



Heart & Mind

The Cognitive & Emotional Effects
of Brain Tumours & Pituitary Tumours

By Helen Caswell & Emily Daniel

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Heart & Mind

About the Authors

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Acknowledgements

The authors would like to thank many people for contributing to the production of this booklet or for commenting on its content:

The Brain Tumour Support Group, and staff at the Brain and Spinal Injuries Centre (BASIC).

Service users attending the neuroscience

centre for psychological intervention.

Our neuroscience colleagues at the centre and, in particular, members of the neuropsychology, neuro-oncology and endocrinology services.

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Introduction to this booklet

People with Brain Tumours and Pituitary Tumours may sometimes experience emotional problems and changes in thinking abilities.

This booklet is aimed at people who have been diagnosed with a Brain Tumour or Pituitary Tumour to increase understanding of the changes that may occur in how the person feels emotionally.

We also explain how such tumours sometimes affect thinking (or cognitive) processes such as memory, language and concentration.

As we will discuss in more detail later, these changes in thinking and emotions may be caused by the tumour itself, the effect of certain treatments or simply by changes to your everyday life.

This booklet offers some practical advice as to how to manage some emotional and cognitive (thinking) difficulties associated with such tumours.

It is important to remember that everyone is different and that the problems described in this booklet may not apply to you. On the other hand you may find that you can relate to several of the scenarios described.

Finally, we decided to include both brain tumours and pituitary tumours in the same booklet as some of the practical advice on how to cope with emotional and cognitive problems applies to both diagnoses.

Basic Functions of the Brain

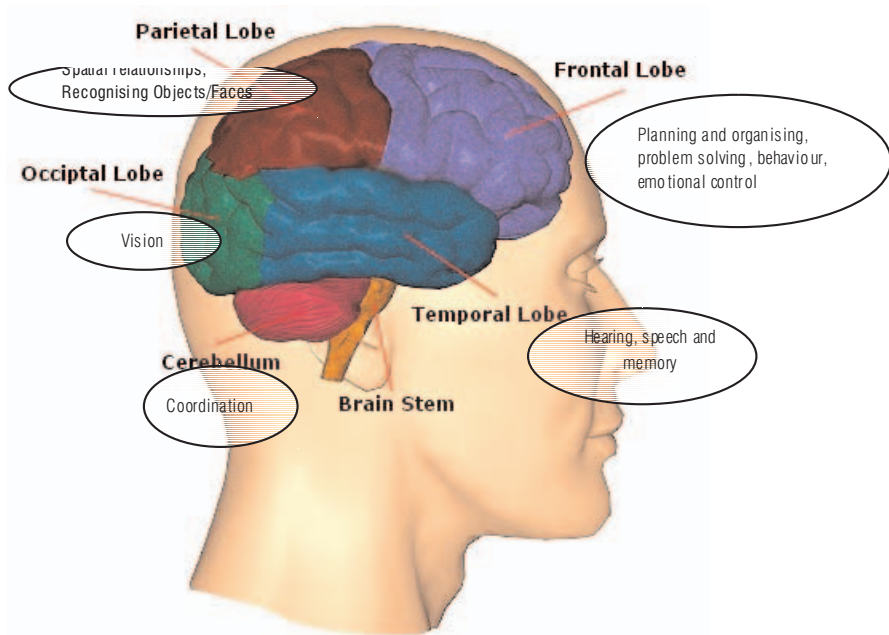
The brain is a complex system and is central to how we feel, what we think and how we behave.

Different areas of the brain control different functions. A tumour may affect how well a particular area of the brain functions. How the tumour is treated, its size and where it is in the brain can all be important factors. In addition, how individuals and their relatives react to the diagnosis of a tumour is important. Support from others and changes in lifestyle can all affect how a person adapts to their condition.

Below is a diagram, which explains some of the functions that different areas of the brain have. The brain is divided into two halves called the left and right hemispheres. In most people, the left side of the brain controls the right-hand side of the body and vice versa. Also, for most people, the left hemisphere is important for language skills and the right hemisphere is more important for spatial and non-verbal (practical and visual) skills.

The brain can also be further divided into four areas known as lobes (frontal, temporal, parietal and occipital) and each lobe has important functions. In addition, there are other important areas in the brain such as the cerebellum and brain stem.

Map of the brain



Some Cognitive and Emotional Functions of different parts of the brain

Frontal Lobes

The Frontal Lobes are located behind the forehead and are responsible for coordinating our thoughts and behaviour, as well as monitoring our environment and giving accurate feedback to the body in starting and stopping actions. They also have an important role to play in managing our emotions.

Our frontal lobes are like the chief executive of a business who plans and organises the way a company works and the skills performed by the frontal lobes are usually referred to as executive functions. These skills are particularly important when we are carrying out actions that are not part of our usual routine, such as learning something new or changing our behaviour if something unexpected happens.

The functions of the frontal lobes include:

- o Initiating behaviour (actually starting to do something) and motivation, for example, raising issues in conversations or initiating going to the supermarket when the refrigerator is empty.
- o Stopping or changing behaviour, which, for example, ensures that we make appropriate comments during a conversation and do not buy unnecessary items during a shopping trip.
- o Attending to a task right through to completion without being distracted. For example, maintaining a topic of conversation or ensuring that we get all of the

items on our shopping list.

- o Organising our actions and thoughts so that non-essential information is ignored and important information is attended to. Organising information also helps us to identify goals, plan our day-to-day life and gives us a sense of time. These skills enable us to organise conversations, get to the point in a conversation and also, for example, organise our shopping trip in an efficient manner.
- o Thinking creatively, which enables us to generate ideas and when, for example, we are shopping, to buy an alternative when our favourite brand is not available.
- o Insight and awareness, which helps us to understand our actions and enables us to monitor and modify our behaviour. For example it allows us to notice if others are not interested in our topic of conversation and also to realise the importance of shopping for fruit and vegetables.
- o Language and communication, including how fluent and effortless our speech is and speaking with an appropriate emotional tone.
- o Control of emotions and behaviour. It can be more or less helpful to show our emotions depending on the situation. For example, we may feel sad but resist bursting into tears or we may feel angry but decide not to shout. This is a very personal choice and decided by our ability to bring together what we have learned from passed experiences, our personality and what the

consequences of our behaviour might be. For example, the supermarket may have stopped selling our favourite strawberry jam and this is quite irritating. However, it may be more productive to write to the manager suggesting that the company restock it rather than shout at the shop assistant.

What happens when the frontal lobes are damaged?

When the frontal lobes are damaged, the person or their relatives may complain that the individual is having difficulties in one or more of the areas just mentioned. Sometimes these problems can be quite subtle and the person is able to compensate well, for example, by writing a shopping list and planning ahead. Sometimes executive problems can have a much greater impact on a person's quality of life and affect our ability to deal with everyday situations. For example, some people experience changes in emotional control when the frontal lobes are damaged (sometimes referred to as emotional lability). This can lead to the person bursting into tears when they really don't want to and withdrawing from certain situations as they may be embarrassed or feel out of control. In chapter seven, we make some practical suggestions about how to manage some of these difficulties.

o Temporal Lobes

The Temporal Lobes are located just below the frontal lobes and behind the ears and are important for hearing and understanding speech. Although our ability to express

ourselves through speech and understand what others are saying to us are related, they can be affected separately by damage to certain areas of the brain.

Another important function of the temporal lobes is learning new information and retrieving information from our memory stores. For example, recognising a person we met earlier and recalling their name. Sometimes individuals with temporal lobe damage can have difficulty remembering conversations or the details of where they have been or what they did recently.

The temporal lobes are also involved in identifying objects and categorising objects, for example recognising items as either fruits or vegetables. Although a problem with this is quite rare, it can be very frustrating for both the individual and their relatives.

Ability to recognise emotions in others can also occasionally be affected in individuals with temporal lobe damage. In practice, this can lead to the person misinterpreting someone else's reaction, for example, thinking that the other person is sad when they are angry. This can lead to awkward situations and potentially have an impact on relationships.

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o Parietal lobes

The Parietal Lobes are located above the temporal lobes and towards the back of the head, above the ears. They bring together information from the different senses (i.e. touch, vision, hearing and smell) and make sense of this information. For example, the parietal lobes are important in the co-ordination of movement and sensation. This area of the brain helps us to develop an overall picture of things rather than just specific details.

The parietal lobes are also important in bringing together the information required for us to effectively read and write and has a role in our ability to understand what is being said to us.

The parietal lobes are involved in appreciating spatial relationships, for example, our eye-hand coordination and judging distances. They are also involved in the judgement of the space around us, for example, judging the height of steps, and recognising objects or faces.

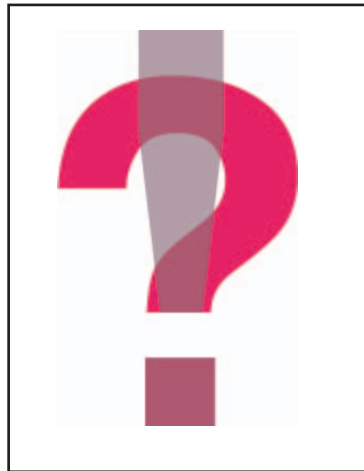
o Occipital Lobes

The Occipital Lobes are located at the back of the head. They have a key role in vision including locating objects, identifying colours, recognising objects and identifying the movement of objects, for example being able to recognise a pen on a cluttered desk.

o Cerebellum

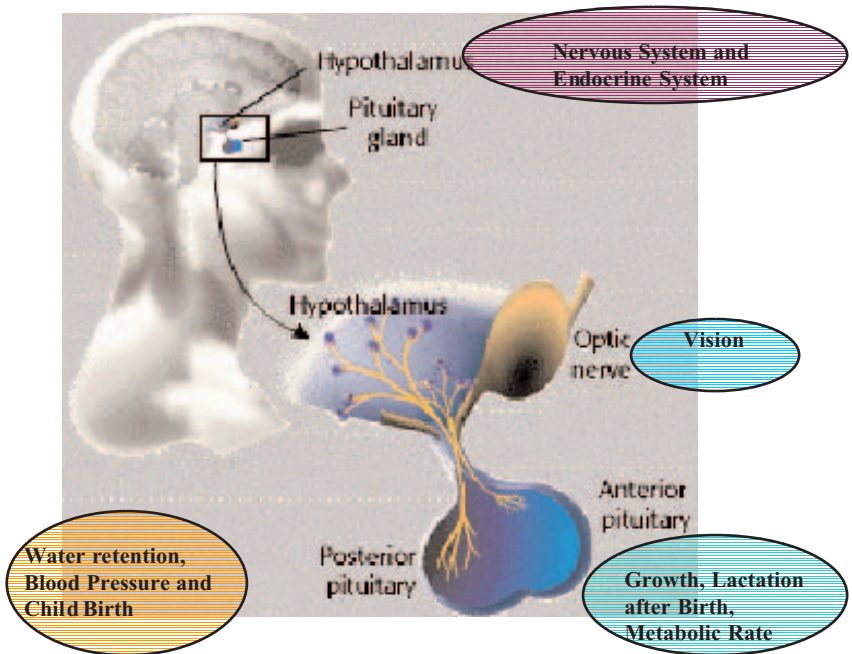
The Cerebellum is located underneath the lobes and is involved in our movement coordination, balance and walking. It is also important in speech production. The cerebellum has close connections to other areas of the brain such as the frontal lobes and so, sometimes people with cerebellar tumours experience some of the difficulties associated with damage to the frontal lobe.

It is important to remember that different areas of the brain are not completely separate and that there are connections between different areas. So, for example, when there is damage to one part of the brain other areas can help us to compensate for any difficulties and enable us to perform the tasks we need to.



Functions of the Pituitary Gland

The pituitary gland, although strictly speaking is not part of the brain, is closely connected to the hypothalamus in the brain, which has an important role in coordinating different brain functions. The next diagram illustrates where the pituitary gland is in relation to the brain and what its basic functions are.



o Hypothalamus

The Hypothalamus receives information regarding the external environment from sounds, tastes and smells and also from different body feelings, for example, when the body feels hot or cold. It receives information from the body's internal organs.

Through gathering this information and also through releasing hormones, the hypothalamus exercises control over the following:

- o Appetite
- o Sexual Arousal
- o Thirst
- o Body Temperature
- o Sleep/ Wake Cycle

o Pituitary Gland

The Pituitary Gland is attached to, and receives, chemical messages in the bloodstream from the Hypothalamus. These chemicals cause the pituitary gland to release or withhold certain hormones. The pituitary gland is divided into two sections known as lobes, the anterior lobe and the posterior lobe, and each lobe releases different hormones.

The Anterior Pituitary Gland secretes:

- o Growth Hormone which promotes growth
- o Prolactin which stimulates milk production after birth

- o Adrenocorticotropin which stimulates the adrenal glands to produce hormones
- o Thyroid-Stimulating Hormone which stimulates the thyroid gland and in turn the metabolic rate which is the rate at which the body transforms food into energy
- o Follicle-Stimulating Hormone and Luteinizing Hormone, which influence the production of hormones from the ovaries and testes

The Posterior Pituitary Gland secretes Vasopressin, which causes the kidneys to retain water, and also regulates blood vessels and Oxytocin, which facilitates childbirth and the production of milk for breast-feeding.

o Optic Nerve

The Optic Nerve transmits signals from the eye to the brain for processing visual information.

Pituitary tumours are usually benign and rarely invade the brain. However, thinking and emotional problems can arise, possibly due to hormonal changes or as a side effect of treatment. As with brain tumours, being diagnosed with a pituitary tumour can be very upsetting and difficult to cope with.

Emotional Problems

How a person reacts emotionally to the diagnosis of a brain tumour varies between individuals. However, these are some of the more common reactions that people report:

- o Shock and disbelief, unable to believe what is happening or to express any emotion. You may find it difficult to talk to others about the illness.
- o Fear and uncertainty about the illness, treatment and the future.
- o Preoccupation with what might go wrong or the effects of the treatment.
- o Thoughts of the tumour regrowing and questioning your ability to cope.
- o Anger towards other people such as family, friends or health professionals
- o Self-blame or Guilt, thinking that it is a punishment or that you deserve it. You may also feel guilty for disrupting the lives of others.
- o Resentment because you have the tumour and other people are well.
- o Search for Meaning. Why has this happened to you?
- o Avoidance or withdrawal from previous activities and social situations.

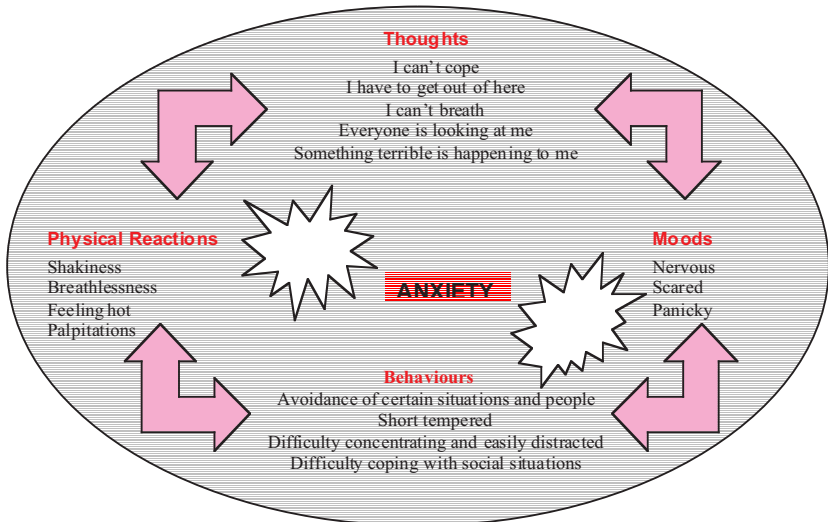
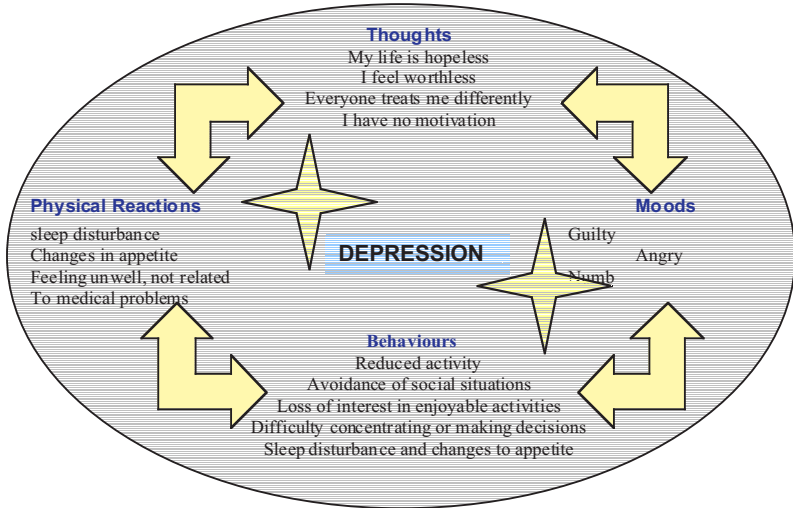
- o Dealing with loss of control. Thoughts about losing control over your daily life resulting in anxiety.
- o Need for openness and someone to talk to about what is happening.
- o Avoidance of discussions about upsetting topics or situations that remind you of the tumour.
- o Need for emotional support and thoughts about being alone.

Individuals with a brain tumour or pituitary tumour sometimes experience depression or anxiety.

Both depression and anxiety affect the way we think and our mood. People often report physical symptoms and changes to their behaviour.

Our physical environment and social contacts can also have an impact on emotional well-being. Some examples of the common factors associated with depression and anxiety are illustrated in the diagrams over the page.





Some other emotions that are sometimes described include:

- o Apathy, a lack of feeling or expression of your emotions.
- o Euphoria, a feeling of great happiness or well being which is usually exaggerated and not appropriate to the individual's current life situation.
- o You may experience sudden mood changes and feel like you are on an emotional rollercoaster, one minute feeling high and the next minute feeling down.
- o You may experience a decrease in self-esteem.
- o Lack of confidence. For example, changes in body shape or weight may occur with some Pituitary and Brain Tumours, and this can lead to problems with self-image.

Our emotions can be affected by how we interpret the situation and in this way everyone is different. Some of the triggering factors and thoughts associated with emotional reactions are:

The impact of the diagnosis and the shock of being told that you have a tumour.

Why is this happening to me?

Have I done something negative in my life to cause this?

What is the cause? What is the cure? Worrying thoughts about treatment Can I plan for the future? Will my life be the same as before? Will I be able to work.

Suggestions for Coping with Emotional Problems

Practical Suggestions

o Be proactive in getting information about your tumour if you wish to know more (some contacts are given at the back of this booklet).

o Actively participate in decisions regarding your care and treatment. Don't be afraid to ask questions.

o Share your feelings with those close to you.

o Try to be positive about aspects of your life that are within your control and don't feel defeated.

o Be careful not to withdraw from friends and family.

o Accept the assistance of others around without feeling guilty. Remember that other people may also be upset by the diagnosis and may want to feel useful in supporting you.

o Try to develop some sort of routine. Devise a schedule of your weekly activities and plan gentle but enjoyable activities around treatment days.

o Keep records of your activity levels and levels of fatigue so that you can schedule appropriate amounts of rest in your schedule. Listen to your body and if you are feeling tired do not try to push yourself further.

o Try to maintain control over those areas of your life that you can. This may include continuing to pursue a hobby or household tasks that you would normally be responsible for.

o Try to maintain some balance in your life between work,

home, leisure, physical activity and mental activity.

o Make a list of the things that are important to you and try to stick to your priorities.

o Try not to be too perfectionistic or compare your achievements to what they used to be. Be realistic and take notice of the small but significant achievements that you are making at the moment.

o Do your most demanding activity when you are feeling least tired. For most people this is in the morning.

o Learn relaxation techniques. This might be taking time to listen to some relaxing music or learning specific relaxation strategies by attending a class.

o Try to maintain activities such as social engagements and light exercise if you feel up to them. These activities sometimes help people to take their minds off underlying worries for a while.

o If you would like to talk to other people in similar situations, join a support group (For further information, speak to BASIC). There are regular groups that you can attend but also societies that have Internet information and telephone helplines (see useful contacts).

o Try to identify the factors that affect your feelings and if possible take practical steps to deal with these triggers.

o Seek professional help if your emotional problems are affecting your ability to get on with life. You may find it helpful to talk to the Specialist Nurse or to a Psychologist.

Cognitive Problems

It is difficult to predict if thinking problems such as poor memory or distractibility are likely to occur. This is because many factors are associated with such problems including the size of the tumour and where it is located in the brain. Our cognitive abilities (thinking skills) can also be influenced by other factors such as emotional difficulties, fatigue, medication and alcohol.

Some of the more commonly reported thinking problems are listed below. Some individuals report several of these difficulties, whilst others only a few mild problems.

Attention and Concentration

Becoming distracted easily and having trouble sustaining focus on a task over a longer period of time are common symptoms. For example, losing the thread of conversations and starting tasks but not finishing them. Fatigue (tiredness) and not being able to concentrate when more than one thing is happening, for example in crowds, are also common.

Learning and Memory

Sometimes individuals have difficulty learning new information but old memories are retained. People may have difficulty remembering conversations, events or names although their memory for events many years ago is well preserved. People may also have difficulty remembering to do something at a

future time, for example, keeping an appointment to meet someone or giving a message to someone.

Executive Functions

People may experience difficulties with the following executive skills: -

- o Stepping back: the ability to step back and view a situation objectively from a distance rather than charging in impulsively, without thinking. For example the ability when shopping to browse the shelves and select the correct item rather than just picking up the first item seen.

- o Starting: getting going with a task or starting an activity without help or prompting from anyone else. For example, going to the supermarket to get more food without being reminded by someone else.

- o Sequencing and planning: breaking down an overall goal into a number of single, simple steps and then following those steps. For example, before going to the supermarket, planning how to get there and making a checklist of items to buy.

- o Summarising: the ability to see what is important,

the main point, and what are minor details. For example, when reading a newspaper article being able to identify the important facts and then being able to summarise the article to another person.

- o Self-monitoring: the ability to assess the appropriateness and effectiveness of what you have done and to be able to identify mistakes and careless errors. For example when you get back from the supermarket being able to check that all items on the checklist have been bought and to identify any items that were not available and any items that may have been bought by mistake.

- o Shifting your attention, switching and solving problems: the ability to recognise a problem, change your mind about the solution and then carry out the new plan of action. For example, if an item on the shopping list is out of stock, being able to decide whether the item could reasonably be replaced by something else (butter instead of margarine).

- o Stopping: the ability to hold back or stop doing something when you have finished or when the behaviour might be inappropriate in that situation. For example, the ability to not buy items from a supermarket that are unnecessary.

- o Self-awareness: the ability to have an accurate idea of your own strengths and weaknesses and to be able to anticipate future difficulties. For example, being able to identify difficulties with remembering items to buy at the supermarket and to compensate by writing a shopping list.

Visual and Perceptual Abilities

People occasionally experience problems with their vision for example blurred vision or not noticing objects to one side of them. Sometimes this can have an impact on safety as the person may bump into things. It can also have an impact on a person's memory as if you do not see something; you will not be able to remember it. Sometimes, individuals have difficulty recognising objects and this may lead to them making mistakes in their use. For example, a person may misperceive a comb as a fork.

Thinking Speed

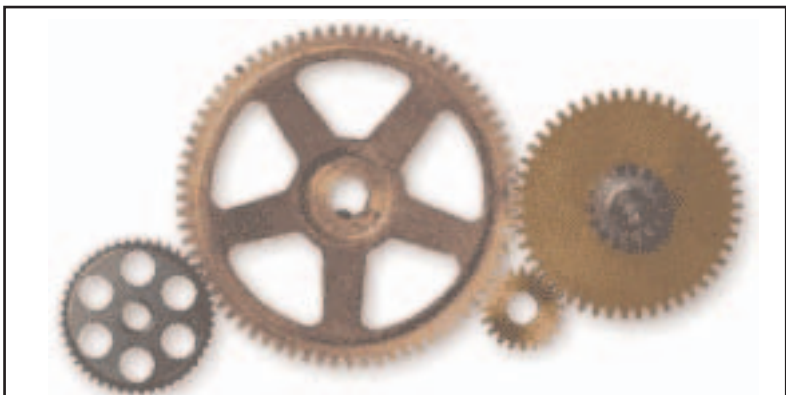
Sometimes, people notice that they are not able to think as quickly as usual and this can mean that it takes longer to complete tasks or that it is more difficult to keep up with conversations. A person's reaction time may be slower than usual.

Communication Skills (Speaking, Understanding, Reading, Writing)

Speech: A person may have problems expressing themselves. Some people have difficulty finding words, find that they mix words up or slur their speech. When this occurs, the person usually knows what they want to say and understands what is being said to them but the words they say may be muddled, on the tip of the tongue or do not make sense.

Comprehension: A person may have difficulty in understanding others, especially if the words used are abstract, or if there is noise or other distractions.

Reading and Writing: People may experience problems with writing, spelling or handwriting.



Suggestions for Coping with Cognitive Problems

It is important to consider that tiredness, worry and stress, alcohol and other drugs can sometimes increase thinking difficulties such as forgetfulness.

Improving your sleep pattern, reducing alcohol intake and managing stress can help reduce thinking problems.

Below are some other suggestions for coping with specific thinking difficulties including communication, concentration, memory and executive skills.

However, there are many other ways of improving thinking difficulties and you may benefit from speaking to a Psychologist about specific strategies.

Ideas for improving Communication Skills (Speaking, Understanding, Writing, Reading)

Word finding problems:

- o If you are having difficulty thinking of the name of an object, talk around it. Try not to get hung up on finding the exact word.

- o When searching for a word try to use logical strategies such as going through the alphabet or thinking what category it belongs to, for example, it is a four legged animal or it is a tree that doesn't shed its leaves.
- o If you can't make a sentence understood, try rephrasing it.
- o Let other people know when you are having difficulties communicating; they may be able to help you.

Difficulties understanding other people:

- o Make sure background noise (such as the television) is kept to a minimum when you are in conversation.
- o If you cannot understand the person, tell them. Perhaps ask them to repeat what they have said or ask them to give you one piece of information at a time.
- o If communication problems are really interfering with your everyday life, talk to your hospital consultant or GP about it and they may refer you to a Speech and Language Therapist or the Neuropsychologist.

Ideas for improving Attention and Concentration

- o Try to do one thing at once.
- o Finish what you are doing before moving onto something else.
- o Everyone is different and some people can concentrate for longer than others. Work for short periods and take regular breaks.
- o Don't rush, try to pace yourself and plan your time in advance.
- o Work when you feel refreshed and not too tired.
- o When you are working through a task, which is complicated or has a few stages, it might help to say out loud what you are doing as you go along. Sometimes people find that “self-talk” helps them to keep on track with the project.
- o Be assertive and ask people to repeat things or slow down if you are being overloaded with information.
- o Keep check of where you are up to with an activity (self monitor)
- o Use prompts to help you monitor your actions. For example, set the oven timer when cooking.
- o Set yourself targets or goals and use incentives to reward yourself when you achieve them, for example, have a cup of tea or go for a walk when you achieve a goal.

- o Write a list of what you find relaxing and try to save some time each day to practice these activities. Being more relaxed usually improves concentration.
- o Avoid alcohol and recreational drugs as ways of coping with these problems. The effects of alcohol or drugs may increase the problems and interfere with your progress.

Visual Attention:

- o Be aware of any visual attention problems. A sign of such a problem might be bumping into things particularly if it tends to be just to one side. Moving your head can help you to see things in the space around you that otherwise you might miss.
- o Improving visual attention can be quite difficult and a Psychologist may explain specific strategies useful to you.

Ways of Managing Memory Problems and Learning

External (Environmental) Aids for improving memory:

- o Make practical changes to your living environment that allow things to be remembered without having to rely on memory, for example, keep a notepad and pen by the telephone, put up a notice board in a prominent place such as the kitchen wall.

- o Try to always keep everyday things in the same place, for example, keep your keys in a particular drawer, and have a specific place for your wallet and glasses.
- o Get into a routine, carry out certain activities on certain days, and keep a daily timetable. For example go to the supermarket on the same day each week and stick to a regular routine for getting ready in the morning.
- o Use memory aids that you are already familiar with such as diaries, notice boards, alarms, electronic organisers, mobile phones and to do lists.
- o Use a pill reminder for medication. Also, medication boxes can be useful. You can usually purchase these at the pharmacy.

Internal (thinking) memory strategies:

- o Pay attention, focus on what is being said and try to reduce background distractions.
- o Repeat and rehearse information to yourself regularly.
- o Aim to attach new information to existing memories or mental structures; if you conjure up an image in your brain you are more likely to remember information. Try to link spoken information to pictures. For example, remember to buy eggs at the supermarket by picturing

yourself using eggs in a particular recipe. If you meet someone called David, try to picture him with someone that you already know called David.

- o Make up a story or rhyme that includes the information that you want to remember. Making the stories silly or funny can make them easier to remember.
- o Retrace a sequence of events or actions inside your mind in order to remember something. For example, when trying to remember where you left your keys.
- o Go through the letters of the alphabet one by one to prompt recall; this can be useful when trying to remember someone's name.
- o Relax. Sometimes information is remembered once the stress of the situation is over.

Ways of Improving Executive Skills

It can be very difficult to work on executive skills. Sometimes it is difficult for the person to understand that they have a problem (a lack of insight) and it may be other people who are more aware of the difficulties. Also, although you may know that you are having difficulties in a particular area, it may be hard to think of possible solutions. It is important to try and simplify tasks. You may need to think things through more deliberately and slowly than in the past.

Stepping back:

- o Think about what you are going to do before starting a task. Don't rush in.
- o Before you start a task, Ask yourself the following questions:
 - o What is it I want to achieve?
 - o What do I need to do to move from my present situation to my goal?
 - o What options are available?
 - o What is the best option?
- o If you have a problem getting started with activities, reward yourself with something meaningful for achieving specific tasks. For example, watching a favourite TV program or going out for a meal.

Planning tasks:

- o Simplify the task, break it down into small steps, and write these down.
- o Follow the steps in the correct order, perhaps ticking off each one as you have achieved it.

Monitoring actions and keeping track:

- o Ask yourself the following questions and think of short, clear answers to them:

- o How will I know that my plan has been successful?
- o How will I know when I have reached the end of the task?
- o Have I achieved what I want to accomplish?
- o Use checklists and check your work. Tick off each stage as you accomplish it.
- o Get feedback from others and ask them to be honest and direct.
- o Try to stick to one thing at a time. If you are trying to do more than one thing, you may get distracted.

Problem solving:

- o Be aware of the errors you have made previously and seek advice as to how to do the task differently.
- o Try to be flexible, ask yourself what the other options are.
- o Try to break the problem down into stages and think about how you might solve each part.
- o Allow longer to do the task.

Self-awareness:

- o Identify your strengths and weaknesses.
- o Keep a diary of your daily activities and look to see if there is any pattern with situations that you are finding more difficult than usual. Perhaps they occur at the

same time of day, in the same place or with the same person.

- o Ask for feedback from someone you trust.
- o Predict how well you will do on a task and then see how you do in reality.
- o Write a note after the task is done, identifying those things that you did well and the things that were not done so well. Try to focus as much on the positive successes as on the negative failures.



Useful Contact Numbers

Charities, Organisations and Helplines

Listed below are some of the local and national organisations that aim to support individuals affected by brain or pituitary tumours. Further details of the services that they provide can be found on their websites or by telephone. Many organisations also provide specific services for carers and family members.

The Basic and Spinal Injury Centre (BASIC)

554 Eccles New Road, Salford, M5 5AP

Tel: 0161 707 6441

0870 750 0000 (helpline available during office hours)

Email: enquiries@basiccharity.org.uk

Website: www.basiccharity.org.uk

Brain Tumour Action

25 Ann Street, Edinburgh, EH4 1PL

Tel: 01506 436164

Website: www.braintumouraction.org.uk

Brain and Spine Foundation

7 Winchester House, Kennington Park, Cranmer Road,
London, SW9 6EJ

Tel: 0808 808 1000 (helpline)

020 7793 5900

Email: info@brainandspine.org.uk

helpline@brainandspine.org.uk

Website: www.brainandspine.org.uk

Brain Tumour Foundation

PO Box 123, Tewkesbury, GL20 7YT

Tel: 01684 290 439

Fax: 01684 290 439

Brain Tumour Net

Tel: 0207 434 0527

Email: info@brain-tumour.net

Website: www.brain-tumour.net

Brain Tumour UK

PO Box 94, Cumbria, CA28 7WZ

Tel: 0845 4500 386

Fax: 0845 4500 386

Email: enquiries@ukbts.org.uk

Website: www.ukbts.org.uk

CancerBacup

3 Bath Place, Rivington Street, London, EC2A 3JR

Tel: 0808 800 1234

Website: www.cancerbacup.org.uk

Cancer Help UK

Cancer Research UK, P.O. Box 123, Lincoln's Inn Fields,
London, WC2A 3PX

Website: www.cancerhelp.org.uk

Epilepsy Action

New Anstey House, Gate Way Drive, Yeadon, Leeds, LS19
7XY

Tel: 0808 800 5050 (helpline)

0113 210 8800

Email: epilepsy@epilepsy.org.uk

Website: www.epilepsy.org.uk

Give Hope Brain Tumour Support

Website: www.givehope-btmr.org.uk

Headway

The brain injury association, 4 King Edward Court, King
Edward Street, Nottingham, NG1 1EW

Tel: 0115 924 0800

Fax: 0115 958 4446

Email: information@headway.org.uk

Website: www.headway.org.uk

Pituitary Foundation

PO Box 1944, Bristol, BS99 2UB

Tel/ Fax: 0856 450 0375

Email: helpline@pituitary.org.uk

Website: www.pituitary.org.uk

Local Hospitals (Greater Manchester)

Salford Royal Hospital NHS Trust

Hope Hospital, Stott Lane, Salford, M6 8HD

Tel: 0161 789 7373

Email: enquiries@srht.nhs.uk

Christie Hospital NHS Trust.

Wilmslow Road, Manchester, M20 4BX

Tel: 0845 226 3000

Fax: 0161 446 3977

Heart&Mind