

The Transfer Package in TeleCIMT


TIDE Group



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Learning objectives

- To learn the TeleCIMT transfer package components
- To understand how to implement suggested TeleCIMT paperwork
- To understand how the TeleCIMT paperwork and processes encourage increased use of the participant's weaker arm in daily life



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The TeleCIMT transfer package components

Transfer Package	
CIMT	TeleCIMT
1. Daily schedule	1. Daily schedule
2. Motor Activity Log	2. Motor Activity Log
3. Home diary	3. Diary and feedback
4. Home practice	4. Homework
5. Home skills assignment	5. TeleCIMT contracts
6. Behavioural contracts	

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1. Daily TeleCIMT schedule

An example of a daily TeleCIMT schedule

TIME	ACTIVITY	MITT ON	MITT OFF
07:30am	Wake up and shower		X
08:00am	Dress and make bed	X	
08:30am	Prepare breakfast (cereal and toast with butter and spread)	X	
09:00am	Eat breakfast and brush teeth	X	
09:30am	Morning check-in / feedback with therapist		X
10:00am	Structured training time: Shaping Practice (1 hour)	X	
10:30am	Complete minimum 2-3 shaping tasks. Use 'Daily Diary and Feedback' sheet	X	
11:00am	Rest break / mitt-free time		X
11:30am	House chores e.g. unload laundry from machine and peg out onto line	X	
12:00pm	Prepare lunch and set table e.g. make a sandwich including buttering bread, cut up fruit and veg, prepare a cold drink	X	
12:30pm			

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Daily TeleCIMT schedule

My daily TeleCIMT schedule

TIME	ACTIVITY	MITT ON	MITT OFF
07:30			
08:00			
08:30			
09:00			
09:30			
10:00am			
10:30am			
11:00am			
11:30am			
12:00pm			
12:30pm			

- Complete **with** participant / supporter
- During preparation session
- Participant to read 'Preparation pack' before session

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TeleCIMT schedule (example)

Include:

- Min. 6 hours mitt wear
- Specific activities during daily living with the mitt
- Some activities may be marked as 'mitt off' but are counted during program hours e.g. showering
- Schedule can be modified to meet participant's needs

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12:30pm			

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2. Motor Activity Log (MAL)

UAB Training for CI Therapy
SID _____ Name _____ Date _____ Visit _____ Examiner _____

Motor Activity Log (UE MAL) Score Sheet

Amount Scale **How Well Scale**

1. Turn on a light with a light switch	_____	_____	if no, why? (see code) _____ Comments _____
2. Open drawer	_____	_____	if no, why? (see code) _____ Comments _____
3. Remove an item of clothing from a drawer	_____	_____	if no, why? (see code) _____ Comments _____
4. Pick up phone	_____	_____	if no, why? (see code) _____ Comments _____
5. Wipe off a kitchen counter or other surface	_____	_____	if no, why? (see code) _____ Comments _____
6. Get out of a car (includes only the movement needed to get body from sitting to standing outside of the car, once the door is open)	_____	_____	if no, why? (see code) _____ Comments _____

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MAL: where to find it

https://www.uab.edu/cithera/py/images/pdf_files/CIT_Training_MAL_manual.pdf

- TeleCMT website: therapist resources
- Google: 'the MAL manual'

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TeleCMT assessment and the MAL

Functional assessment: identifying movements which need to improve
Observe and video the following four functional tasks; assess the movements with the most potential to improve and those with the most deficit. Ascertain baseline abilities, changing task set up where required.
If further assessment is required to ascertain level of function or impairment, observe additional functional tasks; relate these to participant goals and use to guide treatment.

Task	Movements that need to improve Record movement analysis and establish abilities for each task. Include any changes made to task set up to make task more achievable.
1. Turn on and off a light via switch on wall:	
2. Wipe down a surface with cloth:	
3. Pick up a drinking cup:	
4. Use a fork or spoon for eating:	
5. For participant's main goal:	

Top tip!
Observe the participant attempting 4 MAL functional activities (on the TeleCMT assessment form) **BEFORE** administering the MAL

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4 observable MAL activities

Where possible, get a video record of the participant's baseline performance of these tasks!

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- Observing these 4 functional tasks gives you more objective info about the person's movement abilities
- Gaining this info prior to administering the MAL will help you guide them through scoring themselves on the MAL

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TeleCMT assessment and the MAL

Use of the MAL in TeleCMT is an adaptation from the original MAL training manual

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When to administer the MAL during TeleCINT

Suggested use of the MAL in TeleCINT

	Assessment	Intervention	End program	Post program
Amount of use scale	✓		✓	✓
How well scale	✓	✓	✓	✓

- 'Post-program' refers to any progress review session after the TeleCINT program has ended e.g. at 1 month, 3, 6 months post program

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The 'How well' scale: when to administer it in TeleCINT

Options for administration:

- At 'half-way' point of the program
- Once a week
- Alternating 15 items each day

How Well Scale (HW)

0 - The weaker arm was not used at all for that activity (**never**).

.5
1 - The weaker arm was moved during that activity but was not helpful (**very poor**).

1.5
2 - The weaker arm was of some use during that activity but needed some help from the stronger arm or moved very slowly or with difficulty (**poor**).

2.5
3 - The weaker arm was used for the p indicated but movements were slow with only some effort (**fair**).

3.5

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Advantages of regularly administering the 'How well' scale in TeleCINT

- Regular, structured support for participant in problem-solving daily activities
- Increasing the participant's repertoire of daily activities
- Informing homework, shaping or task practice

= encouraging opportunities for generalisation of skills learned into daily life

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Additional resource: the MAL 'How well' scale flowchart

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2.5
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3.5

- To aid participants / supporters directly
- To aid therapists administer the 'How well' scale with participants / supporters

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3. Daily diary and feedback

My TeleCINT Program Pack

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Daily diary & feedback

What the form allows you to monitor

Daily diary and feedback

Example sheet

Date: 16/03/2020

How many hours did you wear your mitt for today? 1.5 hrs

During your mitt wearing time, outside of training hours, were you:

Very active ☐ Active ☒ Not very active ☐

Task practice	Description	Difficult	Manageable	Easy
100	Pushing plants		X	
5	Setting table			X
5	Doing puzzle	X		
4	Washing plants		X	
10	Washing car	X		

Shaping practice

No. / Description	First score / time	Average score 1-5	Average score 6-10
1. Pushing plants	1.5		

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TeleCIMT therapist review form

How many hours did you wear your mitt for yesterday?

How active were you during mitt wearing time? Very active ☐ Active ☐ Not very active ☐

If participant reports low levels of activity during daily living with the mitt, consider how to increase their activity levels during these hours. Adjust the Daily TeleCIMT schedule if required.

Tell me about your task practice yesterday?

Encourage participant to consider ways they could progress 'easy' tasks to increase the level of challenge (remember to adjust 1 parameter at a time). Problem solve how difficult tasks could be made more achievable.

Task practice	Difficult	Manageable	Easy	Progressed?
No. / Description				
e.g. 2 / Putting plants		X		X

Tell me about your shaping practice yesterday?

Any task where the average score increases consistently should be progressed in its level of challenge.

Shaping practice	First score / time	Average score 1-5	Average score 6-10	Progressed?
No. / Description				

What shaping and task practice activities will you work on today?

How many homework tasks did you practice yesterday?

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Shaping practice feedback

Example column from 'Shaping Practice Score Sheet'

Day	Mon 22/06/20	Tues 23/06/20	Wed 24/06/20
Total No.	1	4	4
1	1	3	4
2	3	4	5
3	4	4	5
4	4	4	4
5	3	5	5
Av. 1-5*	3.5	4.4	4.4
6	5	5	5
7	4	4	4
8	5	4	4
9	4	5	5
10	5	5	6
Av. 6-10*	4.6	5.0	5.6

Shaping practice table from participant's 'Daily diary and feedback' form

Shaping practice	First score / time	Average score 1-5	Average score 6-10
No. / Description			
1 / Tuning carls	1	4.5	4.8
4 / Ring game with Mia	4	4	5
6 / M4 drawing	4	4	5

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Feedback: when and how

- When to feedback:**
 - First half of program – everyday
 - Second half of program – as appropriate
- How to feedback:**
 - Email
 - Phone / video call
 - Answer machine message

TOP TIP!
Enlist students and therapy assistants to do feedback with participants where possible!

FEEDBACK

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4. Homework in TeleCIMT

For participants who are:

- managing all other TeleCIMT components
- less active than they should be on the program

Not for participants who are:

- struggling with the program
- only just coping with demands of program

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TeleCIMT 'homework': key considerations

- Start from day 3-4 of program
- 30 minutes daily
- 2-10 tasks
- 50% of tasks easier /
- 50% more challenging

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Setting homework tasks

Consider:

- practicality of setting up new tasks (should be easy to access)
- time required moving between tasks

For homework ideas consider:

- the participant's goals
- MAL tasks
- 'Tasks I want to practice on the program' sheet (prep pack)

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