategy:</p> <p>Develop their own Leaving the House checklist.</p> <p>Worksheet that combines the 2</p>	<input type="checkbox"/> <input type="checkbox"/>	<p>Have you ever used checklists in the past? Where they effective for you?</p> <hr/> <p>One of the reasons I value checklists is it helps to develop routines/ habits. When we do individual tasks in the same sequence repeatedly we store that information as a chunk instead of individual tasks. It is easier to remember and once we initiate it we usually complete all of it.</p> <hr/> <p>Once it is established we may not need to look at it but if Personal Factors are not well managed or the Situational Factors are not controlled, we have a backup system in place that helps prevent errors.</p> <hr/> <p>Have you ever left the house and not had what you needed? This is a common error people encounter. We included a sample leaving the house checklist. Take a moment and create your own.</p> <hr/> <p>This week we would like you to practice using strategies by combining the Pause with your Leaving the House checklist. "complete the worksheet"</p>
<p>Optional Strategy:</p> <p>Timer</p>		<p>Timer</p> <ul style="list-style-type: none"> ▪ It takes executive skills to remember to use new strategies/ change behaviors. Obtrusive cues such as timers can be very effective. 	<p>Timer</p> <p>Review worksheet</p>	<input type="checkbox"/>	<p>Timers can be used for multiple reasons: starting on time, staying on track or stopping when you need to or being aware of how much time you are spending on things. This strategy can be used to help them implement the pausing and Leaving the House checklist.</p>

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
		<p>Adherence Grid:</p> <hr/> <ul style="list-style-type: none"> ▪ Adherence will be measured. ▪ Write the strategies they will use on the Adherence grid as well. ▪ Ask the individual to check if they used the strategy each day. ▪ Invite them to write comments. <hr/> <p>Say good bye. Confirm next appointment.</p>	<p>Adherence Grid</p> <hr/>	<div style="border: 1px solid black; width: 40px; height: 40px; margin-left: auto; margin-right: auto;"></div>	<p>This program is not about us “telling you how to do things”. It is about YOU reflecting on how you are doing things; what is working and what is not working as well. Giving you some thinking concepts and strategies and you tweaking them to be effective in your life.</p> <p>Please write down the strategies that you will be using this next week on the grid.</p> <hr/> <p>As part of our research we are looking at adherence; simply put...how easy is it for you to use the strategies that we are suggesting. Tracking whether or not you used it is important feedback for the project.</p> <hr/> <ul style="list-style-type: none"> • Any concerns or questions for me? • Was today's session useful?

End of session Clinician Summary:		
Time allotted was adequate:	Y / N	Comments:
Educational handouts were relevant: <ul style="list-style-type: none"> • Multifactor Model • Awareness • 6 things 	Y / N Y / N Y / N Y / N	Comments:
Sample Strategies were relevant: <ul style="list-style-type: none"> • Pausing • Checklist • Timer 	Y / N Y / N Y / N Y / N	Comments:
Review sheet was effective	Y / N	Comments:
Other thoughts:		

Courage Kenny Rehabilitation Institute-Focus Forward: Session Three: <i>Information Management Session</i>					
Subject #:		Researcher:		Date:	
Total time= 90 minutes					
Materials/ Supplies needed: <ul style="list-style-type: none"> • <i>Therapist Manual</i> • <i>Focus Forward Participant Book</i> • <i>Pens</i> 					
Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
Review of last week's information <ul style="list-style-type: none"> • Ensure they understand concepts • Ensure they are using strategies • MI techniques to ensure they are actively participating/ problem solving • Check adherence 	10 min	<input type="checkbox"/> Strategies require time / energy and tweaking <input type="checkbox"/> Important to review use/ validate effort/ celebrate success and/ or adapt or delete <input type="checkbox"/> Was the form easy to use?	Strategy review log Update Core Strategy Grid Collect adherence grid	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Welcome back! Do you have any concerns or questions related to the information we discussed last session? <hr/> I am curious how the strategy use went for you. Will you share your experience with me? <hr/> Do you think either or both of these strategies should go on your core strategy grid? Do we need to make any adjustments or changes? Remember this is not about doing things our way, this is about what is effective for you in your setting. <hr/> Review adherence grid. Answer any questions. Take sheet and put in researcher binder.
Increase comfort/ familiarization with session routine	1 min	<input type="checkbox"/> Sessions will have a predictable rhythm	Review outline of session	<input type="checkbox"/>	This next section will follow the same format; we will introduce a concept, some strategies that will focus on information management.

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
<p>Concept: <u>Information processing theory</u></p> <ul style="list-style-type: none"> • Understanding how information processing works can help them increase their awareness of if &/ how their system is breaking down. • Help identify strategies they can use to compensate or maximize it. 	20 min	<ul style="list-style-type: none"> □ Sensory memory is large □ They may already be working harder to get in good information if their senses are challenged: decreased hearing d/t chemo, decreased speed of processing □ Working memory is finite and they need to manage that capacity □ They can take in and store information correctly and still have trouble with retrieval □ Strategies can help this system work more effectively. □ Having a backup system can save them if the system does not work effectively. 	Information processing theory	<input type="checkbox"/>	<p>The concepts we highlighted last week really apply to information processing. We believe that if you understand the process you may be able to identify if/ where yours is breaking down and start to develop some strategies to prevent errors. We also believe that personal and situation factors really affect our information processing.</p> <hr/> <p>Turn to the model. We all take in a lot of information from our senses; we see it /hear it and if appropriate taste, touch or smell it. We need to filter out what is important if we want to remember it. Right now you are filtering out distracters as we interact.</p> <hr/> <p>OTs love function; we like to think of your working memory as a stove top; you only have so many burners available to you to put relevant information. You need to “simmer” that information for 15-30 seconds so the information can be encoded and stored in an organized manner in your long term memory.</p> <hr/> <p>The number of “burners” available to hold information varies based on personal and situational factors. Relate burners back to the factors they identified last session.</p> <p>Some burners get shut off d/t fatigue, some burners already have “pots” simmering with pain, fear, negative thoughts, worry, or details you are trying to remember</p> <p>How is your burner status right now?</p> <p>You need burner space available to process information for storage and burners available to retrieve information from your long term memory.</p> <p>Two of the biggest barriers to retrieval are frustration and anxiety. Those two emotions can take over burners and retrieval becomes harder.</p> <p>Ex; meeting people out of context. The harder you try to remember, the worse it gets, the more embarrassed you become. They walk by you and you remember their name.</p>

Prioritizing	15 min	<ul style="list-style-type: none"> ┌ Prioritizing may help decrease memory errors by doing the urgent/important things first when they have time/energy ┌ It encourages planning for important but not urgent tasks ┌ Decreases stress by identifying tasks that can be ignored or deleted 	Prioritization worksheet <input data-bbox="1129 142 1215 240" type="checkbox"/>	You may have noticed prioritizing as one of the steps. Do you feel that you are good at prioritizing? We have a suggested method that has worked with other clients. They found it useful for memory and fatigue management. Do you think this could work for you? Let's take a moment to try it.	
Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
OPTIONAL <u>Momentary Intentions</u> <i>(Cover if this is a subject concern and there is time. Could assign as reading material for home.)</i>		<ul style="list-style-type: none"> • This strategy can help decrease the frustrating errors that occur when we have a quick thought we are going to follow through on. • Everyone has these "moments" • May need a strategy if they happen frequently and are really frustrating. 	Momentary Intentions Education <input data-bbox="1129 695 1215 792" type="checkbox"/>	If individual is bringing up frustration related to frequently forgetting "intentions" this strategy can be helpful. It sounds like those memory errors are really concerning to you. It can be frustrating when everyone minimizes your concerns. Can I share a strategy with you that has been effective for others?	

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
<p>Reflection and application:</p> <ul style="list-style-type: none"> • Ensure good understanding of content. • Ensure good understanding of next week’s focus. • Help prevent them from being overwhelmed. 	<p>10 min</p>	<p>Reflection:</p> <p>┌ It is important that they summarize the education/ strategies in their own words to ensure understanding and easy review.</p> <p>┌ Do not underestimate the importance of this step; if “aha” moments are not remembered they are not that valuable.</p> <p>Strategy Log</p> <p>┌ Individual needs to track the strategies they are trying and determine at the next session if they were effective or not.</p>	<p>Reflection</p> <p>Weekly Reflection sheet</p> <p><input type="checkbox"/></p> <p>Strategy log</p> <p><input type="checkbox"/></p>		<p>We want to ensure that the information presented each week is relevant and understood. Please take a few minutes to summarize the session in your own words.</p> <p>We want to help decrease stress, not add to it.</p> <p>Please take a moment write down what your focus for the week will be. We would like you to include:</p> <ul style="list-style-type: none"> • Consistently sitting down each day and using your: _____ • Sitting down each day at _____ time and completing your planning checklist. • Making a To Do list and prioritizing it. <p>We will review how these worked at your next session. These will also be added to your strategy grid.</p> <hr/> <p>This information is only valuable if it can have meaning in your real world.</p> <hr/> <p>It is really important that you are open with your feedback and let us know what is and is not working for you.</p> <p>Remember, this program is not about us “telling you how to do things”. It is about YOU reflecting on how you are doing things; what is working and what is not working as well. Giving you some thinking concepts and strategies and you tweaking them to be effective in your life.</p> <p>Please write down the strategies that you will be using this next week on the grid.</p> <hr/> <p>As part of our research we are looking at adherence; simply put.....how easy is it for you to use the strategies that we are suggesting? Tracking whether or not you used it is important feedback for the project.</p>

		<p>Adherence Grid:</p> <hr/> <ul style="list-style-type: none"> ┌ Adherence will be measured. ┌ Write the strategies they will use on the Adherence grid as well. ┌ Ask the individual to check if they used the strategy each day. ┌ Invite them to write comments. <hr/> <p>Say good bye Confirm next appointment</p>	<p>Adherence Grid</p> <hr/>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<ul style="list-style-type: none"> • Any concerns or questions for me? • Was today's session useful?
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End of session Clinician summary:		
Time allotted was adequate:	Y / N	Comments:
Educational handouts were relevant: • Info processing	Y / N	Comments:
Sample Strategies were relevant: • Info mgmt. systems • Prioritization • Momentary intentions	Y / N Y / N Y / N Y / N	Comments:
Review sheet was effective	Y / N	Comments:
Other comments:		

Courage Kenny Rehabilitation Institute-Focus Forward: Session Four: Attention Management Session

Subject #: _____ **Researcher:** _____ **Date:** _____

Total time = 90 minutes

Materials/ Supplies needed:

- *Therapist Manual*
- *Focus Forward Participant Book*
- *Pens*

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
<p>Review of last week's information</p> <ul style="list-style-type: none"> • Ensure they understand concepts. • Ensure they are using strategies. • MI techniques to ensure they are actively participating/ problem solving. • Check adherence 	<p>10 min</p>	<p>┌ Strategies require time / energy and tweaking.</p> <p>┌ Important to review use/ validate effort/ celebrate success and/ or adapt or delete.</p> <p>┌ Was the form easy to use?</p>	<p>Strategy review log</p> <p>Update Core Strategy Grid</p> <p>Collect adherence grid</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Welcome back! Do you have any concerns or questions related to the information we discussed last session?</p> <hr/> <p>I am curious how the strategy use went for you. Will you share your experience with me?</p> <hr/> <p>Do you think any of these strategies should go on your core strategy grid? Do we need to make any adjustments or changes? Remember this is not about doing things our way; this is about what is effective for you in your setting.</p> <hr/> <p>Review adherence grid. Answer any questions. Take sheet and put in researcher binder.</p>
<p>Review Session outline:</p> <ul style="list-style-type: none"> • Increase comfort/ familiarization with session routine 	<p>1 min</p>	<p>┌ Sessions will have a predictable rhythm.</p>	<p>Review outline of session</p>	<p><input type="checkbox"/></p>	<p>This session will follow a similar format. We will introduce two different concepts today: attention and fatigue. We will start with attention. We will then review strategies you can use to manage your attention effectively.</p>

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
		<ul style="list-style-type: none"> ┆ Accurate knowledge of self, tasks and strategies can decrease errors and use their energy more effectively for increased consistency/ effectiveness of task completion. ┆ This may lead to decreased stress and higher quality of life. ┆ Tasks can be divided into categories: High consequence versus Low consequence. ┆ Hard for person (cognitively, physically, emotionally) or easy. ┆ High consequence / hard tasks should be done at the individual's best time of day in the quietest environment with the least interruptions. ┆ Low consequence and easy can be completed when tired/ distracted or multi-tasking. 	<p>Application of strategy worksheet</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div>		<p>We would like to challenge you to divide those tasks into Categories:</p> <p>High consequence those tasks that have penalties attached if they are not done in a timely and accurate manner; these penalties can be financial, emotional, physical or other.</p> <p>Low consequence errors are not of high importance.</p> <hr/> <p>We also want you to consider if those tasks are:</p> <p>Hard or Easy. We want you to consider all aspects of the tasks: physical, thinking, and emotional demands. Please turn to the worksheet and take a few minutes to start your list.</p> <p>No one will judge your choices. Sometimes it is clear; taking medications is high consequence. Sometimes it is very personal; others have determined that time alone to meditate is high consequence.</p> <p>Remember to give yourself permission to place care of self during your recovery as high consequence.</p> <hr/> <p>You can use your energy wisely and avoid some errors/frustrations if you use this grid to plan your time/ the environment you work in and the time of day you engage in the task. Hard/ High consequence should be completed at your best time of day, quietest place without interruptions. Low consequence and easy can be done when tired, hurting, distracted or when multi-tasking. If you make a mistake when paying your bills you can get hit with penalty fees. If you mismatch socks because you were folding clothes while you enjoyed a movie with family, no worries.</p> <hr/> <p>Take a moment to figure out how you could use this strategy in your own life.</p> <p>I will use this approach by:</p> <p>Ex. Using my daily planning checklist each morning and scheduling high consequence tasks right after breakfast when my pain is low and I am well rested.</p>

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
					I will fold laundry in the evening when watching TV with my family because errors on this task do not really matter and if I miss part of the plot of the show I do not really care.
BREAK	4 min				
Review Session outline: <u>Fatigue</u> Increase comfort/familiarization with session routine	1 min	<ul style="list-style-type: none"> ┆ Sessions will have a predictable rhythm. 	Review outline of session	<input type="checkbox"/>	This next section will follow the same format; we will introduce a concept, some strategies and resources that will help with fatigue.
Concept: <u>Working Smarter not Harder</u>	10 min	<ul style="list-style-type: none"> ┆ People have lifelong patterns of managing energy. ┆ They may work harder instead of smarter. ┆ Patterns that used to work for them may no longer be effective or healthy. 	Working Smarter not Harder worksheet	<input type="checkbox"/>	This worksheet is self-explanatory. Read through the Y or N paragraphs with them. Encourage them to read the descriptors and check the boxes that apply to them. Encourage them to identify what traits / behaviors are not working.
Strategies: <u>Pacing</u> <ul style="list-style-type: none"> • Increase awareness of current patterns of activity • Validate the importance of slowly building activity tolerance during recovery 	14 min	<ul style="list-style-type: none"> ┆ Strategy that helps maximize activity tolerance. ┆ Limited resource that needs to be managed. ┆ Intentionally managing your budget helps ensure that you have energy available for tasks that are high priority and of high value. 	Pacing handout / worksheet	<input type="checkbox"/>	<p>Fatigue is a common symptom during recovery. It can often lead to inconsistent activity levels throughout the day and week. Have you noticed any difficulties being consistent in your daily tasks?</p> <hr/> <p>Some individuals we have worked with have a tendency to really maximize their good days and get a lot of tasks done. They report it feels good but that sometimes they are then really fatigued for a day or two afterwards. Has this ever happened to you?</p>

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
<ul style="list-style-type: none"> Assists individuals in having more consistency to their participation in life roles 		<ul style="list-style-type: none"> Creating a template of activity can help increase awareness of where energy is going and can help individual's choose wisely It is a template, not an absolute. Tasks can get delegated, deleted or moved on any given day Using this strategy in conjunction with the daily planning checklist can be an effective combination 			<p>Pacing things out throughout the day/ week can be really effective. Taking time to reflect on your responsibilities, your values and your resources can help you maximize your energy and allow you to spend your energy on things that matter most.</p> <hr/> <p>Take some time to write out your re-occurring roles/ tasks. Consider all aspects of your life.</p> <p>Remember from earlier education; having routines and habits decreases memory demands. If you have a list and a plan that you can follow it requires less energy.</p> <p>Looking at this list in conjunction with your planning checklist and your prioritization grid can be very useful.</p> <p>You can also consider your task choices to maximize your energy.</p>
<p>Strategy</p> <p><u>Taking Breaks:</u></p> <ul style="list-style-type: none"> Increase awareness of the mind/ body connection to fatigue management. Increase awareness of importance of breaks for effective task performance. 	<p>10 min</p>	<ul style="list-style-type: none"> During recovery it is their job to tune into their bodies and ensure they are taking care of their needs. Continuing to work when physically tired can trigger more physical symptoms. Paying attention to cognitive fatigue and understanding that working when tired often results in errors and longer duration to complete tasks. 	<p>Taking Breaks worksheet</p>	<input type="checkbox"/>	<p>As we continue to work on your awareness and strategy use in the category of fatigue management, taking a break is a wonderful strategy. So many individual's struggle with taking breaks we ended up creating a handout.</p> <hr/> <p>Like all strategies it starts with self-reflection/ awareness. You need to pause and tune in to your need for occasional breaks. Let's talk through the next work sheet....</p> <p>Now that you have identified what you experience when you need a break; it is time to develop a list of options. Keep in mind that the options should have variety, the type of break you need when you are physically tired can be very different than what you need when you are cognitively or emotionally tired.</p>

Objective:	Time frame	Key point:	Content/Activity	Verify (Y or N)	Sample statements:
<ul style="list-style-type: none"> Identify possible breaks and cues to initiate them. 		<ul style="list-style-type: none"> Emotional fatigue also affects performance. Knowing when to take breaks can result in increased activity. Planning breaks or having lists of options is important. Awareness and generative thinking are harder to do when tired. 			<p>Can I share an example from my own life? When I am cognitively tired, one of the best breaks for me is exercise. It helps clear my mind and I often come back with new ideas.</p> <hr/> <p>Being intentional in how you stop and how long of a break you take are also important.</p> <p>Take a moment to have them brainstorm 10 possible breaks. Have them target times of day and cues to initiate the breaks on the worksheet.</p>
<p>Resource: <u>Pedometer</u></p> <ul style="list-style-type: none"> Increase awareness of current literature highlights the importance of exercise during recovery Getting individual to value exercise and have an easy way to track their progress via walking program 	10 min	<ul style="list-style-type: none"> During recovery it is important for them to put energy and value on exercise Literature is showing that it helps recovery Exercise can help cognition Running errands and being involved in household chores is not the same 	Pedometer education/tracking grids reviewed	<input type="checkbox"/>	<p>Looking back did you include exercise on your weekly activity grid? It is so important to include exercise on your priority list.</p> <p>The great part about a walking program with a pedometer is that you get to establish your own baseline and then slowly increase your level as able.</p> <p>We have included some education on why it matters and tracking grids that you can use to monitor your progress.</p>
<p>Reflection and application:</p> <ul style="list-style-type: none"> Ensure good understanding of content 	10 min	<p>Reflection:</p> <ul style="list-style-type: none"> It is important that they summarize the education/strategies in their own words to ensure understanding and easy review. 	Weekly Reflection sheet	<input type="checkbox"/>	<p>We want to ensure that the information presented each week is relevant and understood. Please take a few minutes to summarize the session in your own words.</p>

<ul style="list-style-type: none"> • Ensure good understanding of next week's focus • Help prevent them from being overwhelmed 		<p>┌ Do not underestimate the importance of this step; if "aha" moments are not remembered they are not valued.</p> <p>Strategy Log</p> <hr/> <p>┌ Individual needs to track the strategies they are trying and determine at the next session if they were effective or not.</p> <p>Adherence Grid:</p> <hr/> <p>┌ Adherence will be measured.</p> <p>┌ Write the strategies they will use on the Adherence grid as well.</p> <p>┌ Ask the individual to check if they used the strategy each day.</p> <p>┌ Invite them to write comments.</p>	<p>Strategy log</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div> <p>Adherence Grid</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 10px;"></div>	<p>We want to help decrease stress, not add to it. Please take a moment write down what your focus for the week will be. The main focus this week is on being aware of the attention demands that you face and choosing tasks and/ environments to match your needs and on working Smarter not Harder.</p> <hr/> <p>We would like you to include the following strategies:</p> <ul style="list-style-type: none"> • Pacing activities throughout the day/ week • Choosing your activities based on level of consequence and ease • Taking breaks • Tracking your pedometer <p>Please add these to your strategy grid.</p> <hr/> <p>We will review how these worked at your next session. This information is only valuable if it can have meaning in your real world.</p> <hr/> <p>It is really important that you are open with your feedback and let us know what is and is not working for you.</p> <hr/> <p>As part of our research we are looking at adherence; simply put.....how easy is it for you to use the strategies that we are suggesting. Tracking whether or not you used it is important feedback for the project.</p> <hr/> <ul style="list-style-type: none"> • Any concerns or questions for me? • Was today's session useful? • Confirm next appointment
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Clinician end of session summary: Therapist Form		
Time allotted was adequate:	Y / N	Comments:
Educational handouts were relevant: <ul style="list-style-type: none"> • Attention <ul style="list-style-type: none"> ○ Hierarchy of attention • Fatigue <ul style="list-style-type: none"> ○ Working smarter not harder 	Y / N Y / N Y / N	Comments:
Sample Strategies were relevant: <ul style="list-style-type: none"> • Attention <ul style="list-style-type: none"> ○ Choosing tasks • Fatigue <ul style="list-style-type: none"> ○ Pacing, ○ Taking breaks ○ Pedometer 	Y / N Y / N Y / N	Comments:
Review sheet was effective	Y / N	Comments:
Other comments:		

Courage Kenny Rehabilitation Institute-Focus Forward: Session Five: Time Management Session

Subject #: _____ **Researcher:** _____ **Date:** _____

Total time = 90 minutes

- Materials/ Supplies needed:**
- *Therapist Manual*
 - *Focus Forward Participant Book*
 - *Pens*

Objective:	Time frame	Key point:	Content/ activity	Verify (Y or N)	Sample statements:
Review of last week's information <ul style="list-style-type: none"> • Ensure they understand concepts • Ensure they are using strategies • MIT techniques to ensure they are actively participating/ problem solving • Check adherence 	10 min	<input type="checkbox"/> Strategies require time / energy and tweaking.	Strategy review log (update)	<input type="checkbox"/>	Welcome back! Do you have any concerns or questions related to the information we discussed last session? I am curious how the strategy use went for you. Will you share your experience with me?
		<input type="checkbox"/> Important to review use: validate effort, celebrate success and adapt/ delete.			
		<input type="checkbox"/> Was the form easy to use?	Adherence grid	<input type="checkbox"/>	Review adherence grid. Answer any questions. Take sheet and put in researcher binder.
Review Session outline: <ul style="list-style-type: none"> • Familiarization with session routine 	1 min	<input type="checkbox"/> Sessions will have a predictable rhythm	Review outline of session	<input type="checkbox"/>	This next section will follow the same format; we will introduce a concept and some strategies related to time management.

Objective:	Time frame	Key point:	Content/ activity	Verify (Y or N)	Sample statements:
<p>Concept: <u>Categorizing tasks</u></p> <ul style="list-style-type: none"> • Optimal time management requires good understanding of task requirements. • Increasing awareness of strategies to manage different types of tasks can result in more effective time management. • If due to self-regulation could include concepts of initiating(starting) and stopping (optional). 	<p>10 min</p>	<ul style="list-style-type: none"> ┌ Individuals can struggle with task completion because they do not reflect on the task demands. ┌ Identifying 3 types of tasks and strategies that can increase effective time management in each can result in better energy use and consistency of task performance. ┌ Understanding the difference between a To Do, a project, and a problem is necessary. 	<p>Task categorization sheet</p>	<input data-bbox="1192 175 1283 272" type="checkbox"/>	<p>Time management issues are common, especially when activity budgets are small or being taken up by added responsibilities such as medical appointments. It can be helpful to break up your tasks into 3 categories: To Do's, projects and problems.</p> <hr/> <p>Have you used this approach before? Can I share with you why I think it matters? Individual will often write out their To do lists and include projects or problems. They often do not allow adequate time to actually solve the problem and / may unrealistically think they will get a project done in one day. They may get discouraged when they need to carry the task over or be overwhelmed by the task and avoid it.</p> <hr/> <p>How do you handle this issue? Please take a moment to “clean off your burners” and create your current to do list on the sheet provided. If you are wondering what category the task falls under let me know, we can figure it out together.</p> <hr/> <p>The reason I think this matters is the strategies used to manage each of those categories is different. The next step is to review those strategies</p>

Objective:	Time frame	Key point:	Content/ activity	Verify (Y or N)	Sample statements:
<p>Strategy: <u>To Do's = Prioritization</u></p> <ul style="list-style-type: none"> Review of previously introduced strategy Ensure understanding 	<p>10 min</p>	<ul style="list-style-type: none"> ┌ Prioritizing may help decrease memory errors by doing the urgent/ important things first when you have time/ energy. ┌ It encourages planning for important but not urgent tasks. ┌ Decreases stress by identifying tasks that can be ignored or deleted. 	<p>Prioritization review sheet</p>	<input type="checkbox"/>	<p>In an earlier session we introduced prioritizing. Are you still using it? It is a handy strategy; it can work to prevent memory errors, help with fatigue management and with time management.</p>
<p><u>Projects=Divide and Conquer</u></p> <p>Ensure patient sees the value in strategy use for information management, fatigue management, and time management.</p>	<p>10 min</p>	<ul style="list-style-type: none"> ┌ Breaking the project up into categories helps clean off your burners so you can think more creatively and enhance the project instead of rehearsing the steps you need to complete. ┌ It allows you to reflect on the project and put it in a sequential order. ┌ Assists with fatigue management with more opportunities for stopping or resting points. ┌ Helps with initiation; less overwhelming to choose 1 or 2 tasks per day versus the whole project. 	<p>Review Divide and conquer sheet</p> <p>complete a sample (indicate if homework)</p>	<input type="checkbox"/>	<p>How well do you think you manage projects? Do you write them out or do you tend to keep them in your head?</p> <p>For me, divide and conquer allows me to clear my head and really enhance or think through a project versus “churn” on it or memorize it.</p> <p>This process can really help you understand the steps/ tasks and identify what is hard/ easy/ high consequence or low like we discussed earlier. It makes it easier to ask for help or delegate.</p> <p>This process can also help individuals gather supplies. It can help people be more realistic in their deadlines and more accountable.</p> <p>Do you have a current project you are working on? Are you willing to try to “divide and conquer” it now?</p>

Objective:	Time frame	Key point:	Content/ activity	Verify (Y or N)	Sample statements:
<p>Strategy: <u>Problem solving</u> = structured approach</p> <ul style="list-style-type: none"> • Increase awareness of the different demands that problem solving has versus project management • Help individuals decrease the working memory demands to increase access to creative thinking 	<p>10 min</p>	<ul style="list-style-type: none"> ┌ Applying structure to problem solving helps individuals really understand what the issue is. ┌ Getting problem on paper helps “clean off the burners” and can increase access to creative solutions. ┌ Getting thoughts on paper make it easier to get assistance/ ideas from others. ┌ Rehearsing problems/ churning on them is fatiguing. 	<p>Problem solving education sheet and worksheet</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p>Being aware that a problem exists is the first step. Sometimes they are clear cut and solutions are straight forward and sometimes they are complex and it can be hard to even determine what the main goal is.</p> <p>Do you have an approach you use to solve problems? Can I share with you a structured approach that has been helpful to others? (Talk through the structure)</p> <p>Similar to divide and conquer; getting your thoughts on paper in an organized manner can help you understand the alternative better. It can be worth your time to determine your values/ important factors as you create your pros/ cons list to help you really understand how the solutions compare.</p> <p>Once you decide your solution is back to either a To do or divide and conquer.</p> <p>Do not forget to go back and reflect on the process. Do you have a current problem you are working on? Would you like to start working through it during this session?</p>

Objective:	Time frame	Key point:	Content/ activity	Verify (Y or N)	Sample statements:
<p>Optional Concepts: <u>Starting</u></p> <ul style="list-style-type: none"> If difficulty starting / initiating is the barrier to effective time management, the individual needs to understand what the barrier is and be made aware of strategies to help them get started. 		<p>3 steps to being able to start/ initiate</p> <p>The strategies to help differ based on the reason.</p> <ul style="list-style-type: none"> ┌ First step is reflecting and determining what the barriers are. ┌ The second step is identifying strategies that can help. ┌ The third step is setting up structure, cues and / resources to employ those strategies. 	Starting education sheet/ worksheet	<input type="checkbox"/>	<p>It sounds like you are having difficulty getting back on track with your roles and tasks. Is that an accurate statement?</p> <p>There are so many reasons that individuals “get stuck”, especially during an illness and / or recovery.</p> <p>Are you interested in exploring what might be getting in your way? There are a lot of strategies I could suggest, but unless we know what the barrier is they will not be effective.</p> <p>Let’s go through the education sheet and see if any of it is helpful to you.</p>
<p><u>Stopping</u></p> <ul style="list-style-type: none"> If the barrier to effective time management is that the individual does not stop tasks resulting in fatigue/ ineffective performance, they need to be made aware of the reasons they may not be stopping and strategies they can use. 		<p>3 steps to appropriate stopping.</p> <p>The strategies used to help differ depending on the barrier.</p> <ul style="list-style-type: none"> ┌ First step is reflecting and determining what the barriers are. ┌ The second step is identifying strategies that can help. ┌ The third step is setting up structure, cues and / resources to employ those strategies. 	Stopping education sheet/ worksheet	<input type="checkbox"/>	<p>It sounds like you are having difficulty stopping once you start a task or project. Is that an accurate statement?</p> <p>There are so many reasons that individuals have a hard time taking breaks or pacing, especially during an illness and / or recovery.</p> <p>Are you interested in exploring what might be getting in your way? There are a lot of strategies I could suggest but unless we know what the barrier is they will not be effective.</p> <p>Let’s go through the education sheet and see if any of it is helpful to you.</p>

Objective:	Time frame	Key point:	Content/ activity	Verify (Y or N)	Sample statements:
Break	4 min				
Core Strategy grid Review <ul style="list-style-type: none"> Review strategies they have found effective and ensure they have good understanding Review the tendency to stop using strategies Review a staying on track plan 	20 min	<ul style="list-style-type: none"> It is human nature to stop using strategies for a variety of reasons: life gets overwhelming and it seems too hard or life gets easier and it no longer seems necessary. 	Core grid	<input type="checkbox"/>	I would like to take some time to review the strategies that you have tried and make sure that your core strategy grid is reflecting what worked best for you.
		<ul style="list-style-type: none"> Important to reflect every once in a while on how they are functioning. What strategies they are using and if they have let any go that would be helpful. 			Do you have any questions or concerns related to strategy use in the future?
		<ul style="list-style-type: none"> It is not a pass/ fail situation. 			<p>It is really common for people to fall away from their strategies. We want you to expect it. The true art is figuring out how to pause occasionally and asses if you are using your strategies well, if you no longer need some of them, or if you should re-instate use of some of them. How do you think you could build that kind of self-reflection into your life?</p> <p>Can I share with you what has worked for others? Some of our past clients have set up alarm cues once a month on their phones / calendars. Others have reviewed the book 1x /week and as part of their planning routine.</p>
					Can you share with me what you think your plan will be?
Final questions	10 min	<ul style="list-style-type: none"> Ensure they are not feeling rushed out. 	Confirm their final appointment to complete post testing.	<input type="checkbox"/>	It has been such a pleasure to work with you the past several weeks. We hope the information was helpful and relevant to life. Do you have any other concerns or questions?
		<ul style="list-style-type: none"> Ensure they are comfortable and have needed resources. 			Record any patient feedback on the therapist form under "other comments"

Clinician end of session summary:		
Time allotted was adequate:	Y / N	Comments:
Educational handouts were relevant:	Y / N	Comments:
<ul style="list-style-type: none"> • Categorization 	Y / N	
Sample Strategies were relevant:	Y / N	Comments:
<ul style="list-style-type: none"> • Prioritization 	Y / N	
<ul style="list-style-type: none"> • Divide/Conquer 	Y / N	
<ul style="list-style-type: none"> • Problem solving 	Y / N	
<ul style="list-style-type: none"> • Starting 	Y / N	
<ul style="list-style-type: none"> • Stopping 	Y / N	
Review sheet was effective:	Y / N	Comments:
Other comments:		

FOCUS FORWARD:

Courage Kenny Rehabilitation Institute

Study ID: _____

Weekly Adherence Check									
Date: _____									
Session: <u> 1 </u> <u> 2 </u> <u> 3 </u> <u> 4 </u>									
Strategy:	Days you used the strategy:							Easy or Hard and why?	Results of Evaluation
	<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>		
								__ Easy_Hard	__ Core __ Discard __ Re-Eval
								__ Easy_Hard	__ Core __ Discard __ Re-Eval
								__ Easy_Hard	__ Core __ Discard __ Re-Eval
								__ Easy_Hard	__ Core __ Discard __ Re-Eval