

The Environment Questions to Ask

Additional Instructions for Response

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These additional instructions are intended for **use with** the “CAIS Environment Questions to Ask-Four Point Response Format” and the “CAIS Environment Questions to Ask-Yes/No Response Format”. They can help you complete either of these formats more accurately and easily.

The instructions with the “CAIS Environment Questions to Ask-Yes/No Response Format” and the “CAIS Environment Questions to Ask-Four Point Response Format” are likely sufficient for you to understand how to use them. However, if you would like to see rationale, details, examples, elaboration, and more specific instructions for each of these questions, or if you would like to quantify your responses more specifically and with more detail, this “CAIS Environment Questions to Ask-Additional Instructions for Response” may be helpful.

All of these **questions** are exactly the **same** in each of these three documents: this “CAIS Environment Questions to Ask-Additional Instructions for Response”, the “CAIS Environment Questions to Ask-Four Point Response Format”, and the “CAIS Environment Questions to Ask-Yes/No Response Format”.

These are questions to ask yourself to better understand **how well** the **physical environment** uses the strengths and meets the needs of a person and their **cognitive abilities**. These questions are based on **brain** functioning and specific cognitive skills. However, you do not need to know anything about the brain or cognition to ask them. These are a few of **many possible** questions that could be asked.

The questions are organized under nine general **intervention concepts** that address needs a person might frequently experience in most environments. A brief rationale for each of the intervention concepts is provided in these additional instructions.

The questions should be answered with a **particular person** in mind, since each person has different needs, strengths, and desires, and therefore, different requirements of their environment. The questions should also be answered **frequently** enough to accommodate changes in this person’s needs, strengths, and desires or changes in their environment.

Your answers to these questions can suggest effective **intervention** and support **strategies** that modify the environment to help this person more easily:

- Think
- Understand and respond to their environment
- Feel comfortable
- Successfully perform a task
- Understand and respond to you and other people

These intervention and support strategies do this by:

- Meeting this person’s **cognitive needs**
- Relying on and building on this person’s **cognitive strengths**

These questions apply to **any room** in **any setting**, and to any task (for example, daily housekeeping chores, hygiene, leisure activities, or a visit with a friend).

Is this Physical Environment Supportive Enough?

A physical environment is supportive when it helps this person:

- Feel comfortable
- Be safe
- Feel stimulated to have energy and a desire to do something
- Know where things are
- Recognize options for things to do

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These questions help you examine the environment to see if it is supportive for this particular person using the environment **at this time**. The questions are based on very specific changes to the brain and ways in which the environment can make it easier or harder for this person to feel comfortable, to communicate, and to perform tasks of daily living.

The environment has a **major impact** on behavior, on the amount of distress and fatigue this person experiences, and on how easily and successfully you can assist this person. Even when this person is sitting or apparently doing nothing, the environment can increase fatigue and confusion.

These questions help explore **why** this person is:

- Distressed
- Fatigued
- Having difficulty performing a task
- Engaging in behavior that might cause distress
- Sensitive to the behavior of other people (including you); more easily distressed by the behavior of others
- Likely to benefit from specific intervention and support strategies

Answers to these questions can help determine which intervention strategies might be **most effective** in helping this person at this moment, as well as helping them feel **happier** and function more **independently** in general.

Note that in addition to features in the environment that address cognitive abilities, the environment also needs to be carefully evaluated for safety. The **questions here focus primarily on cognitive abilities** and do not address all aspects of safety.

The “Four Point Response Format” and “Yes/No Response Format” are two methods of answering these questions. These instructions can be helpful with both of those formats, particularly if you are interested in understanding and answering the questions in more depth.

Suggestions of intervention strategies (that is, support strategies) tailored to your responses to these questions can be found in the *Cognitive Abilities and Intervention Strategies (CAIS): Environmental Intervention Strategies*.

The **complete CAIS Questions to Ask** and the *CAIS Intervention Strategies* including all **four parts** (with the titles: 1. *Cognitive Abilities*; 2. *Environment*; 3. *Communication*; and 4. *Task and Daily Routines*) with more **detailed instructions, resources**, the **CAIS Handouts**, and other information about the CAIS, interventions, and related topics are on the Improving MI Practices website at <https://www.improvingmipractices.org>

INSTRUCTIONS

1. **Observe** the **entire room** where this person is involved with a task such as getting dressed, eating, taking a bath or shower, resting, visiting, or sitting quietly.
2. **Ask YOURSELF** the following questions. **DO NOT** ask the questions to the person you are observing.
3. **Read** and follow the **instructions for each question** before selecting your response number. All the general intervention concepts and individual questions from the “CAIS Environment Questions to Ask” (for both the Four Point Response Format and the Yes/No Response Format) are included here. The questions in all three of these documents/formats are exactly the same. A rationale is given for each concept. There are instructions for each individual question.
4. Answer each question by selecting a **response** of “Yes” or “No” from the “CAIS Environment Questions to Ask-Yes/No Response Format” or a response number from “1” to “4” in the “CAIS Environment Questions to Ask-Four Point Response Format”. Select the response (Yes or No) or response number (from 1- 4) that most closely matches your observations regarding the room(s) where this person is involved with a task. **If you don’t know the answer** to a question, then read the rationale and instructions for that question in this “CAIS Environment Questions to Ask- **Additional Instructions** for Response”, or try using the intervention strategies identified for that question in the “CAIS Environmental **Intervention Strategies**”. They can help you better understand the question. The intervention strategies suggest ways you can modify the environment to help this person even if this person is already doing well.

A “**Yes**” response or a response number of “**3**” or “**4**” suggests this environment may meet, or nearly meet the needs and desires of this person and accommodate this person’s cognitive strengths and needs with respect to this question.

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A “No” response or a response number of “1” or “2” suggests this environment may not adequately support this person’s cognitive abilities or meet their needs. A “No” response or a response number of “1” or “2” directs you to the “CAIS Environmental **Intervention Strategies**” where options of specific practical and concrete intervention strategies are identified for each question in this “CAIS Environment Questions to Ask-Additional Instructions for Response” and in the “CAIS Environment Questions to Ask-Four Point Response Format” and in the “CAIS Environment Questions to Ask-Yes/No Response Format”. These intervention strategies suggest ways you can modify the environment to help this person understand and respond to their environment, communicate, perform a task more easily and successfully, and feel more comfortable.

5. **Record** where indicated your **comments** or specific details about your observations (for example, elaboration, explanations, illustrations, or your thoughts).
6. Provide the requested **information** before you begin, including your name as the observer, the name of the person being observed (that is the person whose cognitive abilities are being addressed by the environment), tasks performed, room this person is in, place of the observation, other people who are present and their roles, date of the observation, and the beginning and ending times of the observation.
7. The name of the **observer** is **your name**, since you are answering these questions based on your own observations.

I. CONTRAST: Look for contrasts in:

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

Why? Contrast is usually helpful to any person with vision or brain changes, or with visual or perceptual needs. With normal age related sensory changes and differences in the brain’s ability to recognize or perceive distinctions in the environment, items may begin to blur together. A glossy white toilet against a light or white floor is difficult to distinguish, as is a white grab bar against a white tub or shower wall. Also, for the same reasons, items may be difficult to locate in space. Because brain changes might cause this person to respond easily to all stimuli, even irrelevant stimuli, it is best to highlight only the stimuli important for this person.

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?)

1. None or few areas are appropriately contrasted	2. Some areas are appropriately contrasted	3. Many areas are appropriately contrasted	4. Most or all areas are appropriately contrasted
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INSTRUCTIONS for I. A: To answer this question, examine the entire room. How many areas in the room are appropriately contrasted or significantly different from other areas in the room? That is, how many of the areas to be used draw attention, and the areas not to be used discourage attention? “Appropriately” means the most helpful amount of contrast for this person at this time.

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?)

1. None or few of the important objects are appropriately contrasted	2. Some of the important objects are appropriately contrasted	3. Many of the important objects are appropriately contrasted	4. Most or all of the important objects are appropriately contrasted
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INSTRUCTIONS for I. B: Of all the useful and important objects in the room, how many are appropriately contrasted with their background? That is, how many look different enough from the area surrounding them, to draw the attention of this person and to help this person see the object and its exact location? “Appropriately” means the most helpful number and amount of contrast for this person at this time. Too many contrasts can confuse this person even further.

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?)

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1. None or few of the edges are appropriately contrasted	2. Some of the edges are appropriately contrasted	3. Many of the edges are appropriately contrasted	4. Most or all of the edges are appropriately contrasted
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INSTRUCTIONS for I. C: Of all the edges in the room, how many are appropriately contrasted? Too many contrasts can confuse this person even further. Note in particular, dangerous edges such as stairs and table corners. “Appropriately” means the most helpful amount of contrast for this person at this time.

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?)

1. None or few of such objects look similar	2. Some of such objects look similar	3. Many of such objects look similar	4. Most or all of such objects look similar
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INSTRUCTIONS for I. D: Of all the objects to be avoided, how many blend in with their background? That is, how many of these objects to be avoided look so similar to the area surrounding them that this person will likely not notice them?

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?)

1. No spaces are a different mood from each other	2. Two types of moods	3. Three types of moods	4. Four or more types of moods
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INSTRUCTIONS for I. E: How many different moods does the entire environment accommodate (regardless of the number of rooms)? This person will most likely have a variety of moods. Because cognitive needs can create a dependency on the environment, the environment can also greatly influence the mood a person is in. This question applies to all the rooms this person might occupy. Various moods can be created by entire rooms, or smaller areas within rooms. Do various parts of the environment create a contrast in moods, so this person has a place to go to either match their mood (a place to move around and sing loudly when feeling energetic, versus a place to sit quietly and watch a fish tank when feeling calm), or to change their mood (such as when this person is upset or restless and needs to calm down, is there a space available that might have a calming effect)?

II. PATTERNS: Look to ensure there are no visual patterns that could:

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

Why? Geometric or intricate repetitive patterns can make the floor and other surfaces look like they are moving or undulating which can alter the sense of balance in, or confuse a person with vision and brain changes. This person may be tempted to pick up figures or specks on the floor or on someone’s shirt, thereby increasing the chance of falling or of being accused of inappropriate behavior. The floor should feel safe and other surfaces recognizable with no distracting stimuli. This applies to patterns on any surface, in clothing on themselves or on other people, in artwork, or on any objects included in this person’s visual field.

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?)

1. None or few of the surfaces are free of such patterns	2. Some of the surfaces are free of such patterns	3. Many of the surfaces are free of such patterns	4. Most or all of the surfaces are free of such patterns
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INSTRUCTIONS for II. A: How many of all the surfaces (for example floors, counter tops, furniture, clothing) are free of patterns that might appear to this person to vibrate or move, whether or not this person is moving? These patterns are usually geometric or repetitive patterns and can cause nausea, dizziness, misperception, and confusion. Look especially for large surfaces (such as floors, tablecloths, sofas), any surfaces visible while moving (such as chair seats when transferring or preparing to sit, towels when drying off), or clothing on you with repetitive patterns (such as zigzagging patterns, plaids, multiple squares or figures). Note: the response number increases as the number of patterns decreases.

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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.)

1. None or few of the surfaces are free of such patterns	2. Some of the surfaces are free of such patterns	3. Many of the surfaces are free of such patterns	4. Most or all of the surfaces are free of such patterns
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INSTRUCTIONS for II. B: How many of all surfaces avoid causing misperception or misinterpretation by this person? How many surfaces are easy to see and interpret accurately? That is how many do not look like objects that are frightening, distracting, annoying, or are hard to locate precisely? Designs or patterns on floors and chairs that look like changes in height but aren't, are particularly dangerous. Leaning down to pick up a nonexistent speck or piece of paper can also be dangerous. Note: the response number increases as the number of patterns decreases.

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?)

1. None or few of the objects are easy to see	2. Some of the objects are easy to see	3. Many of the objects are easy to see	4. Most or all of the objects are easy to see
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INSTRUCTIONS for II. C: How many of all objects this person might need or want to use, are easy to see because they are not camouflaged or obscured by the area around it? The background of the object should not be too busy or confusing. This person's attention should be attracted to the object, rather than to the background around the object. Note: the response number increases as the number of objects that are near patterned backgrounds decreases.

III. CLUTTER: Look 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.

Why? A person's ability to tolerate clutter (excess items or stimuli) varies with personality and with the type and amount of information this person's brain is able to process easily. This person may not be able to easily see a variety of objects, or hear a variety of sounds, or use or make decisions about each one. It is important to recognize this person's ability at this time, and to remove clutter as needed. Presenting items one at a time or only when needed may help. There can be a fine balance between clutter and stimulation. Background music, even when soft, can distract this person during a task if they have trouble concentrating, or it can prevent this person from hearing another important sound, such as your voice. Sometimes a mirror reflects too much light or movement that is blinding or confusing. Sometimes a person can't recognize themselves in the mirror and may think someone else is in the room. Bathrooms frequently have too many hygiene items. Identifying which objects are dangerous will depend upon this particular person's abilities at this particular time. Objects are more dangerous when they are in abnormal or unexpected places (such as a knife in a craft cupboard) than when they are in normal places and used for normal purposes (such as a knife in a kitchen drawer that is used to peel potatoes).

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

(Record the number of items present here. _____ Record the appropriate number of items for this person here.._____)

1. Too few items	2. Far too many items	3. Too many items	4. Close to the appropriate number of items
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INSTRUCTIONS for III. A: This question asks, based on what this person needs and wants, how appropriate, **for this person at this time**, is the amount of clothing in the closet(s) and drawers? The appropriate amount will depend on the needs and desires of this person at this time, so the appropriate amount will change over time. Too many items of clothing may cause confusion. Too few may deprive this person of choices or cause them to search for a favorite article of clothing. This question asks if, at this time, there are too many clothing items, though response number 1 is for too few. A response number of 2 suggests that the quantity is overwhelming to this person, resulting in their inability to cope. (For example, this person may get upset when confronted with all of the clothes in the closet and be unable to recognize or choose any garment). Each response number from 2 through 4 reflects a decrease in the number

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of items of clothing. A response number of **4** indicates the number of clothing items is appropriate, regardless of what that number is. After you respond, record where indicated the number of clothing items in this person’s closet(s) and drawers, so you can note more objectively the change over time. Record also where indicated what you think might be the appropriate number of clothing items for this person at this time. If there are too few clothing items, respond with the response number **1**.

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

(Record the number of items present here. _____ Record the appropriate number of items for this person here. _____)

1. Too few items	2. Far too many items	3. Too many items	4. Close to the appropriate number of items
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INSTRUCTIONS for III. B: This question asks, based on what this person needs and wants, how appropriate, **for this person at this time**, is the number of meal items visible during a meal? The appropriate number will depend on the needs and desires of this person at this time, so the appropriate number will change over time. Too many meal items may cause confusion. Too few may not be a clear enough cue to eat. This question asks if there are too many meal items, though response number **1** is for too few. A response number of **2** suggests that the quantity is overwhelming to this person, resulting in their inability to cope. (For example, this person may get upset when confronted with all of the meal items and be unable to function, that is, they may “stack” the food or simply leave the table). Each response number from **2** through **4** reflects a decrease in the number of meal items. A response number of **4** indicates the number of meal items is appropriate, regardless of what that number is. After you respond, record where indicated the number of meal items visible on the table, so you can note more objectively the change over time. Record also where indicated what you think might be the appropriate number of meal items for this person at this time. If there are too few meal items, respond with the response number **1**.

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

1. Too little sound	2. Far too much sound	3. Too much sound	4. Close to the appropriate amount of sound
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INSTRUCTIONS for III. C: This question asks, based on what this person needs and wants, how appropriate, **for this person at this time**, is the amount of sound in the environment? The appropriate amount will depend on the needs and desires of this person at this time, so the appropriate amount will change over time. Too much sound may cause distress, confusion, anxiety, or withdrawal. Too little may be inadequate stimulation. This question asks if there is too much variety, frequency, and volume of sound, though response number **1** is for too little. A response number of **2** suggests that the amount is overwhelming to this person, resulting in their inability to cope. (For example, they may get upset, even when they appear to be doing nothing, and be unable to function, that is, they may become restless, emotionally withdrawn, angry, or unwilling to stay in the room. Each response number from **2** through **4** reflects a decrease in the amount of sound in the environment. A response number of **4** indicates the amount of sound is appropriate, regardless of what that amount is. See “Comments” at the end of this Section III and record where indicated what sounds are heard, how often, for how long, and at what volume (for example, phone ringing, two people shouting or simply talking, chairs scraping across the floor, shoes clicking on the floor, television on, buzzers triggered), so you can note more specifically the change over time. If there is too little sound, respond with the response number **1**.

D. Are all sounds recognizable?

1. None or few of the sounds	2. Some of the sounds	3. Many of the sounds	4. Most or all of the sounds
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INSTRUCTIONS for III. D: Of all the sounds in the environment, how many are recognizable to this person? When a sound is not recognizable to this person, they do not understand what the sound is or means, whether or not it is recognized by other people. These unrecognized sounds might include a foreign language, or any spoken language, a television or radio program, machine noises, buzzers, overheard conversations. Note: the response number increases as the number of unrecognizable sounds decreases.

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

(Record the number of people usually present here. _____ Record the appropriate number here. _____)

1. Too few people	2. Far too many people	3. Too many people	4. Close to the appropriate number of people
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INSTRUCTIONS for III. E: This question asks, based on what this person needs and wants, how appropriate, **for this person at this time**, is the number of people in this person’s environment? The appropriate number will depend on the needs and desires of this

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person at this time, so the appropriate number will change over time. Too many people may cause confusion. Too few may be inadequate stimulation. This question asks if there are too many people, though response number **1** is for too few. The number of people should include people who are seen or encountered only briefly or infrequently, as well as those in the environment for a longer duration or more regularly. It should include all people, whether or not this person interacts with them, including for example, visitors, family, consultants, professionals, assistants, care partners (caregivers), and other people with significant cognitive needs. A response number of **2** suggests that the number is overwhelming to this person, resulting in their inability to cope. Each response number from **2** through **4** reflects a decrease in the number of people in the environment. A response number of **4** indicates the number of people is appropriate, regardless of what that number is. After you respond, record where indicated the number of people usually present, so you can note more objectively the change over time. Record also where indicated what you think might be the appropriate number of people present for this person at this time. It may be only one person in addition to the person themselves. If there are too few people, respond with the response number **1**.

F. Are all people familiar to this person?

(Record the number of familiar people usually present here. _____ Record the number of unfamiliar people usually present here. _____)

1. None or few of the people here	2. Some of the people here	3. Many of the people here	4. Most or all of the people here
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INSTRUCTIONS for III. F: How many of all the people in this person’s environment, are familiar to this person? This includes people who are there for any length of time, including those there for very brief times or very infrequently, as well as those there regularly or most of the time. This includes all people, including visitors, family, consultants, professionals, assistants, care partners (caregivers), and other people with significant cognitive needs. To answer this question, you may need to ask for information from someone who knows this person well. After you respond, record where indicated the number of familiar people usually in the environment and the number of unfamiliar people usually in the environment.

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?)

1. None or few of such items	2. Some of such items	3. Many of such items	4. Most or all of such items
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INSTRUCTIONS for III. G: Of all the items other people use, but this person does not need or use, how many are out of sight of this person? Any objects that are useless or only minimally useful to this person are a potential distraction and can cause confusion and fatigue. These items for other people might include notes, documents, instructions, equipment, and supplies.

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?)

1. Never or rarely is it free of such sounds	2. Some of the time it is free of such sounds	3. Often it is free of such sounds	4. Most of the time or always it is free of such sounds
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INSTRUCTIONS for III. H: How many of all the sounds in this person’s environment, unintentionally elicit a response from this person? The response may be verbal or nonverbal, obvious or subtle. Such sounds that unintentionally elicit a response are likely confusing, fatiguing, and unnecessarily demanding on this person. Note: the response number increases as the number of sounds unintentionally eliciting responses decreases. The response number increases as the amount of time that is free of such sounds increases.

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

1. All or most of the objects are such objects	2. Many of the objects are such objects	3. Some of the objects are such objects	4. Few or none of the objects are such objects
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INSTRUCTIONS for III. I: How many of all the objects in this person’s environment, attract this person’s attention or notice unintentionally or unnecessarily, and prevent other objects or spaces from being noticed and properly used? Such objects might include distracting or distressing art pieces, mirrors that reflect movement or increase the number of people and objects that appear to be in the room, abnormal looking objects next to useful objects, such as a covered laundry basket or cart beside the door to the dining room. The objects themselves may be safe or dangerous. Include only objects that likely distract this person from using other useful objects or spaces. Note: the response number increases as the number of objects unnecessarily drawing attention decreases.

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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?)

(Record the number of dangerous objects here. _____)

1. All or many of the objects are dangerous	2. Some of the objects are dangerous	3. Few of the objects are dangerous	4. None of the objects are dangerous
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INSTRUCTIONS for III. J: How many of all the objects in this person’s environment are dangerous or have dangerous parts for this person at this particular time? Include all objects and parts even if they are disguised or in some way made to be less accessible. Some objects and parts of objects will be obviously dangerous, such as small rugs on the floor, electrical cords strung across the floor, and sharp corners on tables. Some will require justification for being identified as dangerous, such as stove knobs on the stove that may or may not be dangerous depending on this person’s cognitive abilities and their ability to remove the knobs. Record where indicated the number of dangerous objects. See “Comments” at the end of this Section III and record where indicated the dangerous objects or parts of objects and why you identified them as dangerous. Note: the response number increases as the number of dangerous objects decreases.

IV. CUEING: Look for 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

***Why?** A cue is a signal or piece of information that can inform or prompt someone. Cues (such as objects, signs, notes, color, room décor) give information to this person about, for example, what to do, where something is, what an object is, or how to get help. The number and types of cues that are appropriate will depend on the needs and desires of this person at this time, so the appropriate number and types will change over time. This person may depend on the environment increasingly as their cognitive needs increase, so cues in the environment become increasingly important. The brain may have more difficulty figuring out what to do in the absence of cues or when the cues are unfamiliar. This person may depend upon the environment to literally tell them what to do, where to go, and sometimes even how to feel. If a dinner plate, a toothbrush, a bathtub, or a shower doesn’t look normal or recognizable to this person for example, it can be confusing, and this person may not know what to do in this room. It can also be frightening, even when you try to explain what an object is and try to help this person understand it. The water in the tub may look much deeper than it is. Word signs may help if this person can read and if this person understands what they read. Because of memory loss, however, cues must be repeated frequently to reassure and inform this person.*

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?)

(Record the total number of cues here. _____ Record the appropriate number of cues here. _____)

1. Too many cues	2. Too few cues	3. Almost enough cues	4. Appropriate number of cues
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INSTRUCTIONS for IV. A: This question asks, based on what this person needs and wants, how appropriate, **for this person at this time**, is the number of cues in the environment? Cues (such as objects, signs, notes, color, room décor) give information to this person about, for example, what to do, where something is, what an object is, or how to get help. The appropriate number will depend on the needs and desires of this person at this time, so the appropriate number will change over time. Too many cues may cause confusion. Too few may deprive this person of information they need to feel comfortable or to function independently. This question asks if, at this time, there are too few cues, though response number 1 is for too many. A response number of 2 suggests that the lack or low number of cues is overwhelming to this person, resulting in their inability to cope. (For example, this person may get upset when they don’t know where to go, what to do, or who can help, and be unable to function well.) Each response number from 2 through 4 reflects an increase in the number of cues. A response number of 4 indicates the number of cues is appropriate, regardless of what that number is. If there are too many cues, respond with the response number 1. After you respond, record where indicated the number of cues in this person’s environment, so you can note more objectively the change over time. Record also where indicated what you think might be the appropriate number of cues for this person at this time. See “Comments” at the end of this Section IV

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and record where indicated examples of the cues present, as well as the number of cues that give various types of information, such as how many cues say what to do versus where something is or what an object is. Because each person has a unique combination of strengths and needs, the number of cues providing each type of information that a person requires will be unique. (For example, someone with spatial problems will need more cues that say where things are than cues that say what to do.) Record in “Comments” where indicated what types of information this person needs to function well.

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?)

1. Too many of such cues	2. Too few of such cues	3. Almost enough of such cues	4. Appropriate number of such cues
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INSTRUCTIONS for IV. B: How many of all the cues in the environment, tell this person what to do or what options are available to do? The appropriate number of cues that tell this person what to do will depend on this person’s needs and wants at this time, so the appropriate number will change over time. (See instructions for question IV. A.) In general, look at the environment for cues (such as room décor, signs, objects) that communicate the function of each space or give this person choices of activities to do and feelings to have. (For example, dishes in a hutch or pictures of food on the wall in the dining room, luxurious plants and quiet music in a quiet room, pajamas laid across the bed in the bedroom, a shelf with board games in the living room.) Are expectations communicated clearly? (For example, when it’s time for meditation or a worship service and participants are expected to be calm and quiet, are there spiritual symbols this person would recognize?) Are there cues telling this person what behavior and activities are expected? (For example, when it’s time for a bath or shower, is a towel draped over your arm as a visual cue of the task to be done?) Do the cues change over time, when functions and expectations change? (For example, when the dining room is used for eating and then for another activity, do cues change to help this person recognize the change in expectations?) This question asks if, at this time, there are too few cues regarding expectations and available options, though response number 1 is for too many. A response number of 2 suggests that the lack or low number of these cues is overwhelming to this person, resulting in their inability to cope. (For example, this person may get upset when they don’t know what to do or what is expected of them, and be unable to function well.) Each response number from 2 through 4 reflects an increase in the number of these cues. A response number of 4 indicates the number of these cues is appropriate, regardless of what that number is. If there are too many of these cues, respond with the response number 1.

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?)

1. None or few of the cues	2. Some of the cues	3. Many of the cues	4. Most or all of the cues
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INSTRUCTIONS for IV. C: How many of all the cues in the environment are recognizable **to this person at this time**? Which cues are recognizable will depend on this person’s skills and needs at this time. To understand word cues (such as signs or notes), this person needs to be able to read and to understand what they read. Color coding might be too abstract. Pictures require this person to recognize three-dimensional objects from two-dimensional pictures. Realistic photos versus drawn pictures may be more easily understood. Can this person see all the options of spaces to be in? If not, are there recognizable cues saying what’s available? A sign that says “Quiet room” with an arrow may require too much cognitive processing for this person, whereas a series of luxurious plants and soft lamps might emotionally attract and draw this person to a quiet room such as a room with a fireplace or a fish tank. Do cues invite rather than simply inform? Cues that address more than one sense may be more effective for this person.

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?)

1. None or few of the cues	2. Some of the cues	3. Many of the cues	4. Most or all of the cues
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INSTRUCTIONS for IV. D: How many of all the cues in the environment, are accessible **to this person at this time**, through at least one of their five senses? Look to see if any cues are not available to this person because they can’t see, hear, feel, smell, or taste the cues. For example, is the size of the letters on a sign big enough for this person to easily see the letters? If a temporary condition alters this person’s ability to see a cue, then the response number will likely be lower than it was before. For example, if this person is in a wheelchair for a few weeks, then many of the cues will be too high to see. The environment needs to change to accommodate changes (no matter how temporary) in this person’s needs and desires.

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

1. Too many repetitions	2. Too few repetitions	3. Almost enough repetitions	4. Appropriate number of repetitions
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INSTRUCTIONS for IV. E: This question asks, based on this person's needs and wants, how appropriate **for this person at this time**, is the frequency with which cues are presented? This question requires a judgment call. In general, are cues repeated often enough? Does this person seem to be able to retain the information from one cue to the next? (For example, when this person walks toward the bathroom, do they get distracted between cues; or how often does this person need to be informed of when dinner is?) This question asks if, at this time, there are generally too few cue repetitions, though response number 1 is for too many. A response number of 2 suggests that the lack or low number of cue repetitions is insufficient for this person, resulting in their inability to cope. (For example, they may get upset when they don't know where to go, what to do, or who can help, and be unable to function well.) Each response number from 2 through 4 reflects an increase in the number of cue repetitions. A response number of 4 indicates the number of cue repetitions is appropriate, regardless of what that number is. If there are too many cue repetitions, respond with the response number 1.

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)?

1. None or few of the people	2. Some of the people	3. Many of the people	4. Most or all of the people
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INSTRUCTIONS for IV. F: This question asks, based on what this person needs and wants, how appropriate, **for this person at this time**, is the number of people they see or hear who are also doing the same task. Some people rely more heavily on modeling than others. This person may not be able to stay seated for a meal, for example, if even one other person (such as a server) is up walking around. They may be able to take a shower more easily if a spouse takes a shower with them; or sing a song more easily if someone is singing it next to them. The number of people this person requires for modeling will change over time. Too many people may feel overwhelming or distracting to them, especially if the task requires much movement. Too few, could deprive this person of the information needed to understand or recognize the task to be performed. It will also depend on the nature of the tasks other people in the room are doing that are different from the task this person is trying to do. This question asks if, at this time, there are too few people modeling, though response number 1 is for too many. A response number of 2 suggests that the lack or low number of people modeling is too confusing for this person, and that they may not understand what to do when no one else is doing it. Each response number from 2 through 4 reflects an increase in the number of people modeling. A response number of 4 indicates the number of people modeling is appropriate, regardless of what that number is. If there are too many people modeling, respond with the response number 1.

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?)

1. Many inappropriate cues	2. Some inappropriate cues	3. Several inappropriate cues	4. Very few or no inappropriate cues
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INSTRUCTIONS for IV. G: How many of all the cues in the environment, are inappropriate for this person at this time? (For example, they give inaccurate, distressing, or dangerous information?) Most of these cues will be unintentional (for instance, a stopped clock). Even cues that intentionally give inaccurate information in order to encourage this person to avoid a danger (such as a mirror on an exit door so, if this person doesn't recognize themselves, it looks like someone else is walking toward this person) should be evaluated for a less deceptive method of keeping this person safe. (If this person does recognize themselves in the mirror and uses the mirror to adjust their hair, for example, then the mirror is not a cue that gives inaccurate information to this person. It simply distracts them.) The assumption with this question is that inaccuracy can further confuse a person, and should be avoided as much as possible, even in well-intentioned interventions. Note: the response number increases as the number of inappropriate cues for this person decreases.

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?)

(Record the number of cues that stimulate here. _____ Record the appropriate number of stimulating cues here. _____)

1. Too many such cues	2. Too few such cues	3. Almost enough such cues	4. Appropriate number of such
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			cues
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INSTRUCTIONS for IV. H: This question asks, based on what this person needs and wants, of all the cues in the environment how appropriate **for this person at this time**, is the number of cues that stimulate (rather than simply inform) this person? Examples of cues that stimulate include realistic action pictures on the wall that trigger memories and conversation (such as of a family climbing a hill carrying a picnic basket), smells of baking, and children interacting with this person. The appropriate number will change over time. Too many cues that stimulate or inappropriate timing of stimulation may cause confusion or, anxiety. Too few may deprive this person of stimulation. There may be too many cues that provide the wrong kind of stimulation (for example, cues that too often encourage this person to watch, rather than participate; or cues that stimulate this person to rhythmically clap or continuously chant inappropriately). This question asks if, at this time, there are too few cues that stimulate, though response number **1** is for too many. A response number of **2** suggests the lack or low number of cues that stimulate is distressing to this person, causing them to get restless, anxious, bored, confused, or withdrawn. Each response number from **2** through **4** reflects an increase in the number of cues that stimulate. A response number of **4** indicates the number of cues that stimulate is appropriate, regardless of what that number is. If there are too many cues that stimulate, respond with the response number **1**. Record where indicated the number of stimulating cues in this person’s environment, so you can note more objectively the change over time. Record where indicated what you think might be the appropriate number of cues that stimulate for this person at this time.

V. NORMAL: Look for 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

Why? This person’s brain may not be able to easily figure out something it doesn’t understand, or to adapt to change and unfamiliar objects, people, or circumstances. If something doesn’t look recognizable or normal to this person, they may be unable to use the object or respond appropriately. They may also become frightened or anxious. Even minor changes or adaptations in an object or setting can cause this person to be distressed or unable to function. Even if this person seems to be used to an object, space, or place where an object is kept that is not normal, but has become routine, the abnormality could tax and fatigue this person unnecessarily.

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?)

1. Not at all or minimally normal	2. A little normal	3. Somewhat normal	4. Mostly or very normal
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INSTRUCTIONS for V. A: How normal does this room seem to this person? Is it what this person would recognize or expect? How normal does it look, sound, feel, and smell to this person? What is normal to this person will depend on their past, their culture, and their expectations. This question assumes normal refers to this person’s relationship with the space. If this person lives in this environment, then the environment is normal when it feels like a (their) home. If a hallway or dining room looks like a hospital or hotel, this person may assume it is time to go home and that they don’t belong here. If a bathroom doesn’t look like a bathroom to this person (their own bathroom), they may be frightened or confused when asked to take a bath or shower in it. Examine the entire room (for example, its décor, objects, and the activities occurring in the room).

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

1. None or few of the objects	2. Some of the objects	3. Many of the objects	4. Most or all of the objects
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INSTRUCTIONS for V. B: How many of all the objects in the environment seem normal to this person? Are they what this person would recognize or expect? How normal do they look, sound, feel, taste, and smell to this person? What is normal to this person will depend on their past, their culture, and their expectations. Examine all the objects, regardless of their size or frequency of use. Some objects might look childlike in an effort to simplify them or to make them safer (for example, a red plastic toy screwdriver instead of a real screwdriver). Some objects might look medical or “therapeutic” to accommodate cognitive and physical needs. This question assumes it is important to have objects that are simple, accommodating of cognitive and physical needs, and yet recognizable as normal.

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

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living room?)

1. None or few of the tasks	2. Some of the tasks	3. Many of the tasks	4. Most or all of the tasks
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INSTRUCTIONS for V. C: How many of the tasks being performed in this room, at this time, are appropriate to this room (that is, in this person’s culture, is this the room people would normally do this task?) The tasks others are performing may be an important cue for this person. The environment tells this person what to do. Seeing other people doing tasks inappropriate to the room, or being asked to do something in an inappropriate room may confuse or embarrass this person. (Examples include loudly asking this person in a room with other people, if they have to use the bathroom, moving through a room full of people while wearing only a robe or towel, using a blood pressure cuff in a dining room, or eating a meal in the living room.) Even if this person appears to not notice the room, events in the room likely affect them. If most of the people in a room are engaged in a task inappropriate to the room, then respond with a response number of "1" or "2". This question assumes the task should fit the room.

D. Are objects in normal, expected places?

1. None or few of the objects	2. Some of the objects	3. Many of the objects	4. Most or all of the objects
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INSTRUCTIONS for V. D: How many of all the objects in the environment are in a normal place? Would this person expect to find these objects where they are? What is normal to this person will depend on their past, their culture, and their expectations. This question assumes normal refers to this person’s relationship with the space. If this person lives in this environment, then the environment is normal when it feels like a (their) home. Examine all the objects, regardless of their size or frequency of use. Objects that are not in their normal places (that is, they are not where they would be in this person’s home) may be confusing and reduce this person’s ability to perform a task. (Examples of objects not in their normal places include blood pressure cuff or weight scale in the living room, mirror on an exit door; or laundry basket or cart in the hallway.)

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?)

1. None or few of such objects	2. Some of such objects	3. Many of such objects	4. Most or all of such objects
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INSTRUCTIONS for V. E: How many of all the objects in the environment that do not look normal, are intentionally disguised because they are dangerous or distressing? Objects might be camouflaged (for example, a lock on a door surrounded by flower petals within a picture, so that it looks like the center of a daisy).

VI. HOMEY: Look for spaces and decor that:

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

Why? This person’s brain may have difficulty remembering your reassuring words or understanding your words. This person may rely more heavily on nonverbal environmental indications of safety and supportive comfort for reassurance. Confusing, unexpected, or unfamiliar objects in the room may drain this person’s energy as they try to make sense of the object. Spaces or objects that remind this person of past or current physical, emotional, or sexual discomfort, pain, or trauma may cause this person distress. Their brain or body’s ability to regulate its own body temperature may be erratic or altered in some way, making this person heavily dependent on the temperature of the environment to stay warm or comfortable. With normal aging a person usually feels colder than they used to, so for a room (particularly the bathroom during a bath or shower) to be warm enough for this person, you will likely feel quite hot.

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?

1. None or few of the spaces	2. Some of the spaces	3. Many of the spaces	4. Most or all of the spaces
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INSTRUCTIONS for VI. A: How many of all the rooms or spaces in this environment, seem cozy or emotionally comforting and safe to this person? How many look, sound, feel, and smell comforting and relaxing to this person? Does the environment reduce stress, demands, and tension? Does it help this person feel like this is their space and they belong here? Examine the entire

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environment, including its décor, objects, sounds, people, and activities occurring in the room. Note textures (such as, soft fluffy cushions on couches, warm fluffy towels in the bathroom). A bath, for example, can be a very relaxing stress reducing activity. If a bathroom doesn't feel like a cozy, warm, homey bathroom to this person (like their own bathroom), they will likely not be able to relax and enjoy the bath. What is comfortable to this person will depend on their past, their culture, and also their needs and desires at this time. This question assumes this person would be happier in a cozy comforting environment. If this environment is where this person lives, then the environment should feel like a (their) home. If the environment looks like a hospital or hotel, it will likely not be relaxing and comfortable. They may feel tense, or assume it is time to go home, or that they don't belong here. If the people in the environment are dressed in uniforms or are unfamiliar, this person may feel compelled to meet expectations that are not familiar or comfortable, or that are not usually encountered at home. Identify any space or room or object that seems distressing to this person. Identify the specific spaces, objects, or people that might remind this person of past or current physical, emotional, or sexual discomfort, pain, or trauma. Be specific so that all spaces, objects or people that cause distress for this person can be avoided or changed.

B. Do all spaces have warm and bright colors?

1. None or few of the spaces	2. Some of the spaces	3. Many of the spaces	4. Most or all of the spaces
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INSTRUCTIONS for VI. B: How many of all the rooms or spaces in this environment, have warm bright colors in them? This person will have a preference for colors and levels of brightness. Too many bright colors can feel overwhelming. Too many pale colors can prevent the environment from giving this person something to see and respond to. This question asks how many spaces have warm, bright colors that help create a comfortable homey atmosphere. The warm bright colors can be created in the spaces by objects such as pillows, pictures on the walls, and objects of interest to this person.

C. Are all objects recognizable and comforting?

1. None or few of the objects	2. Some of the objects	3. Many of the objects	4. Most or all of the objects
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INSTRUCTIONS for VI. C: How many of all the objects in this environment are familiar and comforting to this person? How many are recognizable and unsurprising? Are there favorite objects that this person enjoys (such as, an afghan, flowers, photos of family, chair)? Unfamiliar or unrecognizable objects (such as, oddly shaped equipment or unfamiliar pieces of art or décor) may cause confusion or anxiety.

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

1. None or few of the objects and decor	2. Some of the objects and decor	3. Many of the objects and decor	4. Most or all of the objects and decor
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INSTRUCTIONS for VI. D: How many of all the objects in this environment would this person expect to regularly see in their home? This will depend on what this person's homes have been like in the past. This question assumes that whether or not this person lives or spends much time in this environment, they may be more comfortable and relaxed if it has homelike objects and décor. If there is anything in the environment that would not normally be in a home, it likely should not be there. The question assumes a homier environment may improve this person's ability to function, by helping this person feel calm and relaxed, and by making objects and expectations more familiar and predictable. This person may feel more competent and in control in their own home. Objects normally seen in stressful situations (such as, hospital equipment) may create confusion and anxiety.

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?)

1. None or few of the sounds	2. Some of the sounds	3. Many of the sounds	4. Most or all of the sounds
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INSTRUCTIONS for VI. E: How many of all the sounds in this environment, would this person expect to regularly hear in their home? This will depend on what this person's homes have been like in the past. This question assumes that sounds that are not homelike do not match the homelike décor and objects this person sees, and require unnecessary effort on the part of this person to process. If there is any sound in the environment that would not normally be in a home, it likely should not be there. Sounds normally heard in stressful situations (such as, hospital equipment) may create confusion and anxiety.

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F. Is the temperature warm or cool enough?

(Record the room temperature as “Too cool” or “Too warm” here. _____)

(Record how often the temperature needs to be changed for this person to feel comfortable here. _____)

1. Too cool or warm to function	2. Somewhat too cool or warm	3. A little too cool or warm	4. Appropriate temperature
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INSTRUCTIONS for VI. F: This question asks how appropriate, **for this person at this time**, is the temperature of the room, based on what this person needs and wants. The room temperature this person wants or needs may change over time, and even from moment to moment. This question asks if the temperature is appropriate, whether or not it is too hot or too cold, and whether or not it is stable or changed frequently to accommodate fluctuations in this person’s body temperature or fluctuations in this person’s needs and wants. A response number of **1** suggests that the temperature is so cold or hot, that this person cannot function. Each response number from **2** through **4** reflects an increasingly appropriate temperature for this person. A response number of **4** indicates the temperature is appropriate, regardless of what that temperature is and regardless of how often it is changed to accommodate fluctuations in this person’s preferences. Record where indicated whether the room temperature is too cool or too warm. Also record how often the temperature needs to be changed to accommodate this person’s needs and preferences.

VII. LIGHTING: Look 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

Why? For any person with vision or brain changes, or with visual or perceptual needs, various aspects of lighting may be extremely important. Changes in a person’s ability to recognize and/or locate objects may also occur with changes in vision or brain functioning. Vision also usually changes with normal aging. An older person may need three times more light to read than a teenager. An older person’s eyes also may need more time and have more difficulty adjusting when they move from dark to bright areas and vice versa. They often need to wait awhile before they can begin to see again. Therefore, for most people increased lighting is especially important. Lighting should be bright, diffuse, even, and non-glaring, with no shadows or dim areas. Shadows and glare on the floor can easily be misinterpreted as wet spots, indentations, or changes in floor heights, because of changes in depth perception with brain changes and with normal aging. Side lighting removes the shadows on the face in the mirror. Removing the uneven lighting from open doors down hallways increases safety and reduces confusion.

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

1. Too dark to see much at all	2. Quite dark	3. A little too dark	4. Appropriate amount of light
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INSTRUCTIONS for VII. A: This question asks, based on this person’s needs and wants, how appropriate, **for this person at this time**, is the amount of light in the room. The amount of light this person wants or needs may change over time. This question asks if, at this time, the amount of light is appropriate, regardless of how much light there is. Since the amount of light required to see small details (such as, printed words in books) usually increases with age and often with cognitive needs, this question assumes most environments have too little lighting. Even if this person seems unable to read, the need to see small details still remains. A response number of **1** suggests that the level of lighting is so low that this person cannot see well at all. Each response number from **2** through **4** reflects an increasingly higher level of lighting. A response number of **4** indicates the amount of light is appropriate, in that it allows this person to see small details.

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

1. None or few of the surfaces	2. Some of the surfaces	3. Many of the surfaces	4. Most or all of the surfaces
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INSTRUCTIONS for VII. B: How many of all the surfaces in the environment have no shadows on them? Surfaces include all floors, walls, counters, and surfaces of objects. There should be no shadows anywhere at any time. The lighting must be even over an entire room and entire hallway to achieve this, including the areas on the hallway floor by open doorways and windows. Shadows can be dangerous (for example, they can be confusing and frightening, or they can be misinterpreted as wet spots on the floor or changes of floor heights).

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

1. Too much variation to see well	2. A few areas	3. Some areas	4. Most or all areas
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INSTRUCTIONS for VII. C: How many of all the areas or spots in the room have the same level of lighting with the exception of reading lamps? Are some areas more dimly lit than most of the rest of the room? Look at all areas, especially near windows, corners, inside cupboards and closets, and down hallways. There may be darker areas down hallways on the floor and otherwise that can be confusing. If the lights inside closets are dimmer than the rest of the room, this person may have difficulty seeing clearly the items inside the closet. The insides of cupboards may be dark and the contents difficult to see. Look for times and spaces where this person needs to pause and wait for their eyes to adjust to the brighter or darker light before they can see well. Even areas that are intentionally less well lit to help this person to avoid a danger (such as, dimming the light in the small area near an exit door to discourage this person from being in that part of the room) should be evaluated for a less potentially dangerous method of keeping this person safe. A response number of **1** suggests there are so many areas with varying light levels that this person would likely have difficulty seeing objects in the room well. Note: the response number increases as the number of inappropriately dimmed areas of the room decreases.

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

(Record the number of stairways in the environment here. _____)

1. None or few of the stairways	2. Some of the stairways	3. Many of the stairways	4. Most or all of the stairways
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INSTRUCTIONS for VII. D: How many of all the stairways in the environment are as bright as or brighter than other spaces in the environment? Brightly lit stairways are essential for safety. Record where indicated the number of stairways in the environment.

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?)

1. None or few of the objects	2. Some of the objects	3. Many of the objects	4. Most or all of the objects
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INSTRUCTIONS for VII. E: How many of all the objects in the environment are easy to see? Are some objects difficult for this person to see or recognize because of improper lighting? How many objects are dark shapes that could potentially confuse or frighten this person? If this person has a tendency to hallucinate or imagine dangers, these objects could be even more distressing. Objects between this person and light sources (where this person is looking into the light while trying to see an object) might also be particularly unrecognizable and confusing. Note: the response number increases as the number of unrecognizable objects decreases.

VIII. TEXTURE: Look for varied textures that:

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

Why? Smooth shiny surfaces and floors cause light and noise to bounce and echo. The room becomes glaring and bright with light colored shiny surfaces. A person with brain changes may be hypersensitive to light, sound, or touch. Also, older people are usually sensitive to glare. In a large noisy dining room or in the bathroom when water runs, the noise with echoes can be overwhelming to a person with brain changes or a hearing aid or who has difficulty hearing. Background noise often prevents them from hearing. When a person has sensory loss and also significant cognitive needs, it is difficult for this person to compensate for their sensory loss by figuring out what someone is saying. Hence a person can become frightened or annoyed and unable to function well, even with verbal reassurance or direction. Sometimes there is an increased dependency on touch as vision and hearing or the ability to recognize and perceive becomes more difficult. Texture can reduce glare and echoes by absorbing light and sound, and provide information and interest. If this person is hypersensitive to touch, then adapting the material of clothing may be helpful.

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

1. None or few of the surface areas	2. Some of the surface areas	3. Many of surface areas	4. Most or all of the surface areas
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INSTRUCTIONS for VIII. A: How much of all the surface area of floors, walls, ceilings and large objects is textured enough to absorb sound? Because there may be only parts of these surfaces that absorb sound, this question asks you to consider the entire

Cognitive Abilities and Intervention Strategies (CAIS): Environment Questions to Ask – Additional Instructions

surface area of all the floors, walls, ceilings, and objects in the environment. Even objects such as food trays near a person should be examined.

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.)

1. None or few are free of glare	2. Some are free of glare	3. Many are free of glare	4. Most or all are free of glare
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INSTRUCTIONS for VIII. B: How many of all the objects and surface areas in the environment, are free of glare? Glare becomes increasingly a problem with normal aging and is especially confusing with cognitive needs, making it much more difficult for this person to see. Glare can often make surfaces look wet, thereby increasing confusion. This could cause this person to hesitate or become anxious, increasing the risk of falling. Note: the response number increases as the number of objects and surfaces areas with glare decreases.

C. Are there interesting surfaces or objects to feel?

1. None or few are interesting	2. Some are interesting	3. Many are interesting	4. Most or all are interesting
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INSTRUCTIONS for VIII. C: How many of all the objects and surfaces in the environment might be interesting to feel? Texture can allow this person to experience a cue, an object, or surface with a sense beyond sight and hearing. It can increase this person’s understanding and pleasure in an object or surface.

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

1. None or few of the floor areas	2. Some of the floor areas	3. Many of the floor areas	4. Most or all of the floor areas
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INSTRUCTIONS for VIII. D: How much of all the surface area of floors combined is textured enough to be non-slippery, even when it is wet. Because there may be only parts of these surfaces that are non-slippery, this question asks you to consider the entire combined surface area of all the floors in the environment. Even floor areas where this person rarely goes should be examined.

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

1. None or few of the hard surfaces	2. Some of the hard surfaces	3. Many of the hard surfaces	4. Most or all of the hard surfaces
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INSTRUCTIONS for VIII. E: How many of all the hard surfaces in the environment are covered with soft absorbent material? Are hard surfaces covered and softened regardless of the reason, which might be to reduce injuries when bumped or fallen on, or to be safer, more interesting, easier to see and identify, or more light and sound absorbent?

IX. PRIVACY: Look for ways this person can:

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

Why? Even when a person has significant cognitive needs, they may still retain a sense of modesty in a bedroom or bathroom, or during a meal if they sense their reduced ability to eat without being messy. Privacy also reduces distracting stimuli, such as background noise and excessive movement. Depending on the individual, having a place to go where there are doors that close and perhaps lock, windows that can be covered, and items safely stored can be very important. The ability to seek and find company when desired is also important. Reducing the number of people in a room to only those who are necessary during a task respects privacy as well as reduces confusion.

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

(Record the number of private spaces available to this person here. _____)

(Record the appropriate number of private spaces for this person here. _____)

1. None or very little of the entire floor space	2. Some of the entire floor space	3. Much of the entire floor space	4. Most or all of the entire floor space
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Cognitive Abilities and Intervention Strategies (CAIS): Environment Questions to Ask – Additional Instructions

INSTRUCTIONS for IX. A: How much of all the surface area of floors combined is this person’s private space? Because there may be only parts of rooms that are private, this question asks you to consider the entire combined surface area of all the floors in the environment. After you respond, record where indicated the number of private spaces available to this person. Also record where indicated how much private space might be appropriate for this person at this time. See “Comments” at the end of this Section IX and record where indicated which rooms/areas are private, how often the private space seems to be used, and for what tasks.

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

1. None or few of the rooms	2. Some of the rooms	3. Many of the rooms	4. Most or all of the rooms
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INSTRUCTIONS for IX. B: How many of all the private spaces (areas or rooms) that belong to this person, have doors and curtains on every window to help prevent other people from seeing in or entering without permission from this person? See “Comments” at the end of this Section IX and record where indicated which rooms/areas have doors and/or curtained windows.

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

(Record the number of drawers and cupboards here. _____)

1. None or few of the drawers and cupboards	2. Some of the drawers and cupboards	3. Many of the drawers and cupboards	4. Most or all of the drawers and cupboards
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INSTRUCTIONS for IX. C: How many of all the drawers and cupboards in the environment belong only to this person? This means that only this person’s things are in them and other people are expected to touch them only with permission from this person. Record where indicated the number of drawers and cupboards there are that belong to this person. See “Comments” at the end of this Section IX and record where indicated where these drawers and cupboards are located.

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

(Record the number of objects that this person owns here. _____)

1. None or few of the objects	2. Some of the objects	3. Many of the objects	4. Most or all of the objects
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INSTRUCTIONS for IX. D: How many of all the objects in the environment belong only to this person? This means that other people are expected to touch them only with this person’s permission. Record where indicated the number of objects this person owns. See “Comments” at the end of this Section IX and record where indicated what these objects are.

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

(Record the number of spaces and objects that are not accessible here. _____)

1. None or few are always accessible	2. Some are always accessible	3. Many are always accessible	4. Most or all are always accessible
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INSTRUCTIONS for IX. E: How many of all the private spaces (floor areas, drawers, cupboards) and objects that belong to this person, are accessible to this person at all times? Record where indicated the number of spaces and objects that are not accessible. See “Comments” at the end of this Section IX and record where indicated which spaces and objects are not accessible, how often they are not accessible, and why.