

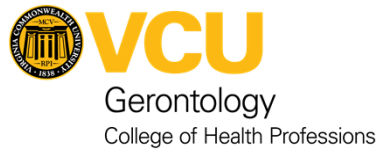
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Activities for Persons living with Cognitive Impairment

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Series Outline

Part I

- Building a Person-centered Foundation

Part II

- **Building a Strength-based Program**

Part III

- Adaptation and Communication through the stages of AD

Part IV

- Regulations and Additional Resources

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PART II: Building A Strength-Based Program

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Participation in this workshop will enable you to gain understanding in the concepts of:



Aspects of the Environment



Strength-Based programming



Task Analysis



Activity Assessment



Activity Domains



Planning the Program

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ENVIRONMENT: Appropriate activities manage the environment for those who can't.

- Physical
- Social
- Cultural

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Physical Environment

Noise level	type; intensity?
Light	type; intensity?
Temperature	comfortable; extreme?
Space	open; soft/hard? confined / outdoor space?
Atmosphere	cozy; business-like?
Arrangement	cluttered; orderly?
Comfort	home-like; institutional?
Interaction	inviting; forbidding?

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Social Environment

- Interaction types
- Communication
- Expectations
- Personal space
- Familiarity

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How do we interact?

Doing ♦ Using ♦ Talking ♦ Creating ♦ Seeing ♦
Eating ♦ Dressing ♦ Meditating ♦ Touching ♦ Walking ♦
Reading ♦ Loving ♦ Playing ♦ Working ♦
Teaching ♦ Arguing ♦ Worshipping ♦ Bathing

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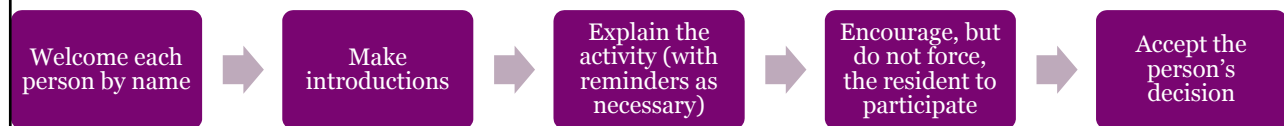
Types of Interactions

- **Task-centered**
- **Person-centered**
- **Therapeutic engagement**

*Person-centered interactions and
therapeutic engagement
are the most successful approaches with those who are cognitively impaired.*

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Leading Activities in Therapeutic Environments



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Staff Skills

Communication

Distraction & redirection

Validation

Use of body language (nonverbal communication)

Non-threatening approach

The invitation to activities

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Approach and Communication

- Verbal and visual cues & physical prompts
- Distraction & redirection
- Validation
- Use of body language (nonverbal communication)

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The [Skilled] Invitation

- Greet → call name → extend hand → touch
- Eye contact → eye level
- Ask for the person's help
- Assist the person to the environment
- Pace – patience – process
- Thanks – praise

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Connecting

Conversation Starters

- Where was he/she born?
- Urban or rural? Farm?
- Family background?
- School days?
- Married life?
- Occupation?
- Hobbies?
- Social / Cultural / religious?



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Cultural Environment

What is a culture?

- Shared values and beliefs
- Shared history
- Foods, rituals, celebrations
- Source of personal identity

Who has a culture?

- Families
- Geographic areas
- Ethnic groups
- Organizations and worker groups

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Adapting the Environment

How can we make changes in:

- The physical environment?
- The social environment?
- The cultural environment?

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Adapting the Environment

Cues:

- The use of verbal cues, physical prompts, and visual cues such as signs increase independence and success.
- Types and amounts of cues needed may vary depending on the make-up of the participants

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Adapting the Environment

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Multisensory Environment

Please pause the webinar and watch

<https://www.youtube.com/watch?v=FhaQwuAcK-Y>

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The Assessment – Why Assess?

To determine what activities should be offered, you must know resident's:

- Abilities / Strengths – Current level of function
- Background / culture / education
- Interests
- Preferences

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Uses for Activity Assessment

- Individual Service Plans / Plan of Care
- Calendar Development
- Activity Safety and Therapeutic Environment Planning
- Knowing who the *PERSON* is

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ACTIVITY MUST MATCH ASSESSMENT

We invite individuals to come to an activity that might not MATCH what they need

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Components of an Activity Assessment

Basic Medical Information

- *allergies, DNR status, impairments that may affect programming, medications, diet restrictions*

Individual Demographics

- *birth date, birthplace, education, children, grandchildren, languages spoken, employment, awards and achievements, professional organizations, community groups, church activities*

Social Preferences

- *level of social involvement, introvert/extravert*

Past and Present Leisure Interests and Activities

- *past and present involvement in areas of physical, social, cognitive, spiritual, creative*

Current Skills and Abilities Relating to Activities of Daily Living (ADL's)

- *hygiene, feeding, toileting, dressing, etc.*

Current Needs and Strengths

- *this will be a vital section used for care plans; identify the individuals retained skills /or strengths*

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LEISURE INTERESTS

PRODUCTIVE/WORK	NI	I	C	Additional comments
Car Care (wash, wax, mechanics)	X			
Computer		X		Needs help
Cooking	X			
Dishes – washing / drying	X			
Dusting	X			
Electrical work	X			
Farm Work	X			
Filing papers, office organization	X			
Fixing things	X			
Garden work, yard work	X			
Laundry – wash, fold	X			
Mopping floors	x			
Painting – house, indoor, outdoor	X			
Pet Care	X			
Polishing – shoes, silver, etc	X			
Sewing / mending	X			
Sweeping	X			
Tools / shop/ woodwork/ sanding	X			

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FOCUS ON STRENGTHS...

- Often in care planning we focus on the deficits
- Looking closer, for example, at the stages in Alzheimer's we note common strengths as well
- The mind and cognitive function do not equal the person (Bowlby)

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Symptoms and Strengths Chart

Early Stage

COMMON SYMPTOMS CHART A

- Problems coming up with right words
- Trouble remembering names
- Trouble with performing tasks
- Forgetting material one has just read
- Trouble planning and organizing
- Forget recent events
- Mood changes

COMMON STRENGTHS CHART B

- Able to express oneself verbally
- Able to converse intellectually
- Understands spoken language
- Able to engage in work
- Able to self advocate
- Able to write
- Able to use memory strategies
- Long term memory in tact
- Able to continue use of technology
- Emotions in tact
- Imagination, desires
- Spiritual being

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Symptoms and Strengths Chart

Middle Stage

COMMON SYMPTOMS CHART A

- Problems recalling current address, telephone number
- Confusion with date, time
- Difficulty choosing appropriate clothing
- Loss of recent experiences and surroundings
- Changes in sleep patterns
- Wandering or becoming lost

COMMON STRENGTHS CHART B

- Ability to express some thoughts, feelings or ideas
- Able to engage in conversation
- Visual awareness
- May be able to write
- May be able to read some words
- Able to enjoy some physical activity
- Able to recall some past memories
- Able to engage in modified work
- Able to recall familiar songs
- Able to gain pleasure from activity
- Emotions in tact
- Desires, imagination
- Spiritual being

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Symptoms and Strengths Chart

Late Stage

COMMON SYMPTOMS

- Trouble with bowl and bladder control
- Significant personality and behavior changes
- Decreased ability to respond to environment
- Need total assistance for ADLs

COMMON STRENGTHS

- May be aware of the presence of others
- May respond to touch
- Able to hear
- May be communicating through facial expressions
- Able to gain pleasure from activity

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Activity Analysis

- Activity analysis is a procedure for breaking down and examining an activity to find inherent characteristics that contribute to your program's overall goal.
- Breaking down activities into their component parts allows the activities professional to become aware of what participatory skills and abilities are needed by the individual in order to engage in the activity.

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Pause the webinar and play:

BREAKING DOWN THE TASK

<https://www.youtube.com/watch?v=ogBGowQVpwU>

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Assessment Complete...

- NOW WHAT?
- HOW DO I USE IT?

The assessment will be a valuable tool for:

- Care Plans / Individual Service Plans
- Calendar Development
- Activity Analysis
- Knowing and interacting with the person

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Share New Person Information with All Staff

- Index cards
- Announcement
- Memory boxes
- Challenge sheet
- Other ideas?

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Benefits of Individual Plan of Care

- Assessment information is readily available to the team
- It can provide direction for both group and individual activities.
- It provides activity staff with a clear direction for activities that will engage people.

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A Well-rounded Program: Activity Domains

- **COGNITIVE/INTELLECTUAL:** activities that encourage use of working memory from the past and help maintain skills.
- **CREATIVE EXPRESSION:** programs promote imagination through self-expression
- **PHYSICAL:** activities that use gross and fine motor skills, “get the blood flowing” activities
- **SOCIAL:** increase positive relationships with others, provide opportunities to express emotions, increase decision making motivation and social interactions, and decrease depression
- **SPIRITUAL:** enhance well-being and connectedness with self
- **PRODUCTIVE/WORK:** activities that provide a sense of usefulness, “work”

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Domains in Practice

Cognitive programs - include Brain Fitness activities to stimulate dendrite and neural growth and increase overall brain function.

- Puzzle games
- Trivia
- Word games

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Domains in Practice

- **Creative Expression** - Opportunities are provided to express emotions, thoughts, and feelings that the participant may otherwise be unable to express.
 - Art making
 - Art viewing
 - Creative writing
 - Flower arranging
 - Drama / theater
 - Dance
 - Music

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Domains in Practice

- **Physical programs** aim to maintain and improve strength, flexibility, balance, movement and endurance.
 - Daily Exercise
 - Dance
 - Volleyball / Golf
 - Balloon toss
 - Walking
 - Gardening

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Domains in Practice

- **Social** - Psychosocial activities help those who are passive become engaged, and provide positive experiences.
 - Discussion groups
 - Pet Therapy
 - Social hour
 - Parties and Celebrations
 - Field Trips

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Domains in Practice

- **Spiritual:** These programs aim to promote a sense of purpose and belonging, as well as to maintain involvement in the larger community.
 - Meditation
 - Relaxation
 - Bible study
 - Support group

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Domains in Practice

- **Productive – familiar work activities that encourage a feeling of usefulness**
 - Folding laundry / sorting socks
 - Setting table
 - Clearing table / doing dishes
 - Baking / cooking
 - Sweeping

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Other

■ **Sensory Programs**

Sensorimotor programs aim to evoke an active response from participants, such as engaging passive or apathetic individuals or calming those who are agitated. Sensory cues are offered for those with limited cognitive or verbal abilities.

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Pause the webinar

Consider: WHICH DOMAIN?

- Bingo
- Walking
- Woodwork
- Scrabble
- Balloon volleyball
- Poetry
- Watching movie
- Meditation

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Answers

- Bingo (cognitive, social, physical – hand-eye, vision)
- Walking (physical)
- Woodwork (physical, cognitive)
- Scrabble (cognitive, social, physical)
- Balloon volleyball (physical, social)
- Poetry (cognitive, social)
- Watching movie (physical)
- Meditation (spiritual, physical, cognitive)

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Why Evaluate?

- Identify program strengths
- Identify areas of need within our programming and deal with them in a timely manner
- Identify the impact our programming has on participants
- Collect data to present to accrediting/licensing agencies and funding sources

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What to Evaluate?

- Individualized interventions
- Single activities
- Participant/Family response
- Program design

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Evaluating the Individualized Intervention

- Are your approaches based on participant interests, needs, strengths?
- How does the participant respond to intervention?

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Evaluating the Single Activity

Observe an activity and consider:

- Cognitive Abilities
 - Attention Span
 - Communication Skills
 - Memory
 - Praxic Abilities
- Physical Abilities
- Social Abilities
- Environmental Needs

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Reasons to Evaluate Entire Program

- Complete quality assurance review
- Initial assessment of an activity department
- When participant population changes
- When participant needs, strengths and abilities change
- To measure the effectiveness of implementing the activity philosophy

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Homework - SWAT

- What are 3 strengths of your program?
- What are 3 weaknesses?
- What are any opportunities?
- What are any threats or barriers?

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Intergenerational Programming

- Benefits – mood, more engagement
- Benefits for staff and children

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Intergenerational

- Shared task (cleaning table, polish silver)
- Storytelling
- Physical games (balloon toss)
- Reading
- Gardening
- Creative arts / crafts

***Please visit <https://www.gu.org/resources/trying-and-true-a-guide-to-successful-intergenerational-activities-at-shared-site-programs/> (Generations United)

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Please pause and watch:

One Generation Adult Day program – 3 mins.

<https://www.youtube.com/watch?v=-uW-NNrtVC4>

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Pause and review:

CASE STUDY

Mrs. Jones was born in Georgia. Her parents were sharecroppers. She had 6 brothers and sisters, two are still living in Georgia. She has an eighth grade education. Her father was an elder in the church and the church was the center of her life. Her husband George died 10 years ago. They had two children. Mrs. Jones has always been very musical, and was in fact a volunteer music assistant for a kindergarten class for 20 years. She also volunteered at a hospital. She has been diagnosed with Alzheimer's. Her vision is poor but her hearing is good. She is a diabetic but otherwise healthy. She likes to stay busy, enjoys going for walks and gardening. Her life has revolved around her church, and she loves children. She enjoys reading, especially the Bible. She played the piano but can no longer read music. She has a poor short term memory, but good long-term memory. She can focus on activities but becomes restless during conversation.

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HOMEWORK:

CREATE an Activity Plan for Mrs. Jones

Create a goal, 2-3 objectives, and 3 action steps based on Mrs. Jones' summary.

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Consider

- Past occupation, personality and interests
- Leisure interests; hobbies
- Current level of function with focus on strengths
- Culture, religion
- Other important information about functional ability – vision, hearing, mobility, etc.

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Possible Plan for Mrs. Jones

- Goal – Increase participation and spiritual and task-oriented activities
- Objectives – 2 spiritual activities per week; help set tables for lunch; two garden activities per week
- Intergenerational music activities 1 x per week
- Action steps – when she appears restless, offer Bible reading in quiet area with large print Bible
- Listen to Gospel tapes, or, play hymns from memory on the piano; visit with children

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