

# The Cognitive Intervention Strategies

## II. COMPREHENSION/PERCEPTION

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**Look for ways to help this person recognize and understand information received through the senses, by helping them to more easily:**

- Understand what they see and hear
- Recognize where an object or sound is in space

[For perception of touch and other information received through the senses, please see the “CAIS Cognitive Intervention Strategies I Sensory Functions”]

### A. Does this person know what an object is when they see it?

#### STRATEGIES:

1. Make sure an object looks familiar and normal to this person.
2. Remind yourself that this person may know what an object is, but may have difficulty naming it, difficulty knowing what it is used for, or difficulty knowing how to use it. Watch this person carefully to discern how well this person can do each of these.
3. Ensure this person can easily see the complete object. Adjust conditions to help this person.

#### EXAMPLES for #A.3:

- *Adjust the lighting.*
  - *Make sure there is no confusing pattern behind or surrounding the object.*
  - *Make sure the object is highlighted.*
  - *Make sure this person’s attention is drawn to the correct object.*
  - *Make sure this person’s attention is drawn to the complete object.*
4. If this person doesn’t seem to recognize an object, say what it is and what you and they will do with it.
  5. Encourage this person to hold and manipulate an object to better understand what it is.
  6. Label objects.

#### EXAMPLES for #A.6:

- *Put signs on objects.*
  - *Put signs on drawers and cupboards.*
  - *Have a menu that lists the food items served that day.*
7. If this person has difficulty recognizing faces or people:
    - Identify yourself and other people when approaching.
    - Reduce the number of new people they see.
    - Strive for consistency in whom they see and how these people appear.
    - Avoid dramatic changes in clothing or hairstyles.
    - Wear a name tag that looks stylish and personal, yet clearly legible.
    - Give this person time to get oriented to people they encounter.
    - Be discreet and casually include information in the conversation when orienting this person so they don’t feel embarrassed or incompetent.
    - Introduce topics, words, and ways of speaking that are familiar to this person and can be identified with you and your relationship with them.

#### EXAMPLES for #A.7:

- *Before asking this person to come with you for a shower, have a pleasant visit with them with relaxing familiar topics until they can feel familiar and comfortable with you.*
  - *Avoid embarrassment by saying “Oh look who’s here! It’s Michael!” rather than “Oh look who’s here! You remember him, right?”*
8. If this person thinks you are someone else, identify yourself frequently and try to look different from the person they have confused you with.

#### EXAMPLES for #A.8:

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- *If you are this person's child but look like their spouse, try to change your appearance or wear clothing or a hairstyle that their spouse would be unlikely to wear.*
9. Remind yourself that this person's ability to recognize objects and people may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to recognize the object or person more easily.
  10. Watch this person closely to discern how well they recognize an object, you, or other people at this moment. Adjust your communication, the environment, and the task to help them recognize objects and people more easily and to compensate for their reduced ability.

### **EXAMPLES for #A.10:**

- *Watch this person's facial expressions, listen to what they say, and note their responses.*
  - *Note how they hold or manipulate an object.*
  - *Note how they respond to other people.*
  - *Identify the object or people they encounter, in a way that preserves this person's dignity.*
  - *Present the object or people in a space this person might expect to see them.*
  - *Perform tasks with this object or people that might feel familiar and that this person might identify with the object or people.*
  - *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*
11. Remind yourself that this reduced ability to recognize objects and people is most likely due to changes in this person's eyes or their brain's ability to recognize what they see. It is rarely due to this person's desire or intention. The comment "She sees what she wants to see." or "He knows what it is when he wants to." is usually false and a misinterpretation of this person's abilities or desires. Be alert for subtle or momentary changes in this person's fatigue level or physical condition or in environmental conditions that you may not notice easily, but which could affect this person's ability to recognize an object or people at a given moment. Be compassionate, patient, and tolerant.

## **B. Does this person recognize various colors?**

### **STRATEGIES:**

1. Avoid using colors that this person does not recognize for clothing, for cues, or to highlight objects.
2. Monitor changes in this person's ability to recognize colors. Note that this person may know what a color is, but have difficulty naming it.
3. Increase the difference between colors when using them for cues or to highlight objects.

### **EXAMPLES for #B.3:**

- *When highlighting the edge of a step, use a color on the edge that is different from the rest of the step, rather than using the same color with different light-dark intensity.*

## **C. Can this person read?**

### **STRATEGIES:**

1. Monitor changes in this person's ability to read words and letters in pieces of information such as notes, magazines, newspapers, signs, labels. Remind yourself that this person may be able to read one piece of information, such as a newspaper, but not another, such as a note.
2. Remind yourself that this person may be able to read silently but not aloud, or vice versa.
3. Accommodate any alteration or difficulty with this person's vision.

### **EXAMPLES FOR #C.3:**

- *Increase the size of the letters if this person has difficulty seeing them.*
  - *Increase lighting if this person has a need for more lighting, including an age-related need for more light as they grow older.*
4. Create environmental conditions that enhance this person's ability to read.

### **EXAMPLES FOR #C.4:**

- *Increase lighting and reduce noise to allow for better attention, focus, and concentration.*
5. Remind yourself that this person's ability to read may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to read more easily.

## **D. Does this person understand what they read? (For example, their own name or**

**instructions that they read silently?)**

**STRATEGIES:**

1. Present information aloud when this person does not understand what they read silently. Encourage this person to read aloud or have someone else read it aloud for them, so they can hear the words. Read aloud all important information such as a note of instructions.
2. Remind yourself that this person may be able to read something aloud, but not understand what they read. Discuss with them what they read to discern if they understood it.
3. Watch this person to see if they recognize that what they read applies to them, to a particular moment, and that they are expected to take action regarding what they read.

**EXAMPLES FOR #D.3:**

- *After they read a note that suggests they put the cup in the sink, watch to see if they do put the cup in the sink, indicating that they understand that the note is expected to result in their action at this moment.*
  - *If the note says to take a medication on Tuesday, watch to see if they take the medication on the correct day (whether or not they received the note on that day).*
4. When writing a note, use as few words as necessary, use short and familiar words, and make the content of the note as concrete as possible.

**EXAMPLES FOR #D.4:**

- *Instead of writing "I will see you tomorrow. You will be fine until then." write "I will come to your room tomorrow at 2:00 pm. I love you. Your daughter, Angelica."*
  - *Instead of "Relax, I'll clean up next time I come to see you." write "Please leave the dishes on the table. I will wash them."*
5. Remind yourself that this person's ability to understand what they read may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to understand more easily.
  6. Create environmental conditions that enhance their ability to understand what they read.

**EXAMPLES FOR #D.6:**

- *Reduce noise to allow for better attention, focus, and concentration.*
7. Watch this person closely to discern how well they understand what they read at this moment. Adjust your communication, the environment, and the task to help them understand what they read more easily or to compensate for their reduced ability.

**EXAMPLES FOR #D.7:**

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

**E. Does this person recognize photos or realistic drawings? (For example, of objects or of familiar people?)**

**STRATEGIES:**

1. Monitor changes in this person's ability to relate two-dimensional pictures with three-dimensional objects. Watch carefully to notice when picture cues no longer seem effective.
2. When this person no longer recognizes what is in pictures, avoid using pictures as cues to give information or to stimulate conversation, such as signs on doors or photo albums.
3. Use photos of people rather than drawings.
4. Use solid color pictures rather than penciled black and white sketches.
5. Use solid, three-dimensional cues when pictures no longer adequately communicate information.

**EXAMPLES FOR #E.5:**

- *When this person is unable to find their bedroom or bathroom, keep the door to their bedroom or bathroom open, rather than posting a picture of a bed or toilet on the door as a cue.*
6. Label photos when they no longer recognize the people in them.
  7. When this person does not recognize themselves in a photo, remind yourself that they may be thinking of themselves at a different age from the one in the photo.

**EXAMPLES FOR #E.7:**

- *A photo of this person at 30 years old may be a more effective cue for the bedroom than a photo of them at their current age.*

**F. Does this person recognize gestures?**

**STRATEGIES:**

1. Avoid gesturing when a person does not recognize the meaning of the gesture.
2. When this person has difficulty seeing exactly where objects are in space, use small gestures, and use gestures only when necessary.

**EXAMPLES FOR #F.2:**

- *In order to reduce this person's fatigue, point with only your finger and forearm, rather than your entire arm, to avoid requiring them to follow the larger movement of your arm or hand.*

3. Keep gestures simple and familiar.

**EXAMPLES FOR #F.3:**

- *Use a gesture to say "come with me", but avoid a gesture that illustrates the multiple steps necessary to fold a bath towel.*

4. Make the gesture large enough to capture this person's attention and to be easily seen.
5. Ensure the gesture is not in front of patterned clothes or a busy scene in a room.
6. Ensure that any clothing covering the gesturing arm stands out from the visual area behind the arm.

**EXAMPLES FOR #F.6:**

- *Avoid wearing a long white sleeve when gesturing where to put their hand on a white sheet.*

**G. Does this person recognize what a word means when they hear it?**

**STRATEGIES:**

1. Ensure this person has actually heard each word. Watch this person's face and listen to what they say to discern if they heard and understood each key word correctly.

**EXAMPLES for #G.1:**

- *This person may not clearly hear every word you say or may misinterpret a word.*
- *The ability to hear clearly and to understand is often affected by background noise, including subtle and momentary conditions you may not easily notice, such as a car driving by, a door closing, a phone ringing, or a hand held in front of the speaker's mouth.*

2. Help this person clearly hear and understand you by reducing background noise and getting their attention before saying words.
3. Make sure words are familiar and normal to this person.
4. Use words in their first language.
5. If this person doesn't seem to recognize a word, use a different word.
6. Show this person the object a word is describing or referring to.
7. Avoid using words as cues on signs or in your conversations with this person, when they don't recognize the key words.
8. Reduce reliance on words to interact with this person.

**EXAMPLES FOR #G.8:**

- *Use nonverbal gestures and fewer words when inviting them to lunch.*

9. Use activities with this person rather than conversations.

**EXAMPLES FOR #G.9:**

- *When visiting, knit or wind yarn or look at photos together, rather than talk about the grandchildren.*

10. Obtain a professional evaluation of this person's language skills and recommendations for helpful strategies.
11. Remind yourself that this person may be able to repeat aloud a word or sentence they heard, but not understand what they heard or said. Discuss with them what they heard to discern whether they understood it.
12. Remind yourself that this person may be able to understand words more easily than produce words. Avoid underestimating their ability to understand what you are saying based on their ability to speak meaningful words. Watch this person and listen to what they say to discern how much they understand at a given moment.

**EXAMPLES for #G.12:**

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- *Avoid speaking in front of this person as though they aren't there. Assume they can hear and understand you.*
  - *Avoid speaking in a softer voice with the assumption this person can't hear or understand you. Assume they can hear and understand you.*
13. Remind yourself that this person's ability to recognize words may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to recognize words more easily.
  14. Watch this person closely to discern how well they are recognizing words at this moment. Adjust your communication, the environment, and the task to help them recognize words more easily or to compensate for the decrease in comprehension.

### **EXAMPLES FOR #G.14:**

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*
15. Remind yourself that this reduced ability to recognize words is most likely due to changes in this person's brain's ability to understand language. It is rarely due to this person's desire or intention. Be compassionate, patient, and tolerant.

## **H. Does this person recognize that a body part is theirs when they see it?**

### **STRATEGIES:**

1. Remind yourself that this person may not respond to a request because they don't recognize a part of their body as belonging to them.

### **EXAMPLES FOR #H.1:**

- *If they don't respond when asked to lift their arm while dressing, try to discern if they know where their arm is and that it is theirs.*
2. If, when this person doesn't see their body part, they have difficulty recognizing where that body part is in space, moving it, or knowing whether it is their own, then make sure this person can easily see that body part.
  3. Tell this person that the body part is theirs; then ask them to move it.
  4. Call their attention to their body part by touching it (if they are comfortable with your touch), by moving your finger in front of their eye and drawing their gaze to the body part, or by partially moving the body part yourself.
  5. If recognizing the body part as theirs is too tiring for them, then simply move the body part yourself, without drawing attention to it.
  6. Remind yourself that this person's ability to recognize a body part as their own may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to more easily recognize a body part as their own.
  7. Remind yourself that this reduced ability to recognize a body part as their own is most likely due to changes in this person's brain. It is rarely due to this person's desire or intention. Be compassionate, patient, and tolerant.

## **I. Does this person easily notice objects in all parts of their visual field? If No, select the areas of most difficulty: Upper left; Lower left; Upper right; Lower right.**

### **STRATEGIES:**

1. Discern in which parts of this person's visual field they have more difficulty noticing objects and people. That is, identify the spots in the environment where, if this person stares straight ahead without moving their head, they don't see or notice objects and people as easily, quickly, and accurately.
2. Discern which part of this person's visual field is optimal. That is, identify the spot in the environment where, if this person stares straight ahead without moving their head, they see objects and people most easily, quickly, and accurately.
3. Position any object you want this person to see, in the optimal part of their visual field.

### **EXAMPLES FOR #I.3:**

- *Avoid holding the object too far away, too close, too high, too low, too far to the left, or too far to the right.*
- *Avoid holding a glass of water too close to their chest, since when they look down they may not notice it.*
- *Avoid commenting on stains on the front of their shirt since they may not notice the shirt*

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*when looking down.*

- *Put their plate of food on the dining table in the optimal part of their visual field so they can more easily see their own plate, and recognize which plate belongs to them versus someone they are sitting next to.*
4. Approach this person on the side or part of their visual field that is optimal.
  5. Position your body, particularly face, hands, and arms in the part of their visual field that is optimal.

### **EXAMPLES FOR #I.5:**

- *Avoid positioning your own body parts too far away, too close, too high, too low, too far to the left, or too far to the right.*
6. Ensure there is enough light to easily see you and any object.
  7. Reduce excess clutter in the environment.
  8. Ensure the area surrounding you and any object contrasts with you and the object so you and the object are more easily seen.

### **EXAMPLES FOR #I.8:**

- *Make sure the pill is lighter or darker than the spoon which holds it.*
  - *Make sure the washcloth is lighter or darker than the bathtub or sink behind it.*
  - *Make sure your clothing stands out from the visual area behind it. Avoid wearing a long white sleeve when gesturing where to put their hand on a white sheet.*
9. Ensure the area surrounding you or the object is not confusing or patterned, causing you or the object to be camouflaged or lost in the background.

### **EXAMPLES FOR #I.9:**

- *Avoid wearing a highly patterned shirt that might be hard to distinguish from the busy environment behind you.*
10. Allow enough time for this person to shift attention to you and to an object, and to focus on you or the object.
  11. When you or an object moves, watch this person's eyes and move slowly enough to ensure their eyes are following you or the object.
  12. Avoid moving yourself and your body parts or an object more often than is necessary.
  13. Move yourself, your body parts, or an object as short a distance as possible.

### **EXAMPLES FOR #I.13:**

- *Make it possible for this person to move their eyes without moving their head, as their eyes follow you or the object.*
14. Use small gestures and use gestures only when necessary.

### **EXAMPLES FOR #I.14:**

- *In order to reduce this person's fatigue, avoid requiring them to follow the movement of your arm or hand. Make any gesture only large enough to capture this person's attention and to be easily seen.*
15. Remind yourself that this person's ability to notice objects and people in a particular part of their visual field may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to notice the object or person in that spot more easily.
  16. Watch this person closely to discern how well they are noticing objects, you, or other people in a particular part of their visual field at this moment. Adjust your communication, the environment, and the task to help them notice objects and people more easily or to compensate for their reduced ability.

### **EXAMPLES FOR #I.16:**

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*
17. Remind yourself that this reduced ability to notice objects and people in a particular part of their visual field is most likely due to changes in this person's eyes or their brain's ability to recognize what they see. It is rarely due to this person's desire or intention. The comment "She sees what she wants to see." or "He sees when he wants to see." is usually false and a misinterpretation of this person's abilities or desires. Be alert for subtle and momentary conditions, such as a turn of your head that you may not notice easily, but which could affect this person's ability to see and recognize you or an object at a given moment. Be compassionate, patient, and tolerant.

## **J. Does this person accurately recognize how far away from them an object is?**

**STRATEGIES:**

1. Remind yourself that this person's ability to accurately locate a person or an object in space may vary across different parts of their visual field. Identify which part of this person's visual field is optimal for locating objects and people easily, quickly, and accurately. That is, identify the spot in the environment where, if this person stares straight ahead without moving their head, they see or notice objects and people the most easily, quickly, and accurately. This may be directly in front of their eyes.
2. When approaching or presenting an object for this person to see, position your body, particularly your face, hands, and arms or the object in the optimal part of this person's visual field.

**EXAMPLES FOR #J.2:**

- *Avoid holding an object too far away, too close, too high, too low, too far to the left, or too far to the right.*
  - *Presenting your face or an object at eye level with this person may be most effective.*
  - *Put their plate of food on the dining table in the optimal part of their visual field so they can more easily see their own plate, and recognize which plate belongs to them versus someone they are sitting next to. Bring their eye gaze back to their own plate when their gaze wanders away and they notice their neighbor's plate instead of their own.*
3. When approaching this person, move slowly to allow them time to figure out the changes in your location as you move. Watch their face to see evidence that you are moving too quickly. Avoid looking like you are rushing toward them.
  4. When moving a body part, such as your arm to touch this person, move it slowly to reduce the chances the movement will be seen as aggressive because it looks like it is moving toward them more quickly than it really is, and is misinterpreted as an intention to hit them.

**EXAMPLES FOR #J.4:**

- *When helping with eating, move the spoon slowly to their mouth to avoid their head backing up to better recognize the speed with which the spoon is approaching.*
5. When moving an object or your body or body part, such as your arm to gesture or to hand this person something, move it slowly to reduce the chances the movement will be seen as being located somewhere else, or that you are handing something to someone else nearby.

**EXAMPLES FOR #J.5:**

- *When reaching to touch their shoulder, move slowly so they can more easily calculate where your hand is going, and avoid thinking your hand is aiming for their face instead.*
  - *Move slowly in ways that convey reassurance rather than aggression.*
  - *Say this person's name so they know you are handing something to them rather than to someone sitting next to them.*
6. When helping this person with a task, organize the task so that most of your movements are out of this person's sight. This will reduce the amount of visual processing and fatigue for this person.
  7. During tasks that require much visual processing, allow time to rest before, during, and after the task. Respond gently to the irritability that might accompany the fatigue such tasks often cause.
  8. Place objects close enough to this person to reduce the need to calculate long distances.

**EXAMPLES FOR #J.8:**

- *Place the glass of water to the side of their plate, rather than beyond it, to reduce the chances they will put the glass down on the edge of the plate, rather than just beyond it.*
  - *Place this person's bathrobe on a chair beside the bed, rather than on a hook on the wall across the room.*
9. Reduce the number of objects near this person to reduce the need to calculate distances.

**EXAMPLES FOR #J.9:**

- *Reduce the number of people talking to them.*
  - *Reduce the number of items to pick up and use at the bathroom sink.*
10. Move this person's hand to the object to help locate it.

**EXAMPLES FOR #J.10:**

- *Move their hand to their plate to more easily locate it.*
11. Hand the object to this person directly, rather than expecting them to locate it on their own.
  12. Modify furniture in the environment to reduce risk of injury.

**EXAMPLES FOR #J.12:**

- *Round the corners of tables to avoid injury if this person bumps into the table.*

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13. Use contrast to help locate objects and potentially dangerous areas.

### **EXAMPLES FOR #J.13:**

- *Use color or differences in light-dark intensity to contrast grab bars from the wall, the edge of a step from the rest of the step, and the threshold from the floor into the shower to help this person see their location, how far away they are, and how high or deep they are.*
14. Position multiple three-dimensional landmarks down a hallway so this person has a better sense of how long the hallway is, or how far it is to a particular door or room.
  15. When you, any part of your body, or an object moves, watch this person's eyes to ensure they are accurately following the movement.
  16. Avoid movement (of yourself and objects) as much as possible. That is, move only when necessary.
  17. Move short distances to avoid making this person's head move to follow the movement.
  18. When gesturing, use small gestures that are still large enough to capture their attention, but not so large they move out of the optimal part of this person's visual field and are thus misinterpreted.
  19. Ensure there is enough light to easily see you and any object.
  20. Reduce excess clutter in the environment.
  21. Ensure the area surrounding you and an object contrasts with you and the object, so that the location of you and the object are more easily and accurately seen.

### **EXAMPLES FOR #J.21:**

- *Make sure the dinner plate is lighter or darker than the dining room table.*
  - *Make sure the paper to write on is lighter or darker than the desk it rests on.*
  - *Make sure your clothing stands out from the visual area behind it.*
  - *Avoid wearing a long dark sleeve when gesturing where to sit on a dark chair.*
  - *Help with depth perception by coloring the bath water or putting lines on the side of the bathtub.*
22. Ensure the area surrounding you or an object is not confusing or patterned, causing you or the object to be camouflaged or lost in the background.

### **EXAMPLES FOR #J.22:**

- *Avoid wearing highly patterned clothes that might be hard to distinguish from the busy environment behind you.*
23. Allow enough time for this person to shift attention to and focus on you or an object, before talking about it or moving it.
  24. Remind yourself that this person's ability to see the location of you, objects and other people in a particular part of their visual field may fluctuate or be unpredictable at any given moment. If you return a short time later, they may be able to see their location in that spot more easily.
  25. Watch this person closely to discern how well they are seeing the location of objects, you, or other people in a particular part of their visual field at this moment in time. Adjust your communication, the environment, and the task to help them see their location more easily or to compensate for their reduced ability.

### **EXAMPLES FOR #J.25:**

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*
26. Remind yourself that this reduced ability to see the accurate location of objects and people in a particular part of their visual field is most likely due to changes in this person's eyes or their brain's ability to recognize where objects are in space. It is rarely due to this person's desire or intention. Be compassionate, patient, and tolerant.

## **K. Does this person accurately recognize where objects are relative to other objects?**

### **STRATEGIES:**

1. Remind yourself, that this person's ability to accurately locate a person or an object in space relative to other objects may vary across different parts of their visual field. Identify which part of this person's visual field is optimal for seeing the location of objects and people, with respect to each other, most easily, quickly, and accurately. That is, identify the spot in the environment where, if this person stares straight ahead without moving their head, they see or notice objects and people the most easily, quickly, and accurately. Present objects in this optimal part of their visual field.
2. Reduce the number of objects and unnecessary distinctions in the environment.



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### **EXAMPLES FOR #K.2:**

- *Reduce the number of people in the environment.*
  - *Paint the wall all one color, instead of painting part of the wall and wall papering the other part. Reduce the need for this person to figure out that the wall is one wall and not two different surfaces.*
3. Reduce the number of objects near this person to reduce the need to calculate distance between objects.

### **EXAMPLES FOR #K.3:**

- *Reduce the number of glasses and cups on the table during a meal.*
4. When helping this person with a task, organize the task so that objects that are not necessary for this person to use are out of their sight.

### **EXAMPLES FOR #K.4:**

- *When helping this person wash the table, bring only the wet dish cloth, not a basin with soapy water in it.*
5. Group similar objects together so they are easier to find and identify.
6. Avoid changing the familiar location of objects, so this person can rely on habit to find objects as much as possible.
7. Make an object that is important to this person stand out from other objects.

### **EXAMPLES FOR #K.7:**

- *Make the important object colorful.*
  - *Increase the light-dark contrast between the important object and other objects.*
  - *Place a colorful place mat under a plain plate to draw this person's attention to the plate and to help them see exactly where it is.*
8. Point to or touch an object intended for this person.
9. Move this person's hand to an object to help them locate it.

### **EXAMPLES FOR #K.9:**

- *Move their hand to the dinner plate and then to the glass to more easily locate them.*
10. Hand the object to this person directly, rather than expecting them to locate it among other objects.
11. Ensure the area surrounding an object (including yourself and parts of your body) contrasts with the object so the location of the object is more easily and accurately seen.

### **EXAMPLES FOR #K.11:**

- *Make sure the chair is lighter or darker than the floor.*
  - *Make the light switch lighter or darker than the wall behind it.*
12. Ensure the area surrounding you or the object is not confusing or patterned, causing you or the object to be camouflaged or lost in the background.

### **EXAMPLES FOR #K.12:**

- *Avoid wearing highly patterned clothes that might be hard to distinguish from the busy environment behind you.*
13. Ensure there is enough light to easily see any object.
14. Allow enough time for this person to shift attention and focus onto an object before talking about it or moving it.
15. Remind yourself that this person's ability to see the location of you, objects and other people in a particular part of their visual field may fluctuate or be unpredictable at any given moment. A short time later, they may be able to see their location more easily.
16. Watch this person closely to discern how well they are seeing the location of objects, you, or other people in a particular part of their visual field at this moment. Adjust your communication, the environment, and the task to help them see their location more easily or to compensate for their reduced ability.

### **EXAMPLES FOR #K.16:**

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*
17. Remind yourself that this reduced ability to see the accurate location of objects and people in a particular part of their visual field is most likely due to changes in this person's eyes or their brain's ability to recognize where objects are in space. It is rarely due to this person's desire or intention. Be compassionate, patient, and tolerant.

## **L. Does this person nearly always know where all of their own body parts are?**

**STRATEGIES:**

1. Remind yourself that this person may fall, bump into something, or not respond to a request because they don't recognize where a part of their body is in space.

**EXAMPLES FOR #L.1:**

- *If they don't respond when asked to lift their arm while dressing, try to discern if they know where their arm is.*
2. If, when they don't see it, this person has difficulty knowing their body part is there or difficulty moving it, then make sure they can easily see it.
  3. Tell this person where the body part is; then ask them to move it.
  4. Call this person's attention to their body part by touching it (if they are comfortable with your touch), by moving your finger in front of their eye and drawing their gaze to the body part, or by partially moving the body part yourself.
  5. Gently guide this person's hand to a part of their body.

**EXAMPLES FOR #L.5:**

- *Guide their hand to their face when they are trying to wash their face.*
6. If recognizing where a body part is and moving it is too tiring for this person, then move the body part yourself, without drawing attention to it.
  7. Reduce the amount of furniture in the environment to reduce chances of this person bumping into things.
  8. Modify furniture in the environment to reduce the risk of injury.

**EXAMPLES FOR #L.8:**

- *Round the corners of tables to avoid injury if this person bumps into the table.*
9. Remind yourself that this person's ability to recognize where a body part is may fluctuate or be unpredictable at any given moment. A short time later, they may be able to recognize where a body part is more easily.
  10. Remind yourself that this reduced ability to recognize where a body part is most likely due to changes in this person's brain. It is rarely due to their desire or intention. Be compassionate, patient, and tolerant.

**M. When this person hears a sound, do they recognize the spot in the room the sound is coming from?**

**STRATEGIES:**

1. Monitor changes in how easily this person locates the source of a sound that is to their left versus right. Look for evidence of this by how quickly, easily, and accurately they respond to a sound, identify a sound, or turn to a sound that comes from various locations.
2. Talk to this person and present sounds to them from the location that is most effective. The most effective location may vary with environmental conditions and with respect to this person's ears and head orientation.
3. Discern if one ear of this person hears more easily, quickly, or accurately than the other. If it does, then present the sound so that it is closer to the ear that hears more easily and effectively.
4. Approach this person on the side they can most easily hear.
5. Discern which sounds are easier for them to hear and adjust conditions.

**EXAMPLES FOR #M.5:**

- *Be alert to low and high pitched sounds, certain consonants, certain familiar voices.*
  - *Adjust the sound to make it easier to hear at this moment, especially sound coming from locations that are less effective.*
  - *Increase the volume.*
  - *Have a familiar person say the words.*
  - *Make the sound more pleasant, distinct or familiar.*
  - *Lower the pitch of the sound, such as your voice when speaking.*
6. Modify the environment to allow them to more easily hear the sound.

**EXAMPLES FOR #M.6:**

- *Reduce background noise, such as fans and running water.*
- *Reduce noises that occur briefly, such as a car driving by, a door closing, or a nearby conversation.*
- *Change the location of the sound.*

## ***Cognitive Abilities and Intervention Strategies (CAIS): Cognitive Intervention Strategies***

- *Match the sound with what this person sees visually, such as a dog barking when they see a dog.*
7. Draw this person's attention to the sound.
  8. Be alert for conditions, such as a car driving by or other background sounds that you may not notice easily, but which could affect this person's ability to hear at a given moment.
  9. Watch this person closely to discern how well they are hearing sounds, you, or an event occurring at this moment. Adjust your communication, the environment, and the task to help them hear more easily or to compensate for their reduced ability to hear.

### **EXAMPLES FOR #M.9:**

- *Other CAIS strategies sections give specific suggestions for modifying your communication, the environment, and the task.*
10. Remind yourself that this reduced ability to localize sound is most likely due to changes in this person's ears or their brain. It is rarely due to this person's desire or intention. The comment "She hears what she wants to hear." or "He hears when he wants to hear." is usually false and a misinterpretation of this person's abilities or desires. Be alert for conditions or subtle momentary background sounds that you may not notice easily, but which could affect this person's ability to hear at a given moment. Be compassionate, patient, and tolerant.