

The Cognitive Intervention Strategies

V. MOTOR FUNCTIONS

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Look for ways to help this person's body respond to their brain's instructions, by helping their body to be more:

- Healthy
- Strong
- Pain free

A. Is there full strength in every part of this person's body?

STRATEGIES:

1. Ensure this person's medical needs are met and are frequently evaluated and treated.
2. Immediately report any changes in this person's strength to a medical professional.
3. Ensure there is no pain in any part of this person's body at this moment.
4. Encourage this person to exercise regularly.
5. Encourage this person to eat a healthy diet.
6. Ensure this person gets enough rest and sleep to avoid fatigue.
7. Avoid assuming this person's age is reason enough for reduced strength. Continue to encourage using muscles and building strength.
8. Encourage this person to use all parts of their body.
9. Identify and focus on the weaker parts of their body for exercise and strength building.
10. Ensure this person doesn't overuse parts of their body.
11. Reduce the weight and distance of objects this person needs to lift and use.
12. When a task requires more strength than this person seems capable of or feels comfortable with at this moment, provide assistance with task steps or do the challenging task steps for them.
13. Help this person with final task steps when they become fatigued after completing earlier task steps.
14. Monitor changes in this person's strength and modify the task and expectations as appropriate.
15. Adjust task steps and task objects to accommodate changes only in the body part particularly affected.

EXAMPLES for #A.15:

- *Help this person put on their sweater when the task step requires using their weaker arm, but not when they are using their stronger arm.*
16. Remind yourself that this person's strength in any part of their body may fluctuate or be unpredictable at any given moment. If you return a short time later, they may feel stronger.
 17. Watch and listen to this person closely to discern their level of strength in all body parts at this moment. Adjust your communication, the environment, and the task to help them feel stronger or to compensate for the decrease in their strength.

EXAMPLES for #A.17:

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*

B. Are all body parts equal in strength on both sides of this person's body? If No, select each body part that appears to be weak compared to this person's other body parts: Left arm, Left leg, Left hand, Left foot, Right arm, Right leg, Right hand, Right foot.

STRATEGIES:

1. Immediately report to a medical professional any changes in this person's strength in any part of their body.
2. If there is any evidence of weakness on one side of their body seek advice from a medical professional.
3. Ensure this person's medical needs are met and are frequently evaluated and treated. Be alert for evidence of conditions such as stroke, and inform a medical professional.
4. Ensure there is no pain in any part of this person's entire body at this moment, focusing particularly on

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their weaker side.

5. Identify evidence of weakness on one side of their body relative to their other side.

EXAMPLES for #B.5:

- *Notice if one hand grip is weaker than their other compared to what is typical for this person.*
- *Notice if one side of their mouth or face droops.*
- *Notice if they don't move one arm or leg as much as their other.*

6. Focus on the weaker parts of their body for exercise and strength building.
7. Approach this person on their stronger side.
8. Watch this person carefully for evidence of pain, discomfort, or unusual sensitivity to touch anywhere on their body, but in particular on their weaker side.
9. Adapt the way you touch this person to make it more comfortable for them, including:
 - Where to touch. Identify spots where they experience discomfort when touched, and avoid those spots.
 - The amount of pressure. Decrease or increase according to this person's preference.
 - The number of contact points (palm rather than fingers) between their skin and yours. Reduce the number to increase comfort.
 - The amount (number and size of areas) you touch. Note this person's preferences as you touch their skin.
 - The number of times you break contact and reinitiate contact with their skin, that is, how frequently you lift your hand from their skin and retouch them. Reduce the number to increase comfort. Move your hand on their skin rather than lifting it and reconnecting in another spot.
 - See additional strategies and more detail about touch and pain in the CAIS Cognitive Strategies Sensory I, J, and K sections, and Motor G and H sections, and the CAIS Communication Strategies Body Language I section
10. Watch for evidence this person has more difficulty noticing and responding to objects and people on the side of their visual field that is the same as the weaker side of their body. Present objects on the side of their visual field where it is easier for them.
11. Ensure this person gets enough rest and sleep to avoid fatigue.
12. Ensure this person doesn't overuse parts of their body.
13. When a task requires more strength than this person seems capable of or feels comfortable with at this moment, provide assistance with task steps or do the challenging task steps for them.
14. Help this person with final task steps when they become fatigued after completing earlier task steps.
15. Monitor changes in this person's strength and modify the task and expectations as appropriate.
16. Adjust tasks and task objects to accommodate changes on the weaker side of their body.

EXAMPLES for #B.16:

- *Help this person put on their sweater when the task step requires using their weaker arm, but not when they are using their stronger arm.*

17. Remind yourself that this person's strength on either side of their body, but particularly on their weaker side, may fluctuate or be unpredictable at any given moment. If you return a short time later, they may feel stronger.
18. Watch and listen to this person closely to discern their level of strength in all body parts on both sides at this moment. Adjust your communication, the environment, and the task to help them feel stronger or to compensate for the decrease in strength in the weaker part or side of their body.

EXAMPLES for #B.18:

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*

C. Does each body part move immediately and easily? If No, select each body part that appears to be less easily moved compared to this person's other body parts: Mouth, Left arm, Left leg, Left hand, Left foot, Right arm, Right leg, Right hand, Right foot. **STRATEGIES:**

1. Monitor this person closely for evidence of any changes in their ability to move each body part immediately and easily.
2. Monitor each body part of this person closely for evidence of any changes in how immediately and easily it

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can be moved by someone else.

3. Look for reasons for changes in a body part's ability to be moved. Examine evidence that this person's brain has difficulty telling their body part to move when this person tries to move it themselves, versus their body part has pain or physical difficulty when this person or someone else tries to move it.

EXAMPLES for #C.3:

- *Look to see if this person winces when you try to move their arm.*
- *Check for rigidity in this person's joints.*

4. Respond to changes by:
 - Alerting a medical professional.
 - Modifying the task immediately.
 - Helping them immediately with the parts of a task that require use of their weaker body part.
 - Reducing your help as a body part grows stronger.
5. Tell this person which part of their body you would like this person to move.
6. Touch their body part as you ask them to move it. Watch this person to ensure they are comfortable with your touch.
7. Help this person move by:
 - Moving your hand on the body part and its joint.
 - Warming the joint with your hands or a warm washcloth.
 - Supporting from underneath the entire joint while lifting it gently.
 - Asking them to move a body part while they are relaxing in warm bath water.
8. Begin moving this person's body part to help get them started.
9. Move this person's body part for them without drawing attention to it.
10. Ensure there is no pain in any part of this person's body at this moment.
11. Encourage this person to exercise each part of their body regularly.
12. Ensure this person gets enough rest and sleep to avoid fatigue.
13. Remind yourself that this person's ability to move any part of their body may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to move it more easily.
14. Remind yourself that this reduced ability to move a body part is most likely due to changes in this person's brain affecting their brain's ability to tell their body to move or how to move, or their body's ability to follow the brain's instructions. It could also be due to pain, physical weakness or rigidity, particularly in their joints. It may be a body part is contracted due to a medical condition or a reflex that is hard to intentionally modify. It is rarely due to this person's desire or intention. The comment, "She can move it when she wants to." is usually false and a misinterpretation of this person's abilities or desires. Be compassionate, patient, and tolerant.

D. Does each body part have sufficient range of motion? If No, select each body part that appears to have less range of motion compared to this person's other body parts: Left arm, Left leg, Right arm, Right leg.

STRATEGIES:

1. Seek medical advice to discern how to help this person exercise properly, to access appropriate therapy, and to learn how to adapt to this person's needs at this time.
2. Immediately report to a medical professional any changes in this person's range of motion.
3. Ensure there is no pain in any part of this person's body at this moment, particularly as their joints, arms, and legs are moving.
4. Monitor changes in this person's range of motion and modify the task and expectations as appropriate.

EXAMPLES for #D.4:

- *Hold an object close to this person so they don't have to reach for it.*

5. Assist this person or do parts of a task for them that require more range of motion than they seem comfortable with at this moment.

EXAMPLES for #D.5:

- *Lift this person's leg and support the leg under the knee while lifting their foot, rather than asking them to lift their foot to put on a sock.*

6. Adjust the task and task objects to accommodate changes only in the body part particularly affected.

EXAMPLES for #D.6:

- *Replace shirts that come on over the head with button down shirts that can be put on*

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without this person lifting their arm.

- *Replace faucets and knobs on cupboards that require fingers to turn or grip, with long-handled faucets or handles and rungs on cupboards that can be simply pulled.*
7. Ensure this person gets enough rest and sleep to avoid fatigue.
 8. Remind yourself that this person's range of motion in any part of their body may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to move a body part farther.
 9. Watch this person closely to discern their range of motion in all body parts at this moment. Adjust your communication, the environment, and the task to help them move parts of their body farther or to compensate for the decrease in their range of motion.

EXAMPLES for #D.9:

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*

E. Does this person easily coordinate movements of various body parts? If No, select each body part that appears to be less coordinated compared to their other body parts: Mouth, Left arm, Left leg, Left hand, Left foot, Right arm, Right leg, Right hand, Right foot.

STRATEGIES:

1. If this person seems to have difficulty coordinating movements of their body parts, such as difficulty in walking, or their walking looks uncoordinated or unbalanced, seek medical advice to ensure proper diagnosis and treatment.
2. Encourage this person to slow down during the performance of a task.

EXAMPLES for #E.2:

- *If this person is having difficulty putting on gloves, suggest they do the task more slowly.*
3. Gently begin moving a body part to get this person started on the action.
 4. Slightly distract this person so they aren't focusing on the movement of their body.
 5. Break the movements down into smaller steps.

EXAMPLES for #E.5:

- *When this person is putting on a shirt, ask them to move each body part one at a time, such as hold the shirt in their right hand, then reach for the sleeve hole with their left hand. Touch each body part as you talk about each step, if they are comfortable with your touch.*
6. Ensure there is no pain in any part of this person's body at this moment.
 7. Ensure this person gets enough rest and sleep to avoid fatigue.
 8. Remind yourself that this reduced ability to coordinate movements of body parts is most likely due to changes in this person's brain, affecting their brain's ability to time the movement of their individual body parts, or to tell each of their body parts how to move, or their body's ability to follow the brain's instructions. It could also be due to pain, physical weakness, or rigidity. It is rarely due to this person's desire or intention.

F. Does this person walk 15 feet easily?

STRATEGIES:

1. Inform a medical professional of this person's difficulty in walking long distances to ensure proper medical evaluation and treatment.
2. Ensure there is no pain when this person is walking at this moment.
3. Encourage this person to exercise and walk regularly.
4. When this person has difficulty performing a task, note whether they are tired from walking a long distance to get to the place where the task is performed.
5. Ensure this person gets enough rest before, during, and after the walk to avoid fatigue.
6. Reduce the need to walk long distances by having objects and other people close by or by offering activities close to rooms this person may need or want, such as a restroom.
7. Have chairs along the way and at the entrance to buildings to offer a chance to stop and rest as needed.
8. Encourage this person to use a cane, walker, or wheelchair when necessary.

G. Is each body part free of pain when it moves? If No, select each body part that appears to be in more pain compared to this person's other body parts: Mouth, Left arm, Left leg, Left hand, Left foot, Right arm, Right leg, Right hand, Right foot.

STRATEGIES:

1. Take this person seriously when they say or indicate they are in pain, even if they are very confused. Assume they are in pain.
2. Assure this person you are taking their pain seriously.
3. Seek medical advice to diagnose and treat the pain.
4. Immediately report to a medical professional any changes in this person's level of pain.
5. Watch this person's face and body constantly and listen to what they say to recognize evidence of their level of pain or their level of discomfort with touch and movement at this moment.
6. Notice if this person seems to be verbally or nonverbally reacting in a startled or exaggerated way to events, touch, certain people, or words they hear, as a possible indication of pain. Remind yourself this person has reasons for acting in this way, which might include a current experience or history of emotional, sexual, or physical discomfort, pain, or trauma. Take this person's feelings and behavior seriously and respond immediately by stopping the movement or touch. Show this person kindness and calm patience.
7. Remind yourself that this person's pain may fluctuate or be unpredictable at any given moment.
8. Look at this person's diagnoses and physical health to see if there is an existing condition that might cause pain, such as arthritis.
9. Ask a medical professional how to help this person exercise properly.
10. Encourage this person to exercise regularly in a way that protects the body part in pain during movement.
11. When this person indicates verbally or nonverbally that they are in pain when moving, stop the movement immediately.
12. Avoid or prevent movement that triggers pain.

EXAMPLES for #G.12:

- *If it hurts to turn their head, then stand in a position where they don't need to turn their head to see you.*
13. Ask this person to move their body part themselves, so they can move it in a way that is most comfortable for them.
 14. Give this person plenty of time to prepare physically and emotionally for the movement and then to make the movement. Avoid pressuring them to start or to move quickly. Converse a while first, particularly if they are just waking up or have been in one position for a period of time.
 15. Ask this person or alert them ahead of time when you are planning to move their body part for them.
 16. Touch and move your hand on the body part before trying to move it.
 17. Touch and move your hand firmly but gently with the palm of your hand on the body part and joint to be moved before it is moved by either you or this person, since their body part might be stiff or uncomfortable. Begin away from their joint or painful area, and move your hand toward their joint and painful area.
 18. Use warm water or warm, damp washcloths draped on their body part and joint to reduce discomfort.
 19. Gently support from underneath their entire body part and nearby joints when this person or you move the body part. Avoid lifting their body part from on top with your hand.

EXAMPLES for #G.19:

- *Support their entire body part or joint on your arm from underneath.*
20. Minimize the number of starts and stops during the movement. Make the movement as smooth and uninterrupted as possible.
 21. Maintain eye contact throughout the move. Direct their gaze to the movement when necessary, or talk about something else to distract them.
 22. Adjust the task and task objects to accommodate changes only in the body part that is in pain.

EXAMPLES for #G.22:

- *Replace shirts that come on over the head with button down shirts that can be put on without this person lifting their arm.*
 - *Replace faucets and knobs on cupboards that require fingers to turn or grip, with long-handled faucets or handles and rungs that can be pulled.*
23. Help this person recognize when they are in pain, where the pain is, what kind it is, and how severe it is.

EXAMPLES for #G.23:

- *Ask questions to focus their attention on their body and its pain.*

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- *Gently probe, since this person may not know they are in pain, where the pain is, or may say the pain is in their abdomen when their hip is fractured.*
24. Help this person say spontaneously when they are in pain, or when they are asked if they are in pain.
EXAMPLES for #G.24:
- *Invite them frequently to let you know if what you or they are doing hurts.*
 - *Ask them how they are doing as their body part moves.*
25. Modify how you assess for pain to fit this person's ability to understand and express themselves in words.
EXAMPLES for #G.25:
- *Touch their arm when assessing for pain, rather than simply asking if their arm hurts. Watch this person to make sure they are comfortable with your touch.*
 - *Use words they understand to mean pain, such as "hurt", "sore", "not doing well".*
 - *Be alert to differences in words they use for pain in the muscle, joint, bone, skin, abdomen, or head. This person may say "no" when asked if they are in pain if they have a headache or abdominal discomfort.*
 - *Be alert to chronic pain. This person may be so used to their pain, they may not notice it until it changes in level of intensity (either gets better or worse).*
 - *Show pictures of facial expressions if they are unable to speak.*
26. Watch this person and listen to this person to recognize evidence of pain or discomfort when you touch or move a part of their body.
EXAMPLES for #G.26:
- *Watch their facial expression. Notice if they frown or their eyes widen, dart, blink, or close.*
 - *Watch for a stiffening of any part of their body or clenching of their teeth.*
 - *Notice if they go very still or stare at you or avoid eye contact.*
 - *Notice if they show a startled or seemingly exaggerated response.*
 - *Listen for words that indicate possible pain or discomfort.*
 - *Listen for changes in pitch or volume of sounds they make.*
 - *Assess for pain if this person seems to ask for help repeatedly even when you think you've addressed the need they have identified.*
27. When this person engages in behavior that is distressing, discern whether or not pain or discomfort is a trigger for their behavior or is affecting their behavior.
28. Ensure this person gets enough rest and sleep to avoid fatigue.
29. See additional strategies and more detail about touch and pain in the CAIS Cognitive Strategies Sensory I, J, and K sections, and Motor H section, and the CAIS Communication Strategies Body Language I section

H. Is each body part free of pain when it is not moving? If No, select each body part that appears to be in more pain compared to this person's other body parts: Mouth, Left arm, Left leg, Left hand, Left foot, Right arm, Right leg, Right hand, Right foot.

STRATEGIES:

1. Take this person seriously when they say or indicate they are in pain, even if they are very confused. Assume they are in pain.
2. Assure this person you are taking their pain seriously.
3. Remind yourself that this person's pain may fluctuate or be unpredictable at any given moment.
4. Seek medical advice to diagnose and treat the pain.
5. Treat the pain with appropriate medication and careful attention to ways in which you position this person's body, help this person move, and help this person with tasks.
6. Avoid under treating for pain. Give enough appropriate medication for it to be effective.
7. Immediately report to a medical professional any changes in this person's level of pain.
8. Help this person recognize when they are in pain, where the pain is, what kind it is, and how severe it is.

EXAMPLES for #H.8:

- *Ask questions to focus their attention on their body and its pain.*
9. Help this person say spontaneously when they are in pain, or when they are asked if they are in pain.

EXAMPLES for #H.9:

- *Invite them frequently to let you know if what you or they are doing hurts.*

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- *Ask them how they are doing as you engage in a task with them.*
 - *Ask specific questions about specific body parts when asking about pain.*
 - *Give examples when asking about pain, such as “Does your arm hurt when I lift it up like this?”*
10. Modify how you assess for pain to fit this person’s ability to understand and express themselves in words.
- EXAMPLES for #H.10:**
- *Touch or gently move their arm when assessing for pain, rather than simply asking if their arm hurts. Watch this person to make sure they are comfortable with your touch.*
 - *Use words they understand to mean pain, such as “hurt”, “sore”, “not doing well”.*
 - *Be alert to differences in words they use for pain in the muscle, joint, bone, skin, abdomen, or head. This person may say “no” when asked if they are in pain if they have a headache or abdominal discomfort.*
 - *Show pictures of facial expressions if words are difficult.*
11. Use both verbal and nonverbal methods of assessing for pain.
- Remind yourself that this person may say “no” when they mean “yes”.
 - Watch their eyes, facial expressions and body reactions to questions about pain or to touch and movements of body parts.
 - Listen for changes in words.
 - Listen for changes in volume, pitch, and pacing of sounds.
12. Notice if this person seems to be verbally or nonverbally reacting in a startled or exaggerated way to touch, events, certain people, or words they hear, as a possible indication of pain. Remind yourself this person has reasons for acting in this way, which might include a current experience or history of emotional, sexual, or physical discomfort, pain, or trauma. Take this person’s feelings and behavior seriously and respond immediately by stopping the movement or touch. Show this person kindness and calm patience.
13. When this person engages in behavior that is distressing, discern whether or not pain or discomfort is a trigger for their behavior or is affecting their behavior.
14. Remind yourself that this person may not know about their pain.
- They may not know they are in pain.
 - They may think the pain is some other need, such as needing to use the bathroom or hunger.
 - They may not know where their pain is. They may think the pain is in a different part of their body. They may say they have stomach pain when they actually have hip pain.
 - If the pain is chronic, they may be so used to it they say “no” when asked if they hurt. They may not notice the pain until it changes in level of intensity (either gets better or worse).
 - They may have various words for pain, such as “hurt”, “sore”, “acting up”.
 - They may also have various definitions of “pain” ranging from a skin pain from a scratch, to muscle pain, joint pain, abdominal pain, back pain, cramps, or headache.
 - Their reply of “no” to a question about pain may refer to only one kind of pain, even though they have another kind.
15. Assess for pain when this person:
- Holds or frequently mentions a particular body part.
 - Favors or protects a body part.
 - Holds an unusual body posture.
 - Asks for help.
 - Moans or whimpers.
 - Calls out frequently.
 - Grabs people’s arms or hands.
 - Stays in one position for a long time.
 - Says words that suggest they are in pain or discomfort.
 - Startles easily or reacts in a seemingly exaggerated way to touch or visual stimuli.
16. Watch this person’s face and body constantly to recognize evidence of their level of pain or discomfort at this time. Look for stiffening, clenching of teeth, jerking, withdrawal, going very still, a frown, wince, shifting eye gaze with eyes darting, blinking, widening, or closing.
17. Listen to this person’s words and sounds. Note topics they mention or focus on. Be alert to references to pain or discomfort in themselves or others or in general.
18. Look at this person’s diagnoses and physical health to see if there is an existing condition that might cause pain, such as arthritis.

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19. Ensure this person gets enough rest and sleep to avoid fatigue.
20. Encourage this person to shift body positions, walk, and exercise appropriately to reduce stiffness.
21. Ask a medical professional how to help this person exercise properly.
22. Watch and listen to this person closely to discern their level of pain in all their body parts on both sides at this moment. Adjust your communication, the environment, and the task to help them be pain free.

EXAMPLES for #H.22:

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*
23. Remind yourself that pain is most likely due to changes in this person's body or changes in their brain affecting their brain's ability to recognize and prevent pain. It may be a body part is affected by a medical condition or medication, or this person's current experience or history of emotional, sexual, or physical discomfort, pain, or trauma. It is rarely due to this person's desire or intention. The comment, "She just wants attention." is usually false and a misinterpretation of this person's abilities or desires. This person may be asking for attention because they need it; they may need help. Be compassionate, patient, tolerant, and energetic in your efforts to treat this person's pain.
 24. See additional strategies and more detail about touch and pain in the CAIS Cognitive Strategies Sensory I, J, and K sections, and Motor G section, and the CAIS Communication Strategies Body Language I section