

Assessment of the Environment of a Person with Cognitive Impairment

YES/NO RESPONSE SHEET

Shelly Weaverdyck, Ph.D.

Here are some questions to ask yourself, to assess how well the physical environment uses the strengths and meets the needs of a person with cognitive impairment. These questions are based on brain functioning and specific changes in cognition. However, you do not need to know anything about the brain to ask them. The questions are organized under general intervention concepts that address needs common among persons with cognitive impairment.

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 the environment. They should also be answered frequently enough to accommodate changes in this person's needs, strengths, and desires. Your answers to these questions can suggest effective intervention strategies that modify the environment, to help this person feel comfortable and to successfully accomplish a task. These questions apply to any room in any setting.

Consult "Instructions for Response Sheet: Assessment of the Environment of a Person with Cognitive Impairment" to see the questions in this Yes/No response sheet elaborated with details, examples, and rationale.

The "Six Point Scale Response Sheet" is an alternative method of answering these questions.

INSTRUCTIONS:

1. Circle "Yes" or "No" to record your response to each question regarding the room(s) where this person is involved with a task such as getting dressed, eating, taking a bath or shower, resting, visiting, or sitting quietly. Note that a "Yes" response suggests the environment meets the needs and desires of this person and compensates for cognitive impairment with respect to this question.
2. Complete the form below and record any comments or specific details (for example, observations, elaboration, explanations, or illustrations) in the spaces provided.

Name of assessor: _____ Name of person with cognitive impairment: _____

Task(s) performed: _____

Place of assessment: _____ Room(s) person is in: _____

Date of assessment: _____ Time of assessment: *Begin:* _____ AM/PM *End:* _____ AM/PM

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)

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 unused exit doors?	NO	YES
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 toilet, the closet door and surrounding wall, the towel and the wall, the shower nozzle and shower wall?	NO	YES
c. Are edges of surfaces and changes in floor height highlighted with contrasts, such as edges of tables, stairs, bathtubs and shower thresholds so this person can see how high to lift her/his feet or avoid bumping into objects?	NO	YES
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?	NO	YES
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) her/his mood at the moment, such as a busy high-energy living room and a quiet cozy den?	NO	YES

Comments: _____

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

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

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, such as alternating squares or blocks on floors, plaids, geometric, or repetitive patterns on floors, chairs, and blouses?	NO	YES
b. Are all surfaces (such as floors, walls, curtains, counter tops, clothing) free of patterns, stripes, borders, or figures that look like changes in height or depth, bugs, specks, or pieces of paper to pick up?	NO	YES
c. Are all objects easy to see because they are not in front of or beside a patterned surface or object, such as a pill or comb held in front of a patterned blouse?	NO	YES
Comments:		

III. CLUTTER: Look to ensure there are not:

- Too many objects in the environment
- Objects and information that are recognized or useful only to the caregiver, and not to this person
- Objects that are too distracting or overwhelming

a. Is there an appropriate amount of clothing in the closet and drawers?	NO	YES
b. Is there an appropriate number of items served at a meal or sitting on the table?	NO	YES
c. Is there an appropriate limit to the variety, frequency, duration, and volume of sounds?	NO	YES
d. Are all sounds recognizable?	NO	YES
e. Is there a limited number of people?	NO	YES
f. Are all people familiar to this person?	NO	YES
g. Are all notes, instructions, or equipment for caregivers out of sight?	NO	YES
h. Is the environment free of distracting sounds that might unintentionally elicit a response from this person, such as doorbells, phones, televisions, radios, irrelevant conversations, pagers, intercoms, public address systems?	NO	YES
i. Is the environment free of objects that might attract unnecessary attention and prevent other objects or spaces from being noticed?	NO	YES
j. Is the environment free of objects that are dangerous for this person at this time, such as telephone cords on the floor or sharp corners on tables?	NO	YES
Comments:		

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

a. Does the environment tell this person what she/he needs to know, such as 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?	NO	YES
b. Does the environment say what is expected of this person, and what options are available, for example a basket of clean laundry ready to fold, a jigsaw puzzle to put together, stained glass and candlesticks 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?	NO	YES
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?	NO	YES
d. Are all cues accessible through at least one of the five senses: are they visible, audible, textured?	NO	YES
e. Are the cues frequent enough so this person doesn’t have to remember, such as multiple signs to direct her/him to the bathroom?	NO	YES

f. Are other people in the room performing the same task as this person?	NO	YES
g. Is the environment free of unintentional cues that give this person inaccurate or inappropriate information, such as inaccurate clocks or artificial fruit?	NO	YES
h. Are there cues that stimulate this person to have the ability, energy, or desire to do something, such as notes about activity options, smells of bread baking, or a child's laughter?	NO	YES
Comments:		

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

a. Does the room look like a room this person would recognize or expect; for example, does the bathroom look normal or like this person's bathroom in the past?	NO	YES
b. Do objects look normal; for example, the bathtub, dishes, toilet?	NO	YES
c. Are tasks performed in the room where that task is normally performed; for example, hair combed in the bedroom rather than the living room?	NO	YES
d. Are objects in normal, expected places?	NO	YES
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?	NO	YES
Comments:		

VI. HOMEY: Look for spaces and decor that:

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

a. Are all spaces (rooms and smaller areas within rooms) cozy and emotionally comforting?	NO	YES
b. Are colors warm and bright?	NO	YES
c. Are all objects recognizable and comforting?	NO	YES
d. Would everything that is visible, normally be in this person's home?	NO	YES
e. Would all sounds normally be in this person's home?	NO	YES
f. Is the temperature warm or cool enough?	NO	YES
Comments:		

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 change from light to dark or vice versa
- This person can easily misinterpret shapes and movement

a. Is the lighting bright enough to read and see well?	NO	YES
b. Are floors, walls, and surfaces free of all shadows?	NO	YES
c. Do all areas of the room have the same amount of light, with the exception of reading lamps?	NO	YES
d. Are stairways as bright as or brighter than other spaces?	NO	YES
e. Are all objects easy to see and recognize, for example no objects in front of bright windows or down long hallways that look like frightening or confusing shadows and dark shapes?	NO	YES
Comments:		

VIII. TEXTURE: Look for varied textures that:

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

a. Do the floors, walls, ceilings and objects absorb sound?	NO	YES
b. Are objects and surfaces free of glare, that is, the objects and surfaces do not reflect light that impedes vision, or look wet?	NO	YES
c. Are there interesting surfaces or objects to feel?	NO	YES
d. Are floors non-slippery, even when wet?	NO	YES
e. Are hard surfaces covered to be safer, more interesting, easier to see and identify, or more light and sound absorbent?	NO	YES
Comments:		

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 and accessible when needed or wanted

a. Is there space that belongs only to this person?	NO	YES
b. Do rooms have curtains on windows and doors that prevent other people from seeing in or entering without knocking?	NO	YES
c. Are there drawers and cupboards that belong only to this person?	NO	YES
d. Are there objects that belong only to this person?	NO	YES
e. Does this person always have access to her/his own private space and possessions?	NO	YES
Comments:		

Assessment of the Environment of a Person with Cognitive Impairment

SIX POINT SCALE RESPONSE SHEET

Shelly Weaverdyck, Ph.D.

Here are some questions to ask yourself, to assess how well the physical environment uses the strengths and meets the needs of a person with cognitive impairment. These questions are based on brain functioning and specific changes in cognition. However, you do not need to know anything about the brain to ask them. The questions are organized under general intervention concepts that address needs common among persons with cognitive impairment.

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 the environment. They should also be answered frequently enough to accommodate changes in this person's needs, strengths, and desires. Your answers to these questions can suggest effective intervention strategies that modify the environment, to help this person feel comfortable and to successfully accomplish a task. These questions apply to any room in any setting.

Consult "Instructions for Response Sheet: Assessment of the Environment of a Person with Cognitive Impairment" to see the questions in this six-point scale response sheet elaborated with details, examples, and rationale and to see instructions for completing this response sheet.

The "Yes/No Response Sheet" is an alternative method of answering these questions.

INSTRUCTIONS:

1. Check the box with the response that most closely matches your observation regarding the room(s) where this person is involved with a task such as getting dressed, eating, taking a bath or shower, resting, visiting, or sitting quietly. Note that a response toward the right of each scale suggests the environment more likely meets the needs and desires of this person and compensates for cognitive impairment with respect to this question.
2. Complete the form below and record any comments or specific details (for example, observations, elaboration, explanations, or illustrations) in the spaces provided.

Name of assessor: _____ Name of person with cognitive impairment: _____

Task(s) performed: _____

Place of assessment: _____ Room(s) person is in: _____

Date of assessment: _____ Time of assessment: *Begin:* _____ AM/PM *End:* _____ AM/PM

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)

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 unused exit doors?	1. Many inappropriate areas	2. Some inappropriate areas	3. No areas with significant contrast	4. Some appropriate areas	5. Many appropriate areas	6. Most areas are appropriate
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 toilet, the closet door and surrounding wall, the towel and the wall, the shower nozzle and shower wall?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all

c. Are edges of surfaces and changes in floor height highlighted with contrasts, such as edges of tables, stairs, bathtubs and shower thresholds so this person can see how high to lift her/his feet or avoid bumping into objects?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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 hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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) her/his mood at the moment, such as a busy high-energy living room and a quiet cozy den?	1. All spaces the same	2. Two	3. Three	4. Four	5. Five	6. Six

Section Comments: (Record any comments for this section.)

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

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

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, such as alternating squares or blocks on floors, plaids, geometric, or repetitive patterns on floors, chairs, and blouses?	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
b. Are all surfaces (such as floors, walls, curtains, counter tops, clothing) free of patterns, stripes, borders, or figures that look like changes in height or depth, bugs, specks, or pieces of paper to pick up?	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
c. Are all objects easy to see because they are not in front of or beside a patterned surface or object, such as a pill or comb held in front of a patterned blouse?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all

Section Comments: (Record any comments for this section.)

III. CLUTTER: Look to ensure there are not:

- Too many objects in the environment
- Objects and information that are recognized or useful only to the caregiver, and not to this person
- Objects that are too distracting or overwhelming

a. Is there an appropriate amount of clothing in the closet and drawers? (Record in the box you check the number of items present. Record the appropriate number of items for this person here. _____)	1. Too few clothing items	2. Far too many	3. Significantly too many	4. Too many	5. A little too many	6. Appropriate number
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Comments: (Record any observations you have, particularly if there are too few items.)

b. Is there an appropriate number of items served at a meal or sitting on the table? (Record in the box you check the number of items present. Record the appropriate number of items for this person here. _____)	1. Too few meal items	2. Far too many	3. Significantly too many	4. Too many	5. A little too many	6. Appropriate number
Comments: (Record any observations you have, particularly if there are too few items.)						
c. Is there an appropriate limit to the variety, frequency, duration, and volume of sounds? (Record in the box you check the amount of sound present. Record the appropriate amount of sound here. _____)	1. Too little	2. Far too much	3. Significantly too much	4. Too much	5. A little too much	6. Appropriate amount
Comments: (Record any observations you have, particularly if there is too little sound.)						
d. Are all sounds recognizable?	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
e. Is there a limited number of people? (Record in the box you check the number of people usually present. Record the appropriate number here. _____)	1. Too few people	2. Far too many	3. Significantly too many	4. Too many	5. A little too many	6. Appropriate number
Comments: (Additionally, record the number of people infrequently present and how often. Record any other observations, particularly if there are too few people.)						
f. Are all people familiar to this person? (Record in the box you check the number of familiar people usually present.)	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
Comments: (Additionally, record the number of familiar people infrequently present and how often. Record any other observations.)						
g. Are all notes, instructions, or equipment for caregivers out of sight?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
h. Is the environment free of distracting sounds that might unintentionally elicit a response from this person, such as doorbells, phones, televisions, radios, irrelevant conversations, pagers, intercoms, public address systems?	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
i. Is the environment free of objects that might attract unnecessary attention and prevent other objects or spaces from being noticed?	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
j. Is the environment free of objects that are dangerous for this person at this time, such as telephone cords on the floor or sharp corners on tables? (Record in the box you check the number of dangerous objects.)	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
Comments: (Record identification of the objects or parts and your reasons for calling them dangerous.)						
Section Comments: (Record any other comments for this section.)						

IV. CUEING: Look for information this person:

- Can understand
- Can see easily without searching
- Can see without moving too much
- Recognizes though various senses of hearing, seeing, touching, smelling, and tasting
- Can use and trust
- Is stimulated by

a. Does the environment tell this person what she/he needs to know, such as 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 in the box you check the total number of cues. Record the appropriate number of cues here. _____)	1. Too many cues	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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Comments: (Record the actual number and the appropriate number of each type of cue present, with examples. Record any observations, particularly if there are too many cues.)

b. Does the environment say what is expected of this person, and what options are available, for example a basket of clean laundry ready to fold, a jigsaw puzzle to put together, stained glass and candlesticks 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 cues	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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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 hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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d. Are all cues accessible through at least one of the five senses: are they visible, audible, textured?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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e. Are the cues frequent enough so this person doesn't have to remember, such as multiple signs to direct her/him to the bathroom?	1. Too many repetitions	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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f. Are other people in the room performing the same task as this person?	1. Too many people modeling	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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Comments: (Record examples and explanations. Record any observations, particularly if there are too many people modeling.)

g. Is the environment free of unintentional cues that give this person inaccurate or inappropriate information, such as inaccurate clocks or artificial fruit?	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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h. Are there cues that stimulate this person to have the ability, energy, or desire to do something, such as notes about activity options, smells of bread baking, or a child's laughter? (Record in the box you check the number of cues that stimulate. Record the appropriate number of cues here. _____)	1. Too many cues	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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Comments: (Record the number of cues that appropriately stimulate, with examples, and the number of cues that inappropriately stimulate, with examples. Record any observations, particularly if there are too many cues that stimulate.)

Section Comments: (Record any other comments for this section.)

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

a. Does the room look like a room this person would recognize or expect; for example, does the bathroom look normal or like this person’s bathroom in the past?	1. Very little or not at all	2. A little	3. Somewhat/sort of	4. Quite	5. Mostly	6. Nearly or very normal
b. Do objects look normal; for example, the bathtub, dishes, toilet?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
c. Are tasks performed in the room where that task is normally performed; for example, hair combed in the bedroom rather than the living room?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
d. Are objects in normal, expected places?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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 hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
Section Comments: (Record any comments for this section.)						

VI. HOMEY: Look for spaces and decor that:

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

a. Are all spaces (rooms and smaller areas within rooms) cozy and emotionally comforting?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
b. Are colors warm and bright?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
c. Are all objects recognizable and comforting?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
d. Would everything that is visible, normally be in this person’s home?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
e. Would all sounds normally be in this person’s home?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
f. Is the temperature warm or cool enough? (Indicate in the box you check either “cool” or “warm”.)	1. Too cool or warm to function	2. Far too cool or warm	3. Significantly too cool or warm	4. Too cool or warm	5. A little too cool or warm	6. Appropriate temperature
Comments: (Record how often the temperature needs to be changed.)						
Section Comments: (Record any comments for this section.)						

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 change from light to dark or vice versa
- This person can easily misinterpret shapes and movement

a. Is the lighting bright enough to read and see well?	1. Too dark to see much at all	2. Far too dark	3. Significantly too dark	4. Too dark	5. A little too dark	6. Appropriate amount of light
b. Are floors, walls, and surfaces free of all shadows?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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	2. Too much variation to see well	3. Many	4. Some	5. A few	6. None or hardly any
d. Are stairways as bright as or brighter than other spaces? (Record in the box you check the number of stairways in the environment.)	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
Comments: (Record any observations.)						
e. Are all objects easy to see and recognize, for example no objects in front of bright windows or down long hallways that look like frightening or confusing shadows and dark shapes?	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
Section Comments: (Record any other comments for this section.)						

VIII. TEXTURE: Look for varied textures that:

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

a. Do the floors, walls, ceilings and objects absorb sound?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
b. Are objects and surfaces free of glare, that is, the objects and surfaces do not reflect light that impedes vision, or look wet?	1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
c. Are there interesting surfaces or objects to feel?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
d. Are floors non-slippery, even when wet?	1. None or hardly any	2. A little	3. Some	4. Much	5. Most	6. Nearly all or all
e. Are hard surfaces covered to be safer, more interesting, easier to see and identify, or more light and sound absorbent?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
Section Comments: (Record any comments for this section.)						

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 and accessible when needed or wanted

a. Is there space that belongs only to this person?	1. None or hardly any	2. A little	3. Some	4. Much	5. Most	6. Nearly all or all
Comments: (Record private areas/rooms, how often they are used, and for what tasks. Record how much private space would be appropriate.)						
b. Do rooms have curtains on windows and doors that prevent other people from seeing in or entering without knocking?	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
Comments: (Record which rooms/areas have doors and/or covered windows.)						
c. Are there drawers and cupboards that belong only to this person? (Record in the box you check the number of drawers/cupboards.)	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
Comments: (Record where the drawers and cupboards are located.)						
d. Are there objects that belong only to this person? (Record in the box you check the number of objects.)	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
Comments: (Record the names of this person's objects.)						
e. Does this person always have access to her/his own private space and possessions? (Record in the box you check the number of spaces/objects that are not accessible.)	1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
Comments: (Record which spaces and objects are not accessible, how often, and why.)						
Section Comments: (Record any other comments for this section.)						

Assessment of the Environment of a Person with Cognitive Impairment

INSTRUCTIONS FOR RESPONSE SHEET

Shelly Weaverdyck, Ph.D.

INTRODUCTION:

Here are some questions to ask yourself, to assess how well the physical environment uses the strengths and meets the needs of a person with cognitive impairment. These questions are based on brain functioning and specific changes in cognition. However, you do not need to know anything about the brain to ask them. The questions are organized under general intervention concepts that address needs common among persons with cognitive impairment. A brief rationale for each of the intervention concepts is provided.

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 the environment. They should also be answered frequently enough to accommodate changes in this person's needs, strengths, and desires. Your answers to these questions can suggest effective intervention strategies that modify the environment, to help this person feel comfortable and to successfully accomplish a task. These questions apply to any room in any setting.

The "Six Point Scale Response Sheet" and "Yes/No Response Sheet" are two methods of answering these questions. These instructions are particularly important for completing the "Six Point Scale Response Sheet".

A physical environment is supportive when it helps a person feel comfortable and be safe, stimulates this person to have energy and a desire to do something, tells her/him where things are, and provides options for things to do. These questions help you assess 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 the person to perform tasks of daily living.

The environment has a major impact on behaviors, on the amount of distress and fatigue a person experiences, and on how easily and successfully a caregiver can assist the person with cognitive impairment. Even when a person is sitting, apparently doing nothing, the environment can increase fatigue and confusion. These questions help explore why a person is feeling distressed, having trouble performing a task, or engaging in a particular behavior. They also suggest intervention strategies. Answers to these questions can help determine which interventions might be most effective in helping a person in a given moment, as well as helping her/him feel happier and function more independently in general.

INSTRUCTIONS:

Do not use this instruction sheet as a response sheet. Use the "Six Point Scale Response Sheet" or the "Yes/No Response Sheet".

1. Check the box on the "Six Point Scale Response Sheet" or circle "Yes" or "No" on the "Yes/No Response Sheet" to record the response that most closely matches your observations regarding the room(s) where this person is involved with a task such as getting dressed, eating, taking a bath or shower, resting, visiting, or sitting quietly. Note that a response toward the right of each scale or a "Yes" response suggests the environment more likely meets the needs and desires of this person and compensates for cognitive impairment with respect to this question.
2. Record comments and specific details (for example, observations, elaboration, explanations, or illustrations) in the spaces provided on each response sheet.
3. Complete the form at the beginning of a response sheet (name of assessor, name of person with cognitive impairment, tasks performed, place of assessment, rooms person is in, date of assessment, beginning and ending time of assessment).
4. Read and follow the instructions for each question below before recording your response on the response sheet. The general intervention concepts and individual questions on the response sheets are listed below. A rationale is given for each concept, and instructions follow each individual question.

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? With normal age related sensory changes and changes in the brain's ability to recognize (perceive) distinctions in the environment, items begin to blur together. A glossy white toilet against a light linoleum 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 appropriate stimuli.

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 unused exit doors?

1. Many inappropriate areas	2. Some inappropriate areas	3. No areas with significant contrast	4. Some appropriate areas	5. Many appropriate areas	6. Most areas are appropriate
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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 (i.e., the areas to be used draw attention, and the areas not to be used discourage attention)?

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 toilet, the closet door and surrounding wall, the towel and the wall, the shower nozzle and shower wall?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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INSTRUCTIONS for I. b: How many of all the useful objects in the room, are 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?

c. Are edges of surfaces and changes in floor height highlighted with contrasts, such as edges of tables, stairs, bathtubs and shower thresholds so this person can see how high to lift her/his feet or avoid bumping into objects?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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INSTRUCTIONS for I. c: How many of all the edges, are appropriately contrasted? Too many contrasts can confuse this person even further. Pay special attention to dangerous edges (e.g., of stairs, table corners).

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 hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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INSTRUCTIONS for I. d: How many of all the objects to be avoided blend in with their background; that is, how many 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) her/his mood at the moment, such as a busy high-energy living room and a quiet cozy den?

1. All spaces the same	2. Two	3. Three	4. Four	5. Five	6. Six
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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 the cognitive impairment creates 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. Is there a contrast in the moods various parts of the environment might create, so this person has a place to go to either match her/his mood (e.g., 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 her/his mood (e.g., if 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 look like it is moving or undulating which can alter the sense of balance in a person with vision and brain changes. This person may be tempted to pick up specks on the floor, thereby increasing the chance of falling. The floor should feel safe with no distracting stimuli.

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, such as alternating squares or blocks on floors, plaids, geometric, or repetitive patterns on floors, chairs, and blouses?

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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INSTRUCTIONS for II. a: How many of all the surfaces (including floors, counter tops, furniture, clothing, etc.) have patterns that might appear to this person to vibrate or move when she/he looks at them, whether or not she/he is moving? These patterns are usually geometric or repetitive patterns and can cause nausea, dizziness, misperception, and confusion. Look especially for large surfaces (e.g., floors, tablecloths, sofas), surfaces visible while moving (e.g., chair seats when transferring or preparing to sit, towels when drying off), or clothing on caregivers with repetitive patterns (e.g., zigzagging patterns, plaids, multiple squares or figures). Note: the rating on the scale increases as the number of patterns decreases.

b. Are all surfaces (such as floors, walls, curtains, counter tops, clothing) free of patterns, stripes, borders, or figures that look like changes in height or depth, bugs, specks, or pieces of paper to pick up?

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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INSTRUCTIONS for II. b: How many of all surfaces might cause misperception or misinterpretation by this person? How many look like objects that are frightening, distracting, annoying, or are hard to locate precisely? Designs/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 rating on the scale 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, such as a pill or comb held in front of a patterned blouse?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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? Is the background of the object too busy or confusing? Does the background, rather than the object attract the person's attention? Note: you are rating the number of objects that are NOT near patterned backgrounds.

III. CLUTTER: Look to ensure there are not:

- Too many objects in the environment
- Objects and information that are recognized or useful only to the caregiver, and not to this person
- Objects that are too distracting or overwhelming

Why? A person's ability to tolerate clutter (excess items or stimuli) varies with personality and with the type and amount of brain impairment. The ability to see a variety of objects, or hear a variety of sounds, and to use or make decisions about each one may be impaired. It is important to assess 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 she/he has 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 her or himself in the mirror and thinks someone else is in the room. Bathrooms frequently have too many hygiene items. Identifying which objects are dangerous will depend upon the particular person's abilities at a 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 used to peel potatoes in a kitchen drawer).

a. Is there an appropriate amount of clothing in the closet and drawers? (Record in the box you check the number of items present. Record the appropriate number of items for this person here. _____)

1. Too few clothing items	2. Far too many	3. Significantly too many	4. Too many	5. A little too many	6. Appropriate number
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Comments: (Record any observations you have, particularly if there are too few items.)

INSTRUCTIONS for III. a: This question asks, based on what this person needs and wants, how appropriate, **for this person**, 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 her/him to search for a favorite article of clothing. This rating asks if, at this time, there are too many clothing items (with one response option for too few). A rating of **2** suggests that the quantity is completely overwhelming to this person; that she/he cannot cope (e.g., she/he gets upset when confronted with all of the clothes in the closet and is unable to function; e.g., to recognize or choose any garment). Each rating from **3** through **5** reflects a decrease in the number of items of clothing. A rating of **6** indicates the number of clothing items is appropriate, regardless of what that number is. After you check a response box, record in the response box, the approximate number of clothing items in this person’s closet(s) and drawers, so you can note more objectively the change over time. Record also, in the space provided, what you think might be the appropriate number of clothing items for this person at this time. If there are too few clothing items, check the **1** box on the rating scale, and record your observations in the “comments” space.

b. Is there an appropriate number of items served at a meal or sitting on the table? (Record in the box you check the number of items present. Record the appropriate number of items for this person here. _____)

1. Too few meal items	2. Far too many	3. Significantly too many	4. Too many	5. A little too many	6. Appropriate number
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Comments: (Record any observations you have, particularly if there are too few items.)

INSTRUCTIONS for III. b: This question asks, based on what this person needs and wants, how appropriate, **for this person**, 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. This rating asks if, at this time, there are too many meal items (with one response option for too few). A rating of **2** suggests that the quantity is completely overwhelming to this person; that she/he cannot cope (e.g., she/he gets upset when confronted with all of the meal items and is unable to function; e.g., she/he “stacks” the food, or simply leaves the table). Each rating from **3** through **5** reflects a decrease in the number of meal items. A rating of **6** indicates the number of meal items is appropriate, regardless of what that number is. After you check a response box, record in the response box, the approximate number of meal items visible on the table, so you can note more objectively the change over time. Record also, in the space provided, what you think might be the appropriate number of meal items for this person at this time. If there are too few meal items, check the **1** box on the rating scale, and record your observations in the “comments” space.

c. Is there an appropriate limit to the variety, frequency, duration, and volume of sounds? (Record in the box you check the amount of sound present. Record the appropriate amount of sound here. _____)

1. Too little	2. Far too much	3. Significantly too much	4. Too much	5. A little too much	6. Appropriate amount
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Comments: (Record any observations you have, particularly if there is too little sound.)

INSTRUCTIONS for III. c: This question asks, based on what this person needs and wants, how appropriate, **for this person**, 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 (e.g., confusion, anxiety, withdrawal). Too little may be inadequate stimulation. This rating asks if, at this time, there is too much variety, frequency, and volume of sound (with one response option for too little). A rating of **2** suggests that the amount is completely overwhelming to this person; that she/he cannot cope (e.g., she/he gets upset even when she/he appears to be doing nothing and is unable to function; becoming, for example, restless, emotionally withdrawn, angry, or unwilling to stay in the room). Each rating from **3** through **5** reflects a decrease in the amount of sound in the environment. A rating of **6** indicates the amount of sound is appropriate, regardless of what that amount is. After you check a response box, record in the response box, the approximate amount of sound in the environment. In the “comments” section, record what sounds are heard, how often, for how long, and at what volume (e.g., 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 objectively the change over time. Record also, in the space provided, what you think might be the appropriate amount of sound for this person at this time. If there is too little sound, check the **1** box on the rating scale, and record your observations in the “comments” space.

d. Are all sounds recognizable?

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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INSTRUCTIONS for III. d: How many of all the sounds in the environment, are not recognizable to this person, i.e., this person does not understand what the sound is or means, whether or not it is recognized by other people? These unrecognized sounds might include, e.g., a foreign language, or any spoken language, a television or radio program, machine noises, overheard conversations. Note: the rating on the scale increases as the number of unrecognized sounds decreases.

e. Is there a limited number of people? (Record in the box you check the number of people usually present.

Record the appropriate number here. _____)

1. Too few people	2. Far too many	3. Significantly too many	4. Too many	5. A little too many	6. Appropriate number
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Comments: (Additionally, record the number of people infrequently present and how often. Record any other observations, particularly if there are too few people.)

INSTRUCTIONS for III. e: This question asks, based on what this person needs and wants, how appropriate , **for this person**, is the number of people in this person’s environment. 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 may cause confusion. Too few may be inadequate stimulation. This rating asks if, at this time, there are too many people (with one response option for too few). The number of people should include people who are seen or encountered only briefly and/or infrequently, as well as those in the environment for a longer duration and/or more regularly. It should include all people, whether or not this person interacts with them, including e.g., caregivers, visitors, consultants, professionals, and other people with cognitive impairment. A rating of **2** suggests that the number is completely overwhelming to this person; that she/he cannot cope. Each rating from **3** through **5** reflects a decrease in the number of people in the environment. A rating of **6** indicates that the number of people is appropriate, regardless of what that number is. After you check a response box, record in the response box, the approximate number of people usually present, so you can note more objectively the change over time. In the “comments” space , record the number of people infrequently present and how often. Record also, in the space provided, what you think might be the appropriate number of people for this person at this time; it may be only one person in addition to the person him/herself. If there are too few people, check the **1** box on the rating scale, and record your observations in the “comments” space.

f. Are all people familiar to this person? (Record in the box you check the number of familiar people usually present.)

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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Comments: (Additionally, record the number of familiar people infrequently present and how often. Record any other observations.)

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 lengths 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 caregivers, visitors, consultants, professionals, and other people with cognitive impairment. After you check a response box, record in the response box, the approximate number of familiar people usually in the environment. In the “comments” space, record the number of familiar people infrequently present and how often.

g. Are all notes, instructions, or equipment for caregivers out of sight?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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INSTRUCTIONS for III. g: How many of all the items caregivers use, but this person does not need or use, are out of sight of this person? Any objects that are useless to this person are a potential distraction, and can cause confusion and fatigue. These caregiver items might include notes, documents, instructions, equipment, supplies, etc.

h. Is the environment free of distracting sounds that might unintentionally elicit a response from this person, such as doorbells, phones, televisions, radios, irrelevant conversations, pagers, intercoms, public address systems?

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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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 are likely confusing, fatiguing, and unnecessarily demanding on this person. Note: the rating on the scale increases as the number of sounds unintentionally eliciting responses decreases.

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

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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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 for example, 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 (e.g., a covered laundry cart beside the door to the dining room). The objects themselves may be safe or dangerous. Include only objects that distract this person from using other useful objects or spaces. Note: the rating on the scale increases as the number of objects unnecessarily drawing attention decreases.

j. Is the environment free of objects that are dangerous for this person at this time, such as telephone cords on the floor or sharp corners on tables? (Record in the box you check the number of dangerous objects.)

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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Comments: (Record identification of the objects or parts and your reasons for calling them dangerous.)

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 (e.g., the telephone cord strung across the floor and sharp corners on tables). Some will require justification for being identified as dangerous. For example, stove knobs on the stove may or may not be dangerous depending on the person’s level of functioning and the ability to remove the knobs. Record in the “comments” space the dangerous objects or parts of objects and why you identified them as dangerous. Note: the rating on the scale 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 person depends on the environment increasingly as the cognitive impairment becomes more severe. The brain’s ability to figure out what to do in the absence of stimuli or when stimuli are unfamiliar is impaired. A person with severe cognitive impairment literally depends upon the environment to tell her/him what to do, where to go, and sometimes even how to feel. If a tub or shower doesn’t look normal, it can be confusing and the person doesn’t know what to do in this room. It can also be very frightening, even if the caregiver tries to explain what it is. 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 she or he reads. Because of memory loss, however, cues must be repeated frequently to reassure and inform this person.

a. Does the environment tell this person what she/he needs to know, such as 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 in the box you check the total number of cues. Record the appropriate number of cues here. _____)

1. Too many cues	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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Comments: (Record the actual number and the appropriate number of each type of cue present, with examples. Record any observations, particularly if there are too many cues.)

INSTRUCTIONS for IV. a: This question asks, based on what this person needs and wants, how appropriate, **for this person**, is the number of cues in the environment. Cues (e.g., objects, signs, notes, color, room décor) give information to this person about, for example, what to do, where something is, what an object is, 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 the person of information she/he needs to feel comfortable or to function independently. This rating asks if, at this time, there are too few cues (with one response option for too many). A rating of **2** suggests that the lack or low number of cues is completely overwhelming to this person; that she/he cannot cope (e.g., she/he gets upset when she/he doesn’t know where to go, what to do, or who can help, and is unable to function). Each rating from **3** through **5** reflects an increase in the number of cues. A rating of **6** indicates the number of cues is appropriate, regardless of what that number is. If there are too many cues, check the **1** box on the rating scale, and record your observations in the “comments” space. After you check a response box, record in the response box, the approximate number of cues in this person’s environment, so you can note more objectively the change over time. Record in the space

provided, what you think might be the appropriate number of cues for this person at this time. In the “comments” space record examples of the cues present, as well as the number of cues that give various types of information (e.g., how many cues say what to do versus where something is or what an object is?). Because each person has a unique combination of competencies and needs, the number of each type of cue that a person requires will be unique. (Someone with spatial problems will need more cues that say where things are, for example, than cues that say what to do.) Record in the “comments space” what types of cues (or 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 a basket of clean laundry ready to fold, a jigsaw puzzle to put together, stained glass and candlesticks 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 cues	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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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 questions IV. a.) In general, look at the environment for cues (e.g., room décor, signs, objects) that communicate the function of each space or give this person choices of activities to do and feelings to have? (e.g., dishes in a hutch, or pictures of food on the wall in the dining room, luxurious plants and quiet music in a quiet room, a basket of clean laundry to fold in the den.) Are expectations communicated clearly (e.g., when it’s time for a worship service and participants are expected to be calm and worshipful, are there stained glass windows (or large pictures of stained glass windows), candles, a leader in a robe, songbooks that look like books used in worship rather than folders)? Are there cues telling this person what behaviors and activities are expected (e.g., when it’s time for a bath or shower, is a towel draped over the caregiver’s arm as a visual cue of the task to be done)? Do the cues change over time, when functions and expectations change (e.g., 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)?

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 hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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INSTRUCTIONS for IV. c: How many of all the cues in the environment are recognizable to this person? Which cues are recognizable will depend on this person’s skills and needs at this time. To understand word cues (e.g., signs or notes), this person needs to be able to read and to understand what she/he reads. 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 den” 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 den. 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: are they visible, audible, textured?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 her five senses? Look to see if any cues are not available to this person because she can’t see, hear, feel, smell, or taste them. If a temporary condition alters this person’s ability to see a cue, for example she/he is in a wheelchair for a few weeks, so many cues are now too high to see, then the rating of this response will likely be lower than it was before. The environment needs to change to accommodate changes (no matter how temporary) in this person’s needs and desires.

e. Are the cues frequent enough so this person doesn’t have to remember, such as multiple signs to direct her/him to the bathroom?

1. Too many repetitions	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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INSTRUCTIONS for IV. e: This question asks, based on this person needs and wants at this time, how appropriate for this person, is the frequency with which cues are presented? This rating 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 (e.g., when this person walks toward the bathroom, does she/he get distracted between cues; or how often does this person need to be informed of when dinner is)? This rating asks if, at this time, there are generally too few cue repetitions (with one response option for too many). A rating of 2 suggests that the lack or low number of cue repetitions is insufficient for this person; that she/he cannot cope (e.g., she/he gets upset when she/he doesn’t know where to go, what to do, or who can help, and is unable to function). Each rating from 3 through 5 reflects an increase in the number

of cue repetitions. A rating of **6** indicates the number of cue repetitions is appropriate, regardless of what that number is. If there are too many cue repetitions, check the **1** response box on the rating scale, and record your observations in the “comments” space. Record also examples and comments to explain your rating in the “comments” space..

f. Are other people in the room performing the same task as this person?

1. Too many people modeling	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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Comments: (Record examples and explanations. Record any observations, particularly if there are too many people modeling.)

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 whom she sees or hears, that 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 (e.g., a server) is up walking around. She/he may be able to take a shower more easily if a spouse takes a shower with her/him; or sing a song more easily if someone is singing it next to her/him. The number of people this person requires for modeling will change over time. Too many people may feel overwhelming or distracting to her/him, 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 rating asks if, at this time, there are too few people modeling (with one response option for too many). A rating of **2** suggests that the lack or low number of people modeling is too confusing for this person; that she/he may not understand what to do when no one else is doing it. Each rating from **3** through **5** reflects an increase in the number of people modeling. A rating of **6** indicates the number of people modeling is appropriate, regardless of what that number is. If there are too many people modeling, check the **1** response box on the rating scale, and record your observations in the “comments” space. After you check a response box, record in the “comments” space, examples and comments to explain your rating.

g. Is the environment free of unintentional cues that give this person inaccurate or inappropriate information, such as inaccurate clocks or artificial fruit?

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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INSTRUCTIONS for IV. g: How many of all the cues in the environment, are inappropriate for this person (e.g., they give inaccurate, distressing, or dangerous information)? Most of these cues will be unintentional (e.g., a stopped clock). Even cues that intentionally give inaccurate information in order to encourage this person to avoid a danger (e.g., a mirror on an exit door so, if this person doesn’t recognize her/himself, 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 her/himself in the mirror and uses the mirror to adjust her/his hair, for example, then the mirror is not a cue that gives inaccurate information to this person; it simply distracts her/him.) 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 rating on the scale 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, such as notes about activity options, smells of bread baking, or a child’s laughter? (Record in the box you check the number of cues that stimulate. Record the appropriate number of cues here.)

1. Too many cues	2. Far too few	3. Significantly too few	4. Too few	5. A little too few	6. Appropriate number
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Comments: (Record the number of cues that appropriately stimulate, with examples, and the number of cues that inappropriately stimulate, with examples. Record any observations, particularly if there are too many cues that stimulate.)

INSTRUCTIONS for IV. h: This question asks, based on what this person needs and wants at this time, of all the cues in the environment, how appropriate, **for this person**, is the number of cues that stimulate (rather than simply inform) this person. Examples of cues that stimulate are provided in the question. 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 (e.g., 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 rating asks if, at this time, there are too few cues that stimulate (with one response option for too many). A rating of **2** suggests that the lack or low number of cues that stimulate is distressing to this person; that she/he gets restless, anxious, bored, confused, or withdrawn. Each rating from **3** through **5** reflects an increase in the number of cues that stimulate. A rating of **6** indicates the number of cues that stimulate is appropriate, regardless of what that number is. If there are too many cues that stimulate, check the **1** response box on the rating scale, and record your observations in the “comments” space. After you check a response box, record in the response box, the approximate number of stimulating cues in this person’s environment, so you can note more objectively the change over time. In the “comments” space, record as well, examples of the stimulating cues, the number of cues that appropriately stimulate at this time, with examples,

and the number of cues that inappropriately stimulate, with examples. Record what you think might be the appropriate number of cues that stimulate for this person at this time in the space provided.

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? The brain’s ability to figure out something it doesn’t understand, or to adapt to change and unfamiliar objects, people, or circumstances may be impaired. If something doesn’t look normal to this person, she/he may be unable to use the object or respond appropriately. She/he may also become frightened or anxious. Even minor changes or adaptations in an object or setting can cause this person to be unable to function or to be distressed. 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 or like this person’s bathroom in the past?

1. Very little or not at all	2. A little	3. Somewhat/sort of	4. Quite	5. Mostly	6. Nearly 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 her/his past and expectations. This question assumes normal refers to the person’s relationship with the space. If this person lives in this environment, then the environment is normal when it feels like a (her/his) home. If a hallway or dining room looks like a hospital or hotel, this person may assume it is time to go home; that she/he doesn’t belong here. If a bathroom doesn’t look like a bathroom to this person (her/his own bathroom), she/he may be frightened or confused when asked to take a bath or shower in it. Examine the entire room (e.g., its décor, objects, and activities occurring in the room).

b. Do objects look normal; for example, the bathtub, dishes, toilet?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 her/his past and 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 “therapeutic” to accommodate impairments. This question assumes it is important to have objects that are simple, accommodating of impairments, and yet are 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 living room?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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? 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 (e.g., talking about going to the bathroom in a room with other people; moving through a room full of people while wearing only a robe or towel; using a blood pressure cuff in a dining room; eating a meal in the living room). Even if this person appears to not notice the room, events in the room likely affect her/him. If most of the people in a room are engaged in a task inappropriate to the room, then check a box with a low rating. The task should fit the room.

d. Are objects in normal, expected places?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 her/his past and expectations. This question assumes normal refers to the person’s relationship with the space. If this person lives in this environment, then the environment is normal when it feels like a (her/his) home. Examine all the objects, regardless of their size or frequency of use. Objects that are not in their normal places (that is, where they would be in a home, e.g., blood pressure cuff or weight scale in the living room, mirror on an exit door; laundry cart in the hallway) may be confusing and reduce this person’s ability to perform a task.

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 hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 (e.g., an elevator button 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 & relaxed
- Look and feel like home

Why? The brain changes may prevent this person from remembering the caregiver's reassuring words or may make it difficult to understand words. This person likely relies heavily on nonverbal environmental indications of safety and supportive comfort for reassurance. Confusing or unfamiliar objects in the room drain the person's energy as she or he tries to make sense of the object. The body's ability to regulate its own body temperature may be erratic or impaired in some way, making the person heavily dependent on the temperature of the environment to stay warm. With normal aging a person usually feels colder than she or he used to, so for a room (particularly the bathroom during a bath or shower) to be warm enough for this person, the caregiver will likely be quite hot.

a. Are all spaces (rooms and smaller areas within rooms) cozy and emotionally comforting?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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INSTRUCTIONS for VI. a: How many of all the rooms or spaces in this environment, seem cozy or emotionally comforting 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 her/his space and she/he belongs here? Examine the entire environment, including its décor, objects, sounds, people, and activities occurring in the room. Note textures (e.g., 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 her/his own bathroom), she/he will likely not be able to relax and enjoy the bath. What is comfortable to this person will depend on her/his past and her/his 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 (her/his) home. If the environment looks like a hospital or hotel, it will likely not be relaxing and comfortable. She/he may feel tense, or assume it is time to go home, that she/he doesn'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 that are not usually encountered at home.

b. Are colors warm and bright?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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.

c. Are all objects recognizable and comforting?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 (e.g., an afghan, flowers, photos of family, chair) that this person enjoys? Unfamiliar or unrecognizable objects (e.g., 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 hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 her/his 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, she/he 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 her/his own home. Objects normally seen in stressful situations (e.g., hospital equipment) may create confusion and anxiety.

e. Would all sounds normally be in this person’s home?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 her/his 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 are not congruent with 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 (e.g., hospital equipment) may create confusion and anxiety.

f. Is the temperature warm or cool enough? (Indicate in the box you check either “cool” or “warm”.)

1. Too cool or warm to function	2. Far too cool or warm	3. Significantly too cool or warm	4. Too cool or warm	5. A little too cool or warm	6. Appropriate temperature
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Comments: (Record how often the temperature needs to be changed.)

INSTRUCTIONS for VI. f: This question asks, based on what this person needs and wants, how appropriate, **for this person at this time**, is the temperature of the room. The room temperature this person wants or needs may change over time, and even from moment to moment. This rating 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 the person’s body temperature, or needs and wants. A rating of **1** suggests that the temperature is so cold or hot, that the person cannot function. Each rating from **2** through **5** reflects an increasingly appropriate temperature for this person. A rating of **6** 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. After you check a response box, record in the response box, whether the temperature is too cool or too warm. In the “comments” space, record how often it 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 change from light to dark or vice versa
- This person can easily misinterpret shapes and movement

Why? Vision usually changes with normal aging. An older person often needs three times more light to read than a teenager. Changes in a person’s ability to recognize and/or locate objects may also occur with impaired brain functioning. Therefore, 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 normal aging and with brain changes. Side lighting removes the shadows on the face in the mirror. Removing the uneven lighting from open doors down hallways increases safety.

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

1. Too dark to see much at all	2. Far too dark	3. Significantly too dark	4. Too dark	5. A little too dark	6. 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 rating 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 (e.g., printed words in books) usually increases with age and often with cognitive impairment, 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 rating of **1** suggests that the level of lighting is so low, this person cannot see well at all. Each rating from **2** through **5** reflects an increasingly higher level of lighting. A rating of **6** indicates the amount of light is appropriate, in that it allows the person to see small details.

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

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 very even

over an entire room and entire hallway to achieve this. Shadows can be dangerous (e.g., 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	2. Too much variation to see well	3. Many	4. Some	5. A few	6. None or hardly any
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INSTRUCTIONS for VII. c: How many of all the areas or spots in the room, are more dimly lit than most of the rest of the room, with the exception of reading lamps? Look at all areas, especially near windows, corners, inside cupboards and closets, and down hallways. There may be darker areas on the floor down hallways 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 very dark and the contents difficult to see. Even areas that are intentionally less well lit to help this person to avoid a danger (e.g., 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 rating of **2** or of **1** suggests there are so many areas with varying light levels that this person would likely have difficulty seeing even large objects in the room well, or seeing any objects at all, respectively. Note: the rating on the scale increases as the number of inappropriately dimmed areas of the room decreases.

d. Are stairways as bright as or brighter than other spaces? (Record in the box you check the number of stairways in the environment.)

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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Comments: (Record any observations.)

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 in the response box the number of stairways in the environment.

e. Are all objects easy to see and recognize, for example no objects in front of bright windows or down long hallways that look like frightening or confusing shadows and dark shapes?

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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INSTRUCTIONS for VII. e: How many of all the objects in the environment are 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 (so that this person is looking into the light to try to see an object) might also be particularly unrecognizable and confusing. Note: the rating on the scale 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 very glaring and bright with light colored shiny surfaces. In a large noisy dining room or in the bathroom when water runs, the noise with echoes can be deafening to a person with a hearing aid or who is hearing impaired. Older people are usually sensitive to glare. Background noise often prevents them from hearing. When a person also has a cognitive impairment, it is very difficult for this person to compensate for the sensory loss by figuring out what someone is saying. Hence a person can become very 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 (perception) becomes more impaired. Texture provides information as well as interest. If this person becomes hypersensitive to touch, then adapting the material of clothing may be helpful.

a. Do the floors, walls, ceilings and objects absorb sound?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 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 and surfaces free of glare, that is, objects and surfaces do not reflect light that impedes vision or look wet?

1. Nearly all or all	2. Most	3. Many	4. Some	5. A few	6. None or hardly any
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INSTRUCTIONS for VIII. b: How many of all the objects and surface areas in the environment, produce glare? Glare becomes increasingly a problem with normal aging and is especially confusing with cognitive impairment, making it much more difficult for this person to see. It can often make surfaces look wet, thereby increasing confusion, and causing this person to perhaps hesitate or become anxious, increasing the risk of falling. Note: the rating on the scale increases as the number of objects and surfaces areas with glare decreases.

c. Are there interesting surfaces or objects to feel?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 floors non-slippery, even when wet?

1. None or hardly any	2. A little	3. Some	4. Much	5. Most	6. Nearly all or all
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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, or more light and sound absorbent?

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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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 (e.g., 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 and accessible when needed or wanted

Why? Even when a person is very impaired, she or he may still retain a sense of modesty in a bedroom or bathroom or during a meal if she or he senses a 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?

1. None or hardly any	2. A little	3. Some	4. Much	5. Most	6. Nearly all or all
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Comments: (Record private areas/rooms, how often they are used, and for what tasks. Record how much private space would be appropriate.)

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. Record in the "comments" space which rooms/areas are private, how often the private space seems to be used, and for what tasks. Record also how much private space might be appropriate for this person at this time.

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

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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Comments: (Record which rooms/areas have doors and/or covered windows.)

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? Record in the "comments" space which rooms/areas have doors and/or curtained windows.

c. Are there drawers and cupboards that belong only to this person? (Record in the box you check the number of drawers/cupboards.)

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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Comments: (Record where the drawers and cupboards are located.)

INSTRUCTIONS for IX. c: How many of all the drawers and cupboards in the environment belong only to this person (i.e., only this person's things are in them and other people are expected to touch them only with permission)? Record in the response box you check the number of drawers and cupboards there are that belong to this person. In the "comments" space, record where these drawers and cupboards are.

d. Are there objects that belong only to this person? (Record in the box you check the number of objects.)

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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Comments: (Record the names of this person's objects.)

INSTRUCTIONS for IX. d: How many of all the objects in the environment, belong only to this person (i.e., other people are expected to touch them only with permission)? Record in the response box you check the number of objects this person owns. In the "comments" space, record what these objects are.

e. Does this person always have access to her/his own private space and possessions? (Record in the box you check the number of spaces/objects that are not accessible.)

1. None or hardly any	2. A few	3. Some	4. Many	5. Most	6. Nearly all or all
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Comments: (Record which spaces and objects are not accessible, how often, and why.)

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 in the "comments" space the number of spaces and objects that are not accessible, which spaces and objects are not accessible, how often they are not accessible, and why.