

Cognitive Impairment Intervention Protocol (CIIP) for a Person with Cognitive Impairment

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COGNITIVE FUNCTIONS

INTRODUCTION AND INSTRUCTIONS

INTRODUCTION

The Cognitive Impairment Intervention Protocol (CIIP) is designed to be used with the Cognitive Impairment Assessment Protocol (CIAP). The CIIP gives a list of possible interventions for each response on the CIAP that suggests the abilities, needs, and desires of the person with cognitive impairment need to be more effectively addressed and accommodated.

The four parts of the CIIP and CIAP, and the factors they address are:

1. Cognitive functions of this person
2. Environment
3. Caregiver Interactions with this person
4. Task and Daily Routines.

Each part of the CIIP has its own introduction and instructions.

This part of the CIIP relates to the person and in particular to the person's cognitive functions. Use the CIIP Cognitive Functions and the CIAP Cognitive Functions together.

The Cognitive Functions CIAP is composed of two documents with the same questions in each document:

1. Yes/No Response Sheet
2. Four Point Scale Response Sheet

There is information in each of the CIAP Cognitive Functions documents that will help you understand and use the Cognitive Functions CIIP. All of the questions in the CIAP are included verbatim in the CIIP.

An important asset of both the CIAP and the CIIP is their ability to individualize assessment and intervention to a particular person with cognitive impairment at a particular time. Because the abilities and desires of a person with cognitive impairment will be different from every other person with cognitive impairment, and might fluctuate and change over time, it is important to assess frequently and to frequently modify interventions to adapt to the changes.

Often the cognitive impairment of a person becomes increasingly severe over time due to changes in the brain. The brain's ability to figure out what to do becomes more impaired in the absence of enough or the right kind of support from the environment, caregiver interactions, and the task or daily schedule.

When the environment, caregiver interactions, and task and daily routines are not supportive enough, that is, they are too demanding or they overestimate or underestimate the cognitive abilities of a person, the person may show evidence of this "mismatch" in a variety of ways, including:

1. Fatigue, withdrawal, or lethargy
2. Emotional distress, anxiety, confusion, or irritation.
3. Reduced success in performing a function, task, or task step.
4. Engaging in a behavior that reflects fatigue, unmet needs, or distress. Other people may call the behavior a "difficult behavior" because it causes danger or distress to the person with the cognitive impairment or to other people. It may also simply be a behavior that reflects distress in response to the behavior of a caregiver. The caregiver's behavior may feel to the person with cognitive impairment like a "difficult behavior" because it confuses and upsets her/him, by overestimating or underestimating her/his level of cognitive functioning.

The goal of this Cognitive Functions CIIP is to suggest ways to modify the environment, caregiver interaction, and the task or daily routines to foster competence and comfort for a particular person with cognitive impairment by: drawing on the strengths and abilities of this person, making task performance and interactions with others easier for this person, compensating for her/his specific impairments, stimulating this person to grow beyond her/his abilities, and most of all, helping this person feel pleasure and contentment.

In general, accommodating the cognitive functions of a person with cognitive impairment:

1. Helps a person feel comfortable and be safe.
2. Stimulates a person to have energy and a desire to do something.
3. Tells this person what is happening and will happen, and provides options of what to do and how to participate.
4. Helps this person save energy for other pleasurable or difficult tasks by making the performance of this task as easy and relaxing as possible.
5. Helps this person feel competent, independent, respected, and engaged.

Careful observation is key to recognizing insufficient accommodation of cognitive functioning, as is described more specifically in the observation section of the Cognitive Functions CIIP. When a person's body becomes tense or her/his face and eyes reflect confusion, anxiety, or irritation suggesting this person's cognitive functioning is either overestimated or underestimated, then immediately use an intervention from the Cognitive

Functions CIIP (for example, slow down to give her/him time). At all times, try to accurately match the demands of the task, environment, and your interactions with this person's abilities, needs, and desires as reflected in the Cognitive Functions CIAP to help this person relax and feel comfortable and competent.

The CIIP interventions modify the environment, caregiver interactions, and a task to:

1. Help a person grow in her/his ability to perform some cognitive functions and to acquire new skills or strategies that (at least temporarily) accommodate changes in other cognitive functions (for example, increasing the contrast between an object and its background, so the ability to scan an area to find an object is more often used and improves as the ability to remember where an object is declines; or nurturing artistic, music, and singing skills as speech declines).
2. Rely on an intact cognitive function (for example, pointing to an object as you name it, if this person doesn't recognize the object when she/he sees it, but does recognize the name of the object when it's said aloud).
3. Make a particular skill, function, or task step easier (for example, singing a rhythmic song with a person on the way to lunch, so walking becomes easier).
4. Compensate for a cognitive impairment by performing the function or task step for this person (for example, buttoning this person's shirt for her/him).

The CIAP questions will help you assess this person's cognitive functions to see if they are being addressed and accommodated in a way that is supportive of a particular person at a specific time. Your responses to the questions provide a profile of strengths and weaknesses regarding the abilities and needs of this person at this time.

The list of CIIP intervention ideas for each CIAP question offers you possible strategies to improve the effectiveness of efforts to accommodate this person's cognitive functions.

INSTRUCTIONS

1. Complete the Cognitive Functions CIAP Yes/No Response Sheet or the Four Point Scale Response Sheet by following the CIAP instructions.
2. For each of your responses to the questions in the CIAP that is a "No" or a "1" or "2" find the corresponding question in the CIIP. All of the questions in the CIAP are included verbatim in the CIIP.
3. Study the intervention ideas listed in the CIIP for each of the questions identified in step #2 above. Choose interventions to try that are appropriate for this person and her/his circumstances.
4. Evaluate the effectiveness of the implementation of the interventions you've chosen by completing the Cognitive Functions CIAP again.
5. Do steps #1-4 periodically or whenever you recognize a change needs to be made. It is often helpful to go through these steps with other people, sometimes including the person with the cognitive impairment.