

Creating Meaningful Activities for People with Different Levels of Cognitive Ability

Topic: PET THERAPY	Pearl reflexive function	Ruby big movements	Amber hands on - touch & taste	Emerald just get it done	Diamond routines & errors	No Loss plan & do
Typical Actions or Behaviors	automatic movements; reflexes, automatic responses, total body responses, ignore the animal, stroke something soft, move away	total body movements; pacing, rocking, repeats actions, may walk at same time as pet, may trip on animals, may be rough in handling	repeated hand and mouth movements; touching, rubbing, manipulating, stoking, brushing, talking to pet, give treats, clean and fill bowls	fast actions, poor quality, uses routines /rituals, what they see is what they want and DO, brush, play, walk the pet, feed pet, let out... over & over....	does familiar tasks, complains about the unfamiliar and the too familiar, may forget to come, likes to place & time to stay the same, can help fix or plan & do pet activities	likes to have a say in everything, plans out what and when, may make errors, but can usually correct over time – may forget stuff, may not get along with others
What can they 'follow' or understand ... What cues help?	can process touch, body temperature, motion, some music,... body experiences	do along side, show what you want, use hand-under-hand cues to get action started, keep visual distractions down, go slow, always try to engage a hand	able to copy simple hand use with demo and hand-under-hand to modify; may need help to switch, limit chit-chat, but stay social	limit what the person sees – offer concrete/visual choices, use social familiarity to start off, honor choices,	able to copy steps to follow your example, after the first time through may add own variations, like to repeat projects with slight changes	can follow verbal directions or may be able to figure things out on their own based on past experience, likes different things to do
Examples of what the key points are for each level given this activity....	<ul style="list-style-type: none"> ◆ use only animals that you can protect and move away as needed ◆ use known pets ◆ use soft/stuffed animals ◆ place stuffed animal close ◆ use warmed, bean-sock 	<ul style="list-style-type: none"> ◆ use sturdy animals ◆ clear walking areas ◆ always provide supervision ◆ walk out with pet and person ◆ consider stuffed animals ◆ keep sessions short 	<ul style="list-style-type: none"> ◆ model, & demo then encourage stroking ◆ brushing with demo ◆ feed treats ◆ help with feeding, watering ◆ monitor for pet safety ◆ watch play sessions 	<ul style="list-style-type: none"> ◆ help with grooming, feeding, bathing, exercise ◆ ball playing sessions ◆ help with prep and clean-up of pet activities ◆ use check-off schedule to avoid errors 	<ul style="list-style-type: none"> ◆ follow schedule for grooming, exercise, feeding, toileting, & rest with supervision ◆ establish & follow a regular planned routine for who does what ◆ monitor for accuracy and adequacy 	<ul style="list-style-type: none"> ◆ plan pet care sessions ◆ demo grooming ◆ run visits from community or on units ◆ provide care ◆ attend pet/ animal shows ◆ supervise pet sessions

*** created by Teepa Snow based on the Cognitive Disability Theory for NC Eastern Chapter Alzheimer Association*