

The logo consists of several overlapping, semi-transparent geometric shapes in shades of teal and light green, forming a stylized, abstract shape that resembles a paper airplane or a modern architectural element.

National
Intellectual Disability
Memory Service

Cognitive Stimulation Therapy

Practical application and adaptations
for people with Intellectual Disability

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Cognitive Stimulation Therapy

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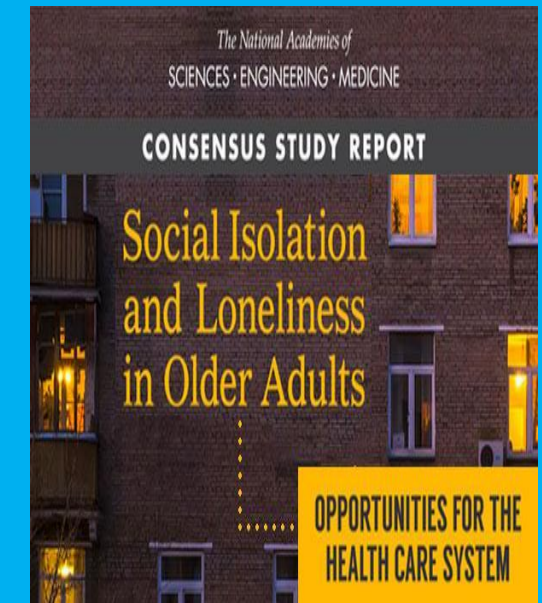
- The National Institute for Health and Care Excellence Guidelines (NICE) recommend the use of C.S.T. as a non pharmacological treatment for people with mild-Moderate dementia.
- C.S.T incorporates interventions such as **Reality Orientation**, **Reminiscence**, and **Multi Sensory** approaches to **implicit learning**.
- When delivered within the context of good **person centred** care, research indicates that C.S.T. offers an evidence based treatment for people with dementia. (spector et al., 2003)

Building and strengthening relationships

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The group aims:

- To offer opportunities for social connectedness and social participation
- For members to get to know each other better
- To strengthen relationships between members and leaders



Getting started

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- 4 to 6 members with 2 facilitators and additional support staff if required
General population groups suggested 5 – 8 members.
- Recommended 45 minutes session in general population
Consider allowing additional time up to 90 minutes



Knowledge of each person

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Preferences and Interests

- Music
- Hobbies
- Family
- Life story
- Strengths
- Culture

Physical

- Health
- F.E.D.S. guidelines
- Allergies and sensitivities
- Mobility
- Personal care requirements
- Sensory – vision and hearing

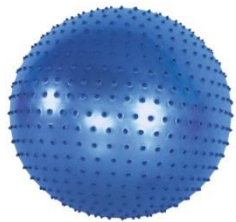
Other considerations

- Cognitive functioning
- Literacy and numeracy
- Person's ability to remain in the group
- Responsive behaviours

Equipment

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Clear Visual Material



Good Quality Sound



Fun

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- Ensure a fun and enjoyable learning atmosphere with friends.
- Avoid a “school like” atmosphere
- Avoid using equipment that is or looks like it is intended for children
(Exception childhood reminiscence)



Orientation

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- Use sensitively and implicitly
- Orientation information – day, date, name of group, group members, activity of the day, news headline.
- Easy read versions may be useful.



Inclusion and involvement

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diversity
IS HAVING A SEAT AT THE TABLE.
inclusion
IS HAVING A VOICE. AND
belonging

IS HAVING THAT VOICE BE HEARD.

-LIZ FOSSLIN

Mental Stimulation

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- Consider the person's cognitive ability.
- Pitch activities so that the person is mentally stimulated.
...but not too difficult, potentially making the person feel de-skilled.
- Never expose a person's difficulties.



Opinions rather than facts

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- Focus on people's strengths
- As questions such as
“ what's your favourite.....” supp
- Avoid questions beginning “Who can remember “ ?



*In My
Opinion*

New ideas, thoughts & associations

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- People are shown two or more pictures (or objects) at once.



Abstract/Modern art V traditional art

Reminiscence

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- Sensitivity is needed not to push members into exposing painful memories in the group setting.
- Excellent way to tap into a strength.
- Useful tool towards orientation.
- **Used as an aid to the here and now.**



Prompts and triggers to aid recall

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- Reality Orientation board

Consider easy read materials
use objects

- Non verbal communication

- Always ensure multi sensory items are used.



Stimulating language

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- Consider person's preferred form of communication and incorporate

LAMH signs
Gestures

- **Some activities include:**
Naming
Categorisation,
Word association,
Proverbs.



Choice

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- Group members should always be offered choice, alternative activities and approaches . Co-facilitator and support staff can support with this.
- The group belongs to the members. They select a name for the group, music etc.

The group programme is not prescriptive

- Choose what seems most appropriate for your group or add your own ideas and activities.
- For the main activity, each session has a suggested CHOICE OF ACTIVITIES .

Main activity (25 minutes)

Level A

Ask people to think of words beginning with a certain letter (say 'A') in a particular category (say 'boys' names'). Write letters and categories on separate cards and use the cards to prompt the game. Alternatively, simply write the category on the board and invite people to think of as many examples as possible.

Level B

Place 20 or so objects or coloured pictures of objects on a table. Ask people to group the objects in different ways, for example, by use, colour or initial letter. This can be done as an 'odd one out' game, that is, by asking which of three objects is the odd one out.



Virtual Group

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THE IMPACT OF COVID-19 on People Ageing with an Intellectual Disability in Ireland



2020

Evidence from Wave 4 of the Intellectual Disability Supplement to the Irish Longitudinal Study on Ageing (IDS-TILDA)

TOGETHER APART THE PSYCHOLOGY OF COVID-19

JOLANDA JETTEN, STEPHEN D. REICHER
S. ALEXANDER HASLAM AND TEGAN CRUWYS



Most common causes of Stress /anxiety

- Not being able to do usual activities 79%.
- Not seeing family 47%
- Not seeing friends 45%



Roscommon Chatters

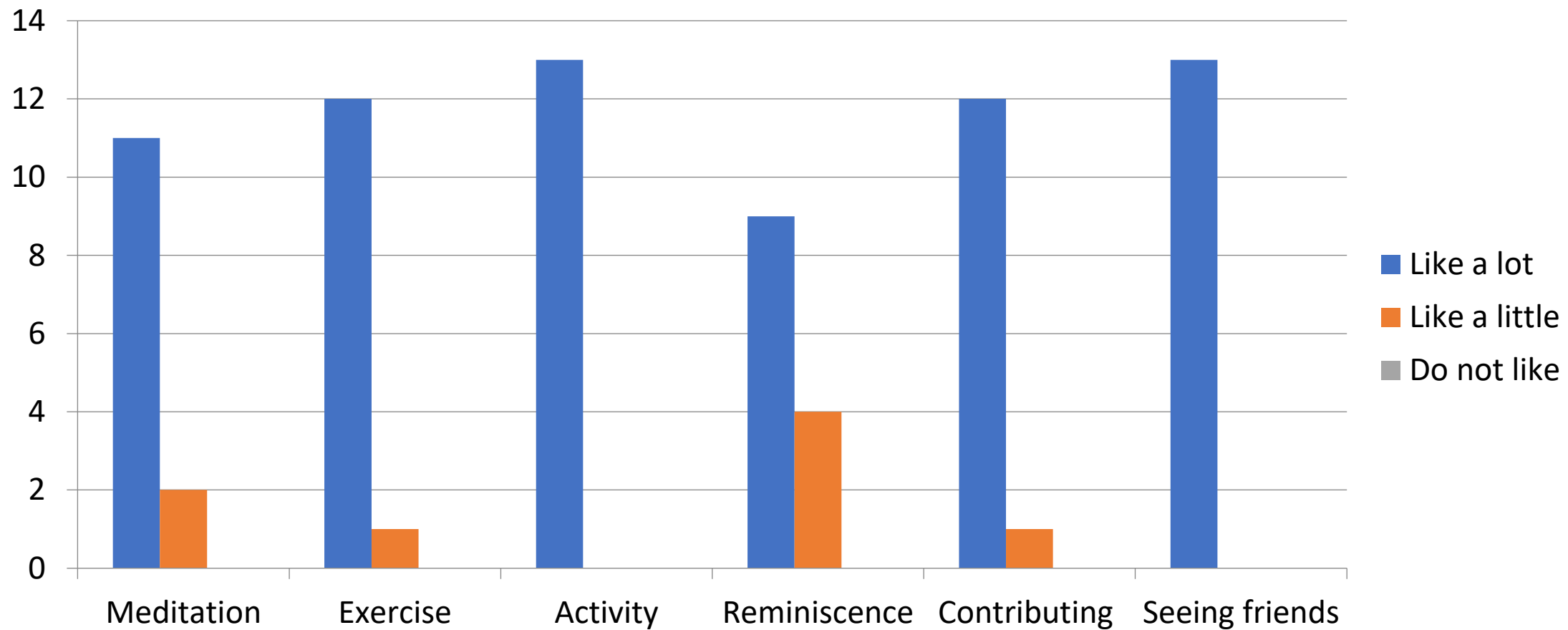
Virtual session structure

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Introduction	Welcome Theme song Orientation discussion	10 minutes
Main activity	PPALS physical movement C.S.T. activity Music Member's contribution	25 minutes
Finally	Mindfulness / relaxation Reminder of next session and content Farewell	10 minutes

Feedback from members

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Resources

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- “Active minds” products. J.S. Dobbs & Co. LTD. <http://www.jsdobbs.ie>
- Golden Carers Activities <https://www.goldencarers.com/>
- Speechmark publishers Ltd www.speechmark.net
- Cognitive Stimulation Therapy website www.cstdementia.com