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| **Dialogue** | **Comments** | **Notes** |
| *Scene: Tony at his desk, doing paperwork. He has a desk lamp on. The room is darkened as the curtains are closed.**Jenny joins Tony at the table. She has a mug of tea and saucer for Tony, which she places on the table. Jenny begins to move Tony’s paperwork.*  |  |  |
| Tony: Please! Don’t move anything.*Jenny sits back. Tony reorganises the objects on the table.*  | Compulsive tendencies, e.g., to maintain order, are more common than obsessions post traumatic brain injury (TBI).  |  |
| Jenny: So Tony, how did you sleep? |  |  |
| Tony: Terrible, there is too much light.*Jenny gets up and begins to open the curtains.* | Tony may have compulsions such as checking behaviours, which keep him awake. |  |
| Tony: Please stop that! Please put them back- Please put them back the way they were. | Tony becomes distressed with the disruption of his curtain arrangement. |  |

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| **Dialogue** | **Comments** | **Notes** |
| *Jenny sits back at the table with Tony.*Jenny: OK. Shall we get your lunch going? | How do you think Jenny is feeling here? |  |
| Tony: It’s only 11:30, I don’t eat until 12. | A differential to consider is whether cognitive impairment has resulted in the need for a strict routine as a strategy to compensate for impaired memory or planning. |  |
| Jenny: You still need to get ready then. You still need to put your shoes on.*Jenny gets up and puts Tony’s shoes next to him. She walks to the other side of the room.* | How do you think Jenny could better strike a balance between respecting Tony’s wishes/minimise his distress and trying to help him improve his functioning?  |  |

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| **Dialogue** | **Comments** | **Notes** |
| *Tony stares at the shoes. He repositions the chair next to him and takes time to line up the three pens on his desk. He then begins to put on his shoes.*  | Compulsive behaviour after TBI can be a coarsening of pre-accident personality characteristics, such that a person who was always methodical and organised exhibits a more concrete or rigid style of thinking leading to stereotyped behaviour patterns. |  |
| *After his shoes are on, Tony realigns the pens on the table, then his folder. He repositions the chair next to him and, puts his own chair under the table.**Scene ends as Tony leaves the room.* |  |  |