Module landing page

Content that sits within the coloured band	
Photograph for module landing page	
Module overview	At the end of this module, learners will be able to recognize common difficulties with cognition in everyday tasks and identify adults who may benefit from cognitive assistive products that support planning and remembering.
Module duration	**Module duration:** XX hours online, followed by supervised practice as needed
Prior modules that need to be completed *Hyperlink all modules.*	Before you start, check that you have completed these modules: • Introduction to assistive products
Content that sits in the white background	
Resources *Hyperlink all documents.*	**Resources you will need** • XX • XX

	Click on the links below to download and print the: • List of key words • Key messages • TAP Cognition screen form

Module content

Lesson one: Introduction to cognition and cognitive difficulties

Screen	Content text	Direction	Interaction	Media element
0				
			Quiz Before you start this module, take this short quiz to test what you already know. **[Pre-module quiz]**	
		Instruction Work through the following topics to learn about cognition and the different cognitive difficulties people may experience. 1. Key words 2. Introducing cognition 3. People who experience difficulties with thinking skills 4. Supporting difficulties with planning and remembering		

Topic 1: Key words

Screen	Content text	Direction	Interaction	Media element
1		**Instruction** Some of the key words used in this module are explained below. You can print these to use as you work through the module: [Cognition key words]		
2 *Upload to match Key words file.*				
3		**Instruction** If you find other words that you are not familiar with, ask a colleague or your mentor.		

Topic 2: Introducing cognition

Screen	Content text	Direction	Interaction	Media element
1	**What is cognition?**			

Screen	Content text	Direction	Interaction	Media element
	Cognition includes a range of mental processes carried out by the brain such as thinking, knowing, and remembering. We use these mental processes to do meaningful and necessary activities.			
2	**Cognitive abilities** A person may be born with differences in how their cognitive abilities develop or they may experience changes later in life. Changes in cognition may make it more difficult for a person to participate in meaningful and necessary activities at home, school, work, leisure and in their community. Changes may also affect a person's ability to form and maintain relationships.			

	A person may experience:
	• Difficulty concentrating
	• Difficulty in how the brain understands what it sees, such as:
	  ○ Recognising objects
	  ○ Judging distance
		Instruction
		You can learn more about how changes in cognition affect language in the TAP Communication modules.
			Question
			Which of the following are NOT cognitive skills?
			Select two.
			a. Attention (focusing and concentrating)
			b. Learning	

Screen	Content text	Direction	Interaction	Media element
	○ Navigating in familiar places • Difficulties with memory • Difficulty with language, such as understanding others or getting their message across • Reduced awareness of risks and safety in everyday activities • Difficulty managing medications and finances • Difficulty planning activities.		c. Strength d. Memory e. Communication and understanding f. Planning g. Problem-solving h. Hearing i. Adapting to change j. Making decisions **Click to check answer** If you selected **c** and **h**, you are correct! These are not cognitive abilities. Strength is a physical ability. Hearing is a sensory ability about how we receive information to hear.	
3	**Cognitive skills included on TAP** TAP focuses on everyday activities and two skills: • Planning (including time management) • Remembering.	**Instruction** On TAP we will refer to cognitive skills as thinking skills.		
	Planning (including time management)			

Screen	Content text	Direction	Interaction	Media element
	Planning is important for preparing an activity in the future. Planning supports a person to decide: • What they want to do • When they need to do it • The steps needed to do it • How to organize the steps and resources needed.			
	Remembering Remembering allows a person to remember past: • Information • Events • Tasks. Remembering supports a person to do an everyday task or social activity. For example, when going out to do shopping a person has to remember to take the things they need, such as a bag and money.		**Question** Which of these are planning activities? 1. Getting to an appointment on time **Click to check answer** Correct! To get to an appointment on time a person needs to plan and organize how to arrive at the correct place at the correct time. 2. Date of a family member's wedding **Click to check answer** Incorrect. This is about remembering an event.	

Screen	Content text	Direction	Interaction	Media element
			3. When a bill is due to be paid **Click to check answer** Incorrect. This is about remembering a task. 4. Preparing and planting seeds **Click to check answer** Correct! This includes gathering tools and water, preparing the soil and planting and watering the seeds. 5. Taking correct dose of medication at the correct time **Click to check answer** Correct! This includes organizing one or more medications, preparing the correct dose and taking it at the correct time.	
4	**Reducing the risk of problems with memory and thinking**	**Tip** Some lifestyle and behaviour choices may help keep our brains healthy and reduce the		

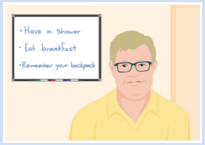
Commented [AH1]: Is there direction on when to use "problems with" and when to use "difficulty with"?

Commented [FS1R2]: Good question. See my Trello message. In this instance I suggest keeping problem as I feel it's referring to problems that may develop as a result of lifestyle and behaviour choices.
We may need to revisit after the review

Screen	Content text	Direction	Interaction	Media element
		risk of developing problems with memory and thinking, including dementia. These include: • Being physically active • Avoiding harmful alcohol use • Using hearing aids as soon as hearing loss is identified • Staying socially active, such as taking part in community activities • Practising thinking skills, such as: ○ Learning a new language ○ Developing a new skill ○ Completing puzzles.		

Topic 3: People who experience difficulties with thinking skills

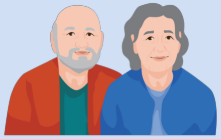
Screen	Content text	Direction	Interaction	Media element
1		**Instruction** In this topic you will learn about changes in cognition that people may experience.		
2	**Difficulties with thinking skills**	**Instruction**		

Screen	Content text	Direction	Interaction	Media element
	Difficulties with thinking skills can occur at any stage of life for children, adults and older people. Thinking difficulties can happen because of: • Differences in how thinking skills develop • Changes in thinking skills **Loss of thinking skills.**	Read on to meet people who experience thinking (cognitive) difficulties and how assistive products can assist in their daily activities.		
	Differences in how thinking skills develop Some children may be born with conditions that affect how they learn, understand information, remember things, solve problems or communicate. Differences in how mental processes develop from birth may affect a person's thinking skills including: • Attention • Self-regulation (thoughts/feelings/behaviour) • Organization • Managing daily routines and responsibilities.	**Meet Samuel**  Samuel is a young man who has Down syndrome. Samuel often gets distracted and does not always remember the things he needs to do. Samuel and his mother attend an appointment with a health worker. Samuel says he is having difficulty getting ready for work in time. The health worker asks questions to find out more about the steps he completes to be		

Commented [ET2]: Thinking difficulties in other places. Reading for the first time, I had missed the instructions that cognitive skills would be called thinking skills in this module. I wonder if it is simpler to keep using the word cognition/cognitive throughout? And we could put (thinking) in the first instance and also in the key word definitions etc?

Commented [FS2R2]: As it's a thread running through, will prioritise getting uploaded and see if we get more feedback on what would be clearer. Currently all experts have been happy with thinking skills but preferred cognitive as an adjective rather than cognition.

Screen	Content text	Direction	Interaction	Media element
		ready for work and when he needs to be ready. The health worker explains to Samuel that he may benefit from planning and remembering assistive products to support his morning routine.		
	Changes in thinking skills Changes in thinking skills may happen alongside: • Mental health conditions • Lifestyle changes, such as stress or reduced activity • Harmful use of substances, such as alcohol or drugs.	**Meet David**  David is an older man who lives with his wife, Leitengi. He is frail and has limited mobility. Leitengi helps him with some self-care activities, but David likes to do as much as he can for himself. Recently, David was unwell and spent 10 weeks in hospital. Since returning home, he finds it harder to concentrate when reading and often forgets information he has recently been told. This is making him feel worried and frustrated.		

Screen	Content text	Direction	Interaction	Media element
	Loss of thinking skills A person may lose some of the thinking skills they previously had due to health conditions or injuries which affect the brain, such as: • Stroke and dementia • Traumatic brain injuries caused by accidents or injuries.	**Meet Ilona**  Ilona is retired and lives with her husband, Laszlo. She used to run a flower shop. Sometimes she cannot find the words she wants to get her message across. She also finds it difficult to cook. She has stopped inviting her friends to visit. A health worker visits Ilona and Laszlo at home to talk about these difficulties. The health worker explains that assistive products for planning and remembering may support Ilona to prepare and cook meals. The health worker also discusses her difficulties with communication and explains they could go through a communication screen to understand more about the different ways she uses to communicate. Communication assistive products could also support		

Screen	Content text	Direction	Interaction	Media element
		Ilona to communicate more easily.		
		Instruction Learn more in TAP Communication modules.		
		Meet Parviz  Parviz is 35 years old and lives on his own. Parviz had a brain injury after a road traffic accident and has some difficulties with planning and remembering. He explains he forgot to pay his rent this month. Before his brain injury he managed his bills and money very well. The health worker asks questions to understand more about the steps he needs to take to pay his rent. Together they discuss how he can use reminders and alerts to make		

Screen	Content text	Direction	Interaction	Media element
		sure he has the money available to pay his rent on time.		

Topic 4: Supporting difficulties with planning and remembering

Screen	Content text	Direction	Interaction	Media element
1		**Instruction** In this topic you will learn about different ways to support people who experience planning and remembering difficulties in everyday activities.		
2	**Planning and remembering in everyday activities** In this module you will learn about how you can support adults to plan and organize everyday activities and to remember information, events, routines or tasks including: • Planning activities with more than one step • Remembering information or events that are important.	**Instruction** This module does not include children. Children need a more detailed assessment to understand the support they need for learning and participating at school. This module focuses on everyday activities and does not cover learning, study or work. However, some of the information included in this module may still be useful.		

Screen	Content text	Direction	Interaction	Media element
	Planning activities with more than one step Examples of activities with more than one step include:			 Cooking
				 Travelling
				 Attending appointments
				Placeholder – decide on illustration. Using phone app for shopping list. Shopping

Commented [AH3]: It might be helpful to keep these examples simple, so as not to feel too bogged down/repetitive.

Commented [FS3R2]: I agree with what you're saying. However, there were two reasons to keep this way
1. To align with the wording on the screen form.
2. And to give learners an idea of what we are referring to in terms of more than one step.
If we have all this clearly duplicated later on, then lets go with this and reduce the repetition. But if not, I'd rather revert back.

Deleted: Planning and preparing a meal or drink

Deleted:

Deleted: Planning a journey or using public transport

Deleted: Managing appointments, bills or medicines

Deleted: Organizing shopping for food or home items

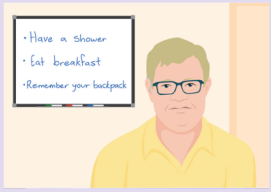
Screen	Content text	Direction	Interaction	Media element
				 Gardening
	Remembering information Examples of information it may be important for a person to remember include:			 Names of people they are close to
				 When bills are due
				 When and how to take medication

Deleted: Planning a social or leisure activity

Deleted: Making bill payments

Deleted: Taking medications regularly

Screen	Content text	Direction	Interaction	Media element
				 Where they have put everyday items
				 Information they have recently been told
			Discussion Do you know anyone who has difficulty with thinking skills that makes it harder for them to participate in meaningful and necessary activities at home or in their community?	
		Instruction Read on to learn three ways that planning and remembering can be made easier.		

Screen	Content text	Direction	Interaction	Media element
3	**Supporting planning and remembering** Cognitive assistive products can be an important part of assisting people with planning and remembering difficulties. However, these will always need to be provided alongside other support systems. This module looks at the following three areas of support together: • **Cognitive assistive products** that may assist • **Establishing routines** to support the way a person plans or remembers an activity or task • **Adapting the environment** around the person.	**Instruction** Learn more in Lesson two about cognitive assistive products that may assist.		
4	**Establishing routines** Routines can assist people to remember and complete daily tasks or activities which are important to them. A routine should build on habits the person already has. Prompts, reminders and signals can help the person follow the routine. This means they do not	**Remember Samuel**  Samuel is a young man who has Down syndrome. Samuel often gets distracted and does not	**Question** The health worker, Samuel and his mother discuss how to include breakfast in his morning routine and agree what time he should have breakfast. Then they agree the steps and items he will need: • Layout breakfast items on the table the night before	

Commented [AH4]: Removed list of examples here as it was duplicated and is expanded upon later on.

Commented [FS5]: Ainsley - to go with answer to question

Screen	Content text	Direction	Interaction	Media element
	have to rely on their memory to remember what to do next. Assistive products can help by providing prompts, reminders, or signals to support the routine. To develop a routine: 1. Break down task/activity into manageable steps. 2. Decide when they need to do it. 3. Practice the routine. 4. Follow up to check if the routine is working. 5. Change the routine if it is not working well.	always remember the things he needs to do. Samuel and his mother attend an appointment with a health worker. Samuel says he is having difficulty getting ready for work in time. The health worker asks questions to find out more about the steps he completes to be ready for work and when he needs to be ready. The health worker explains to Samuel that he may benefit from planning and remembering assistive products to support his morning routine.	• Breakfast alert for agreed breakfast time • Prompt to put phone by backpack during breakfast. What else will support Samuel's breakfast routine? a. Encourage Samuel to get dressed faster b. Practice the routine c. Change his breakfast every day d. Follow up to check if routine is working e. Change routine if it is not working well **Click to check answer** If you selected **b**, **d** and **e**, you are correct! Encouraging Samuel to practice, doing follow up to check if the routine is successful and changing the routine if it is not working well are important for success. Insert illustration here If you selected a and c you are incorrect. Samuel is already getting dressed successfully. It is	

Screen	Content text	Direction	Interaction	Media element
			important to build on his successful routine. Changing breakfast every day will make it more difficult to establish a new routine.	
5	**How people benefit from routines** Routines: • Support memory by assisting people to remember what to do next • Reduce anxiety and stress by making the day more predictable and easier to manage • Improve safety by assisting important tasks to become regular habits • Build confidence and a sense of control, because people are more likely to succeed when tasks or activities are clear and familiar.	**Instruction** Watch this video of Devina and Raju. Look out for how Devina is using assistive products to support her routines and create helpful habits to support her to be more independent.	**Discussion** 1. Which cues (prompts/reminders/signals) do you see Devina using in the video? **Click to check answers** • Clock with day, date, time of day • Whiteboard where she writes information/events/tasks for the day • Before going out, looks at her checklist of what she needs to take and checks she has everything • 'Going out' checklist with what to remember to take when going out • Reminder on fridge door to check food is in date • Reminder to check gas is off after cooking.	https://youtu.be/VCRzLRyVE9I

Screen	Content text	Direction	Interaction	Media element
			2. Which of these cues (prompts/reminders/signals) are supporting Devina's safety at home? **Click to check answers** • Reminder on fridge door to check food is in date • Reminder to check gas is off after cooking. 3. What are some of the possible ways Devina is benefitting by going to the class? **Click to check possible answers** • Building her confidence by successfully getting to and from the class • Social connection from participating in a class in her community • Challenging her thinking skills by learning a new language. Raju is also benefitting by Devina being less dependent on him.	

Screen	Content text	Direction	Interaction	Media element

	Adapting the environment around the person
	Adapting the environment around the person supports them to carry out tasks more easily. This includes:
	• Keeping everyday items or assistive products in a place where they will be easily seen
	• Putting everyday items or assistive products back in the same place when not being used
	• Selecting colours that stand out from their surroundings, which makes things easier to see, recognize and use
	• Reducing distractions in the environment:
	  ○ Screens (for example TV / phone) or radio off during other activities
	  ○ Keep only essential items on visible surfaces
	  ○ Well lit area for tasks.
			Activity
			In pairs, practice planning an everyday activity.
			1. One person thinks of an everyday task or social activity they do regularly.
			2. Second person asks questions to identify the important steps needed to complete or take part in the activity.
			Example questions:
			• What do you do first?
			• What do you do next?
			• When do you need to be ready or finished?
			• What resources (tools/equipment/support) do you need?
			3. Together, summarise the activity and write down five or fewer key steps.	

5		**You have completed Lesson one!**		

Commented [AH6]: I think it improves the flow of information to have information about routines provided sequentially.

Commented [FS6R2]: Ainsley - I have run out of time to address this. Happy for you to move for better flow but you may also feel you don't have time atm

Commented [AH7]: This section only mentioned assistive products, but would the same principles also work for everyday items?

Lesson two: Cognitive assistive products

Screen	Content text	Direction	Interaction	Media element
0				
		Instruction Work through the following topics to learn about cognitive assistive products and the people who need them. 1. Cognitive assistive products included on TAP 2. Cognitive assistive products not included on TAP		

Topic 1: Cognitive assistive products included on TAP

Screen	Content text	Direction	Interaction	Media element
1		**Instruction** On TAP assistive products to support cognition are described as cognitive assistive products.		

Screen	Content text	Direction	Interaction	Media element
2	**Cognitive assistive products** TAP includes Cognitive assistive products that support people who have difficulty: • Planning daily activities, including time management • Remembering important information, including events, routines or tasks. These products may be: • Ready-made • Printed • Electronic, such as software and applications (apps) used on smartphones and tablets.			
	Products that support planning • Schedules • Task planners • Checklists • Step-by-step activity prompts.			 Checklist application on smartphone

Commented [AH8]: With consideration to previous comments, I recommend using the word "electronic" or phrase "electronic cognition assistive products" to make the distinction between physical and digital forms of a product. This would align with the module "electronic communication aids", which includes products that share a similar form to electronic communication aids – software run on a smartphone or tablet.

Commented [FS8R2]: Agree and see Irene's feedback in V3 of product description - I will be saving a clean copy as V4 but haven't done this yet

Commented [AH11]: The task planning is also on the whiteboard behind them. This may be a good starting point for an example of the same product that can be offered in both a physical and digital format.

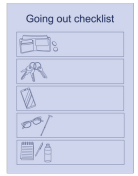
Commented [AH9]: It might behelpful to show how the same product looks in both a physical and digital format. Otherwise I don't believe a difference needs to be highlighted in this section, if the function of each is the same.

I did feel that the features previously listed (voice input and recurring tasks) were a bit vague as to their actual function in planning.

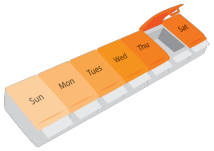
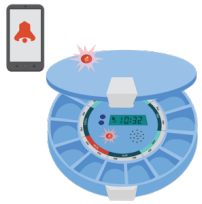
Commented [FS9R2]: I like the suggestion of same product in physical and digital format. I have run out of time to edit. Also run out of time to provide more clarity on voice input and recurring tasks (for now)

Commented [AH10]: Do prompts/reminders support planning or do they support remembering? Is it helpful to make that distinction clear?

Commented [FS10R2]: Good question - lets keep prompts in planning and reminders in remembering

Screen	Content text	Direction	Interaction	Media element
				  Going out checklist
	Products that support time management • Calendars • Clocks that are easy to read • Visual timers.			  Clocks with easy readability

Deleted: <#>Reminder alarms¶

Screen	Content text	Direction	Interaction	Media element
				 Visual timer
	Products that support remembering • Diaries • Medication organizers • Environment supports • Reminder notifications/alarms.			 Standard medication organizer  Electronic medication organizer

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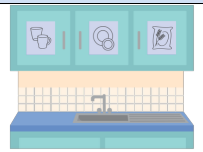
Deleted: Digital



Deleted: Adding medication to organizer…

Screen	Content text	Direction	Interaction	Media element
				 Environment supports
2	**Important features** Important features of cognitive assistive products included on TAP are: **Durability** • Can be cleaned without leaving marks after repeated writing and erasing • Digital devices have screen protection to reduce damage. **Prompts** • Provides reminders using written messages, pictures, symbols, sounds, or vibrations. **Positioning** • Can be used or kept in the same place every day • Easy to see and read			 Symbol and sound prompts

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Screen	Content text	Direction	Interaction	Media element
	Features to improve accessibility Accessibility features make it easier for a person with cognitive difficulties to see, read or use cognitive assistive products. Accessibility features include: • High contrast colours, such as black on white background or yellow on black background • Non-shiny finish without reflection/glare • Simple layout with familiar symbols: ○ Information and navigation should be easy to find ○ Predictable (consistent) ○ Presented in small, manageable amounts. For electronic devices: • Simple controls with a limited number of buttons • Large buttons that are easy to see and select.			 Simple layouts with familiar symbols  Simple controls with limited number large buttons

Commented [AH13]: Replace with example of electronic cognition aid after review?

Screen	Content text	Direction	Interaction	Media element
3	**Optional features** Optional features can assist with: **Positioning** • Stands to place the product on • Straps or neck lanyards to secure, carry or wear the product • Products that are easy to attach to a wall or other surface. **Protection** • Protective covers reduce risk of damage when dropped. **Organization** • Use of colour can help organize information, such as using different colours for different activities or days of week. **Other uses** • Magnetic surface for attaching photos, notes, appointments or checklists.			 Use of magnetic surface to help organize information
		Instruction		

Deleted: coloured magnets

Commented [AH14]: Revisit this illustration to show more information being organised after review?

Screen	Content text	Direction	Interaction	Media element
		If providing smartphones or tablets include accessories, such as: • Charging cables • Power cables. If providing battery powered assistive products, consider: • Rechargable options **Batteries that can be bought locally.**		
		Warning Signs such as checklists and prompts inside the home or key boxes outside homes can improve independence and safety. However, always consider a person's privacy, security and dignity when deciding whether prompts inside/outside the home need to be publicly visible.		

Topic 2: Cognitive assistive products not included in TAP

Screen	Content text	Direction	Interaction	Media element
1	Some cognitive assistive products are not covered in the	**Instruction**		

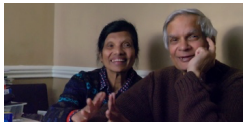
Screen	Content text	Direction	Interaction	Media element
	TAP product modules. This is because they need more training or specialist equipment to provide.	Read on to learn about these types of cognitive assistive products.		
2	**Smart assistants** Smart assistants are electronic assistive products that use voice command software or other features to help people: • Remember tasks • Manage their day • Find information and • Complete everyday activities more independently. They can be built into smartphones, tablets, computers, and speakers that connect to the internet.			Illustration of product
3	**Literacy and numeracy assistive products** Literacy and numeracy assistive products include tools that assist people to: • Read • Write • Understand text • Work with numbers.			 Reading ruler to support focus and attention

Screen	Content text	Direction	Interaction	Media element
	They support people who have difficulty with understanding written information, including difficulties with: • Focus and attention • Spelling and writing • Mathematical tasks.			
4	**Voice recorders** Recorders capture spoken information, sounds or events so they can be replayed later. They support people who have difficulty remembering, including difficulties with focus and attention. For example, a student may use a voice recorder to record a lecture to play back later.			 Voice recorder to replay spoken information
5	**Orientation, location and tracking systems** Orientation, location and tracking systems are electronic assistive products used for support or safety. They help people: • Know where they are • Find their way			 Location watch providing visual and sound alerts

Screen	Content text	Direction	Interaction	Media element
	• Share their location with another person. They provide visual, sound or vibration alerts and guidance. These systems can be ready-made products or applications (apps) used on smartphones and tablets.			
6	**Aids for sensory, emotional or behavioural regulation** Aids for sensory, emotional or behavioural regulation assist people to manage: • Sights, • Sounds, • Touch, • Emotions, or • Behaviours that may feel overwhelming or difficult to control. They reduce overwhelming sensory input, which can assist people to feel calmer. This can make it easier for a person to manage their emotions and behaviour. Examples include:			 Noise reducing/cancelling headphones

Screen	Content text	Direction	Interaction	Media element
	• Weighted blankets • Noise reducing or cancelling headphones • Calming visuals, such as nature pictures, dim lights or colour displays.			
7		**You have completed Lesson two!**		

Lesson three: How to carry out a cognition screen

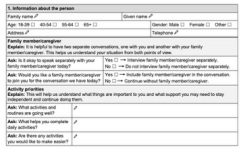
Screen	Content text	Direction	Interaction	Media element
0				
		Instruction Work through the following topics to carry out the TAP Cognition screen to identify if a person has difficulties with planning or remembering. 1. Introducing the TAP Cognition screen 2. Activity priorities 3. Screening questions		

Screen	Content text	Direction	Interaction	Media element
		4. How to check difficulties planning and remembering		

Topic 1: Introducing the TAP Cognition screen

Screen	Content text	Direction	Interaction	Media element
1		**Instruction** If you haven't already, download the TAP Cognition screen form and print a copy. If your service uses a different form, discuss this with your supervisor.		
	Talking about daily activities and routines It is not always obvious that a person is having difficulty with their thinking skills. Health workers often need to take the lead and ask the person about their daily activities and routines. This can help health workers understand what is working well and where more support may be helpful.		**Discussion** How do you think people experiencing difficulties with thinking skills may feel? **Click to check possible answers** Examples of how people may feel include: • Scared about the changes they are experiencing • Worried about what people may think	

Screen	Content text	Direction	Interaction	Media element
	Some people may find it difficult to talk about changes they have noticed.		• Not want to believe something has changed • Worried about losing their independence.	
	The TAP Cognition screen asks questions about a person's activities and daily/weekly routine with a focus on planning (including time management) and remembering. This screen helps identify whether a person may benefit from: • Referral to a health professional • An assessment for cognitive assistive product/s included on TAP • A screen for other assistive products. Use the TAP Cognition screen form to: • Guide you through the cognition screen steps • Record screening results • Plan actions.	**Instruction** Whenever you see this icon ☞, it means that the person may need referral. Whenever you see this icon ⃠, it means stop the screen.		
2	**Prepare for cognition screen**			

Screen	Content text	Direction	Interaction	Media element
	Before you complete a cognition screen, find a quiet, private space to sit with the person. Explain that you would like to discuss their daily routines.			
3	**Information about the person** The first part of the TAP Cognition screen involves collecting information about the person including their name, address, telephone, age and gender. It also includes questions about how they want their family member/caregiver to be involved in the screen, and what activities they would like to prioritise.			
		Instruction Start by collecting general information about the person.		
	Family member/caregiver It is helpful to have two separate conversations, one with the person and another with their family member/caregiver.	**Instruction** **Explain**: It is helpful to have two separate conversations, one with you and another with your family member/caregiver. This helps us understand your		

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Deleted: and preferred language

Screen	Content text	Direction	Interaction	Media element
	If the person and their family member/caregiver answer the questions very differently, this shows they have different views of what is happening and a more detailed assessment may be necessary. With their consent ☞ refer to a health professional.	situation from both points of view. **Ask:** Is it okay to speak separately with your family member/caregiver today?		
	• If the person says **yes** → Interview family member/caregiver separately. • If the person says **no** → Do not interview family member/caregiver separately.			
	A person may prefer to have a family member/caregiver with them when you have a conversation.	**Instruction** **Ask**: Would you like a family member/caregiver to join you for the conversation we have today?		
	• If the person says **yes** → Include family member/caregiver in the conversation. • If the person says **no** → Continue without family member/caregiver.			
4	**Activity priorities**	**Instruction**		

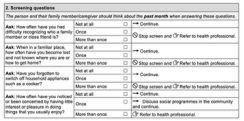
Screen	Content text	Direction	Interaction	Media element
	It is important to start asking questions to understand what daily activities matter to the person.	Check the person is happy to discuss their daily routines with you. **Explain:** This will help us understand what things are important to you and what support you may need to stay independent and continue doing them.		
	Start by finding out what the person is able to do.	**Instruction** **Ask**: • What activities and routines are going well? • What helps you complete daily activities? • Are there any activities you would like to make easier?		
	✎ Record the person's answers on the form.		**Discussion** What can you do to make it easier for people to discuss their daily activities and routines and any concerns they may have? **Click to check possible answers** • Focus on daily activities that matter to the person	

Commented [AH15]: Have also tracked some suggested changes to the form.

Commented [AH16]: Removed a question that doesn't actually require an answer. I believe the emphasis on important activities is made clear in the 'explanation'.

Screen	Content text	Direction	Interaction	Media element
			• Start by discussing what the person is able to do, not problems • Find out what habits and routines already work • Work together to find solutions • Acknowledge what the person is already doing well, even small successes.	

Topic 2: Screening questions

Screen	Content text	Direction	Interaction	Media element
1	The second part of the cognition screen asks questions to identify if the person has more complex needs and may benefit from referral to a health professional. Explain to the person that you will ask some questions. Their answers will help you work together to make a plan. Involve family members or caregivers if agreed. Encourage them to think about the **past month** when answering these questions.			

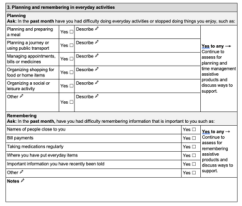
Screen	Content text	Direction	Interaction	Media element
2	**Recognizing family members/friends** Many of us may not recognize someone we have met before, especially if we have only met them briefly. However, we would expect to recognize people we know well.	**Instruction** **Ask:** How often have you had difficulty recognizing who a family member or friend is? • Not at all • Once • More than once.		
	• If a person does not have any difficulty recognizing family members or friends → Continue. • If a person has not recognized a family member or close friend once or more than once ⃠ Stop screen and ☞ refer to health professional.			
3	**Getting lost in a familiar place** People may not recognize a place they have visited before if they do not know it well. They may also be unsure of the route home if they have not done it often. However, people usually recognize familiar places they have visited many times, and	**Instruction** **Ask:** When in a familiar place, how often have you become lost and not known where you are or how to get home? • Not at all • Once • More than once.		

Screen	Content text	Direction	Interaction	Media element
	remember routes they travel regularly.			
	• If a person has got lost and not known where they are in a familiar place or how to get home from a familiar place once or not at all → Continue. • If a person has got lost and not known where they are in a familiar place or how to get home from a familiar place more than once ⃠ Stop screen and ☞ refer to health professional.			
4	**Switch off household appliances** Forgetting to switch off household appliances such as a cooker can put a person at more risk of fire or other safety risks. If a person has forgotten to do something else which has put them at risk of fire or safety, describe this in the **Notes** ✎ at the end of section 3 of the screen form.	**Instruction** **Ask:** Have you forgotten to switch off household appliances such as a cooker? • Not at all • Once • More than once.		
	• If a person has forgotten to switch off a household	**Remember Parviz?**		

Screen	Content text	Direction	Interaction	Media element
	appliance once or not at all → Continue. • If a person has forgotten to switch off a household appliance more than once ⃠ Stop screen and ☞ refer to health professional.	 Parviz had a brain injury after a road traffic accident and has some difficulties with planning and remembering. He did not remember to turn off his heater when he went out. The health worker discussed how this had happened and described in the Notes section.		
5	**Losing pleasure and/or interest in activities previously enjoyed** A person or their family member may notice or be concerned about the person losing interest or pleasure in things they usually enjoyed. Being involved in community groups, social activities, volunteering and cultural programmes helps people stay socially connected, continue learning, participate in meaningful activities and build	**Instruction** **Ask**: How often have you noticed or been concerned by having little interest or pleasure in doing things that you usually enjoy? • Not at all • Once • More than once.		

Screen	Content text	Direction	Interaction	Media element
	supportive relationships. This can support a person's mental and emotional wellbeing, and their ability to stay active in everyday life.			
	• If a person has not lost interest or pleasure in doing things ➞ Continue. • If a person has noticed or been concerned about losing interest or pleasure in doing things they usually enjoyed once in the past month ➞ Discuss social programmes in the community and continue. • If a person has noticed or been concerned more than once in the past month ➞ They may have more complex needs. With their permission ☞ refer to health professional.	**Remember David**  David is an older man who lives with his wife, Leitengi. Recently, David was unwell and spent 10 weeks in hospital. Since returning home, he finds it harder to concentrate when reading and often forgets information he has recently been told. Before becoming unwell, David enjoyed visiting his local community café each week to meet friends. Since returning home he has stopped going. The health worker asks more questions to understand why he has lost his routine of going to the café.		

Topic 3: How to check difficulties planning and remembering

Screen	Content text	Direction	Interaction	Media element
1	**Planning and remembering everyday activities** Continue to ask questions to find out if the person has and difficulties with planning or remembering in their everyday activities.			
	Planning A person may have difficulty starting, finishing or stopping tasks or activities. Encourage the person to think about the **past month** when answering these questions.	**Instruction** **Ask:** In the **past month** have you had difficulty doing everyday activities or stopped doing things you enjoy, such as: • Planning and preparing a meal • Planning a journey or using public transport • Managing appointments, bills or medicines • Organizing shopping for food or home items • Organizing a social or leisure activity • Other ✎.		

Screen	Content text	Direction	Interaction	Media element
	There may be other activities which are important to the person. Always ask if they have difficulties doing other tasks or stopped taking part in other activities. Write the activity in Other ✎ and describe ✎ the reasons why on the screen form. • If **yes to any** → Tick yes and describe ✎ the reasons why on the screen form. Then continue to assess for planning and time management assistive products and discuss ways to support. • If **no to all** → Continue.			
	Remembering A person may have difficulty remembering important information, events or activities in their daily lives. Encourage the person to think about the **past month** when answering these questions.	**Instruction** **Ask**: In the **past month**, have you had difficulty remembering information that is important to you such as: • Names of people close to you • Bill payments • Taking medications regularly • Where you have put everyday items such as phone, money, keys, spectacles, hairbrush		

Screen	Content text	Direction	Interaction	Media element
		• Important information you have recently been told such as medical advice, medication instructions, appointment instructions, meeting plans • Other ✎.		
	• If **yes to any** → Tick yes and describe ✎ what they find difficult to remember on the screen form. Always ask if there is other information that is important for a person to remember and record it on the screen form. Then continue to assess for remembering assistive products and discuss ways to support. • If **no to all** → Continue.			
	Notes This is a space to record any additional information from your conversation about the: • Screening questions in section 2 of the screen form • Difficulties with planning and remembering in section 3 of the screen form.			

Screen	Content text	Direction	Interaction	Media element
		You have completed Lesson three!		

Lesson four: Plan

Screen	Content text	Direction	Interaction	Media element
0				
		Instruction Work through the following topics to learn how to discuss the person's assistive product needs and make a plan. 1. Assistive product needs 2. Planning next steps		

Topic 1: Assistive product needs

Screen	Content text	Direction	Interaction	Media element
1	After completing the cognition screen questions:			

Screen	Content text	Direction	Interaction	Media element
	• Check if the person has other assistive product needs • Make a plan with the person about next steps.			
2	**Other assistive products** A person may benefit from assistance in other areas.			
	Vision and hearing	**Instruction** **Ask**: Do you have difficulty with vision or hearing?		
	Untreated hearing or vision loss can make daily activities more difficult and may increase the risk of problems with thinking, knowing and remembering. If the person tells you they have difficulties in either/both of these areas, explain that you would like to ask questions to find out more information.	**Tip** A person may not be aware of how much loss of vision and/or hearing is making tasks and social activities harder. Consider offering anyone experiencing cognitive difficulties a vision and hearing screen.		
		Meet Kaleisha 		

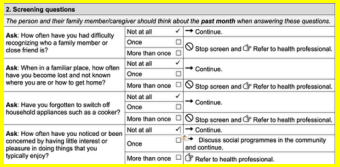
Screen	Content text	Direction	Interaction	Media element
		Kaleisha is 79 years old and lives alone. She has stopped going to family gatherings. Her son notices that she cooks less often. Kaleisha and her son visit the health centre. The health worker asks questions using the cognition screen. Kaleisha says it is hard to follow family conversations, especially when several people are talking. She often misunderstands what others say. She also forgets to buy some ingredients for meals or buys the items she already has. The health worker explains that there are ways to help with planning and remembering. They also discuss Kaleisha's hearing difficulties and agree to carry out an ear health check.		
	If the person tells you they have difficulties in other areas, such as communication, personal care (self care), or mobility, explain that you would like to ask some more questions to find out more information.			

Screen	Content text	Direction	Interaction	Media element
	Communication, personal care and mobility	**Instruction** **Ask:** Do you have difficulty with: • Communication • Personal care • Mobility.		
	When a person loses some of their thinking skills, language may be one of the skills affected. Changes in thinking skills may make personal care harder and mobility less safe. If the person tells you they have difficulties in any of these areas, explain that you would like to ask questions to find out more information.			

Topic 2: Planning next steps

Screen	Content text	Direction	Interaction	Media element
1	**Plan** After completing the screen questions, make a plan with the person about next steps.			
		Instruction		

Screen	Content text	Direction	Interaction	Media element
		Record the plan at the bottom of the screening form.		
2	**Screen** Record if a person would benefit from a screen for other assistive products.	**Instruction** Use the screening tools and/or questions from the other TAP introduction modules to help you.		
3	**Assess** If the person has difficulty: • Planning or doing everyday activities they enjoy and/or • Remembering information that is important to them continue to assess for assistive products that support planning, remembering or organizing medication.		**Question**  Sofia visits the health centre with her son for an appointment with the health worker. Sophia gives permission to interview her son separately. She also requests that her son join her for the conversation with the health worker. Sofia and her son answer the questions similarly. They do not have different views of what is happening. 1. What would you do next?	

Screen	Content text	Direction	Interaction	Media element
			Select one. a. Refer to health professional for more detailed assessment b. Stop cognition screen c. Continue with cognition screen **Click to check answer** If you selected **c**, you are correct! It is only necessary to stop the screen and refer to a health professional if the person and their family member/caregiver have very different views. Look at section 2: Screening questions.  2. What would you do next? a. Continue screen b. Stop screen c. Refer to health professional	

Screen	Content text	Direction	Interaction	Media element
			Click to check answer If you selected **a**, you are correct! Sofia answered 'not at all' to all the screening questions. Sophia answers yes to difficulty managing appointments, bills or medicines. The health worker asks questions to find out more and writes: 'Takes four medicines. Worries about what dose to take and when to take them.' Sofia also says yes to difficulty remembering to take medications regularly. 3. Which of the following would you recommend to Sofia? Select one. a. Assess for planning assistive products b. Assess for remembering assistive products c. Assess for medication organizer **Click to check answer**	

Screen	Content text	Direction	Interaction	Media element
			If you selected **c**, you are correct! Sofia has difficulty organizing her medication and remembering when to take it. Sofia will benefit from an assessment for a medication organizer. The health worker asks questions to find out if Sofia has other assistive product needs. Sofia can only walk short distances without assistance. Recently she had a fall. 4. Would Sofia benefit from a screen for other assistive products? a. Vision b. Hearing c. Personal care d. Mobility e. Communication **Click to check answer** If you selected **d**, you are correct! Sofia would benefit from a mobility screen.	

Screen	Content text	Direction	Interaction	Media element
			Vision and hearing loss can also affect mobility and other everyday activities. The health worker can also offer Sofia a vision and hearing screen.	
4	**Refer** The person's answers to the screening questions will help you decide if a referral will be helpful. It is important to know when to refer someone and where to refer them. Some people may have more complex needs and require more specialized care than you or your service can provide. ☞ Refer them to a health professional. A person may have other needs and benefit from another type of service. Record this on the form. Referrals should always be discussed and agreed with the person.		**Question** Look at the screening questions and read about the people below. **Who should be referred to a health professional?** 1. Umar attends a cognition screen with his son Timur. Timur explains that his father has not recognized who he was twice in the past month. He also did not remember his close friend when he came to visit. • Yes, refer • No, do not refer **Click to check answer** **Yes** is correct! Umar has not recognized his son and close friend more than once in the past month. He has more complex needs. ⃠ Stop screen and ☞ refer to a health professional.	

Screen	Content text	Direction	Interaction	Media element
			2. Camila attends a cognition screen with her husband Luis and they explain Camila goes to the market regularly. Last week she was unsure how to get home and a neighbour came back with her. This has not happened before. • Yes, refer • No, do not refer **Click to check answer** **No** is correct! Camila was only unsure how to get home once. 3. Bat-Erdenne lives with his daughter Khulan. Khulan remembers that he once went outside to chop firewood and forgot to switch off the cooker. • Yes, refer • No, do not refer **Click to check answer** **No** is correct! Bat-Erdenne only forgot to switch off the stove once.	
5	**Follow up**			

Screen	Content text	Direction	Interaction	Media element
	A person's ability to plan and remember may change. They may need assistance to stay independent and involved in other activities that are important to them. Explain to the person and their family member/caregiver to contact the service for follow up at any time if their needs change.			

Lesson five: Post-module quiz and acknowledgements

Screen	Content text	Direction	Interaction	Media element
1				
			Quiz To complete this module and download a certificate you need to pass the post-module quiz. Click the button below to take the quiz. **[Post-module quiz]**	

Screen	Content text	Direction	Interaction	Media element
2	**Acknowledgements** Thank you to the following people and organizations who helped create this module. **Authors** Sarah Frost. **Content contributors** Names of individuals only (contributed content, particular input / time spent during drafting), insert in alphabetical order. **Reviewers** Insert names in alphabetical order (people who have reviewed **and** provided a response / feedback) **Illustration, graphics, and media** Insert names in alphabetical order. **Video participants** Insert names in alphabetical order. **Pilot partners** Insert names in alphabetical order			

Screen	Content text	Direction	Interaction	Media element
3	**Source material and references** Insert list of source material and references in alphabetical order with web address to access online version where available **Further reading** Insert list of further reading – only where relevant			

Placeholder information

- Confusion
- Reduced ability to multi-task. For example, pay attention to more than one task or piece of information at the same time.

Question

Which of these are examples of multi-tasking?
Select four.

f. Chopping vegetables when preparing a meal

g. Choosing a song to listen to

h. Chatting on a bus and getting off at the correct stop

i. Preparing more than one dish at the same time while cooking

j. Folding laundry while answering a question from a child

k. Listening to a presentation while taking notes

Click to check answer
If you selected, c, d, e, f, you are correct!
These are examples of paying attention to more than one task or piece of information at the same time.
a and b are incorrect.

These are single activities that a person can focus on.

Review where this belongs

TAP Modules: Instructional Design Plan
Module title: Cognition assistive products

- Difficulties getting started and continuing activities (possibly in planning assistive products)