

The Environmental Intervention Strategies

I. CONTRAST

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Look for ways to increase or reduce contrast in:

- Color intensities (dark against light)
- Amount of lighting (dim versus bright)
- Busyness (patterns versus plain solids, or commotion versus quiet)

A. Are there contrasts that draw attention to the areas of the room this person might need or want to use? (For example, are the room decorations in safe areas more visibly engaging than decorations near dangerous or unused exit doors?)

STRATEGIES:

1. Identify areas of the room this person might need or want to use most frequently.

EXAMPLES for #A.1:

- *The toilet in a bathroom.*
- *The table in a dining room.*

2. Make each area this person needs or wants to use stand out from other areas, so it draws this person's attention and this person immediately notices it when they enter the room.

EXAMPLES for #A.2:

- *Increase the amount of color on the toilet.*
- *Increase the light-dark difference between the toilet and the wall.*
- *Place an attractive centerpiece on the dining room table.*

3. To make areas this person needs or wants to use stand out, increase the light-dark differences, use bright colors, interesting decorations and objects, or warm cozy furniture.

EXAMPLES for #A.3:

- *Add an interesting eye-catching picture on the wall just above the toilet.*
- *Put a bright tablecloth on the table.*
- *Put brightly colored pillows on a less colorful sofa.*
- *Put a bright interesting blanket on a bed.*
- *Hang a brightly colored porch swing.*
- *Make the closet door contrast with the wall.*

4. Identify each area of the room this person might **need to avoid or not want to use** very frequently.

EXAMPLES for #A.4:

- *A door leading to stairs or the outside.*

5. Make each area of the room that is unsafe or less desirable, less obvious.

EXAMPLES for #A.5:

- *Reduce the amount of light in that area.*
- *Camouflage the door by painting it the same color as the wall around it.*
- *Make the colors and objects in that area less interesting or eye-catching.*

6. Avoid using contrast with too many areas of the room. Highlight only important areas. Let other areas draw only moderate attention, so this person doesn't expend energy on noticing and interpreting unnecessary contrast, and can save energy for more important environmental stimuli.

B. Are there contrasts that highlight objects this person might need or want to use? (For example, is there enough difference between the toilet seat and floor, the closet door and surrounding wall, the towel and the wall, the shower nozzle and shower wall?)

STRATEGIES:

1. Identify objects this person might need or want to use.

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2. Make objects this person might need or want to use stand out from the area surrounding them, so they draw this person's attention and help this person see an object and its exact location.
3. Increase the color or light-dark differences between an object and the wall or surface behind it to make an object draw this person's attention and easily see its location.

EXAMPLES for #B.3:

- *The toilet and the floor so this person can easily recognize the location of the toilet when trying to find it, sit on it, or stand in front of it.*
 - *A railing or grab bar and the wall behind it, so they can more easily grab the railing or bar when falling.*
 - *A dinner plate and the table underneath it, so they can more easily aim for the plate with a fork when eating.*
 - *A colorful light switch on a plain wall.*
 - *The shower nozzle and the wall behind it.*
4. Make objects this person might need or want to use different from other objects.

EXAMPLES for #B.4:

- *Add color to the spoon to contrast with the fork.*
 - *Boldly write this person's name on the toothpaste tube to make more contrast with the tube of cream.*
 - *Use a different color, size, or shape of pill box for morning pills versus afternoon pills.*
 - *Make the food different from the dinner plate, so it stands out.*
5. Increase the light-dark difference between objects.

EXAMPLES for #B.5:

- *A white pill in a small dark dish.*
 - *A colorful toothbrush on a plain neutral colored shelf.*
 - *A colorful washcloth on a white sink.*
 - *A chair and the floor.*
 - *The floor and table.*
6. Serve foods that vary in color for easier identification.

EXAMPLES for #B.6:

- *Serve green beans, red tomatoes, and white potatoes, rather than white potatoes, white pears, and white cauliflower in the same meal.*
7. Avoid using contrast with too many objects. Highlight only important objects. Let other objects fade into the background so that this person doesn't expend energy on noticing and interpreting unnecessary contrast, and can save energy for more important environmental stimuli.

EXAMPLES for #B.7:

- *Make the dinner plate and the other dishes all the same color (unless a particular dish must stand out).*
- *Make the food more colorful than the dinner plate so it is the food this person notices, rather than the plate.*

C. Are edges of surfaces, including changes in floor height, highlighted with contrasts so this person can see how high to lift their feet or avoid dropping or bumping into objects? (For example, highlighted edges of tables, stair steps, bathtubs, and shower thresholds?)

STRATEGIES:

1. Identify all surface edges and changes in floor height in the room.
2. Highlight those surface edges that are important for this person to see and locate for safety and comfort.

EXAMPLES for #C.2:

- *Edges of stairs or single steps into another room.*
- *Corners of tables.*
- *Edge of a porch.*
- *Edge of a chair or sofa when trying to sit.*
- *Make the baseboards on walls match the wall color and contrast with the floor in light-dark intensity, so this person can more easily see exactly where the floor ends and the*

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wall starts.

3. Highlight floor height changes that are important for this person to see and locate, so that it is easier to know when to step up and over something.

EXAMPLES for #C.3:

- *Add color to raised thresholds into another room or into a shower.*

4. Increase contrast to help with depth perception.

EXAMPLES for #C.4:

- *To clarify how deep the water in the bathtub is, add color to the water, a colorful mat on the bottom, or lines on the inside wall of the tub.*
- *Increase light-dark contrast between the toilet and the floor, and a chair and the floor.*

5. Avoid using too much contrast. Highlight only real edges or changes in height. The floor should be plain and free of contrasts or decoration, except for necessary highlights. Help this person feel completely safe when walking. Avoid causing this person to hesitate or increase the risk of falling.

EXAMPLES for #C.5:

- *Avoid lines, borders, or patterns on floors or carpets that might be misinterpreted as a change in floor height.*
- *Avoid a change in floor color or a contrasting threshold color from one room to another, if there is no change in floor height.*
- *Avoid using floral designs or decoration on the floor. They could be misinterpreted as objects to pick up.*
- *Avoid designing or putting cues (that is, messages or information such as arrows) on the floor.*

6. Avoid walls with different colors above and below the wainscoting so that this person doesn't expend energy on noticing and misinterpreting the contrast as a change in the surface, and can save energy for more accurate and important environmental information about safety.

D. Do objects this person needs to avoid look similar to the surrounding area? (For example, do electrical outlets and dangerous door exits look similar to the surrounding wall?)

STRATEGIES:

1. Identify each object in the room this person might need to avoid or not want to use very frequently.

EXAMPLES for #D.1:

- *A sharp knife in the kitchen.*
- *Scissors in the sewing room.*
- *Electrical outlets in the bathroom.*
- *A dangerous exit door.*
- *A storage closet door.*

2. Make each object in the room that is dangerous or less desirable, less obvious. Either remove the object or make it blend in with its background so this person will less likely notice it.

EXAMPLES for #D.2:

- *Camouflage an electrical outlet, a dangerous exit door, or a storage closet door by painting it the same color as the wall around it.*

3. Avoid increasing this person's confusion by giving inaccurate environmental information, such as changing an object so that it looks like something it isn't.

EXAMPLES for #D.3:

- *Making an electrical outlet look like a wall decoration.*

E. Is there a variety of moods created by various spaces, so this person can be drawn or led to an area that accommodates (by either matching or changing) their mood at the moment? (For example, are there both a busy high-energy living room and a quiet cozy den?)

STRATEGIES:

1. Remind yourself that this person's emotions might be easily influenced by the mood of a room or space.

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2. Identify the mood each room or area of a room might generate.

EXAMPLES for #E.2:

- *A bright, busy living room might foster a high energy, active mood in this person.*
- *A small quiet, cozy den with a fish tank might foster a calm quiet mood in this person.*

3. Make sure there is a variety of places to go to help this person in their various moods.

EXAMPLES for #E.3:

- *When this person is feeling energetic, make sure there is a room that can match their mood.*
- *When this person is overly energetic or the environment of the room they are in is too stimulating, make sure there is a quiet space they can go to that will help them feel calm, without feeling isolated.*

4. Decorate and furnish each room with objects and furniture that will create a mood and function intended for that room. Alter the color, variety, type, and amount of furniture and objects to create a mood.

5. Avoid relying primarily on people or events to create the mood of a room or space.

6. Use a variety of cues to inform or to draw this person to each of the rooms or areas. Make the cues visible, audible, and emotional.

- Make each room visible to this person.
- Create visible cues to alert this person to where the various rooms and spaces are.
- Make sounds in an area when appropriate so this person can hear them as they approach a room.
- Use cognitive cues such as directional signs with words to indicate where rooms are.
- Make some of the cues emotional and not simply cognitive.

EXAMPLES for #E.6:

- *Use signs with arrows to show where rooms are.*
- *Have quiet soothing music in the cozy quiet room that this person can hear as they approach that room.*
- *Create a path of cues that might draw this person emotionally, so that when this person is sitting in a lively living room, they can see a luxurious plant and lamp that look quiet and cozy. They may be drawn emotionally to the lamp and plant, and from there see the quiet cozy den where they can rest calmly.*

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II. PATTERNS

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Look for ways to ensure there are no visual patterns that could:

- Be distracting
- Be misinterpreted
- Cause nausea or dizziness
- Camouflage an object

A. Are the floor and all other surfaces free of patterns that seem to “move” when this person looks at them or when this person moves? (For example, free of alternating squares or blocks on floors, plaids, geometric, or repetitive patterns on floors, chairs, and shirts?)

STRATEGIES:

1. Examine all surfaces with patterns on them, particularly geometric or intricate repeating patterns, to ensure they do not appear to this person to be moving, vibrating, or undulating.
2. Remove “moving” patterns from large surfaces, such as floors, tablecloths, and sofas.

EXAMPLES for #A.2:

- *Avoid alternating linoleum blocks on floors and curtains.*
 - *Avoid plaids on curtains, sofas, and tablecloths.*
 - *Keep floors free of all patterns and figures.*
3. Remove or cover “moving” patterns from surfaces visible to this person when this person is moving.

EXAMPLES for #A.3:

- *Seats of chairs when this person is preparing to sit.*
 - *Towels when drying off.*
 - *Clothing when getting dressed.*
 - *Floors when this person is walking.*
4. Avoid wearing clothes, particularly shirts, that have “moving” patterns, such as zigzagging patterns, plaids, multiple squares, or figures.

B. Are all surfaces free of patterns, stripes, borders, or figures that look like changes in height or depth, or like bugs, specks, or pieces of paper to pick up? (Note for example, floors, walls, curtains, counter tops, clothing.)

STRATEGIES:

1. Avoid and remove from all surfaces: patterns, stripes, borders and figures that could be misinterpreted. Prevent this person from misinterpreting what they see, from being distracted, or from using energy unnecessarily to try to figure out what the figures or patterns really are. Help this person save energy for more important tasks.

EXAMPLES for #B.1:

- *Surfaces include floors, walls, curtains, counter tops, tablecloths, and clothing.*
 - *Remove figures that might look like bugs or dirt that this person might be frightened of or want to get rid of.*
2. Help this person be and feel completely safe when walking and moving. Particularly avoid borders and figures on carpets, counter tops, tables, and chairs, since they can be especially confusing and dangerous. They can cause a misinterpretation of a figure or of height and depth, or cause this person to hesitate, to feel uncertain or anxious, or to injure themselves by tripping or bumping against an object. Avoid using decoration or cues (that is, messages or information such as arrows) on the floor and on chair seats.

EXAMPLES for #B.2:

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- *Avoid using carpet with a border, since a border can cause this person to hesitate or to raise their foot to step over the border and thus increase the risk of falling.*
 - *Remove figures on the seat of a chair to prevent this person from leaning down to brush the chair seat off before sitting.*
 - *Remove figures on the carpet to prevent this person from leaning down to pick up the “paper” or speck off the floor and thus increase the risk of falling.*
3. Avoid figures on surfaces that might appear to be objects that are frightening, distracting, annoying, or hard to precisely locate.

EXAMPLES for #B.3:

- *Avoid large figures of stylized flowers on the wall that might be misinterpreted as frightening faces.*
 - *Avoid many little figures that make it hard for this person to aim for and locate a specific figure to touch.*
4. When patterns cannot be removed, cover them. Closely observe this person to avoid misinterpretation of patterns that become uncovered or visible, as changes in height or depth, bugs, specks, or pieces of paper to pick up. Reassure, assist, or distract this person when you see they are misinterpreting what they see.

EXAMPLES for #B.4:

- *Help this person when you see them hesitating or raising their foot to cross a border on the carpet, leaning over to pick a “bug” or “piece of dirt” off the floor or wall, or trying to brush the seat of a chair off before sitting on it.*

C. Are all objects easy to see because they are not in front of or beside a patterned surface or object? (For example, a pill or comb is not held in front of a patterned shirt?)

STRATEGIES:

1. Ensure that all objects this person may need or want to use, are easily visible to this person.
2. Remove each object from surfaces that are patterned or that draw this person’s attention to the background more than to the object.

EXAMPLES for #C.2:

- *Put a white pill in a small dark dish rather than in a hand in front of a brightly patterned shirt.*
3. Remove each object from surfaces that camouflage or hide the object. Avoid surfaces with repetitive figures that make objects on the surface difficult to locate against the busy background.

EXAMPLES for #C.3:

- *Put a dinner plate on a plain rather than figured tablecloth.*
- *Put soap on a plain washcloth.*
- *Put a hairbrush on a plain countertop.*
- *Put a chair in front of a plain or subtly decorated wallpaper.*

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III. CLUTTER

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Look for ways to ensure there are not:

- Too many objects in the environment
- Objects and information that are recognized or useful only to other people, and not to this person
- Objects that are too distracting or confusing
- Objects, people, sounds, or unusual lighting that are inappropriate; that is they are overwhelming, confusing, or tiring, rather than appropriate for this person at this time. Appropriate here means they are limited and selected to be helpful, useful, interesting, inspiring, and to offer choices to this person.

A. Is there an appropriate amount of clothing in the closet and drawers?

STRATEGIES:

1. Watch this person to see how many items of clothing they are able to easily manage before becoming confused or frustrated, or before making errors in dressing or choice of clothing.

EXAMPLES for #A.1:

- *If this person begins to move articles of clothing around in their drawer rather than putting them on when trying to get dressed, reduce the number of clothing items in their drawer until it is easier for them to choose which clothes to wear.*

2. Put only one type of clothing in each drawer.

EXAMPLES for #A.2:

- *Put only socks in one drawer, rather than both socks and undershirts in one drawer.*

3. Reduce the number of items of each type of clothing in a drawer.

EXAMPLES for #A.3:

- *Put three pairs of socks rather than eight in a drawer.*

4. Put all of the clothes in one place, if putting them in places they have put them throughout most of their adult life is no longer helpful.

EXAMPLES for #A.4:

- *Put all the clothes in the closet on shelves and a hanger rod, rather than some clothes in the closet and some in the drawer.*

5. Store out-of-season clothes and clothes that no longer fit in a space out of this person's sight.

6. Remove non-clothing items (such as handkerchiefs, combs, deodorant) from the drawers, shelves, or closets that hold clothing.

7. Bring the clothing to this person, and offer only one item at a time and in the appropriate order for dressing.

EXAMPLES for #A.7:

- *As this person gets dressed themselves, first offer them a shirt, then pants, when they are ready for each item.*

8. Frequently assess and adjust the number of clothing items present at a given time. Have only the appropriate number present. Avoid removing too many items. Match the number and type of items to this person's current abilities and desires. Have as many items and as much variety as possible to encourage choice, but not so many or such a variety that this person becomes confused or frustrated.

B. Is there an appropriate number of items served at a meal or placed on the table?

STRATEGIES:

1. Watch this person when they are sitting at the dinner table to see how many items of food they are able to easily manage before becoming confused or frustrated, or before making errors in eating or choice of what to eat.

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EXAMPLES for #B.1:

- *If this person begins to stack or simply move food around on their plate rather than eating it, reduce the number of food items in front of them until they can more easily eat and choose what to eat.*
2. If this person sits at the table but gets distracted when trying to eat, is unable to focus on the food in front of them, or doesn't eat, remove nonfood items from the table (such as centerpieces, napkins, and salt and pepper shakers) to help them focus on the food and to eat.
 3. Reduce the number of people visible to this person when they are trying to eat.
 4. Reduce the number of people moving around when they are trying to eat.
 5. Move nonfood items or other people's food out of reach or out of sight, if they try to eat them.
 6. Clearly define the area of the table intended for this person to eat from.

EXAMPLES for #B.6:

- *Put a placemat under their plate.*
 - *Use a square table that holds four people, one for each side of the table.*
7. If necessary, offer only one food item at a time.
 8. Reduce the number of items of each type of food.

EXAMPLES for #B.8:

- *Serve three green beans rather than eight.*
9. Reduce the variety of food items served at once.

EXAMPLES for #B.9:

- *Serve only chicken and potatoes first, then add beans and applesauce.*
10. Serve smaller portions of each food item, so the size of the portions doesn't look overwhelming.
 11. Use a smaller dinner plate.
 12. Put all of the food in one part of the plate, rather than spread all around the plate, so there is a smaller area this person must focus on.
 13. If there are too many items served, remove excess items from this person's sight, rather than simply off to the side.
 14. Remove any food items that are intended to be saved and eaten later, such as dessert.
 15. Frequently assess and adjust the number of items served. Serve only the appropriate number at a given time. Avoid removing too many items. Match the number and type of items present to this person's current abilities and desires. Have as many items and as much variety as possible to encourage choice, but not so many or such a variety that this person becomes confused or frustrated.

C. Is there an appropriate limit to the variety, frequency, duration, and volume of sounds? STRATEGIES:

1. Listen to the sounds in the environment from this person's perspective. Watch this person to note their reactions to changes in the sounds, particularly for evidence of fatigue or confusion. Adjust the sounds until this person seems to be comfortable and minimally confused.
2. Adjust the variety of sound.

EXAMPLES for #C.2:

- *Reduce the number of people talking.*
3. Adjust the frequency of sound.

EXAMPLES for #C.3:

- *Use vibrating cell phones or discreet flashing lights out of sight of this person rather than phone ringers.*
4. Adjust the duration of sound.

EXAMPLES for #C.4:

- *Alternate loud boisterous times with quiet relaxing times.*
 - *Vacuum the carpet for short periods of time.*
5. Adjust the volume of sound.

EXAMPLES for #C.5:

- *Muffle appliances such as heaters and dishwashers.*
 - *Add texture to walls and floors to absorb noise, particularly in bathrooms and kitchens.*
6. Keep or create only the sounds that are appropriately stimulating, informative, and individualized to this person.

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EXAMPLES for #C.6:

- *Keep bird songs from pet birds.*
 - *Use water running in the kitchen sink to draw attention to dirty dishes to be washed.*
 - *Remove all public address systems*
 - *Avoid music piped into all rooms.*
7. Remove sounds that are distracting or confusing.

EXAMPLES for #C.7:

- *Silence phones ringing with calls intended for someone other than this person.*
8. Reduce background noise so that this person can hear an individual voice more easily.

EXAMPLES for #C.8:

- *Reduce noise from appliances, televisions, radios, public address systems, and irrelevant conversations.*
9. Avoid removing all sound, except for times this person seems to need the quiet.
10. Remove sounds at night and during the day when this person is sleeping.

EXAMPLES for #C.10:

- *Turn off the ringer on the phone.*
 - *Turn off the television.*
 - *Avoid vacuuming or cleaning with loud equipment.*
 - *Use silent vibrating cell phones.*
 - *Remove all public address systems.*
 - *Avoid music piped into all rooms.*
11. Avoid using sound to create a mood when the sound prevents this person from concentrating on a task or from hearing well, such as music during dinner.

D. Are all sounds recognizable?

STRATEGIES:

1. Consider this person's own history and experience. Listen to the sounds present in the environment and note which sounds they may and may not recognize. Watch and talk with this person to discern which sounds they recognize. Remove sounds that are not recognizable to this person.
2. Watch this person over time as their ability to recognize sounds changes. Remove sounds when they become unrecognizable.
3. Reduce unrecognized sounds when they cannot be removed.
4. Interpret or explain unrecognized sounds when they cannot be removed. Use written notes if this person can read and understand, or talk to them as often as necessary.

E. Is there an appropriate limit to the number of people?

STRATEGIES:

1. Include in the environment only people this person knows, as much as possible.
2. Reduce the number of people in their environment to the number this person seems most comfortable with and least fatigued by.
3. Reduce the variety of people present in their environment.
4. Have only one care partner (caregiver) assist this person at a time.
5. If more than one care partner is necessary, have only one care partner in this person's line of vision and the only care partner talking to them, so this person is paying attention to only one care partner.

F. Are all people familiar to this person?

STRATEGIES:

1. Include in the environment only people this person knows, as much as possible.
2. Have the same care partners (caregivers) assisting this person every day as much as possible.
3. Assist this person in the same way every day as much as possible.

G. Are all notes, instructions, and equipment for other people out of sight? (For example, are notes and equipment for care partners (caregivers) and medical professionals inside drawers or behind cupboard doors?)

STRATEGIES:

1. Ensure that all items in the environment are relevant to this person.
2. Remove items that this person does not see as relevant to themselves.
3. Remove from sight all items that are intended only for other people.

EXAMPLES for #G.3:

- *Post notes and instructions for care partners (caregivers or other assistants) behind cupboard doors or in the back of unused drawers.*

4. Remove from sight equipment intended for other people to use.

EXAMPLES for #G.4:

- *Put blood pressure cuffs, lifting devices, and medical equipment in unused closets and drawers.*

H. Is the environment free of distracting sounds that might unintentionally elicit a response from this person? (For example, is it free of sounds that are not intended for this person, including doorbells, phones, televisions, radios, irrelevant conversations, intercom, public address systems?)

STRATEGIES:

1. Watch this person to see if this person notices sounds unintended for them.

EXAMPLES for #H.1:

- *When a phone or doorbell rings, watch to see if this person glances away from what they were looking at, jerks, tenses, frowns, tries to get up to answer it, asks about it, or in some way registers a response to the sound.*

2. Remove sounds this person responds to that are not intended for this person.

EXAMPLES for #H.2:

- *A ringing phone or doorbell or irrelevant conversations.*
- *Tragic events such as fires or other confusing images or comments made on television or radio.*

I. Is the environment free of objects that might attract unnecessary attention and prevent other objects or spaces from being noticed?

STRATEGIES:

1. Remove each object in the environment that draws unnecessary attention, confuses this person, or prevents other objects from being noticed or used.
2. Remove unnecessary and distracting objects from this person's sight until the objects are needed for a task. Remove them again when the task is completed.
3. Camouflage objects that cannot be removed when the objects draw unnecessary attention.
4. Remove or cover mirrors that confuse this person by reflecting too much light or movement.

EXAMPLES for #I.4:

- *Mirrors in the bathroom or on the backs of buffets and hutches.*

5. Remove or cover mirrors that confuse this person by creating the appearance of too many people or objects in the room, or if they do not recognize themselves in the mirror or think their image is a different person.
6. Remove objects that are large and distracting from frequently used parts of the environment.

EXAMPLES for #I.6:

- *Remove large art pieces from doors to the bathroom.*
- *Remove bedspreads with confusing patterns from bed.*
- *Remove flowered tablecloths from tables.*

J. Is the environment free of objects that are dangerous for this person at this time? (For example, is it free of small rugs on the floor and sharp corners on tables?)

STRATEGIES:

1. Monitor changes in this person frequently to assess how safely they can use potentially dangerous objects.
2. When necessary, remove all objects or parts of objects that might harm this person.

EXAMPLES for #J.2:

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- *Cover electrical outlets.*
 - *Remove power tools.*
 - *Remove stove knobs.*
 - *Avoid letting electrical or telephone cords lie on the floor.*
 - *Remove small rugs on the floor that can cause this person to trip on the edges of the rug or to slip when the rug moves.*
 - *Round sharp corners of tables or stools.*
3. Put all potentially dangerous items in the places they would normally be.

EXAMPLES for #J.3:

- *Keep a paring knife in the kitchen and out of the craft closet.*

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IV. CUEING

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Look for ways to present information this person:

- Can understand
- Can see easily without searching
- Can see without moving too much
- Recognizes through various senses of hearing, seeing, touching, smelling, and tasting
- Can use and trust
- Is stimulated by

A. Does the environment provide cues to tell this person what they need to know? (For example, a note that says lunch is at 12:00, a clock (to say when the time is 12:00), a name or photo by the bedroom door, a sign identifying an object, room, or directions to another room?)

STRATEGIES:

1. Use cues (such as objects, signs, notes, color, and room décor) to give this person enough information to function as comfortably and independently as possible.
2. Adjust the number and types of cues to meet this person's needs and desires as they change over time.
3. Avoid using so many cues that this person becomes confused or overwhelmed.
4. Use cues to give instructions or to tell this person what to do.

EXAMPLES for #A.4:

- Use a list to show the order of clothes to put on.
- Put a sign on the door that says "stop" or "private".
- Use one area of the bedroom to put on pajamas at night versus a different area of the bedroom for getting dressed in the morning.

5. Use cues to tell this person when to do something.

EXAMPLES for #A.5:

- Use a note that says when lunch is and a clock with the correct time.
- Drape pants over your arm when it's time for this person to get dressed.
- Use a recliner for daytime naps versus a bed for nighttime sleep.

6. Use cues to indicate where something is.

EXAMPLES for #A.6:

- Use a strip of bright color on the edge of steps.
- Put labels on dresser drawers to identify the contents.
- Post a sign that points to the living room.
- Post a sign with a word or picture of a toilet on the bathroom door.
- Hang a sign on a pole that reaches out from the door or an awning over the bathroom door to provide a highly visible three-dimensional cue as this person looks down the hallway.
- Use a clear cupboard front to show the cups inside.
- Put lines on the side of a bathtub to indicate how deep the water is.
- Put a mat to show where the bottom of the bathtub is.
- Use a placemat with a particular color to show where this person's food is versus someone else's food.
- Hang pictures of fruit to decorate the dining room walls.

7. Use cues to identify what an object is.

EXAMPLES for #A.7:

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- *Post a nameplate or photograph on this person's bedroom door.*
 - *Write a caption that says who is in a photograph.*
8. Use cues to show how to get help.
- EXAMPLES for #A.8:**
- *Have care partners (caregivers or assistants) stay in areas visible to this person.*
 - *Put a note by this person's night-light.*
 - *Put large numbers on their phone.*
9. Adjust the number of the various types of cues to build on this person's strengths and compensate for their challenges.
- EXAMPLES for #A.9:**
- *For someone with spatial difficulties, present more cues that say where things are than cues that say what to do.*
10. Make the cues as honest and accurate as possible. Avoid cues that mislead or confuse.
- EXAMPLES for #A.10:**
- *Use interesting, eye-catching objects to lure this person away from dangerous exit doors rather than dark paint on the floor that looks like a hole in front of the door.*

B. Does the environment say what is expected of this person, and what options are available? (For example, are there cues in the environment, such as a basket of clean laundry ready to fold, a jigsaw puzzle to put together, spiritual symbols to suggest it's time to worship, a warm homey atmosphere to invite this person to relax and feel at home here, or highly visible options for food choices?)

STRATEGIES:

1. Make all rooms visible to this person so they can be drawn to the room that matches their mood or needs at this particular time.
 2. If rooms are not visible, present cues that indicate the existence and location of other rooms.
- EXAMPLES for #B.2:**
- *Use signs with words.*
 - *Use cues that draw this person emotionally into a path toward a room with a different mood, such as a series of luxurious plants and soft lamps that might attract and draw this person to a quiet den from an active, noisy living room.*
3. Make the function or purpose of each room obvious by:
- Using cues such as descriptive décor.
 - Making rooms small enough this person can see the entire room easily and understand what occurs in it.
 - Avoiding using one room for multiple purposes.
 - Performing tasks only in rooms normally used for those tasks.
- EXAMPLES for #B.3:**
- *Hang pictures of fruit on the walls of the dining room.*
 - *Brush teeth only in the bathroom.*
4. When a room must be used for more than one purpose, use cues to indicate a change in purpose.
- EXAMPLES for #B.4:**
- *When a dining room becomes a worship space, remove or cover the dining room cues and replace them with religious pictures and symbols, special clothing typically used in this person's experience of worship, religious song books rather than large folders of music, religious music playing. Engage in normal (for this person) religious rituals.*
5. Use cues of unfinished jobs to suggest an activity.
- EXAMPLES for #B.5:**
- *Put a basket of clean unfolded laundry on a table.*
 - *Set out a broom or dust cloth so it is easily visible.*
 - *Place a bowl of beans to be stemmed on the kitchen counter.*
6. Use cues to tell this person when to do something.
- EXAMPLES for #B.6:**
- *Use a note that says when lunch is, and a clock with the correct time.*

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- *Drape pants over your arm when it's time to get dressed.*
 - *Use a recliner for daytime naps versus a bed for nighttime sleep.*
7. To indicate this person is expected to make their own decisions, to be competent and to function as independently as possible:
- Create the living space to feel and be like a home rather than a hospital or hotel.
 - Help this person to feel as though they own the space.
 - Help this person feel they are in control.

C. Are all cues recognizable? (For example, do signs use written words only if this person can read and understand the words, or three-dimensional objects when two-dimensional drawings are no longer recognized? Do cues attract emotionally and not just inform cognitively? Are multiple senses addressed to increase recognition?)

STRATEGIES:

1. Adapt all cues to accommodate this person's sensory needs at this time.

EXAMPLES for #C.1:

- *Make signs and lettering on signs big enough for this person to see well.*
2. Use written notes and signs only when it is clear this person can read and understands what they read.
3. For cues, use photos rather than drawings.
4. Use as cues objects that look normal, such as a bathtub that looks like a normal (to them) bathtub they had in their own home.
5. Avoid using only cues that inform with words.
6. Avoid cues that require this person to recognize their own moods or desires. Use cues that help this person respond to a cue without thinking about it or knowing why they are responding to it or knowing how they feel.

EXAMPLES for #C.6:

- *Instead of posting a sign in the noisy living room that says "Quiet room" with an arrow directed toward a quiet room which might require this person to know they that they are feeling tense and want a quiet room, use cues that emotionally attract this person into a path toward the quiet room, so they don't have to notice their own feelings or make a conscious decision to go to the quiet room. Such cues could be a series of luxurious plants and soft lamps that draw this person away from the active, noisy living room.*
7. Avoid cues that require this person to consciously choose alternatives, that is that require this person to rely on their ability to recognize options in addition to the obvious option in front of them, and to make decisions about those alternative options. Adapt the cues to this person's abilities and preferences at this time.

EXAMPLES for #C.7:

- *When this person is eating oatmeal, have other options of food in front of this person, so they can be drawn to them as they get tired of the oatmeal. Avoid pointing to the food and saying "You can have some toast or an egg if you get tired of eating oatmeal. Would you like toast or an egg?" Make it easy for them to simply choose foods without talking about it or consciously noticing they are changing what they are eating.*
 - *Avoid presenting them with a list of other foods they could choose to eat now or at the next meal, while they are eating their oatmeal. Avoid requiring them to imagine and make a decision about alternatives to what they are focused on at this moment.*
8. Use cues that invite rather than simply inform. If a room is not visible, present cues that draw this person emotionally and not simply inform them cognitively (such as a directional sign of words).

EXAMPLES for #C.8:

- *Use cues that attract this person into a path toward a room with a different mood, such as a series of luxurious plants and soft lamps that lead toward a quiet den and away from an active, noisy living room.*
9. Adjust cues as this person's needs, abilities, and desires change. Make the cues more concrete and easily interpreted.

EXAMPLES for #C.9:

- *When this person no longer interprets a particular color on their bedroom door as a cue to the bedroom, then add their name to the door.*

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- *When their name on the bedroom door becomes unrecognizable as a cue (this person may be able to read it, but doesn't realize that means this is their bedroom), then replace it with a photo of this person.*
 - *When this person no longer recognizes themselves, then use a picture of a bed.*
 - *When they can no longer relate the two-dimensional picture to a three-dimensional object, keep the bedroom door open.*
10. Avoid relying solely on visual cues. Use cues this person can hear, smell, taste, and feel.
EXAMPLES for #C.10:
- *Use songs, such as marching songs while walking to the dining room.*
 - *Use kitchen aromas to indicate lunch is ready.*
 - *Use sequences of tastes to encourage eating.*
 - *Use fabrics or various textured wallpaper to reflect different rooms.*
11. Vary objects in multiple ways to remind this person of their function.
EXAMPLES for #C.11:
- *Use a hand towel that is different in texture, size, thickness, and color from a washcloth, bath towel, dish cloth, and dish towel.*

D. Are all cues accessible through at least one of the five senses? (For example, are they visible, audible, textured? Are they in a location or high or low enough for this person to notice them? Are they obvious enough and adapted to this person's ability to see, hear, feel, taste, or smell at this moment?)

STRATEGIES:

1. Modify any cue that is not easily accessible to this person; that they cannot easily see, hear, feel, taste, or smell.
EXAMPLES for #D.1:
- *Make every visual cue easily visible to this person at this time, such as adapting the size of the letters on a sign so this person can easily see the letters.*
 - *Make every visual cue low enough or high enough for this person to easily see.*
 - *Make every audible cue loud enough to be easily heard by this person.*
 - *Make every textured cue exaggerated enough for this person to be able to easily feel it.*
2. Adjust cues to accommodate changes in this person's needs and desires, even if the change is temporary.
EXAMPLES for #D.2:
- *If this person is in a wheelchair for a few weeks, modify cues so they are low enough for this person to easily see.*
3. Replace cues when they become in need of repair.
EXAMPLES for #D.3:
- *Replace a frequently read note that becomes torn.*
 - *Repair a sign too faded to read easily.*

E. Are the cues frequent enough so this person doesn't have to remember? (For example, multiple signs to direct them to the bathroom?)

STRATEGIES:

1. Repeat cues as often as necessary for this person to be able to accomplish a task or to make use of the information.
EXAMPLES for #E.1:
- *Present multiple cues to show this person where the bathroom is, so they don't get lost on the way there.*
2. Make sure there are enough clocks and calendars in the area to meet this person's needs and desires.

F. Are other people in the room performing the same task as this person (so this person can better understand the expectation and imitate people)?

STRATEGIES:

1. Perform a task in a room where other people are also performing the same task.

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EXAMPLES for #F.1:

- *Avoid combing this person's hair in a living room where other people are doing something else.*
 - *When this person is eating at the dinner table, sit and eat your meal with them. Avoid getting up and down to serve or do other tasks.*
2. Have everyone in the room perform the task in the same way.

EXAMPLES for #F.2:

- *In a dining room, have everyone (including you) sit at a table to eat with this person, so that the cue to sit and eat is clear. Food should be brought to the table before this person has entered the dining room, so that there is minimal need for anyone to leave the table to get something.*
3. If it is not possible for others to perform the same task, then move to a private area and perform the task alone with this person.
 4. Model the task, (that is, do the task before or at the same time this person is performing the task) when they need help understanding or performing the task, need encouragement to perform the task, or are too easily distracted while performing the task.

EXAMPLES for #F.4:

- *Sit closely at their side and sing so they can sing along with you.*
 - *If you are a spouse, take a shower with this person, rather than being fully clothed and standing outside the shower while they are without clothes and in the shower.*
5. Monitor the number of people performing a task with this person. Avoid overwhelming this person by having too many people around or too much movement.

G. Is the environment free of unintentional and inappropriate cues that give this person inaccurate or inappropriate information? (For example, is it free of inaccurate clocks or artificial fruit?)

STRATEGIES:

1. Avoid providing cues that give information that is inaccurate, unintentional, distressing, dangerous, or likely to be misinterpreted.

EXAMPLES for #G.1:

- *Avoid inaccurate clocks; body ointment tubes that look like toothpaste tubes; flower patterns on carpet; artificial fruit; or an environment that looks like a hospital rather than a home.*
2. Make cues as honest and accurate as possible. Even when the cue is intended to divert this person from danger, avoid cues that intentionally mislead or confuse this person.

EXAMPLES for #G.2:

- *Use interesting, eye-catching objects to attract this person away from dangerous exit doors rather than dark paint on the floor that looks like a hole in front of the door.*
- *Avoid using mirrors on exit doors that make this person think someone else is coming toward them.*

H. Are there cues that stimulate this person to have the ability, energy, or desire to do something? (For example, notes about activity options, smells of bread baking, or a child's laughter?)

STRATEGIES:

1. Provide information or cues that stimulate this person to have the ability, energy, or desire to do something,

EXAMPLES for #H.1:

- *Realistic wall pictures to trigger conversations.*
 - *Action pictures on walls and in books and magazines, such as a summer scene of a family climbing a hill with a picnic basket or children playing running games in a school yard.*
 - *Interesting objects or smells to stimulate thoughts, ideas, or memories.*
2. Present cues that give this person ideas of what to do.

EXAMPLES for #H.2:

- *Foot stools to sand, objects to sort, chores to do, leaves to rake, laundry to fold.*

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3. Use cues to introduce activities or invite participation.

EXAMPLES for #H.3:

- *A calendar listing events or the smells of bread baking.*

4. Increase comfortable and engaging sounds that entice this person to try something or to interact with someone.

EXAMPLES for #H.4:

- *Use jokes and humor.*
- *Use sweet singing rather than loud raucous singing.*

5. Provide cues that use rhythm to comfort this person or energize and help them to move.

EXAMPLES for #H.5:

- *Use headphones or a device to provide music with a beat they enjoy.*

6. Watch this person for evidence of confusion or fatigue to avoid over stimulation.

7. Maintain a balance of cues that stimulate this person to participate versus to simply watch.

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V. NORMAL

Shelly E. Weaverdyck, Ph.D.

Look for ways to use only objects and spaces that:

- Are familiar and recognizable to this person
- Match this person's history, preferences, expectations, culture
- Are in the normal, expected place for this person

A. Does the room look like a room this person would recognize or expect? (For example, does the bathroom look normal and like this person's bathroom in the past?)

STRATEGIES:

1. Make each room look as normal to this person as possible by modifying its décor, the objects in it, and activities that occur in the room. Assume "normal" means what this person is used to and expects upon entering the room.

EXAMPLES for #A.1:

- *Make this person's bathroom look as normal or as much like their bathroom in the past, as possible.*

2. Make the sounds and smells in the room seem normal to this person.

EXAMPLES for #A.2:

- *For breakfast, fry bacon in the kitchen with its smells and sizzling sounds.*

3. Ensure the expectations of what occurs in this space feel normal to this person.

EXAMPLES for #A.3:

- *If this person is expected to live in this space, then make the space feel like their home and not like a hospital or hotel.*

4. Match the task performed in a room with what would normally occur in that room.

EXAMPLES for #A.4:

- *Comb hair in the bedroom or bathroom.*

5. Use as many of this person's own personal possessions and familiar furniture arrangement in a room, as possible.

B. Do objects look normal? (For example, the bathtub, dishes, toilet?)

STRATEGIES:

1. Use only objects that appear normal to this person, regardless of their size or frequency of use.

EXAMPLES for #B.1:

- *Use only dishes that look like normal dishes.*
- *If a doll or stuffed animal is one of the few things that is calming and comforting to this person or engages this person, because it feels to this person like they are holding a baby or pet cat, offer a doll that looks like a real baby or a stuffed animal that looks like a real cat rather than like a cartoonish toy.*

2. Use objects that look, sound, feel, taste, and smell normal to this person.

EXAMPLES for #B.2:

- *An old-fashioned radio or real plants that are nontoxic.*

3. Use objects that are simple yet normal looking and are appropriate for this person's age.

EXAMPLES for #B.3:

- *Use a real screwdriver rather than a children's toy screwdriver.*
- *Play an adult game in a simplified way rather than a children's game.*

4. Use objects that accommodate challenges this person has, but still look normal rather than "therapeutic" or medical.

EXAMPLES for #B.4:

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- *A bathtub that looks like a normal, recognizable bathtub.*
- *Cupboard and door handles (instead of knobs) that look normal even as they accommodate stiffness or pain in fingers when grasping and turning.*

C. Are tasks performed in the room where that task is normally performed? (For example, hair combed in the bedroom rather than the living room?)

STRATEGIES:

1. Perform only tasks that are appropriate for the room.

EXAMPLES for #C.1:

- *Comb hair in the bedroom rather than the living room.*
 - *Discuss bathroom habits in a private place rather than in a public room.*
2. Ensure other people in the room are also performing only tasks that are appropriate for that room.

D. Are objects in normal, expected places?

STRATEGIES:

1. Place objects where this person might expect them to be, according to what has felt normal to this person for most of their life.

EXAMPLES for #D.1:

- *Place mirrors over sinks or dressers rather than in hallways or on exit doors.*

E. When an object doesn't look normal, is it because it is dangerous or distressing and has been disguised? (For example, does the door lock or an elevator button look like the center of a flower in a picture?)

STRATEGIES:

1. If necessary, disguise objects that are dangerous or upsetting.

EXAMPLES for #E.1:

- *Surround a door lock or an elevator button with a picture and make the lock or button look like the center of a flower in the picture.*

2. Make one object look like a normal different object, when necessary.

EXAMPLES for #E.2:

- *Make an exit door look like a window.*

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VI. HOMEY

Shelly E. Weaverdyck, Ph.D.

Look for ways to create spaces and decor that:

- Feel cozy
- Help this person feel comfortable and relaxed
- Look and feel like home
- Look and feel safe

A. Are all spaces (rooms and smaller areas within rooms) cozy and emotionally comforting? Do all spaces, including the objects, feel safe to this person?

STRATEGIES:

1. Make all spaces convey reassurance, comfort, safety, and that this person belongs here, by modifying décor, objects, sounds, and the activities occurring in the room.
2. Make all spaces look, sound, feel, and smell comforting and relaxing to this person.
3. Become familiar with this person's previous homes that felt comfortable to them, to note in what ways the environment can more closely match this person's vision of their own home. Make the spaces seem as homelike as possible to help reduce their feelings of wanting to go home and to increase their comfort.
4. Use textures.

EXAMPLES for #A.4:

- *Use soft fluffy cushions on couches and warm fluffy towels in the bathroom.*
5. Ensure the people in the environment are dressed in normal, homey clothes, rather than unusual, frightening clothes or uniforms.
 6. Watch and listen to this person to recognize how they feel in a space or with specific objects or people.
 7. Focus especially on rooms where upsetting events or tasks often take place, such as bathing or dressing.

EXAMPLES for #A.7:

- *Make the bathroom particularly soft and warm to foster a homey, luxurious, relaxing bath.*
8. Avoid or change all spaces, rooms, objects or people that seem distressing to this person.
 9. Identify and avoid or change the specific spaces, objects, or people that might remind this person of past or current physical, emotional, or sexual discomfort, pain, or trauma.
 10. As this person's needs and desires change, adapt the coziness of the spaces to the changes.

EXAMPLES for #A.10:

- *Change objects or décor as this person's ability to interpret objects changes. If a dark blue towel becomes frightening to this person as you wrap them in it, replace the towel with a lighter colored towel.*

B. Do all spaces have warm and bright colors?

STRATEGIES:

1. Use warm bright colors in the décor and objects in a room. Focus especially on pillow cushions and accents to avoid drawing unnecessary attention to walls and floors. Brightly colored walls might draw this person's attention and prevent them from noticing more important objects. Brightly colored floors may impede this person's ability to see and walk confidently. Muted floors and walls allow environmental cues to be more obvious.
2. Use this person's preference for color and levels of color intensity. Rooms that have too many bright colors may feel overwhelming.
3. Avoid using too many pale colors (except for walls and floors and background objects) that prevent the environment from giving this person something to see and respond to. Have a variety of colorful objects to draw this person's attention and to boost energy and interest.

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4. Watch this person to see how they respond to various colors and color intensities. Discern how much of their response might be confusion due to the lack of sufficient contrast in the environment, and how much might be to the particular colors used.

C. Are all objects recognizable and comforting?

STRATEGIES:

1. Remove from sight any objects that are not recognized and comforting to this person.
2. Keep favorite objects easily accessible to this person.
3. Remove from sight oddly shaped or unfamiliar objects such as hospital or cleaning equipment.
4. Avoid objects that are seen in shadow or down dark hallways that can be misinterpreted as frightening or menacing.

D. Would everything that is visible normally be in this person's home?

STRATEGIES:

1. Remove from sight objects that would not normally be in this person's home or in a particular room.

EXAMPLES for #D.1:

- *Remove a blood pressure cuff or scale from the living room.*
2. Make all rooms of this person's living space feel and look like rooms in a home.
 3. Use names for the rooms that are typically rooms in homes.

EXAMPLES for #D.3:

- *Use the name "living room" rather than "lounge".*

E. Would all sounds normally be in this person's home? (For example, there is no intercom or public address system, and all bed and chair alarms sound like music or are not audible or visible to this person?)

STRATEGIES:

1. Remove all sounds that would not normally be in this person's home or in a particular room, such as intercoms, piped in music, public address systems, and alarms.
2. When alarms are necessary, use individual silent vibrating pagers or cell phones, rather than audible sounds.
3. When audible alarms are necessary, use tunes as the alarm sounds rather than buzzers.
4. Use calm quiet voices rather than loud shouting voices.
5. Avoid sounds that are usually heard in stressful conditions, such as alarms.

F. Is the temperature warm or cool enough?

STRATEGIES:

1. Respond to this person's needs for warmer or cooler temperatures, even when you feel differently or their needs change and vary.
2. When setting a room or water temperature, accommodate this person's needs to feel warmer or cooler. This person may have an increased dependence on the environmental temperature to feel warm, due to the erratic or reduced ability of their body to regulate its own temperature. They likely will not feel the temperature the same way you do.
3. Note this person's age, and increase the room or water temperature if they seem to need more warmth as they grow older.
4. Monitor the room and water temperature frequently to adjust as necessary. Respond to this person immediately when they seem to switch between saying the water is too hot or too cold. Don't ignore or distrust their requests or comments. Respond by adapting the room or water temperature whenever this person says they feel cold or warm, or switches quickly from feeling too cold to feeling too hot.
5. When this person begins to take their clothes off or refuses to take their clothes off, see if they are feeling too hot or too cold. Offer cooler or warmer clothing.
6. During this person's bath or shower, keep the room very warm, use lots of warm towels in and out of the shower. Uncover only part of their body at a time to reduce exposure to cold temperatures.
7. Provide heating and air conditioning as necessary. Avoid making the room too cool or too warm.

The Environmental Intervention Strategies

VII. LIGHTING

Shelly E. Weaverdyck, Ph.D.

Look for ways to ensure there are no areas where:

- This person has to work hard to see well
- This person's eyes are required to adjust because this person moves from light to dark areas or vice versa
- This person can easily misinterpret shapes and movement

A. Is the lighting bright enough to read and see well?

STRATEGIES:

1. Increase the amount of light to help this person see and read easily and well, to accommodate this person's possible difficulty with the ability to recognize and locate objects, and to accommodate vision changes that occur with normal aging.
2. Make all lighting bright, diffuse, even, and non-glaring, with no shadows or dim areas.
3. When shadows or glare are on the floor, and this person might misinterpret them as wet spots, indentations, or changes in floor heights because of changes in depth perception, slow down and explain that they only appear dangerous, but are actually not as they might seem.
4. Add side lighting to bathroom or bedroom mirrors to remove the shadows on the face in the mirror.
5. Remove the uneven lighting from open doors down hallways to increase safety, so that there are no patches of light and dark on the floor.
6. Adapt immediately to changes in this person's ability to see and to perceive. Monitor this person and the environment frequently to accommodate changes.

B. Are floors, walls, and other surfaces free of all shadows?

STRATEGIES:

1. Increase light or shift lighting sources to remove all shadows from all surfaces, including walls, floors, counters, and surfaces of objects.
2. When shadows are on the floor, and this person might misinterpret them as wet spots, indentations, changes in floor heights, or crawling bugs, because of changes in depth perception, slow down and explain that they only appear dangerous or problematic, but are actually not as they might seem.
3. Add side lighting to bathroom or bedroom mirrors to remove the shadows on the face in the mirror.
4. Remove the uneven lighting from open doors down hallways to increase safety, so that there are no patches of light and dark on the floor.

C. Do all areas of the room have the same amount of light, with the exception of reading lamps?

STRATEGIES:

1. Increase lighting or shift lighting sources to remove any areas of a room that might be darker than other areas, such as, darker areas by windows, in corners, inside cupboards or closets, or down hallways. Areas covered by reading lamps are an exception.
2. Avoid single sources of bright light shining in this person's eyes. Keep reading lamps turned off, unless this person is in that space and needs the lamp to shine on reading material or on an object this person is looking at closely.

D. Are stairways as bright as or brighter than other spaces?

STRATEGIES:

1. Increase the lighting in stairways to match or exceed the amount of light in the rest of the nearby rooms.

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2. Even in stairways that are dangerous or that this person would not want or need to use, keep the lighting bright for safety in case they encounter the stairways.
3. Increase the amount of light in all stairways, including indoor, outdoor, and basement stairs.

E. Are all objects easy to see and recognize? (For example, are there no objects in front of bright windows or down long hallways that look like frightening or confusing shadows and dark shapes?)

STRATEGIES:

1. Increase lighting and remove objects or dark shapes in darker areas that might be frightening or confusing to this person, especially if this person has delusions or hallucinations. Remove objects in front of windows, between this person and a light source, and down long hallways.
2. Watch this person to note any objects they seem to not recognize. Remove or clearly identify the objects for them.
3. Monitor this person carefully for changes in their ability to see and recognize objects.

The Environmental Intervention Strategies

VIII. TEXTURE

Shelly E. Weaverdyck, Ph.D.

Look for ways to use varied textures that:

- Reduce noise
- Reduce glare
- Identify objects
- Are stimulating to touch

A. Do the floors, walls, ceilings, objects, and other surface areas absorb sound?

STRATEGIES:

1. Increase sound absorption throughout the environment. Use carpet, textured wallpaper, wall tapestries, drop textured ceilings, tablecloths, food trays with mats.
2. Focus especially on the bathroom where sound of running water bouncing off highly reflective walls and tub, toilet, and sink surfaces can make it difficult for this person to hear another person's voice, especially if they have a hearing aid or reduced hearing in one or both ears.

EXAMPLES for #A.2:

- *Cover the toilet seat with a soft cloth, hang cloth wall hangings, spread towels on towel racks, and use rubberized flooring.*
3. Watch this person to see if they are able to hear well enough. Add textured items to the environment to improve their hearing.

B. Are objects, the floor, wall pictures, and other surfaces free of glare (that is, they do not reflect too much light)? (Glare can make objects and surfaces look wet or difficult to see.)

STRATEGIES:

1. Prevent and remove glare from objects and surfaces such as floors, tabletops, dishes, magazines, photo albums, wall pictures, signs, and walls. Monitor the surfaces to keep them without glare, that is, the objects and surfaces do not reflect light in a way that impedes vision, or makes the surfaces look wet.
2. Remove glare by covering surfaces with light absorbent cloth, removing wax and shiny substances from the surfaces, and reducing the buffing when cleaning.
3. Watch this person to note if glare is a problem. Remind yourself that people middle aged and older might have a rapidly increasing difficulty with glare.
4. When there is glare, reassure this person that the glare is there but the surface is not wet.

EXAMPLES for #B.4:

- *If they hesitate to enter a kitchen or bathroom that has a shiny floor, tell them the floor is not wet.*
5. Focus especially on the bathroom where light bouncing off highly reflective walls and tub, toilet, and sink surfaces can make it difficult for this person to see and recognize objects, especially if they have difficulty with vision. Cover as many surfaces as possible with soft cloth.
 6. Avoid white surfaces, such as white paper, tables, tablecloths, towels, walls, and shower curtains, since they are especially prone to glare.

C. Are there interesting surfaces or objects to feel?

STRATEGIES:

1. Introduce as many interesting textured surfaces and objects as possible.

EXAMPLES for #C.1:

- *Provide various types of material in clothing, varied textures of foods, and textured walls and objects.*

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2. Keep objects with a variety of textures within easy reach and sight.
3. Focus especially on textured items, if this person has difficulty with hearing and vision, so they get adequate tactile stimulation.
4. Watch this person to note if they are at times hypersensitive to touch. If this person resists being touched, or seems to react when certain parts of their body are touched, then modify the material in their clothes, towels, and sheets to make them softer and feel comfortable to this person. Avoid having too many textured items in their environment. Discern which items this person is most comfortable with and remove those items that feel uncomfortable to this person. The hypersensitivity to touch can be caused by changes in the brain or the body or by a current experience or history of emotional, sexual, or physical discomfort, pain, or trauma.
5. See additional strategies and more detail about touch and pain in the CAIS Cognitive Strategies Sensory J, I, and K sections and Motor G and H sections, and the CAIS Communication Strategies Body Language I section.

D. Are floor areas non-slippery, even when wet?

STRATEGIES:

1. Provide non-slippery floors. Avoid making the floor so non-slippery or rough it becomes dangerous to this person and increases chances of falling.

EXAMPLES for #D.1:

- *Use carpet, rubberized, or textured floor material.*
 - *Commercial products can be installed.*
 - *Use paint mixed with sand or very small pebbles.*
2. Focus especially on the bathroom, kitchen, bathtubs, showers, patios, workshops, and garages.
 3. Avoid using throw rugs since they are easy to trip over and might slide.

E. Are hard surfaces covered to be safer, more interesting, easier to see and identify, and more light and sound absorbent?

STRATEGIES:

1. Cover hard surfaces to be safer, more interesting, easier to see and identify, and more light and sound absorbent.
2. Cover hard surfaces with soft, absorbent, and pretty or interesting cloths.

EXAMPLES for #E.2:

- *Put colorful towels on towel racks and a cloth seat cover on a toilet.*
3. Cover surfaces, such as tables with hard edges or corners, to soften the impact if this person bumps or falls into them.
 4. Use a textured cloth under dinner plates to keep them from moving, especially if this person has trouble using both hands.
 5. Focus especially on the bathroom, where light-reflecting surfaces can be hard to see and recognize. Add a cloth cover that absorbs the light and also helps this person to find the surface location and to identify the surface.
 6. Use curtains over windows and blinds to absorb sound.
 7. Add texture to grab bars and rails so they are more firmly and easily gripped.

The Environmental Intervention Strategies

IX. PRIVACY

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Look for ways to make it easier for this person to:

- Be alone, but able to see and get help or companionship when desired
- Keep personal items away from others, but readily accessible when this person needs or wants them

A. Is there space that belongs only to this person?

STRATEGIES:

1. Preserve this person's modesty and dignity, and reduce distracting stimulation, by providing them with private space. This is important, regardless of the setting, their awareness, or their cognitive abilities.

EXAMPLES for #A.1:

- *Provide them with a bedroom when dressing, a bathroom when bathing, a private space when eating if they are embarrassed by food spills or need to be alone to focus on the task of eating, and a place to retreat to when other spaces are too noisy or confusing.*
 - *Provide a private space and furniture for this person's time with visitors, family, companions, or friends.*
2. Provide a place where others have to ask this person for permission to enter.
 3. Discuss their needs in a private place where others won't hear.
 4. Ensure this person also sees and has access to help and to care partners (caregivers or other assistants) when they are in their private space.
 5. Reduce the number of people in the room to only those necessary for the performance of the task.

B. Do rooms have doors and curtains on windows that prevent other people from seeing in or entering without permission?

STRATEGIES:

1. Ensure all rooms, but in particular this person's private space, have doors and curtains on the windows to prevent other people from seeing in or entering without permission.
2. Provide access to the curtains only from the inside of the room.
3. Close the curtains only when privacy is wanted or needed, so that this person has visual access from outside the room to the inside of the room to see what it offers.
4. Avoid closing the curtains when this person is inside the room unless they want them closed.

C. Are there drawers and cupboards that belong only to this person?

STRATEGIES:

1. Provide this person with drawers and cupboards that are private and accessible only to this person.
2. Ensure that other people must ask permission to look inside the cupboards and drawers.
3. Provide this person with the confidence that no one will remove what is in their drawers or cupboards.

D. Are there objects that belong only to this person?

STRATEGIES:

1. Ensure that this person has their own personal objects, such as clothing, hygiene items, mementos, money, cards, and food.
2. Ensure that this person has a place to keep their objects that will be private.

E. Does this person always have access to their own private space and possessions?

STRATEGIES:

1. Provide a private space that this person has access to whenever they want.

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2. Provide easy access at all times for this person to their own possessions.
3. Avoid the need for this person to ask for access to their space and possessions.
4. Label drawers, cupboards, or the door to the room, and have familiar items visible as needed to help this person recognize their space.
5. Help this person make their space a pleasant place for them to be in.