

# Schedule Module Manual

---

*List of Tables and Exhibits*

*ii*

---

## **Chapter 1: Introduction to the Schedule Activity Kit**

**1**

- General Overview
- Materials, characteristics and activity labels
- Activity directions and variations
- Observing and analyzing performance
- Metacognitive strategy approach
- Treatment Forms

---

## **Chapter 2: Search and Locate Activities #1-2 (blue/light blue cards)**

**32**

- Description of list activities and variations in direction cards
- Self-assessment methods for list activities
- Description of activity card for search and locate activities
- Alternate activities

---

## **Chapter 3: Shifting Activities #3-4 (green cards)**

**41**

- Description of shifting activities: direction cards
- Description of activity cards for shifting activities
- Alternate activities and directions

---

## **Chapter 4: Entering Information into Schedules #5-6 (purple cards)**

**47**

- Description of Lists
- Description of activity direction cards for entering information

---

## **Chapter 5: Question Activities #7-9 (Red)**

**52**

- Description of Finding Information Activity Cards
- Description of Creating Lists questions
- Description of Level 3 questions

---

## **References**

**59**

---

**Appendix A:** Example: #1 Search and Locate: Classes & Activities (1A)

**Appendix B:** Sample Lists: Entering Information into Blank Schedules- Classes & Activities (5A)

**Appendix C:** Sample Level 3 complex questions and information sheets (9A)

**Appendix D:** Sample Supplemental Activities (S1-S5)



## Electronic Organization of Files on Flash Drive

---

- **Level I:** 1A = Class & Activity; 1B =Sightseeing; 1C = TV; 1D=Things to do
- **Level II:** 2A = Class & Activity; 2B =Sightseeing; 2C = TV; 2D=Things to do
- **Level III:** 3A = Class & Activity; 3B =Sightseeing; 3C = TV; 3D=Things to do
- **Supplemental Activities**
- **Treatment Forms**

### **Electronic Files for Level 1 Activities:**

---

#### **1. Search and Locate –Lists** (Schedules 1A, 1B, 1C, 1D within each file)

- 1.A1 Class and Activities: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers.
  - 1.B1 Sightseeing: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers.
  - 1.C1 TV: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers
  - 1.D1 Things To Do: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers
- 

#### **2. Search and Locate-Cards – No Files (only cards)**

---

#### **3. Shifting Direction Card Answers**

- 1.A3 Class & Activity
  - 1.B3 Sightseeing
  - 1.C3 TV
  - 1.D4 Things to Do
- 

#### **4. Activity Card Shifting Answers**

- 1.A4 Class & Activity
  - 1.B4 Sightseeing
  - 1.C4 TV
  - 1.D4 Things to Do
- 

#### **5. Lists, Entering Information**

- 1.A5 Classes and Activities: Lists, Blank Schedule, Answers
  - 1.B5 Sightseeing: Lists, Blank Schedule, Answers
  - 1.C5 TV: Lists, Blank Schedule, Answers
  - 1.D5 Things to Do: Lists, Blank Schedule, Answers
- 

#### **6. Activity Cards: Entering Information**

- 1.A6 Classes and Activities: Blank Schedule, Reversed schedule, Answers
  - 1.B6 Sightseeing: Blank Schedule, Reversed schedule, Answers
  - 1.C6 TV: Blank Schedule, Reversed schedule, Answers
  - 1.D6 Things to Do: Blank Schedule, Reversed schedule, Answers
- 

#### **7. Finding Information**

---

- A7 Classes and Activities: Question sheet, Full Answers
  - B7 Sightseeing: Question sheet, Full Answers
  - C7 TV: Question sheet, Full Answers
  - D7 Things to Do: Question sheet, Full Answers
- 

## **8. Creating List**

- A8 Classes and Activities: Question sheet, Full Answers
- B8 Sightseeing: Question sheet, Full Answers
- C8 TV: Question sheet, Full Answers
- D8 Things to Do: Question sheet, Full Answers

## ***Electronic Files for Level 2 Activities***

---

### **1. Search and Locate –Lists** (Schedules 2A, 2B, 3C, 3D within each file)

- 2.A1 Class and Activities: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers.
  - 2.B1 Sightseeing: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers.
  - 2.C1 TV: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers
  - 2.D1 Things To Do: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers
- 

### **2. Search and Locate-Cards – No Files**

---

### **3. Shifting Direction Card Answers**

- 2.A3 Class & Activity
  - 2.B3 Sightseeing
  - 2.C3 TV
  - 2.D4 Things to Do
- 

### **4. Activity Card shifting Answers**

- 2.A4 Class & Activity
  - 2.B4 Sightseeing
  - 2.C4 TV
  - 2.D4 Things to Do
- 

### **5. Lists, Entering Information**

- 2.A5 Classes and Activities: Lists, Blank Schedule, Answers
  - 2.B5 Sightseeing: Lists, Blank Schedule, Answers
  - 2.C5 TV: Lists, Blank Schedule, Answers
  - 2.D5 Things to Do: Lists, Blank Schedule, Answers
- 

### **6. Activity Cards: Entering Information**

- 2.A6 Classes and Activities: Blank Schedule, Reversed schedule, Answers
  - 2.B6 Sightseeing: Blank Schedule, Reversed schedule, Answers
-

- 2.C6 TV: Blank Schedule, Reversed schedule, Answers
  - 2.D6 Things to Do: Blank Schedule, Reversed schedule, Answers
- 

### **7. Finding Information**

- A7 Classes and Activities: Question sheet, Full Answers
  - B7 Sightseeing: Question sheet, Full Answers
  - C7 TV: Question sheet, Full Answers
  - D7 Things to Do: Question sheet, Full Answers
- 

### **8. Creating List**

- A8 Classes and Activities: Question sheet, Full Answers
  - B8 Sightseeing: Question sheet, Full Answers
  - C8 TV: Question sheet, Full Answers
  - D8 Things to Do: Question sheet, Full Answers
- 

## ***Electronic Files for Level 3 Activities***

---

### **1. Search and Locate –Lists**

- 3.A1 Class and Activities: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers.
  - 3.B1 Sightseeing: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers.
  - 3.C1 TV: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers
  - 3.D1 Things To Do: a) list & answers, b) highlighted answer schedule c) optional checklist/ answers
- 

### **3. Shifting Direction Card Answers**

- 3.A3 Class & Activity
  - 3.B3 Sightseeing
  - 3.C3 TV
  - 3.D4 Things to Do
- 

### **9. Complex Questions**

- 3.A9 Class & Activity: Level 3 schedule, Questions, Supplementary Information sheet, Answers
  - 3.B9 Sightseeing: Level 3 schedule, Questions, Supplementary Information sheet, Answers
  - 3.C9 TV: Level 3 schedule, Questions, Supplementary Information sheet, Answers
  - 3.D9 Things to Do: Level 3 schedule, Questions, Supplementary Information sheet, Answers
  - 3.E9 Sports: Schedules, Questions, Supplementary Information Sheet, Answers
-

## ***Electronic Files for Supplemental Activities***

---

### **S1 Lists for Everyday Contexts (includes short and long lists)**

1. Kitchen: Food Items
  2. Kitchen Supplies
  3. Grocery items (Food Circular or online shopping)
  4. Drugstore/ Toiletries
  5. Packing List
  6. Office Supply
- 

### **S2. Film Festival Activity**

1. Entering Film Schedule into blank monthly calendar (version 1)
  2. Entering Film Schedule into blank monthly calendar (version 2 -greater number of items)
- 

### **S3. Sports Calendar: Entering Games**

1. Entering Sport Games into blank monthly calendars
- 

### **S4. Shopping List Activity**

1. Granola Bar Recipe: version 1 and 2
  2. Peach Cobbler Recipe: version 1 and 2
- 

### **S5. Planning and Scheduling Activities**

1. Charity Event: version 1 and 2
  2. Staff Training Session: version 1 and 2
  3. Group Committee Meeting: version 1 and 2
  4. Exercise Class Rooms: version 1 and 2
  5. Conference Room: version 1 and 2
- 

### **S6. Miscellaneous Activities** (shifting/ flexibility)

1. Activity List: Alternate combinations and ideas
  2. Generating ideas: party planning and apartment rental
  3. Nutritional Chart
- 

## **Electronic Files for Treatment Forms**

---

1. Observation Recording Sheet
  2. Performance Analysis
  3. Pre-Activity Questions
  4. Post Activity Questions
-

# About the Author

**Joan Toglia, Ph.D, OTR/L, FAOTA** has over 30 years of experience in Occupational Therapy as a clinician, researcher and educator. She is recognized internationally as a leader in the rehabilitation of persons with cognitive perceptual deficits as a result of acquired brain injury. She has presented over 300 workshops and lectures around the world on cognitive rehabilitation with a focus on cognitive strategies, metacognitive skills and executive function across different ages and diagnostic groups.

# Acknowledgements

Sincere appreciation and special acknowledgement is extended to Jacqueline O'Rourke MS, OTR, who assisted with refining and adding to many of the activities, Chelsea Steinberg MS, OTR and Alyson Lee MS, OTR for all of their feedback and clinical trials, Sharon Zlotnik PhD, OTR for her review and suggestions as well as to numerous Mercy College Graduate Occupational Therapy students for assisting in initial phases of activity development. A special Thank You is extended to my husband, Mario F. Toglia for his patience and assistance throughout and to Billy Devine for his advice and guidance.

© 2017 by J. Toglia. All rights reserved.

No part of this work, including accompanying materials may be reproduced in whole or in part or used in any form or by any means, electronic or mechanical including photocopying, recording, information storage and retrieval without prior written permission of the copywrite holder.

*Notice:* J. Toglia grants permission to the owner of this material to freely make copies of electronic files for the sole purpose of clinical use with patients, within their care. Distribution of this material to others as well as duplication of this material for commercial purposes is strictly prohibited.

Printed in United States of America. MC CogRehab LLC, New York

[www.multicontext.net](http://www.multicontext.net)





# 1. Introduction

---

This “schedule” activity set is one of a series of functional cognitive activity sets, involving everyday materials that is designed to be used within a cognitive rehabilitation program. Materials that are relevant to everyday life are presented in a variety of different ways to place demands on different areas of cognitive function. At the same time, the activities introduce elements of novelty and challenge that can be tailored to the abilities of the client.

The activities were designed using principles from the Multicontext Approach (MC). The MC Approach focuses on optimizing strategy use, self-monitoring or self-awareness across functional activities and provides a framework for metacognitive strategy training and generalization of learning. The reader is referred to additional references for a full explanation of the MC approach (Toglia 2010; Toglia, 2011). In the early phases of treatment, structured activities, such as those included within this schedule kit, can be particularly helpful in enhancing self-awareness, self-monitoring and initiation of strategy use. As treatment progresses and self-awareness of cognitive abilities and limitations emerges, structured activities are faded and the client plays a greater role in identifying and choosing treatment activities themselves.

In cognitive rehabilitation, treatment activities often use abstract materials such as puzzles, shapes, colors, words, or objects within the context of drills or graded computerized exercises to address specific cognitive skills. The connection of these activities to daily life or functional goals may not be readily

apparent to some people, thus limiting active participation in treatment and generalization to function. Treatment activities that provide a closer resemblance to materials and activities that people use in daily life are thought to influence motivation, engagement and self-awareness. Familiarity of activities provides a benchmark from which to compare prior performance, thus facilitating the emergence of self-awareness. In addition, the use of functionally relevant activities and materials shares similarities with everyday situations that cognitive strategies are expected to be used, thereby increasing the likelihood of transfer of strategies to real world functioning (Toglia, 2010).

## *Who is it appropriate for?*

The activities were originally designed and used with adults with acquired brain injury (ABI) or neurological disorders such as stroke, brain tumor, traumatic brain injury, multiple sclerosis and Parkinson’s disease, however they may have applicability to other populations that experience difficulties in cognitive performance. The activities within this kit are appropriate for different levels of cognitive function including adults in an inpatient rehabilitation setting with limited attention span or moderate cognitive impairments as well as higher level outpatients with subtle cognitive difficulties. Criteria for using level 1 activities include a minimum attention span of 5-10 minutes, sufficient visual acuity for reading, ability to accurately comprehend a written sentence and follow a 1-2 step written direction.



Basic cognitive perceptual abilities such as visual search and attention to both sides of space, immediate recall, matching, pacing speed of response, following a simple list or one step directions, and shifting responses or actions can be addressed with level 1 schedules and activities. Advanced activities use level 3 schedules and require multi-tasking, simultaneously shifting between different sources of information, and keeping track of multiple criteria, while searching and organizing information.

There are 9 different activities to choose from. Table 1.1 summarizes possible variations in activities and lists the activity numbers and themes. The assigned activity numbers are consistent throughout the manual and electronic files and are indicated on the back of activity cards or directions. Direction or question cards (3½ x 5” card size) and/or activity cards (small 2½ x 3½ card size) accompany most of the activities. The borders of the card are color coded according to the activity theme, for quick identification.

The activity theme, directions and difficulty levels are chosen according to the client and the types of problems the client is experiencing.

**Organization of Activities and the Horizontal Treatment Continuum**

The 4 different types of schedules or activities (A, B, C, or D) represent alternate forms of the same activity (near transfer) if used within the same level of difficulty (1, 2 or 3). Treatment activities are structured in a horizontal or sideways manner, consistent with the MC approach. In sideways learning, the physical appearance of activities is gradually varied, while keeping difficulty level and cognitive demands constant, to enhance the person’s ability to “detect” and “connect” activity experiences.

The Schedule activity module is constructed so that the same instructions or activity can be used across the 4 different types of schedules. For example, if the activity theme is “Questions” and the activity is “#7 - finding information”, this same activity can be repeated across each of the 4 schedule types. The person can be asked to find information on level II; A) Classes and activities schedule, B) sightseeing schedule C) TV schedule, and D) things to do schedule. Similarly, the person can be asked to use a list to compare or identify discrepancies between the list and the schedule (#1 search and locate activity) or to recall a number of

**Table 1.1: Summary of Schedule Activities**

Level	Schedule Type	Activity #	Theme: Color Borders on Cards
1	A = Class and Activity	1. Lists: Search-Locate	<i>Dark Blue:</i> Lists Search-Locate (#1)
2	B = Sightseeing	2. Activity Cards: Search-Locate	<i>Light Blue:</i> Activity Cards, Search-Locate (#2)
3	C = TV program	3. Shifting: Direction cards	<i>Green-</i> Shifting (#3-4)
	D = Things to Do	4. Shifting: Activity cards	
		5. Lists: Entering Appointments into blank schedules	<i>Purple –</i> Entering Information into blank schedules (#5-6)
		6. Direction Cards and Entering Appointments	
		7. Finding Information	<i>Red=</i> Questions (#7-9)
		8. Creating Lists	
		9. Complex Questions	

items on the list at once. For example, the directions “Remember the first 4 items on the list and find them on the schedule” can be used across all of the different schedules as illustrated in exhibit 1.2 below. The same directions can also be used with everyday materials such as looking at a recipe and retrieving the first 4 ingredients from the kitchen or using a list to search for items in an office supply closet. The level of complexity, theme and directions remain similar across the horizontal continuum, while the type of schedule or materials change (exhibit 1.2).

Similarities in cognitive activity characteristics across a horizontal continuum can help a person recognize that the same type of performance errors are interfering with success across activities. The person is provided with repeated opportunities to recognize and monitor similar errors as well as to practice consistent strategies across tasks. The structure of activities makes it easier for the client to understand how activity experiences are connected. It also provides the practitioner with an opportunity to directly observe carryover of strategies and learning transfer from one activity to the next within treatment.

In the example below, repeated practice of tasks with similar “mental tracking” demands can help a person recognize that they may be having difficulties keeping track of information. As awareness emerges, the person is encouraged to think of methods that would make it easier to “keep track”. For example, the person might discover that silently repeating key words from the list several times before looking away

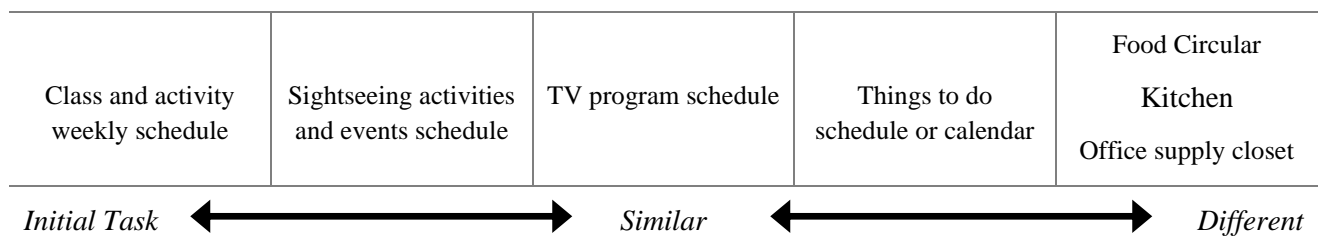
(verbal rehearsal) may be effective in increasing the ability to hold information in mind during searching. The horizontal continuum provides repeated opportunity to practice and apply this strategy to different situations.

There is no particular order to the type of activities presented. In other words, any of the schedules (classes, TV, sightseeing, things to do) can be presented first, second etc. within the same level of difficulty. The activities provided in this starter kit represent “near transfer” or the beginning of a horizontal continuum.

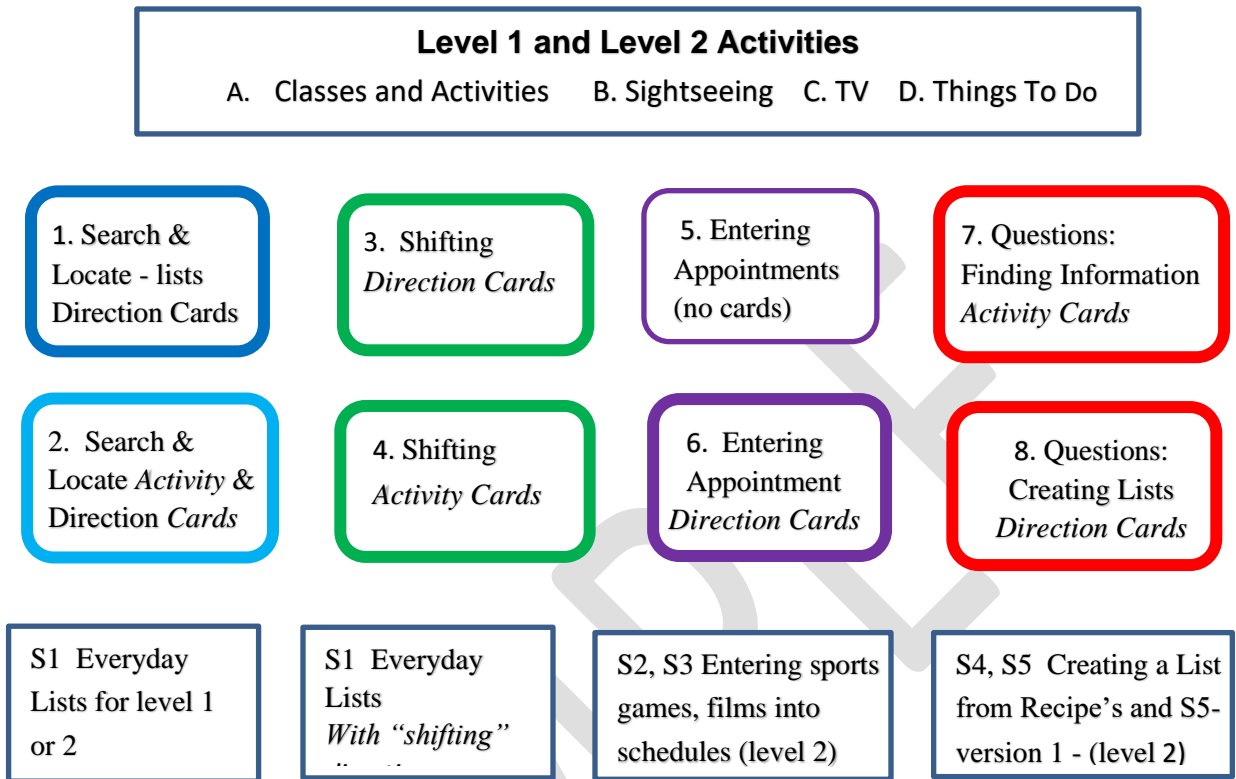
Supplemental activities and additional activities that can be used to assess transfer or carryover of strategies are described at the end of each section of this manual. Supplemental Activities labeled as S1 to S6 are included electronically on the flash drive, with samples in appendix D. These supplemental activities are independent from the four schedules and activity cards.

The following section describe the materials, electronic files, and accompanying cards as well as the structure and coding of activities. Page 5 provides a visual summary of the activities. The last section of the Introduction describes how the activities can be used within a metacognitive strategy based intervention approach such as the Multicontext approach. The remaining chapters of this manual describe the 9 activities (table 1.1) organized around key themes (search and locate, shifting, entering appointments, questions) and explains the common cognitive performance errors that may be observed with these activities.

**Exhibit 1.2: Remember the first 4 items from the list and see if they are in the....**

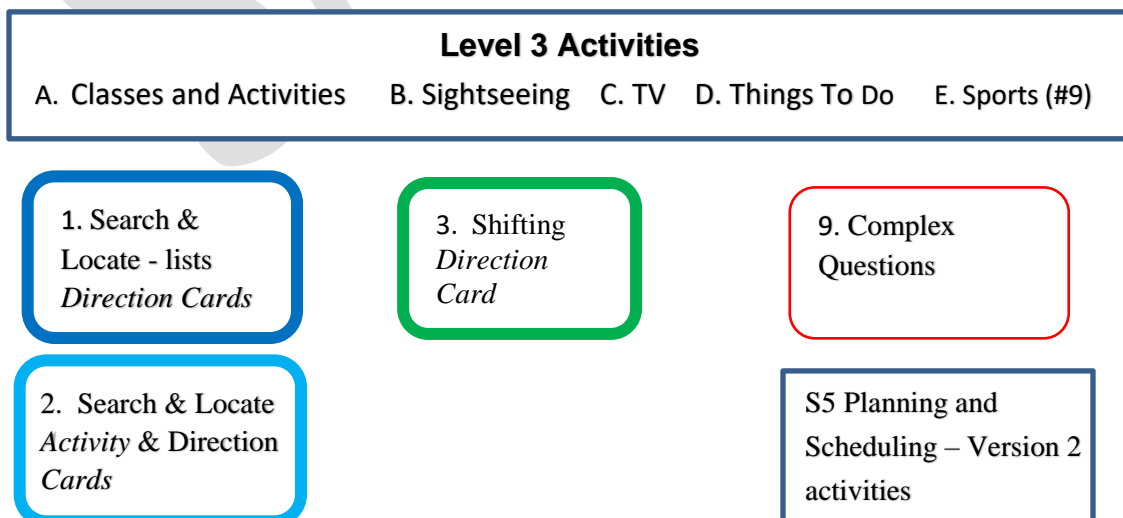


## Visual Summary of Activities within the Schedule Module



The above and below diagram visually summarizes the 9 main activities as well as the 5 supplementary activities included within this schedule module.

All of the activities have either 3½ x 5 direction cards and/ or 2½ x 3½ activity cards with the exception of activity # 5 above and # 9 below. These activities have electronic worksheets.



# Materials

*The Materials in this kit consist of*

1. 12 laminated schedules,
2. 98 direction / question color coded 3½x5 cards,
3. 260 small 2½ x 3½ activity color coded cards
4. Electronic files on a flash drive that includes lists, question worksheets for activities and supplemental activities.
5. Answer sheets or self-checking forms (flash drive)

The materials are described below. With the exception of the cards, all of the materials are also available electronically on the flash drive. Some sample materials from the flash drive are provided in the appendix of this manual.

**1. 12 laminated schedules:** The schedules include four types as indicated below, each consisting of 3 levels of difficulty (total = 12 schedules)

- A. Classes & Activities: Level I, Level II, Level III: *Coded as 1A, 2A, 3A*
- B. Sightseeing: Level I, Level II, Level III: *Coded as 1A, 2B, 3C*
- C. TV Schedule: Level I, Level II, Level III: *Coded as 1C, 2C, 3C*
- D. *Things to Do: Level I, Level II, Level III: Coded as 1D, 2D, 3D*

Schedules and lists that are at the same level, are interchangeable.

## 2. 98 direction or question cards (3½ x 5)

There are 14 sets of 3½ x 5 color coded direction cards. The same direction card sets are used across different levels of schedule difficulty. Each direction card set corresponds to a specific type of schedule (classes and activities, sightseeing, TV or things to do), and is labeled on the back of the card. An exception is the search and locate cards. The search and locate direction cards (blue) are used across all schedule types (see sample below).

Each schedule can be used with at least 33 different directions across varying themes. Within each theme or activity number, there is a minimum of 6 different direction cards to choose from. Variations in activity directions are explained further on page 14-18. The direction cards are double sided and include instructions or questions on one side and additional directions or prompts for the therapist on the back. The back of cards are labeled with the activity number and direction card number. For example 1.3 and 1.4 indicates activity 1, direction card # 3 and #4.

Table 1.2 on the next page provides a summary of the number of direction cards within each set or schedule type.

Front 3½ x 5 Search & Locate Direction Card	Back of Card
<div style="border: 2px solid blue; padding: 10px;"> <p><i>In front of you is a schedule and a list.</i></p> <p>This activity involves finding items on the list that are also on the schedule.</p> <p>As you do this activity, try to look back at the list as few times as possible.</p> </div>	<p><b>1.4. Search, Locate, Keep Track: List</b> (levels 1-3) All schedules  <i>Materials:</i> List and Schedule, Answer Key: Highlighted calendar or list  <i>Optional Instructions:</i> Try to remember as many items as you can at once, without looking back. Let's cover the list until you are ready to look at the list again. Or Let's keep track of the number of times you need to look back. Or How many items from the list, do you think you can remember at once, as you search the schedule? Try it!</p> <p><i>Sample Mediation:</i></p> <ul style="list-style-type: none"> <li>- Can you think of methods that will help you remember several items in your mind as you are searching ?</li> <li>- What could you do to help remember ___ items at a time from the list?</li> </ul>

**Table 1.2: Direction Cards (3½ x 5)**

	Shifting Direction Cards <i>Green</i>	Creating Lists <i>Red</i>	Entering Appointments <i>Purple</i>	Search & Locate <i>(Dark Blue)</i>	Search & Locate <i>(Light Blue)</i>
A. Classes and Activities	6	9	6	6	6
B. Sightseeing	6	10	6		
C. TV schedule	6	9	6		
D. Things to Do	6	7	9		
<b>TOTALS = 98</b>	<b>24</b>	<b>35</b>	<b>27</b>	<b>6</b>	<b>6</b>

**3. 260 small activity cards (2x3½)**

Table 1.3 summarizes the number of small activity cards for each schedule type. All cards are double sided and indicate the type of schedule and

activity number on the back. The *finding information* and *search and locate* activity cards also include answers on the back of the cards.

**Table 1.3: Small Activity Cards (2½ x 3½)**

	Search & Locate Activity Cards* <i>Light Blue</i>	Shifting Activity Cards <i>Green</i>	Finding Information Cards* <i>Red</i>
A. Classes and Activities	30	20	15
B. Sightseeing	30	20	15
C. TV schedule	30	20	15
D. Things to Do	30	20	15
<b>TOTALS - 260</b>	<b>120</b>	<b>80</b>	<b>60</b>

\*Answers are on back on the card

**4. Electronic files on Flash drive: Lists, Worksheets or Blank schedules**

All lists, blank schedules, and worksheets for activities are available electronically on the accompanying flash drive. Examples of selected activities and supplemental activities are also included within the appendix of this manual. The organization of the electronic files is outlined in the

front of this manual following the lists of tables, exhibits and appendices.

**5. Answer sheets or self-checking forms**

All activities include answer sheets so that the client can check their own work for accuracy. Answer sheets are included within the electronic files and are labeled as indicated in tables 1.6-1.8.

*Optional Materials purchased separately:* magnet board, colored magnet discs, 11 x 17 enlarged level 2 schedules, highlighter pens or dry erase colored pens..

*Summary of Materials that are specific to each schedule type:* Each schedule has corresponding items. Table 1.4 below identifies the items that are specific to the 4 types of schedules. Some of these items go across all 3 levels of schedule difficulty while others only correspond to levels 1 and 2.

**Physical Characteristics of Schedules**

The physical characteristics of the 4 different weekly schedules are summarized in Table 1.5. on

the next page. Selected items on each schedule can be grouped into 3 target categories as noted in italics next to each schedule type in table 1.5. For example, some items within the classes and activities schedule can be grouped into games, exercises, and classes. The number of items within each category is listed in table 1.5. Each schedule has 3 different complexity levels. Complexity levels vary in the number of time slots and total amount of items on the schedule. For example, level 1 schedules only have 6 time slots and 28-34 items on the schedule, while Level 3 schedules have twice the amount of time slots and nearly three times the number of items.

**Table 1.4: Activity and Materials for EACH schedule type**

<b>Activity and Material</b> <i>(TV, classes and activities, sightseeing, things to do)</i>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<i>Search and locate Lists, highlighted answers on lists &amp; schedules, Structured checklists</i>	√	√	√
<i>Search and locate small activity cards (light blue) (answers on back of cards)</i>	√	√	√
Shifting Index Card Directions (green) and answer templates	√	√	√ (Q2,5)
Shifting small activity cards (green) and answer templates	√	√	
Questions: Finding information small cards (red) <i>(answers on back of cards)</i>	√	√	
Questions: Creating list question cards (red) and answer sheets	√	√	
Questions: Level 3 Information sheets, grids, questions and answers			√
Entering appointment lists and answers	√	√	
Entering appointment direction cards (purple), answers and reversed schedule formats	√	√	√ 3D only



**Table 1.5: Physical Activity Characteristics of Schedules**

	Level I Schedules	Level II Schedules	Level III Schedules
<b>Classes and Activities:</b> <i>Games, Exercises, Classes</i>			
# Time Slots	6	8	12
Total items on schedule	31	50	75
# Items of list	10	21	28
# List targets R/M/L*	3/1/3	6/2/6	8/3/8
# Games	7	13	11
# Exercise	7	14	16
# Classes	8	13	13
<b>Sightseeing:</b> <i>Tours, Museums, Parks</i>			
# Time Slots	6	8	12
Total items on schedule	30	48	72
# Items of list	10	21	27
# List targets R/M/L	3/1/3	6/2/6	8/2/8
# Tours	8	12	17
# Museums	6	10	13
# Parks	6	11	13
<b>TV schedule:</b> <i>Sports, News, Comedy</i>			
# Time Slots	6	8	12 (channels)
Total items on schedule	28	50	87
# Items of list	10	22	27
# List targets R/M/L	3/1/3	6/2/6	7/6/6
# Sports shows	6	11	10
# News shows	6	8	12
# Comedy shows	6	8	13
<b>Things to Do:</b> <i>Pick up's, Telephone Calls, Appointments</i>			
# Time Slots	6	8	12
Total items on schedule	34	67	97
# Items of list	10	22	27
# List targets R/M/L	3/1/3	6/1/7	9/2/8
# Pick up's	7	14	17
# Telephone Calls	8	12	14
# Appointments	5	9	20

\* R= right side, M= middle; L=left side

Table 1.5 above illustrates that target items on the lists are generally symmetrically arranged on both sides of the schedule. The schedules within each level were designed to be similar in difficulty and interchangeable. As indicated in table 1.5, the *Things to Do* schedule has the greatest number of total items, compared to the other schedules, however, the items are more related to activities encountered in daily life, so this may reduce difficulty for some. Each schedule has an accompanying list that varies in length, number of target items on the schedule and number of distractor items.

### Activity Coding or Labeling

Each activity is coded so that it can be easily identified. The activity code identifies the level of difficulty; type of schedule and activity number. Tables 1.6-1.8 provide lists of each activity code. The activity code is consistent across activity materials and electronic files. If materials are used across more than one difficulty level, the activity code begins with a letter to indicate schedule type, immediately followed by the activity number as indicated in the second example (C3). A period following the activity number (C3.4) indicates the specific question or card number. Activity codes are

located on the bottom right hand corner of worksheets, answer sheets and the back of cards when appropriate. Since direction cards include the type of schedule and are consistent across levels, they are only labeled by the activity number and the question or direction card number (eg. 1.1 to 1.6).

# 1.A1

## *Level 1, Classes & activities, search & locate*

The first number signifies level of difficulty (1, 2 or 3).	The Letter indicates <b>schedule type</b> (A=Class and activity,B=Sightseeing and Events, C=TV, D= Things to do)	The last number, designates the <b>activity number</b> (also listed in table 1.1)
---	--	---

# C3.4

## *TV, shifting, direction #4*

<b>Schedule type</b>	<b>Activity #</b>	<b>Direction or Question #</b>
C	3	4

*Activity level is not specified above for C3.4*

**Table 1.6: Labels for Level 1 Activities**

Activity code	Level	Schedule Type (A,B,C,D)	Activity (#1-10)	Color
1.A1	1	A. Class & Activity	1. List Activities: Search-Locate (1.1 to 1.6)	Dark Blue
1.B1	1	B. Sightseeing & Event	1. List Activities: Search-Locate (1.1 to 1.6)	Dark Blue
1.C1	1	C. TV	1. List Activities: Search-Locate (1.1 to 1.6)	Dark Blue
1.D1	1	D. Weekly Things To Do	1. List Activities: Search-Locate (1.1 to 1.6)	Dark Blue
1.A2	1	A. Class & Activity	2. Activity Cards: Search-Locate (2.1 to 2.6)	Light Blue
1.B2	1	B. Sightseeing & Event	2. Activity Cards: Search-Locate (2.1 to 2.6)	Light Blue
1.C2	1	C. TV	2. Activity Cards: Search-Locate (2.1 to 2.6)	Light Blue

<b>Activity code</b>	<b>Level</b>	<b>Schedule Type (A,B,C,D)</b>	<b>Activity (#1-10)</b>	<b>Color</b>
1.D2	1	D. Weekly Things To Do	2. Activity Cards: Search-Locate (2.1 to 2.6)	Light Blue
1.A3	1	A. Class & Activity	3. Direction Cards: Shifting (3.1 to 3.6)	Green
1.B3	1	B. Sightseeing & Event	3. Direction Cards: Shifting (3.1 to 3.6)	Green
1.C3	1	C. TV	3. Direction Cards: Shifting (3.1. to 3.6)	Green
1.D3	1	D. Weekly Things To Do	3. Direction Cards: Shifting (3.1. to 3.6)	Green
1.A4	1	A. Class & Activity	4. Activity cards: Shifting	Green
1.B4	1	B. Sightseeing & Event	4. Activity cards: Shifting	Green
1.C4	1	C. TV	4. Activity cards: Shifting	Green
1.D4	1	D. Weekly Things To Do	4. Activity cards: Shifting	Green
1.A5	1	A. Class & Activity	5. Lists: Entering Information into Blank Schedules	Purple
1.B5	1	B. Sightseeing & Event	5. Lists: Entering Information into Blank Schedules	Purple
1.C5	1	C. TV	5. Lists: Entering Information into Blank Schedules	Purple
1.D5	1	D. Weekly Things To Do	5. Lists: Entering Information into Blank Schedules	Purple
1.A6	1	A. Class & Activity	6. Activity Direction Cards: Entering information into blank schedules (6.1 to 6.6)	Purple
1.B6	1	B. Sightseeing & Event	6. Activity Direction Cards: Entering information into blank schedules (6.1 to 6.6)	Purple
1.C6	1	C. TV	6. Activity Direction Cards: Entering information into blank schedules (6.1 to 6.6)	Purple
1.D6	1	D. Weekly Things To Do	6. Activity Direction Cards: Entering information into blank schedules (6.1 to 6.6)	Purple
1.A7	1	A. Class & Activity	7. Finding Information Activity Cards	Red
1.B7	1	B. Sightseeing & Event	7. Finding Information Activity Cards	Red
1.C7	1	C. TV	7. Finding Information Activity Cards	Red
1.D7	1	D. Weekly Things To Do	7. Finding Information Activity Cards	Red
1.A8	1	A. Class & Activity	8. Creating List Question Cards (8.1 to 8.9)	Red
1.B8	1	B. Sightseeing & Event	8. Creating List Question Cards (8.1 to 8.10)	Red
1.C8		C. TV	8. Creating List Question Cards (8.1 to 8.9)	Red
1.D8	1	D. Weekly Things To Do	8. Creating List Question Cards (8.1 to 8.6)	Red

**Table 1.7: Labels for Level 2 Activities**

<b>Activity #</b>	<b>Level</b>	<b>Schedule Type (A,B,C,D)</b>	<b>Activity (#1-10)</b>	<b>Color</b>
2.A1	2	A. Class & Activity	1. List Activities: Search-Locate (1.1 to 1.6)	Dark Blue
2.B1	2	B. Sightseeing & Event	1. List Activities: Search-Locate (1.1 to 1.6)	Dark Blue
2.C1	2	C. TV	1. List Activities: Search-Locate (1.1 to 1.6)	Dark Blue
2.D1	2	D. Weekly Things To Do	1. List Activities: Search-Locate (1.1 to 1.6)	Dark Blue
2.A2	2	A. Class & Activity	2. Activity Cards: Search-Locate	Light Blue
2.B2	2	B. Sightseeing & Event	2. Activity Cards: Search-Locate	Light Blue
2.C2	2	C. TV	2. Activity Cards: Search-Locate	Light Blue
2.D2	2	D. Weekly Things To Do	2. Activity Cards: Search-Locate	Light Blue
2.A3	2	A. Class & Activity	3. Direction Cards: Shifting (1 to 6)	Green
2.B3	2	B. Sightseeing & Event	3. Direction Cards: Shifting (1 to 6)	Green
2.C3	2	C. TV	3. Direction Cards: Shifting (1 to 6)	Green
2.D3	2	D. Weekly Things To Do	3. Direction Cards: Shifting (1 to 6)	Green
2.A4	2	A. Class & Activity	4. Activity cards: Shifting	Green
2.B4	2	B. Sightseeing & Event	4. Activity cards: Shifting	Green
2.C4	2	C. TV	4. Activity cards: Shifting	Green
2.D4	2	D. Weekly Things To Do	4. Activity cards: Shifting	Green
2.A5	2	A. Class & Activity	5. Lists: Entering Information into Blank Schedules	Purple
2.B5	2	B. Sightseeing & Event	5. Lists: Entering Information into Blank Schedules	Purple
2.C5	2	C. TV	5. Lists: Entering Information into Blank Schedules	Purple
2.D5	2	D. Weekly Things To Do	5. Lists: Entering Information into Blank Schedules	Purple
2.A6	2	A. Class & Activity	6. Activity Direction Cards: Entering information into blank schedules (1 to 6)	Purple
2.B6	2	B. Sightseeing & Event	6. Activity Direction Cards: Entering information into blank schedules (1 to 6)	Purple
2.C6	2	C. TV	6. Activity Direction Cards: Entering information into blank schedules (1 to 6)	Purple
2.D6	2	D. Weekly Things To Do	6. Activity Direction Cards: Entering information into blank schedules (1 to 6)	Purple

Activity #	Level	Schedule Type (A,B,C,D)	Activity (#1-10)	Color
2.A7	2	A. Class & Activity	7. Finding Information Activity Cards	Red
2.B7	2	B. Sightseeing & Event	7. Finding Information Activity Cards	Red
2.C7	2	C. TV	7. Finding Information Activity Cards	Red
2.D7	2	D. Weekly Things To Do	7. Finding Information Activity Cards	Red
2.A8	2	A. Class & Activity	8. Creating List Question Cards	Red
2.B8	2	B. Sightseeing & Event	8. Creating List Question Cards	Red
2.C8	2	C. TV	8. Creating List Question Cards	Red
2.D8	2	D. Weekly Things To Do	8. Creating List Question Cards	Red

**Table 1.8: Labels for Level 3 Activities**

Activity #	Level	Schedule Type (A,B,C,D)	Activities	Color
3.A1	3	A. Class & Activity	1. List Activities: Search-Locate (1 to 6)	Dark Blue
3.B1	3	B. Sightseeing & Event	1. List Activities: Search-Locate (1 to 6)	Dark Blue
3.C1	3	C. TV	1. List Activities: Search-Locate (1 to 6)	Dark Blue
3.D1	3	D. Monthly Things To Do	1. List Activities: Search-Locate (1 to 6)	Dark Blue
3.A2	3	A. Class & Activity	2. Activity Cards: Search-Locate (1 to 6)	Light Blue
3.B2	3	B. Sightseeing & Event	2. Activity Cards: Search-Locate (1 to 6)	Light Blue
3.C2	3	C. TV	2. Activity Cards: Search-Locate	Light Blue
3.D2	3	D. Monthly Things To Do	2. Activity Cards: Search-Locate	Light Blue
3.A3	3	A. Class & Activity	3. Direction Cards: Shifting 2 (2;5)	Green
3.B3	3	B. Sightseeing & Event	3. Direction Cards: Shifting 2 (2;5)	Green
3.C3	3	C. TV	3. Direction Cards: Shifting 2 (2;5)	Green
3.D6	3	D. Monthly Things To Do	3. Direction Cards: Shifting 2 (2;5)	Green
3.A9	3	A. Class & Activity	9. Complex Questions	N/A
3.B9	3	B. Sightseeing & Event	9. Complex Questions	N/A
3.C9	3	C. TV	9. Complex Questions	N/A
3.D9	3	D. Monthly Things To Do	9. Complex Questions	N/A
3.E9	3	E. Sports	10. Complex Questions	N/A

*The shading illustrates the activities (1 to 9) for the classes and activity schedule across levels (1, 2, 3). The last number indicates the activity number (1-9). The first number indicates the level of the activity (1,2,3)*

# Activity Directions and Variations

---

There are different directions, materials or activity formats to choose from, within each theme, that vary in structure provided and skills required. The themes and activities were described earlier and are summarized below. Each activity has several direction or question cards (3x5" card size) and/or activity cards (small 2x3½ card size) to choose from.

1. *Activity #1, 2: Search and Locate* (blue)
2. *Activity # 3, 4 Shifting* (green)
3. *Activity #5, 6 Entering Appointments* (purple)
4. *Activity #7-9 Questions* (red)

## ***Activity Direction Cards***

The direction cards include varying levels of ambiguity and structure. Small modifications in directions can significantly influence performance. For example, the following directions requires the person to plan and make decisions regarding the number of items to recall at once; "*As you do this activity, try to look back at the list as few times as possible*". This is in contrast to directions that are more structured and directly tell the person what to do such as "*Remember the first 4 items on the list and find them on the schedule*". In general, less structured directions should be used, when appropriate and additional structure provided when needed.

Examples of a few variations in directions are illustrated in Table 1.9. This table (1.9) demonstrates how different activity themes and directions can be used with the same schedules as well as with any of the four schedule types. For example, the same classes and activity schedule can be used with over 33 different direction cards as well as with 3 different sets of activity cards. At the same time, each *direction or activity card set* can be used across all 4 types of schedules. Table 1.9 and Table 1.10 provides examples of this. The last row of table 1.9 illustrates how variations in directions can place different demands on areas of cognitive performance. The type of cognitive symptoms and errors should be carefully considered in choosing the activity theme and directions.

Similar directions were designed to be used across different types of schedules and levels of difficulty. Each activity direction or question card includes alternative or optional instructions on the back of the card as well as examples of prompts or questions to promote strategy generation and use. For additional information on use of questioning and mediation techniques to enhance strategy use the reader is referred to references at the end of this manual. Most of the activities also have self-assessment checklists or templates that allow the client to check their own work and identify any errors themselves.

**Table 1.9: Examples of Varying Directions for Schedules**

<b>Type of Schedule</b>	<b>Search &amp; Locate #1 Using a List (dark blue)</b>	<b>Search &amp; Locate #2: Activity card Matching: (light blue)</b>	<b>Shifting: Activities #3 involving switching (green)</b>	<b>Questions: Finding information #7 (red)</b>	<b>Questions: Creating Lists #8 (red)</b>
TV schedule or Sightseeing Schedule or Classes & Activities Schedule or Things to Do	Find the items on the list that are also on the schedule.  Remember the first 3 items on the list and find them on the schedule.  Rules: you can only look at the list 3 times	Look at each card and see if the item is on the schedule.  Find items that are on the list, card and schedule (all 3)	Underline the news shows, circle the sport shows and place a check mark next to the comedy shows (each schedule has 3 different categories)	Find specific information  E.g., all the days that there are exercise classes	Make a list of all of the exercise classes available between designated times
Cognitive Perceptual Abilities Emphasized	Visual search, Keeping track or Working memory	Attention & visual scanning	Shifting attention	Keeping track Restrain impulsive responses	Organization and planning

**Below is an outline of the steps involved in using the Schedule Module Activities**

1. Choose level of difficulty 1, 2 or 3.
2. Select the schedule type: A. Classes and Activities, B. Sightseeing, C. TV, D. Weekly Things to Do
3. Choose one of the below activity numbers or themes (#1-9), Select a corresponding 3½ x 5 activity direction card and/or small (2½ x 3½) activity cards.

*1-2 Search and Locate:* Lists and list directions (blue) activity cards and directions (light blue)

*3-4 Shifting* (green): Shifting activity cards; shifting direction cards (green)

*5-6 Entering Information* (purple): Lists to enter, direction cards (purple), blank schedules

*7-9 Questions:* Finding Information (red small cards), Creating Lists (red cards), Level III Complex questions

4. If applicable, print out corresponding lists and **answer sheets** from the flash drive.

***Variations in the Presentations of Activities***

The schedule activities can be presented or arranged in a number of different ways, including paper and pencil, computer, or standing at a table, magnet or bulletin board. The below summarizes different methods of presentation.

---

## Exhibit 1.3 Variations in Presentation of Materials

---

*Table top* – paper and pencil



*Standing* – Place schedule on magnet board or bulletin board.

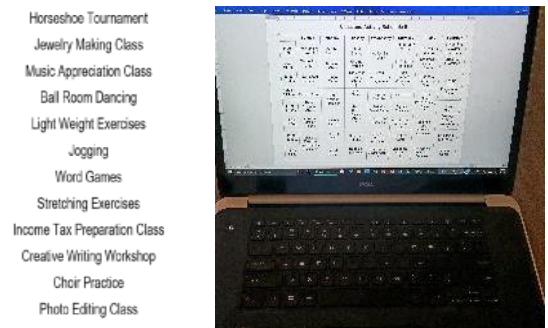
Stick on Magnet tape can be placed on the back of the schedule or magnet discs can be used to hold the schedule in place. (purchased separately)



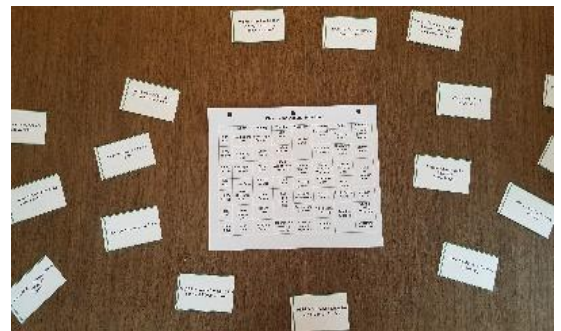
*Items that are located can be indicated with colored magnet discs.*

*Computer* – The list can be placed on the table while the schedule is presented on the computer screen. Alternatively, the list can be in a different open window requiring the person to go back and forth between the schedule and the list.

The stimuli on the computer screen can be enlarged, requiring the person to scroll to view all stimuli.



*Scattered Cards* – Cards can be scattered across a large space such as a table, counter or mat.





It is suggested that treatment activities be used with different methods of presentation as listed above whenever possible. If materials are positioned further apart (list on table, schedule on wall), greater demands are placed on

movement as well as the ability to sustain and keep track of information.

Table 1.10 summarizes the variations in schedule activities and directions in more detail. Each section of the manual includes further information about the activities listed below.

**Table 1.10: Schedule Activities and Activity Direction Variations**

Theme & Activity #	Materials	Sample Directions	Sample Options/Variations	Self-Checking
<b>1. List Activities</b> Search-Locate	- Schedule 1, 2 or 3 - List - Direction cards <b>1.1-1.3</b> ( <i>Dark Blue</i> ) - Answer Keys	“Find the items on the list that are also on the schedule”.	Structured Checklist	<b>Answer keys:</b> highlighted schedule or list; and structured checklist
<b>1. List Activities</b> Search-Locate & Track	- Schedule 1, 2 or 3 - List - Direction cards <b>1.4-1.6</b> ( <i>Dark Blue</i> )	“Remember 3 items from the list at once.”	<b>Rule:</b> “look back at the list as few times as possible”.	<b>Answer keys:</b> highlighted schedule or list and structured checklist
<b>2. Activity Cards</b> Search & Locate-Matching	- Schedule 1, 2 or 3 - Activity Cards ( <i>light blue</i> ) - Direction cards <b>2.1-2.3</b> ( <i>light blue</i> )	“Identify cards that have matching items on the schedule.”	“Highlight items on the schedule that have matching cards”.	Answers on back of activity cards
<b>2. Activity Cards</b> Search & Locate, match, shift *	- Activity Cards ( <i>light blue</i> ) - Schedule 1, 2 or 3 - List - Direction cards <b>2.4-2.6</b> ( <i>light blue</i> )	“Identify items that are on the cards, the list and the schedule.” (all 3)	“Sort cards into different piles” (list only, schedule only, both, etc.).	Answers on back of activity cards
<b>3. Direction Cards (Shifting 2)</b>	- Schedule 1, 2 - 2 different colored markers or highlighters - Shifting Direction Cards - <b>3.1-3.3</b> ( <i>Green</i> )	“Highlight news shows in red and sports shows in blue”	Instead of highlighting, underline, place a √ or other symbol; use colored magnets or discs	Answer sheets with highlighted categories for self-checking
<b>3. Direction Cards (Shifting 3)</b>	- Schedule 1, 2 - Shifting Direction Cards <b>3.4-3.6</b> ( <i>Green</i> ) - 3 different colored markers or highlighters	“Underline the ____, circle the ____ and place a check mark next to ____”	Instead of highlighting, underline, place a √ or other symbol; use colored magnets or discs	Answer sheets for self-checking

<b>Theme &amp; Activity #</b>	<b>Materials</b>	<b>Sample Directions</b>	<b>Sample Options/Variations</b>	<b>Self-Checking</b>
<b>4. Activity cards: Shifting</b> (following 1 step directions)	- Schedule 1 or 2 - Shifting Activity Cards ( <i>green</i> )	19 activity cards with a series of 1-2 step directions to follow. For eg. “Place an X on all the tours”	Questions vary in specificity. The last 8 cards specify the color pen to use when marking the schedule.	Schedules with answers for self-checking
<b>5. Lists: Entering Information into Blank Schedules</b>	- Blank Schedule (s) 1 or 2  List of items to enter	“Enter the following shows (presented in a list) into the blank schedule”	Lists vary in difficulty. Level 2 lists involve choosing items based on criteria.	. Schedules with answers for self-checking
<b>6. Activity Direction Cards: Entering info into blank schedules &amp; shifting</b>	- Direction cards <b>6.1-6.4</b> ( <i>purple</i> ) - Schedule 1 or 2, Monthly things to do level 3  - Blank Schedules	“Find all of the museums and parks and write them in the same location on the blank schedule”.	- Use 2 blank schedules to increase difficulty	Schedules with answers for self-checking
<b>6. Activity Direction Cards: Entering info into Reversed blank schedules.</b>	- Direction cards <b>6.5-6.6</b> ( <i>purple</i> ) - Schedule 1 or 2, - Schedule with revised (reversed) format.	Copy this schedule into the reversed schedule format	Add rules such as only certain shows or categories	Schedules with answers for self-checking
<b>Question: 7. Finding Information</b> ( <i>red cards</i> )	- Schedule 1, 2 - Finding Information Activity cards ( <i>red</i> )	“How many sports shows are one hour long?”  “Which day has the most news shows?”	Questions involve counting (keeping track) as well as comparing and contrasting information.	Answers are on back of cards.  Full answers are on answer sheets on flash drive.
<b>8. Creating Lists Questions –</b>	- Schedule 1, 2 - Creating list question cards. ( <i>red</i> )	“Make a list of all the News Shows during the week.”	Questions range in level of specificity or structure. Items could be entered into a schedule (instead of making a list).	Answer sheets
<b>9. Complex Questions</b>	- Schedule 3 - Supplementary Information Sheet	“You prefer classes that do not meet weekly, are 1 hr long, are free and are in a specified location”	Questions involve multiple criteria and require integrating information from at least 2 sources of information	Answer sheets on flash drive

The schedule activities in this module are designed to be used in combination with other treatment activities that have similar characteristics. Examples of other activities used within the same activity themes are provided in each section. Supplemental activities that are separate from the other schedule activities are also included in the electronic files, with examples illustrated in appendix D. These activities share similarities and characteristics with the schedule module activities, but they do not use the same weekly schedules.

### ***Time Concepts and Activities***

Important everyday skills that can be integrated within any treatment activity include time estimation, time monitoring, prospective memory and organizing or planning time. Table 1.11 provides examples of integrating these skills within treatment activities, when appropriate.

Time estimation includes understanding the duration and length of time. It includes judging approximately how much time has passed within an activity, predicting the amount of time needed for an activity as well as recognizing how long an activity has taken. Time estimation or time sense can be affected by visual spatial difficulties, right hemisphere impairments or decreased attention.

Time monitoring involves the ability to keep track of time while simultaneously engaged in an activity. It may also require the ability to stop and interrupt an ongoing activity at a specified time(s) or time interval to perform another task or carry out intentions. This has also been referred to as prospective memory or carrying out intentions at a future time (Grinblat & Rosenblum, 2016; Waldum

& McDaniel, 2016). Time monitoring can occur at fixed and predictable intervals (every 5 minutes), varying intervals, a specified time (10:25am), or it can be dependent on a cue (eg. alarm). The ability to carry out intentions requires both a retrospective memory component as well as the ability to shift attention temporarily away from the task at hand. Intentions that are related to the activity at hand are easier to remember because there are cues within the person's focus of attention whereas intentions that are unrelated to the current activity require greater self-initiated retrieval.

Time organization and planning involves breaking a large chunk of time into smaller subcomponents and arranging or ordering activities within an allotted time frame. This requires ability to predict and estimate time as well as time monitoring skills to assess whether the established time management plan requires adjustment during the activity.

Time estimation, monitoring and planning are not typically included within standard cognitive assessments or treatment activities, however they represent an important aspect of daily life functioning. It is recommended that therapists examine these skills carefully and include them within the intervention program, if appropriate. Table 1.11 on the next page, provides examples of ways that time concepts and prospective memory can be integrated into any treatment activity to increase cognitive demands. The supplemental shopping list activity (appendix D) provides a specific example of how time monitoring concepts can be integrated into the directions for a multiple step activity.