
ADULT

Before you start to train it is important that thorough preparations are made to create conditions for training to be as successful as possible. You must clarify what resources, possibilities and aims there are regarding training. One of the first things to consider is whether the training will take place at home or in the institution responsible for training.

For the training to take place at the institution responsible is in many cases positive, as structure and regularity will be easier to maintain. In some cases it can even be necessary for the adult to get started with each training session and to maintain motivation. Furthermore, if the adult has cognitive difficulties it can be required that you as coach need to sit next to the adult to enable training. However, we think that the majority of adults can carry out training at home on their own, even if it puts greater demands on them. It is therefore especially important when training takes place in the home that you as a coach provide regular support and help with necessary preparations. We recommend that you follow the checklist (Appendix 6) to make sure that all preparations have been made. It is important to write down everything that you then decide regarding training because the person training may have difficulties in remembering information presented orally.

INFORMATION FOR THE TRAINEE

To increase the motivation of the person training, we believe it is necessary to provide information on working memory and working memory training before starting training. Appendix 7 at the end of the book is a leaflet which we recommend that you as coach go through with the trainee. If someone wants more information you can lend this book or copy the chapters “working memory” and “working memory training”. Keep in mind that you should adjust the amount of information and how you present information based on the cognitive abilities of the person training. If the trainee has great difficulties with working memory, it can be appropriate to present information in small sections so that working memory is not overloaded unnecessarily. It is also good to let the trainee ask questions so that anything they are unsure of can be addressed. It may also be appropriate to ask questions of the trainee to ensure that all necessary information has been understood.

FINDING SOLUTIONS TO POTENTIAL OBSTACLES

After choosing the training location, giving information on how training is carried out and checking how it is perceived, it can be good to discuss possible obstacles to successful training. Below are a few examples of what can constitute an obstacle for an adult training in their home:

- I will forget to start training at the right time.
- I will not manage to complete the whole training period.
- I will not have the energy to train on Mondays.
- I will not be able to find a time when it is quiet at home and I have enough energy to train.

To manage these kinds of possible obstacles we suggest you use Appendix 9.

TRAINING AND REWARD SCHEDULES

Once you have found solutions to any possible obstacles it is time to fill out a training schedule and possibly write down things that come up that you need to do or think about to get the training to function as optimally as possible (Appendix 10).

In order for training to be carried out it can be useful to add a reward schedule. Working memory training is demanding and this may help to maintain motivation throughout the training period.

FOLLOWUP ON TRAINING IN THE HOME

To support those who train at home, it is appropriate to follow up on how training is going at least once a week. Appendix 11 - "Follow-up of training" presents what you should check and the questions you can ask the trainee. Monitoring can be done either at the institution responsible or via a phone call depending on what you as a coach consider appropriate in the situation. In order to create structure it is appropriate to determine the time and place for follow-up before the memory training begins and write it in the training schedule (Appendix 10).