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# Learning Objectives

MedBridge Education

*Dementia: Improving Activities of Living*

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## Course Objectives

- Identify the importance and strength of using procedural memory to enhance ADL
- Recognize clinical patterns that fit a model describing how loved ones may unknowingly advance ADL/IADL disability.
- Highlight observational assessments that provide the best information for treatment planning
- Indicate the importance of choosing meaningful ADL/IADL goals for improving participation and learning capacity in therapy
- Outline how to develop a sequence of “practice-able” steps to deliver task-oriented training that may include assistive technology
- Highlight dementia caregiver perspectives on rehabilitation training.

## Chapter 1: Common ADL/IADL Errors Per Severity of Dementia

In the first chapter of this course, participants will learn to identify the importance and strength of using procedural memory to enhance ADL. Dr. Carrie Ciro describes clinical patterns that fit a model describing how loved ones may unknowingly advance ADL/IADL disability. She outlines the errors typically seen in ADL/IADL for each level of severity.

## Chapter 2: Assessment of ADL/IADL

Participants will learn to describe the differences and review the pros and cons for observation-based vs. self- or proxy-reported ADL/IADL assessments. She highlights observational assessments that provide the best information for treatment planning.

## Chapter 3: The Role of Meaningful Activity in ADL/IADL Assessment and Treatment

Dr. Carrie Ciro explains the importance of choosing meaningful ADL/IADL goals for improving participation and learning capacity in therapy. Participants will be introduced to the Canadian Occupational Performance Measure as an assessment to identify relevant goals.

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## **Chapter 4: Task-Oriented Training**

Dr. Ciro discusses task-oriented training, tools and environments. Participants will learn how to develop a sequence of “practice-able” steps to deliver task-oriented training that may include assistive technology.

## **Chapter 5: Motor Learning Applications to ADL Training**

Dr. Ciro defines and reviews evidence for errorless learning. Participants will learn to differentiate between blocked and random practice, schedule for praise, and dosage for success in people with dementia.

## **Chapter 6: Putting It All Together**

This chapter synthesizes and sequences concepts of meaningful activity, task-oriented training, and motor learning in the treatment of ADL/IADL disability.

## **Chapter 7: Caregiver Training**

This chapter highlights the dementia caregiver perspectives on rehabilitation training and introduces simple strategies to enhance success with translating your therapeutic interventions over to a different provider or caregiver