

# Task and Daily Routines



**Cognitive Abilities  
and  
Intervention Strategies  
(CAIS)  
Educational Series  
Session 5**

**On Improving MI Practices  
website at**

**<https://www.improvingmipractices.org>**

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# Today's Topic

- How can I **structure this task** and daily routines to meet a person's **cognitive needs** and use their **strengths**?
- A series of questions to explore **why** a person **some times** does a task **more easily** than other times
- These questions are based on **brain** functioning and **cognitive abilities**



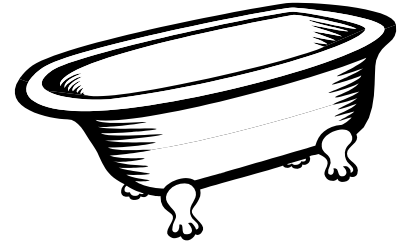
# Task Questions

- **Anyone can ask** these questions about **any task**
- These questions can **generate support strategies** (intervention ideas)
- These strategies might be changes to the **task, environment, your communication**
- These strategies are useful in **all tasks** (such as decision making, dressing, eating, preparing food, bathing, playing a game)

# Goals of Task: Whose?

- Are your goals the same as this person's goals?
- Ask:
  - What does **this person want and need** from this task?
  - What do **I want and need** from this task?

# Bathing Example



- **You** may think the goal of bathing or showering is simply to **get clean**
- But **this person** may need a bath to **relax, soothe anxieties** or to **feel luxurious**
- **Clarify both sets of goals** and see how they **both can be met**

# Structuring the Task

- How you **structure** the task **affects** how much both you and this person **enjoy** the task and feel your **goals** have been **met**
- These questions help make the bathing task easier and more appealing by suggesting ways to change the:
  - **Timing** of the task
  - Task **steps**
  - **Objects** used for the task

# Structuring the Task (continued)

**Meet the goals** by generating ideas to:

- **Help this person successfully do parts of the task**
- **Help this person and you enjoy the task**



# Key Points

- This person needs to **feel good** about this task, as well as be clean, for it to be successful
- It's more important for them to feel good than for them to independently accomplish the task
- If the bath or shower is upsetting, then **find another way to help them be clean**

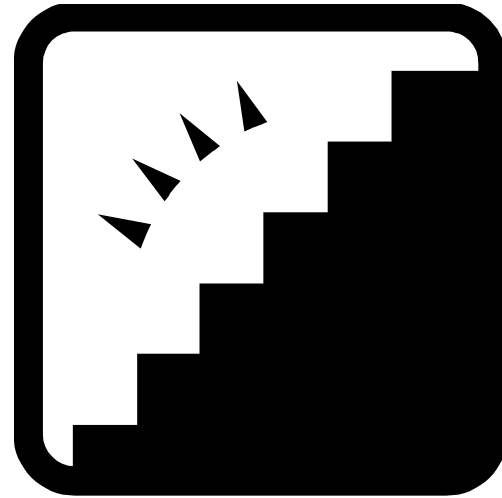


# Key Points (continued)

- **If bathing is not relaxing** to this person, **reduce the frequency** of the task
- Try to **do** the task the **same way each time**. Use the same care partner, place, time, order of task steps and objects
- If possible, do the task the **same way** they did it **throughout their adult life**
- As their cognition changes, **adapt the task** to their **changing needs and preferences**

# Task Steps

- Make sure the task steps are not:
  - Too many
  - Too complex
  - Too unfamiliar
  - Too abstract



# Examples

- This person may not be able to understand the **whole task**
- **Break the task down into steps** and remind them of the order of the steps, one step at a time
- They may need the **task steps slowed down, but not interrupted**
- If a pause between the task steps is too long, they may lose track of the order
- They may not be able to do all the steps at one time. They may need to **finish the steps at another time**

# Modification of Steps

Modify the task steps

- Make them **less difficult**
- **Adapt to this person's changing needs and preferences** due to changes in their **cognitive abilities**



# Examples

Bathing has **many steps**. **Modify one** or more.

- Removing clothes – encourage **undressing** in the same place each time (e.g., **one side of the room**) and **dressing in a different** place each time. The location can be a cue.
- **Expose** and wash **only one part** of their body at a time while the rest of their **body stays covered**

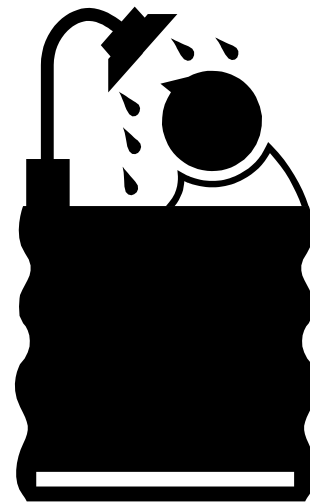
# Examples (continued)

- Cover this person with towels during the shower or bath:
  - Wash through or under towels to keep this person warmer and less embarrassed
  - Towels can help if this person is sensitive to water temperature, pressure changes, or water moving on their skin
  - Cover the shower nozzle with a washcloth if the spray feels to them like pellets or pricks on their skin

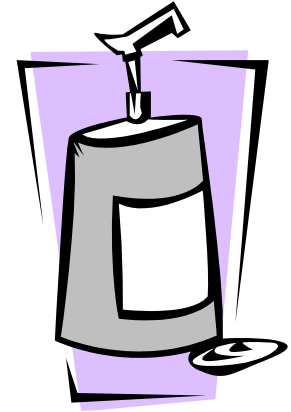
# Modification of Objects

**Adapt objects** used during the task to fit this person's **changing needs and preferences**

Adapt objects to accommodate their need for **familiarity**



# Examples



- **Equipment** such as a rolling shower or bath chair may be necessary as physical and cognitive **changes** occur
- Use objects **familiar** to them. For example, a bottled liquid soap may confuse them if they are used to bar soap



# Timing



Consider:

- How this person's **24-hour day is spent**
- How **similar** this person's daily schedule is to the schedule they had for **most of their adult life**
- How appropriate the schedule is now
- How the **past 48 hours** have been going
- What events/tasks **precede** this task

# Examples

- A **daily schedule** that is **familiar** is very important
  - They may not be able to sense how much time has passed
  - Familiarity can **add predictability and reassurance** to their day
- Changes in routine can be upsetting
- Substitute sponge baths for showers if showering upsets this person