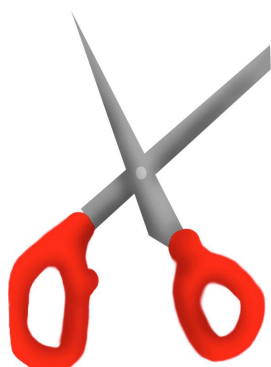
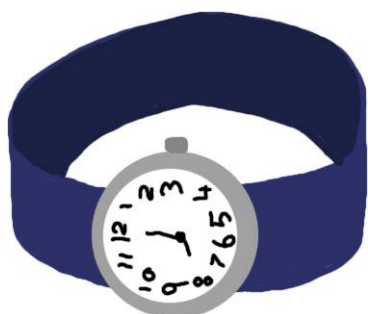




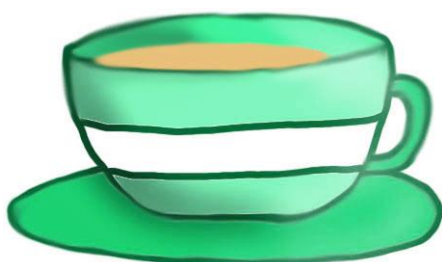
Books



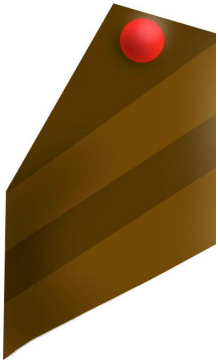
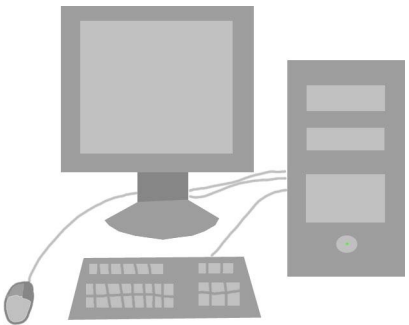

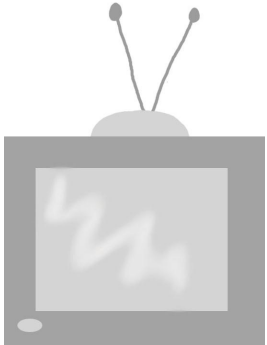
Scissors



Watch



Cup of tea

<p>Cake</p>	
<p>Computer</p>	
<p>Radio</p>	
<p>Television</p>	

Toothbrush



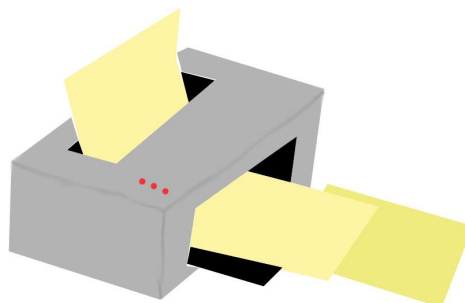
Toothpaste



Towels



Printer



Section 2

Instructions for the use of PICTURE SETS → WORD → SPELL IT resource

It is clear that without recognition of the alphabet, a stroke victim is hindered in the basic understanding of reading and writing, something that most of us will take for granted. I believe that in order to re-introduce these concepts to a stroke victim you should start with the basics, hence the picture to word start. I have produced three sets in the resources area (appendix 2a) to provide you with a start. Select three pictures with the matching words, i.e.



BOOKS

Illustration © Caroline Bacon 2009

Place the pictures (3) in a row in front of the person you are helping and tell them what they are: i.e. books, etc. Then place the corresponding words in a row next to the pictures, again telling the person the words. This enables the person to see the correct picture that matches the word. Jumble them up and ask the person to select the right pictures to go with the words. If like Chris, the person you are helping finds this difficult, stop and try again the next day. Stroke victims get very tired so only allow about 10 minutes at first. Build this process up until you have eight pictures and words to work with. Although this process is slow, take the time needed. At first Chris fell asleep after the first picture and word, that is fine, expect it to happen. After stroke, the brain needs to rest on a frequent basis.

Extension exercise

I found when working with Chris that he understood the above process within about six weeks, so I added spelling to the words and pictures.

I selected one picture and the correct word, and then selected three possible letters of the alphabet (from the alphabet cards appendix 1a) for Chris to select to help him to spell the word.

Example:

Place the following cards in front of the person you are helping: Picture of books- word 'books', then 'A' 'C' and 'B' of the alphabet. Explain to the person what you want them to do offering an example. After a while Chris could select the 'B' as he would recognise that it was the first letter that he needed for the word 'book'. I repeated this until the word 'book' was spelt. Take this process slowly and be patient.