

## Teaching SST 3 Transcript

NARRATOR: People with serious mental illness can experience cognitive impairment, such as distractibility, poor attention, and memory problems, which can interfere with their ability to benefit from the group. Some strategies that can be used to address cognitive impairments include repetition, shaping, behavioral rehearsal, verbal and non-verbal prompting, or assigning group members specific tasks. Here's an example of assigning a group member with cognitive difficulties a specific task to help them more successfully participate in the group.

BECKY: Garry, why don't we have you come up?

CINDY: Yay, Garry!

BECKY: Yay, Garry! All right, Garry, so I know you work at the linen room, is that correct?

GARRY: Yes, ma'am.

BECKY: Is there a specific situation there in the linen room where you could ask for information, like maybe how to do something in the linen room?

GARRY: Well, the boss that runs it --

BECKY: Uh-huh?

GARRY: That runs the linen room --

BECKY: Okay.

GARRY: Ask him or --

CINDY: Mm-hmm.

BECKY: You could ask him.

GARRY: Or one of the other men, you know, that work there, that might know, something like that.

CINDY: Yeah.

BECKY: Yeah.

GARRY: His sec-- his second one in line, you know, with him.

BECKY: You could ask him, too.

GARRY: Yes, ma'am.

BECKY: Okay, so Cindy's going to play, then, your boss, would you say?

GARRY: The boss is -- um --

BECKY: Your supervisor?

GARRY: Yeah, his name is Alexson.

BECKY: Okay.

GARRY: Alexson.

BECKY: Okay.

CINDY: Now, I'm not going to know everything that he knows, but I'll pretend.

GARRY: Yes, ma'am.

BECKY: Okay, so let's say that you're asking him, you know, you have new linens, and you're asking him how to fold this new linen. So you're trying to get information from him, directions on how to fold a particular, um, let's say bed sheet.

GARRY: Yes, ma'am.

BECKY: Would that work?

GARRY: Yeah, that'll be all right.

CINDY: Is that something you do?

GARRY: Well --

BECKY: What do *you* want to do?

GARRY: We get them in folded now. They're already folded.

BECKY: They're already folded?

GARRY: All we do is take them out of the cart, and put them in the stacks -- I think it's 20 or 21, 20 or 21, and then put them on the shelf.

BECKY: Okay, why don't we ask that, about how many -- how many pieces of linen to put on the cart? Because it sounds like --

GARRY: Well, take it off the cart and put it on the table.

BECKY: Okay.

GARRY: It's 20, 21 in a stack.

BECKY: All right. So then we'll do that, then.

GARRY: Yes, ma'am.

CINDY: So let's sort of pretend that you didn't know it was 20 or 21. And you'll say to me, "How..." We'll just pretend. So I can tell you, "It's about 20 or 21." You ask me how many to put in the stack.

GARRY: Yes, ma'am.

CINDY: Just for practice.

GARRY: Yes.

CINDY: Okay?

BECKY: Okay.