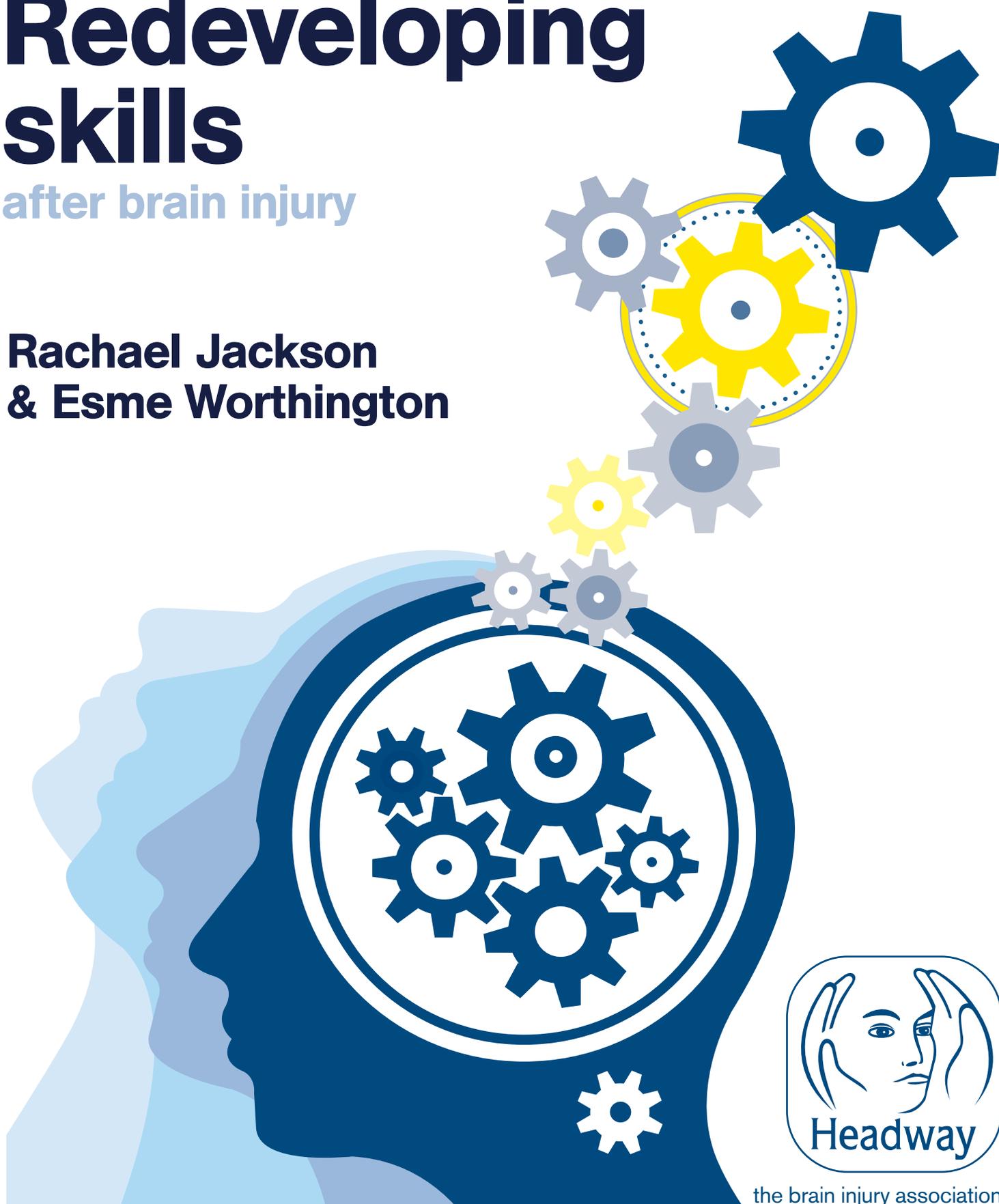


Redeveloping skills

after brain injury

Rachael Jackson
& Esme Worthington



the brain injury association

This booklet has been written primarily for the families and carers of people who have had a brain injury. It gives advice on setting up an activity programme at home in order to help to redevelop lost skills after brain injury.

■ Redeveloping skills after brain injury

This e-booklet is an adaptation, created in May 2016, of the Headway print booklet *Redeveloping skills after brain injury* and may contain minor updates to the original version.

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Headway – the brain injury association
Bradbury House, 190 Bagnall Road
Old Basford, Nottingham NG6 8SF

Authors: Rachael Jackson, Service Director, William Wake House, St Andrew's Healthcare, Northampton.
Esme Worthington, The University of Nottingham, Nottingham.

Editor: Tamsin Ahmad, Publications and Research Manager, Headway - the brain injury association, Nottingham.
Previously edited by Richard Morris.

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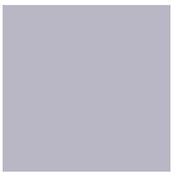


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Introduction



Often there are times between periods of rehabilitation, or when formal hospital rehabilitation has ceased, when someone who has a brain injury is at home for long periods of time. If this time is used carefully it can help towards continuing the process of recovery, and prevent possible boredom or loss of skills.

This booklet is designed primarily for carers, to give you ideas, resources and guidelines on designing and implementing an activity programme at home. Setting up a home activity programme takes time, but it can be very worthwhile and highly enjoyable too. The programme will need to be tailored to fit the specific needs of the person with a brain injury: every individual is different, so the type and pace of activities included in the programme will need to reflect this.

Some common problems that can accompany brain injury are lack of motivation, difficulties in initiating activities and continuing with them once started ([executive dysfunction](#)). Frequent reminders and plenty of encouragement are needed to try to overcome this problem. The activity programme should be made as enjoyable as possible for all concerned. If something stops being fun you can stop, think and ask whether the activity is necessary. It may be better to drop the activity from the programme altogether and find something different to replace it, or perhaps just take a break from the activity and come back to it in a few weeks' time.

Once you have designed your activity programme, it does not need to be 'set in stone'. Activities can be altered on an on-going basis according to changing interests. There may also be new opportunities to take part in activities that haven't been tried before. Don't worry if the activity programme doesn't go exactly as planned: you can use any of the ideas for activities as often as it suits, and come back to the programme whenever you feel ready.

You shouldn't feel that you have to stick to the information provided in this booklet. Other [Headway publications](#) provide information and strategies which will be just as useful and some provide far more detail than there is scope for here. You may even want to come up with your own activities and it can be fun for you and your relative to devise them together. If your relative is still working with a rehabilitation team then you should consult with the therapists and ensure that you are all working towards the same goals.

Section 1 How to develop a home activity programme

1 Draw up a list of possible activities that are within the person's capabilities

Think of the activities that the person enjoys, what motivates them, what may irritate them, and what they can understand. Try to make the most of everyday activities and incorporate these into the home programme. If possible, include responsibility for one or more home tasks, however straightforward, e.g. laying the table, or putting out the milk bottles. Many of the things that we do each day can be useful opportunities for relearning: for example, following a recipe provides practice in concentration, using one's hands, remembering, organising, safety awareness, and following instructions.

2 Get information about your local facilities

Look around your local area for support. There may be suitable day centres that could be used for one or more days a week. Is there a local leisure centre that runs sports sessions for people with disabilities? Does your local [Headway group](#) have any useful ideas or contacts? Could you share or join in some of the activities with another family who are in a similar situation to your own? Are there local volunteer agencies or groups who could help? Will you be able to get sessions of physiotherapy, occupational therapy or speech therapy at a local hospital or even in your own home? Sharing the running of the programme with other people also allows

you more time to yourself and prevents you from becoming overtired.

3 Get advice from others

Talk to the staff who have been involved in the rehabilitation process so far. Observe them while they are working with your family member. Ask questions, look at the materials that are being used, and determine how they facilitate the activity to help bring about the best performance. Don't be afraid to ask them if you are stuck for ideas, encounter major difficulties, or have any doubts. Notice the activities that are more difficult, how they respond to frustrating tasks, and how long it takes before they become tired. Bear all of these things in mind when drawing up your own activity programme.

4 Plan a clear routine

Sticking to a strict schedule of regular activity may sound challenging, but it is vital in helping someone towards increased levels of independence. Make sure that the schedule is realistic, that there are not too many activities packed into one day, and that there is a daily balance of physical and mental tasks. Write all of the activities and their planned time slots on an easy-to-read weekly timetable. This helps to prevent confusion, and means that everyone knows what is expected and when.

5 Be aware of difficulties with motivation

If the person seems lacking in motivation, encourage them to make choices, rather than doing things for them. This can be at a very basic level, such as choosing what to drink or what to wear that day, or it may extend to making choices about controlling their own life (and you may not necessarily agree

with their choice). If the motivation problem is severe, limit their choices to simple things and only offer two alternatives, e.g. 'tea or coffee?', 'jumper or cardigan?' Later you may be able to offer a wider choice, e.g. 'what colour should we have the kitchen painted?' Do make sure that you only offer choices if you can fulfil them. In other words, don't offer coffee if there is only tea in the pot!

A system of rewards may assist in developing motivation levels, but care needs to be taken regarding what forms these are in, how immediately they are able to be delivered, and whether the individual finds them meaningful. Although food or drink can be given straight away, over time this could have an adverse effect on physical health.

Your relative may still be interested in the same things as before the injury, so see whether these will rekindle enthusiasm. If not, try to find something new that might interest them.

6 Be aware of fatigue levels

Remember that rest is important too, and that fatigue is a very common difficulty after brain injury. Build some time for relaxation into your programme if you haven't done so already. Using music, TV, brief naps, etc, can help to provide a balanced variety of activity, and allows the person a chance to 'recharge their batteries'. (For more ideas, refer to Headway's booklet '[Managing Fatigue](#)'.)

7 Start slowly...

When you first begin the programme, start with fewer activities spread out throughout the week, rather than attempting to carry out the full programme straight away. This will help everyone to get used to the idea of having scheduled activities. If the programme is too exhausting or frustrating from the outset, everyone will quickly lose their motivation. Remember that it takes time to get used to a home-based routine again after being in a hospital-type setting, so start slowly and add more activities as you feel able to do so.

8 Review progress and celebrate achievements

Try to record progress, as often it is slow and seems hardly noticeable unless you find some way of measuring it. It is very motivating to know that developments are taking place, even if these are small. Measuring the time taken to perform a task, or the number of correct answers given, means that progress can be recognised and rewarded.

You may wish to show the results on a chart, and/or perhaps use a simple system of 'rewards' to provide encouragement to carry out activities. These may be small, frequent rewards (for example, a small amount of money), or larger rewards once a week (such as a trip out to somewhere special).

Use praise and encouragement as much as possible. Even if an activity does not seem to have gone well, there will usually be some positive point to praise, e.g. getting up on time to carry out the activity, or putting a great deal of effort into attempting it.

Section 2 Thinking skills

There are all kinds of activities that take place from day to day that can be used to develop and practise thinking (cognitive) skills. Use these everyday opportunities as they arise. Examples are:

Household tasks

- Making drinks
- Planning menus
- Following basic instructions (verbal, visual or written).

Discussions

- Discuss the daily news
- Describe a situation and ask what would be the best response to it
- Discuss a family dilemma, talk about alternative ways of dealing with the situation and the consequences of those actions
- Ask for some of the main steps required in tasks such as making a cup of tea, changing a tyre, repainting the living room, using a bus, etc.

Often discussions can occur spontaneously in response to what is happening at the time. This can be very effective in terms of providing immediate feedback and encouraging appropriate ways of behaving in different settings.

Games and puzzles

These can be fun and can help to redevelop skills, although to be really useful these techniques also need to be practised in real everyday settings.

Puzzle books are full of materials for practising thinking skills. Crosswords, word searches, mazes, anagrams, etc, are all useful tools. It may be useful to explore some children's games to find helpful material, but avoid anything that is obviously over-simplistic.

It may sometimes be better to work in pairs if the game is very challenging. It is also important to remember to use games as a fun learning experience rather than as competition, rather than as competition, because it can be discouraging if the person loses too often.

Computers, mobile phones and tablets

The internet contains a wealth of information on a whole host of topics of interest. There is also a wide range of software available which can be useful, depending on how you plan to use your computer. Ask your local rehabilitation unit for ideas, browse through popular computer magazines, and talk to staff in computer shops. Explain your requirements, and make sure that they let you try things out in the shop or offer a refund if you buy something that turns out not to be as useful as you hoped. It may be best to find someone who is familiar with computers to help you, or you could experience a great deal of frustration.

Tablets (such as iPads) and smartphones can also provide excellent resources. There are hundreds of fun applications (apps) that can be used for games, skills practice, organisational tools and more. Shop around and get the person with brain injury to try them out before buying if possible.

Organising and planning skills

Organising and planning skills can be practised using the following methods:

- Tidying and sorting
- Filing
- Meal planning
- Card games
- Strategy games
- Workbooks
- Simple planning tasks: Listing the steps in boiling an egg, changing a bed, catching a bus, re-potting a plant, etc. You could use cards with a different part of the task written on each one, which should then be rearranged into the correct order.
- Complex planning tasks: Planning a party, holiday, outing, DIY project, etc. This could include collecting information and ideas, making phone calls to find out further details, decision-making, setting deadlines, and sequencing an event schedule.

Concentration skills

Where there are problems with concentration, other skill areas can also be affected. It can be difficult for the person to follow instructions, plan ahead, maintain levels of organisation, etc.

To improve concentration, it can help to begin carrying out activities in a place with as few interruptions as possible, and then increase the degree of distractions in the environment as the ability to concentrate increases.

Useful activities to build up concentration include:

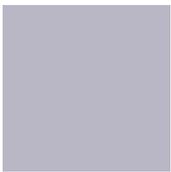
- Puzzles and jigsaws
- Computer games
- Map reading
- Reading a story, or watching a programme, then answering questions about it. Start with a short piece and build up to longer ones.
- If the person is confident with smartphones and the internet there are hundreds of free games and apps that require concentration skills. These can be set to different difficulty levels as appropriate.
- Finding telephone numbers for specific people in the phone book.
- Tasks involving following instructions, e.g. recipes, form-filling and assembling flat-pack furniture.

Number skills

Number skills can be practised using exercises such as the following:

- Adding up the cost of purchases while going around a shop
- Counting out the correct money and checking change
- Balancing a cheque book
- Practising a shopping task at home, using real money and groceries as a role-play exercise in a familiar environment.
- Measuring ingredients
- Calculating timings
- Finding the correct change for fares
- Using timetables.

Section 3 Sensory skills



Difficulties with seeing and recognising things (sensory and perceptual deficits) occur when the brain has difficulty in interpreting what the body is perceiving through the senses.

If the person appears to have difficulties with seeing things, in spite of having had their eyes tested and wearing glasses if required, they may have a problem with visual perception. This means that they may be able to see well, but cannot always understand what they see, or that their range of vision is somehow limited.

It is best to ask a consultant or an occupational therapist for advice on specific sensory or perceptual problems that you know about and what you can do to help. Some tips for the most common problems are given below.

Hemineglect

Sometimes a person with a brain injury may have difficulties seeing both sides of what they are looking at, and may appear not to see one side, usually the left. This is called 'visual neglect', or 'neglect syndrome'. You may find, for example, that when sitting to one side of the person they do not see you, or that when reading they only reach half way across the page and then start reading on a new line. Ignoring one side may not be confined to sight alone: it may also result in the person only dressing one side of their body, as if they haven't realised that the other half of their body is there, or only eating off one side of their plate. People may also have 'auditory neglect', which means the person does not respond to sound on the neglected side.

Tips:

- **Using touch:** It may help to hold the person's hand, or rub/tap that side of their body, to encourage them to be more aware of the neglected side.
- **Head turning:** Encourage the person to turn their head towards the ignored side, so that they have to turn to see people or the television, etc. Offer things from the side that they tend to ignore, talk to them from that side (unless they have auditory neglect), place their drink a little more towards their ignored side each time (if safe to do so).
- **Reading:** If their colour recognition is intact, place a brightly coloured ribbon down each side of the page. Encourage them to read from one ribbon to the other, right across the page, and to only start or end a new line when they come to the coloured braid.
- **Dressing:** Dressing in front of the mirror can help the person to realise that they have not dressed on one side.
- **Doorways:** Bumping into door-posts can be a problem. Place a mark in the doorway on the carpet (e.g. using coloured tape) to help the person line up one foot (or one wheel, if they use mobility aids), so that the other foot or wheel passes through the door safely.
- **Road safety:** Extreme care and very close supervision will be needed in crossing roads to ensure that they learn to see cars coming from both directions.

Difficulties in judging distances between objects

Sometimes a person with a brain injury may have difficulties with their perception of depth and distances, and because of this they may appear clumsy. When reaching for a drink their hand may wander until the glass is reached, or they may bump into objects because they have misjudged where they are.

Safety tips:

- Encourage the person to move cautiously, particularly on stairs, and to feel the edges of steps slowly with their feet
- Don't put drinks near the edges of tables
- Encourage extreme caution when near fire, or where there is danger of bumping into something very hot
- Ensure that care is taken when carrying objects that may break or may be spilt
- Road safety is obviously very important, as the person may be unable to judge the speed and distance of vehicles.

Activities to develop awareness of depth and distance

- **Toothpick game:** Practise dropping toothpicks or similar objects into a bottle. If the toothpick falls onto the table, let them know how far out they were, e.g. "You were 2cm too far backwards." This provides plenty of feedback to help the person relearn how to judge distances.
- **Drawing/painting a scene/still life:** Ask the person to look through a window, and draw/paint what they see, or from still life, e.g. a bowl of fruit.
- **Other games:** Activities such as pouring water into a row of glasses, building a house of cards or a tower of wooden blocks, crazy golf, bowling, or even walking through a wood, all provide good practice at estimating distances. Ask the person to guess the distance between two objects first, and then to actually measure it themselves. This provides instant feedback as to how accurately they can judge distances.

Difficulties in picking out an object from against a background

Sometimes a person with a brain injury may have difficulty picking out an object from the background around it. It is hard

for them to focus their attention onto a specific object. It may be difficult for them to find a sock in a drawer, a pencil on a patterned carpet, or a jar of jam on the table.

Tips:

- **Room layouts:** Try to keep rooms well organised and clutter-free. Use contrast to make objects more easily visible. Plain carpets and furnishings, and clearly labelled shelves and drawers can be helpful.
- **Electrical fittings:** If they are able to distinguish between colours, use coloured light switches, plugs and sockets which can make them easier to find.
- **Labelling:** A drawer containing, for example, socks, may be labelled with the word 'socks' as well as with a picture. (And in the case of socks, another tip is to keep pairs of socks folded together, or to have many socks of identical colour and design so that any two will make a pair).
- **Meals:** Use a plain coloured plate, e.g. white, so that it contrasts with the food.
- **Games:** Place ten small objects on a tray in a disorganised pile. Name an object, and ask the person to find and then hand you each one in turn. Encourage them to be aware of their problem and to search over the tray in a methodical way until they find the requested object. It may help for them to feel the objects, so they can be identified by touch. This method of searching can be used to find items on the kitchen work surface, in a drawer, etc.

Loss of taste and/or smell

Where the senses of smell and taste are affected, it is important to pay attention to making things look and feel more appealing in order to compensate for this loss, and also to be aware of safety issues.

Tips:

- **Meals:** Use strong flavours and smells if this helps. Serve food as attractively as possible, using a variety of textures and colours, and lay the table in an appealing way. Perhaps play some favourite music, so that mealtimes become a time to look forward to.
- **Safety:** Smoke detectors are essential in all homes, but especially so where a person's sense of smell is impaired. Encourage a greater awareness of signals that can be seen or heard to make up for a lack of awareness of smell. Be careful of gas cookers, since unlit gas may not be noticed when the sense of smell is damaged. Use timers to help prevent the problem of food burning if it gets forgotten.

Also refer to the Headway factsheet '[Loss of taste and smell after brain injury](#)' for additional tips on coping with loss of taste and smell.

Section 4 Memory skills

The best way to help someone with a memory problem is to spend time observing their daily routine, identify specific areas of need, and then design simple ways to help them cope with these problems. Memory problems cannot be 'cured' as such, but there are many ways in which you can help to compensate for them by using a variety of strategies.

Being more organised enables people to become more efficient at everyday tasks. The less time spent on household chores, the more energy there will be for other activities. It is also more difficult to remember things when you are tired, so it is important to conserve energy levels by using strategies such as those below:

Organising the house

- **Labelling:** Label all cupboards and drawers in the kitchen, bedroom, etc, with their contents so that items can be found easily. Encourage the person to get into the habit of always putting items back in these places after use.
- **Clothing:** To help with the selection of appropriate clothes, items of clothing that go well together could be stored on the same clothes hangers and replaced there after washing/ironing.
- **Menu planning:** Identify a number of easy to prepare meals that the family enjoys. Rotate the menus to prevent predictable meals by mixing and matching main courses and desserts. Use these menu plans to help formulate the shopping list.

- **Shopping lists:** Design a standard shopping list format containing a list of items regularly used by the family. This can provide a starting point for the shopping list, and the family can then supply a list of their extra requirements each week. If possible, sequence the shopping list to follow the person's usual route through their favourite store, and shop in the same store each time.
- **Cooking:** Use easy to follow stage-by-stage cookbooks with clear pictures. Alternatively, write recipes on cards, cover these with plastic, and tick off each stage of the recipe (using a pen which will wipe off) when completed. This prevents doubling up of ingredients, etc.

Written reminders

- **Wall chart/calendar/wipe-off board:** Useful for writing reminders and to help plan for forthcoming events, e.g. birthday cards to be sent out, items to buy, things to do, etc. Train the entire family to fill out information on the planner so that everyone knows what is to happen and when.
- **Birthday planner:** You may wish to make a separate year-at-a-glance birthday calendar, which can be kept and used again year after year.
- **Diary/Filofax:** Use a simple design, and choose either a day or week-at-a-glance version, depending on personal needs. Keep a section for personal details, notes, addresses, and other vital information that may be needed regularly.
- **Checklists:** Checklists of activities can be written for each day of the week, and then used to tick off activities when they have been completed. Copy the checklists, or cover in clear adhesive film and re-use (if the same routine is used each week).

- **Sticky notes:** Use brightly coloured notes and stick them in strategic places around the house as reminders. Place them on the inside of the front door as a reminder to take keys, money, bag, etc, when leaving the house. You may need to change the colour and position of sticky notes frequently, as it is easy to get used to them being there and to eventually fail to notice them at all.
- **Pocket notebook:** Encourage the person to carry a notebook with them at all times, to jot down any ideas, questions, important information, etc, as they crop up.
- **Fun diary:** You may like to keep a separate diary or a scrapbook of events to remember, such as visitors, days out, holidays, special moments, treats, etc. Some people with memory problems can become depressed if they have few good memories, and it can help to keep a creative and attractive record of good times. Keep tickets, programmes, menus, leaflets, photos, notes of special days, etc. Videos are also a useful way to create permanent reminders of special events.

Electronic equipment

- **Watch:** Choose a watch that can be programmed with an hourly or half-hourly alarm to help prompt the person to check their daily planner, and remind them of the passing of time.
- **Telephone:** Use a phone with a programmable list of numbers to make dialling easier and to get around the problem of phone numbers being forgotten. Messaging services are available to tell you when you have missed a call and enable you to pick up messages remotely from other phones. This can help to reduce the problem of phone messages being forgotten or lost.

Cordless phones can be useful as they enable the caller to talk to the person while they are carrying out an activity. This, for example, enables the caller to phone the person up to tell them to take their tablets, then stay talking to them as the person goes into the kitchen, finds their tablets, pours a glass of water, and takes them. Without this, there is a danger that a person with a memory problem might forget what the call was about as soon as they replace the receiver. It is important to encourage everyone in the household to replace the handset back on its base unit, otherwise there could be continual problems with finding the telephone. Many modern cordless telephones have a paging function should the handset be mislaid.

- **Dictaphone:** Use this to keep verbal messages, especially if the person with memory problems is unable to write, or does not like writing.
- **Mobile phone:** Modern smartphones have all sorts of programmable alarms, calendars and other reminder features. Many of these are quite intuitive and user-friendly and you could help the person to choose one that suits them. Take some time then to experiment with apps and features and get things set up to suit the person. There is also a system called NeuroPage, run by the Oliver Zangwill rehabilitation centre in Ely. The person has a pager and you give staff at the centre instructions for reminders, which they programme into the device. See www.neuropage.nhs.uk for further information.

Kitchen equipment

- **Timer:** Use a buzzer timer in the kitchen, set to go off when cooking is finished or when food needs checking. You could also use this timer, or another one that makes a

different noise, to remind the person to check the cooker has been turned off after cooking.

- **Microwave:** Microwaves are useful since they are self-timing, and can therefore help prevent the problem of forgotten food burning in the oven or saucepan. Use a straightforward microwave with basic controls, and place clear instructions nearby.
- **'Drinks reminder' mat:** You could make a plastic-laminated drinks mat to note down drinks requirements when guests visit. Take a sheet of A4 paper, placed with its long side uppermost and sectioned in half from left to right. Write 'Tea' on one half and 'Coffee' on the other. Use a wipe-off pen to note down how many drinks of each type to make each time. The mat can be placed on a tray and the cups placed on the labelled sections of the mat to indicate which drink is which. Milk and sugar could be taken in separately for guests to add themselves.
- **Medication reminders:** Special containers are available from pharmacies that have separate flip-lid compartments for each day's tablets. Some have multiple compartments for each day, so that doses to be taken at different times of day can be stored separately. Specialist catalogues also supply pillboxes with digital alarms, to remind the person when a dose is due.

Safety

- Install smoke alarms and gas alarms throughout the home. Consider whether there is a need for a system that automatically dials the fire brigade when certain levels of smoke are detected.
- Purchase an iron that turns itself off automatically if not used for several minutes.

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- If personal care equipment such as hair straighteners, curling tongs, etc, are used, make sure you purchase ones that turn off automatically after a certain length of time and always use a heat-proof mat to leave them on.

Also refer to the Headway booklet entitled *Memory problems after brain injury* for additional information on memory aids.

Section 5

Communication skills

There are many different kinds of communication difficulties that can be caused by a brain injury. Some people are unable to speak at all, while others seem to talk non-stop, although what they say might not always make perfect sense. If possible, you should arrange to see a speech and language therapist for advice on how to help with specific communication difficulties. However, the following brief guidelines may be of use:

Difficulties concentrating on speech

- Make it easier for the person to concentrate on what is being said. Don't talk when the television or radio is on, or when any difficult task is being attempted.
- Briefly discuss tasks just before you start to do them, in order to focus the person's attention.
- Don't skip hurriedly from one topic to another in conversation. Stick to one subject and make it quite clear when you begin to talk about something new.

Difficulties understanding speech

- Speak a little more slowly than normal, but try not to be patronising or speak like they are a child.
- Encourage the person to let you know when they have not completely understood you.
- Stick to one topic, rather than talking about more than one subject at a time.
- It is quite common for a person with a brain injury to fail to appreciate jokes, or to take what you say very literally. If you say, "I'll be back in a minute", your relative or friend may

expect you to return in exactly one minute's time. Be careful when using 'turns of phrase' or when using jokes, sarcasm, exaggeration, etc.

- If the communication problem is severe, it may help to use gestures (such as stretching your hands wide to indicate 'big') as well as drawings or photos to help the person understand speech.

Difficulties producing speech sounds

- As long as the person's speech makes sense and gets their overall message across, accept what they say without trying to correct it. It is communication that is important, not elocution. Just trying harder will not necessarily help the person to produce better sounding speech - the difficulties are due to specific damage that has been caused by the brain injury. Encourage and praise their successes, rather than discouraging them by pointing out any shortcomings.
- Don't pretend that you have understood them if you haven't. This will only frustrate both of you.
- If you have understood only part of what the person has said, repeat that part back, so that they don't have to go over it all again. For example, say to them, "so you're saying you want to go to _____, where was it?"
- Again, if the communication problem is severe, encourage the person to use non-speech means of communicating, e.g. writing, typing, sign language, and communication aids.

Difficulties selecting the right words

- Try to resist the temptation to speak for the person, or to finish their sentences for them. Give them time. If they still cannot think of the word, guess at the word you think they want, or start to say it, e.g. 'ch' (for cheese), but give them the opportunity to correct you.

- Don't get them to repeat words after you – this will not necessarily make it easier for them to remember the word later.

Talking inappropriately

- If the person is laughing or behaving in a way that is inappropriate, ignore this behaviour, or explain briefly that it isn't appropriate and turn your attention to something else.
- It can be quite tiring if the person won't stop talking. Stay calm, explain that you are tired, busy, or are concentrating on something, and if necessary leave the room and return after a period of quiet.
- If the person swears a lot, is abusive, or uses other kinds of inappropriate language, it is usually best just to ignore this rather than drawing attention to it by commenting or scolding. However, how you react will be influenced by the situation and whether other people are in the immediate vicinity. If this behaviour persists, you may need to react by saying calmly and quietly that it's not appropriate, and ask them not to speak like that. Again, it is important not to over-react in these situations and not to lose your temper, although this can be difficult.
- If your relative is verbally aggressive or loses their temper quickly, it is particularly important to stay calm and not to respond by raising your own voice. If necessary and safe to do so, leave the room for a short period of time. If you manage to do this, you will probably find that the hostility will reduce, or the temper outbursts will be over more quickly.
- If the person is unreasonable, there is no point in arguing with them. The behaviour is best ignored. If you argue back, you won't win and you will probably both lose your tempers.

All these types of behaviour can be challenging to deal with. Consult health care professionals for advice and support if behaviours become increasingly difficult to manage.

Also refer to the Headway booklet entitled *Managing anger after brain injury* for additional information on this topic.

Practising word skills

Discussions can occur spontaneously in response to what is happening at the time. This can be very effective in terms of providing immediate feedback and encouraging appropriate ways of behaving in different settings.

Here are some suggestions for other activities:

- Write the letters of the alphabet down one side of a piece of paper, and choose a subject such as 'places in Britain', 'names', 'animals', etc. Try to write down a word beginning with each letter.
- Write out a word consisting of nine letters or more, and see how many shorter words can be made up of those letters. You could use letters from a Scrabble board so that the letters can be physically moved around.
- Read short passages, news articles, letters or poems, and then ask questions to see how much has been remembered.

For more detailed information on communication difficulties, see the Headway booklet *Coping with communication problems after brain injury*.

Section 6 Physical skills

Hand co-ordination

If possible, consult an occupational therapist or physiotherapist on the specific needs of your relative. If there are particular problems with using the hands, be sure to check first with therapists that the person can see correctly, and ask whether the person has any problems in recognising objects. Tasks that require hand co-ordination can be more difficult following a brain injury, although there are many adaptive devices that are available to make it easier.

In the case of writing, there may be problems in anchoring the page. This can be remedied by placing the paper on a clipboard and then placing the board onto non-slip plastic matting to prevent further slippage. Thick elastic bands wrapped around the barrel of a pen can make it easier to hold, or there are several different pen grips available (see 'Useful organisations').

There are many day-to-day activities that involve hand co-ordination skills and provide practice in redeveloping these skills. Examples are:

General daily activities

- Using keys
- Using the telephone
- Turning pages of books, newspapers, etc
- Tidying the house
- Writing (e.g. letters or shopping lists, filling out forms, and doing written puzzles).

Personal care

- Styling hair
- Putting on make-up
- Shaving
- Turning taps on.

Housework

- Pegging out washing on a line
- Folding laundry
- Cleaning windows
- Using a dustpan and brush.

Repairs and DIY

- Sewing and mending
- Screwing together nuts and bolts
- Sanding wood.

Hobbies and leisure

- Drawing/doodling/painting
- Table football
- Photography
- Cooking
- Gardening
- Woodwork
- Video games
- Crafts.

Games

There are all kinds of games that can help with hand movement and co-ordination. A lot of games are also now available on smartphones and the internet. Nintendo Wii can be a lot of fun and this has been used specifically for the purposes of regaining physical function after stroke.

Playing games on Xbox and Playstation can be beneficial and these now come with devices such as the Xbox Kinect to allow greater variety of physical interaction. In fact, there are innumerable games and sports that can help. Bowling, pool, miniature basketball hoops or anything else that the person enjoys can be both fun and physically beneficial. Remember, the most important thing is that if the person enjoys it, then they will be much more likely to persist.

Conclusion

 The tips and strategies described in this booklet can be used to form the basis of a home activity programme for redeveloping lost skills. However, the possibilities for such a programme are limitless really. You should be guided by the person's specific needs and the activities that they find enjoyable. Having fun is the most important thing, as this will help with motivation and make activities easier to stick with. It is also important to be guided by the person's therapists, in order to complement and reinforce the work done in formal rehabilitation.

Other [Headway publications](#) provide detailed tips and strategies on a wide range of brain injury related problems, any of which can be incorporated into a programme. Please contact the [Headway helpline](#) on 0808 800 2244, to discuss any of the ideas here and to receive free copies of booklets.

Further reading

The following books are available from Headway and provide a good introduction to brain injury and its effects:

- Clare, L. & Wilson, B.A. (1997) *Coping with Memory Problems: A practical guide for people with memory impairments, relatives, friends and carers.* London: Pearson Assessment.
- Daisley, A., Tams, R. and Kischka, U. (2008) *Head Injury: The Facts.* Oxford: Oxford University Press.
- Hedley, N (2011) *Living with an Acquired Brain Injury: The Practical Life Skills Workbook.* Milton Keynes: Speechmark Publishing Ltd.
- Johnson, J. (2011) *"My Parent has a Brain Injury..." ...a Guide for Young People.* Self-published.
- Powell, T. (2004) *Head Injury: A Practical Guide.* Milton Keynes: Speechmark Publishing Ltd.
- Powell, T & Malia, K. (2003) *The Brain Injury Workbook.* Milton Keynes: Speechmark Publishing Ltd.

Headway's Amazon shop sells a wide range of books on the subject of brain injury and brain function.

Useful organisations

Disability aids and equipment

There are several companies that supply specialist aids and equipment direct to the public through their catalogues. An occupational therapist may also be able to help you obtain any items which you find difficult to locate.

DEMAND

Tel: 01923 681 800
Email: info@demand.org.uk
Web: www.demand.org.uk

Disability Equipment Register

Tel: 01454 318 818
Email: disabreg@blueyonder.co.uk
Web: www.disabilityequipment.org.uk

Disabled Living Foundation (DLF)

Helpline: 0300 999 0004
Email: helpline@dlf.org.uk
Web: www.dlf.org.uk

Disability Supplies

Web: www.disabilitysupplies.com

Hearing and Mobility

Tel: 0800 0334 060
Email: enquiries@hearingandmobility.com
Web: www.hearingandmobility.co.uk

Motability

Tel: 0300 456 4566
Web: www.motability.co.uk

NRS Healthcare

Tel: 0345 121 8111
Email: customerservice@nrshealthcare.co.uk
Web: www.nrshealthcare.co.uk

Patterson Medical

Tel: 08448 730 035
Web: www.pattersonmedical.co.uk

Remap

Tel: 01732 760 209
Email: data.remap@org.uk
Web: www.remap.org.uk

Rica

Tel: 020 7427 2460
Email: mail@rica.org.uk
Web: www.rica.org.uk

Brain injury and other disability charities

Afasic

Helpline: 0300 666 9410
Web: www.afasic.org.uk

ASSIST Trauma Care

Helpline: 01788 560 800
Email: assist@traumatic-stress.freepreserve.co.uk
Web: www.assisttraumacare.org.uk

Brain and Spinal Injury Charity (BASIC)

Helpline: 0870 750 0000
Email: enquiries@basiccharity.org.uk
Web: www.basiccharity.org.uk

■ Redeveloping skills after brain injury

Brain and Spine Foundation

Helpline: 0808 808 1000
Email: helpline@brainandspine.org.uk
Web: www.brainandspine.org.uk

Brain Tumour Charity, The

Support Line: 0808 800 0004
Web: www.thebraintumourcharity.org

Cerebra

Helpline: 01267 244 200
Email: info@cerebra.org.uk
Web: w3.cerebra.org.uk

Child Brain Injury Trust

Helpline: 0303 303 2248
Email: info@cbituk.org
Web: www.childbraininjurytrust.org.uk

Connect - the communication disability network

Tel: 020 7367 0840
Email: info@ukconnect.org
Web: www.ukconnect.org

Different Strokes

Helpline: 0845 130 7172
Email: info@differentstrokes.co.uk
Web: www.differentstrokes.co.uk

Encephalitis Society

Helpline: 01653 699 599
Email: mail@encephalitis.info
Web: www.encephalitis.info

Epilepsy Action

Helpline: 0808 800 5050
Email: helpline@epilepsy.org.uk
Web: www.epilepsy.org.uk

Epilepsy Society

Helpline: 01494 601 400
Web: www.epilepsysociety.org.uk

Meningitis Research Foundation

Helpline (24hr): 0808 800 3344
Email: info@meningitis.org
Web: www.meningitis.org

Meningitis Now

Helpline: 0808 801 0388
Email: info@meningitisnow.org
Web: www.meningitisnow.org

Outsiders

(sex and disability helpline)
Helpline: 0707 499 3527
Email: sexdis@outsiders.org.uk
Web: www.outsiders.org.uk

Pituitary Foundation, The

Helpline: 0117 370 1320
Email: helpline@pituitary.org.uk
Web: www.pituitary.org.uk

Speakability

Helpline: 0808 808 9572
Email: speakability@speakability.org.uk
Web: www.speakability.org.uk

Stroke Association

Helpline: 0303 3033 100
Email: info@stroke.org.uk
Web: www.stroke.org.uk

About Headway

Headway – the brain injury association is a charity set up to give help and support to people affected by brain injury.

A network of local [Headway groups and branches](#) throughout the UK offers a wide range of services including rehabilitation programmes, carer support, social re-integration, community outreach and respite care. The [Headway helpline](#) provides information, signposts to sources of support and rehabilitation services, and offers a listening ear to those experiencing problems. Other services provided by Headway include:

- Supporting and developing local [groups and branches](#)
- Promoting understanding of brain injury and its effects
- An award-winning range of [publications](#) on aspects of brain injury
- Accreditation of UK care providers through the [Approved Provider scheme](#)
- A comprehensive, newly launched [website](#)
- [Campaigning](#) for measures that will reduce the incidence of brain injury
- Providing grants from our [Emergency Fund](#) for families coping with financial difficulties
- [Headway Acute Trauma Support \(HATS\)](#) nurses to support families with loved ones in hospital

■ Freephone helpline: 0808 800 2244
(Monday–Friday, 9am–5pm)

■ Telephone: 0115 924 0800

■ Website: www.headway.org.uk

■ Fax: 0115 958 4446

■ Email: helpline@headway.org.uk



Redeveloping skills

after brain injury

Rachael Jackson
& Esme Worthington

This booklet has been written primarily for the families and carers of people who have had a brain injury. It gives advice on setting up an activity programme at home in order to help someone to redevelop lost skills after brain injury.



www.headway.org.uk
Helpline: 0808 800 2244