

An Occupational Therapy Informed Approach toward Enhancing Skill Development, Routine, and Performance

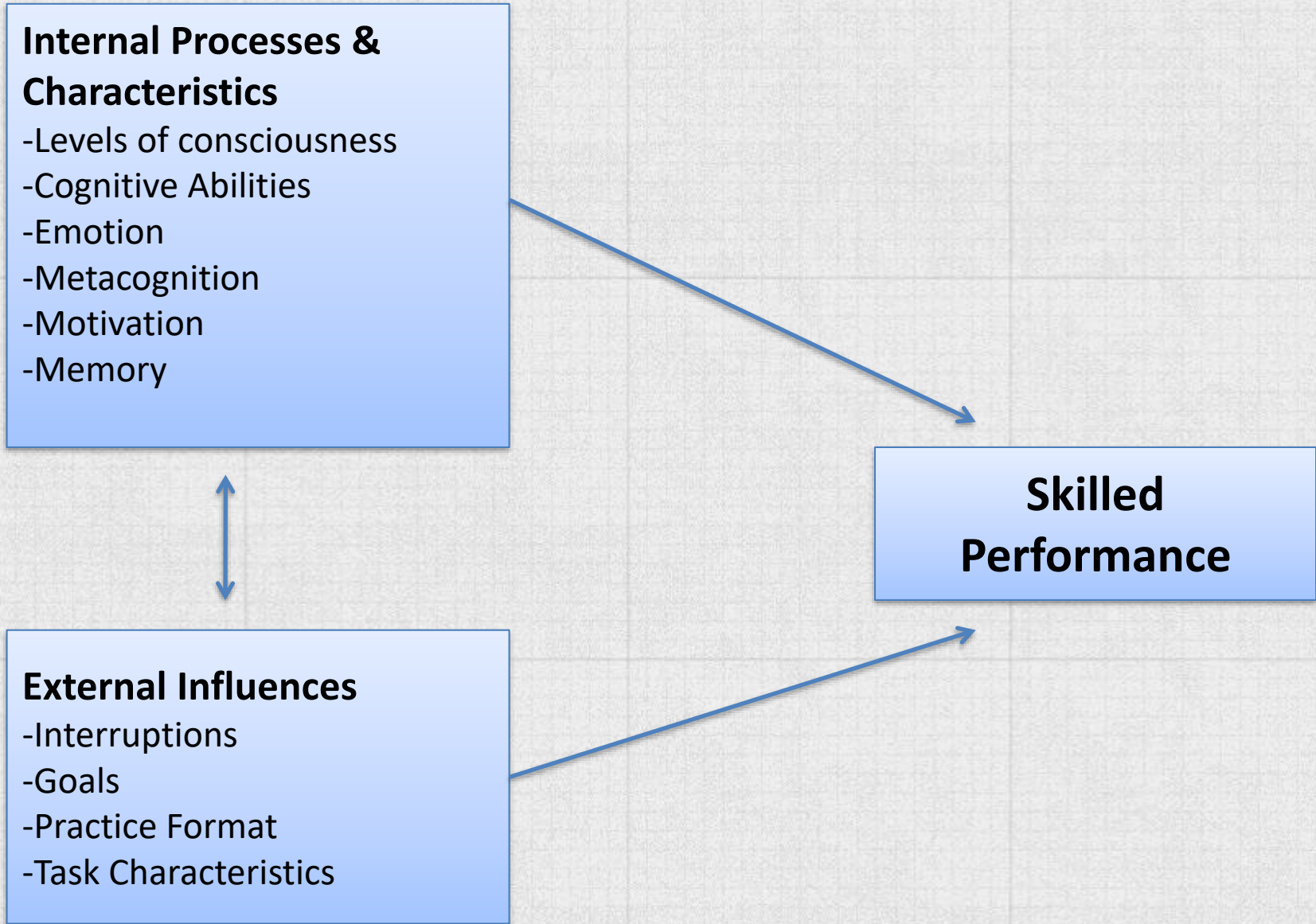


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What we will cover today..

- a) What are factors within ourselves and in our environment that we utilize to make a change?
- b) What are challenges some EASA young people share in maintaining and developing skills?
- c) What are ways we can help shape performance patterns (habits, routines, rituals) to support skills?
- d) How do we put this into practice?





Common cognitive Symptoms with Schizophrenia

- Reduced ability to focus one's attention
- Reduced ability to use recently acquired memories or working memory
- Reduced ability to use facts for appropriate decision making

Study:

Approximately 70% of the patients had experienced cognitive decline in relation to self (a decline of 10 points or greater in IQ, approximately 40% a difference of 20 points)



Negative symptoms of Schizophrenia

Study: Of 7,500 patients 41% showed two or more negative symptoms

Most frequently recorded:

31% poor motivation 27% blunted or flattened mood

26% poor eye contact 24% emotional withdrawal

Another study:

Looked at Effort-Cost Calculations-biggest difference than controls with elevated negative symptoms.

Motivation difficulties may be associated with abnormalities in estimating the “cost” of effortful behavior...may impact volition



Body and Brain's Instincts

- Inner wisdom- neurologically designed to stop you or protect you from a perceived threat, something that is different, uncertain....
- Brain thinks why did you hesitate..
- A defense to stop and evaluate before the next decision
- Helps us not act impulsively or unsafely
- Opportunity to understand the emotions attached and assess
- Offers a moment to choose a new path

Magnifying moment..

Assessment => Action/Non-action



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Hesitation

- Definition:

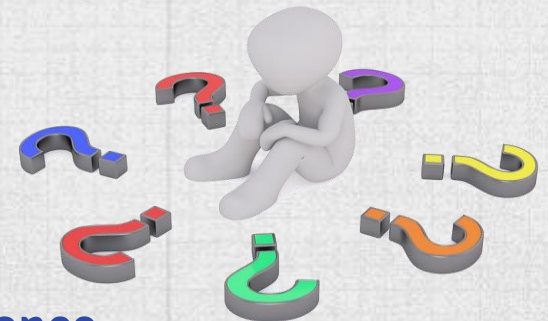
the act of pausing before doing something, unsure of next step or what one should do

- Considered **meta-cognition** (beyond cognition)

“thinking about thinking” and learning how you learn best or becoming "aware of one's awareness”

I’m feeling, thinking, wondering, seeing, noticing

Things that make you go hmmm.....



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Concern with EASA young people

- Trying to decipher real threat versus not real at times
- Sensory changes may activate the central nervous system, the world may be experienced a little differently –feels new
- Positive, negative and cognitive changes impact perspective which impacts behavior and performance areas
- Multiple factors can lead to a general feeling of “not safe”



Adolescence

- More concerned with how they appear to others
- Peer relationships continue to become more important
- Increased examining of inner experiences in relation to others
- Adjusting to changing body
- Increased drive for independence
- Mixed ideas on ways they'll fit into society, experimentation
- Increased capacity to set future goals, more abstract thought
- **Lots of learning in interpretation of social cues and emotions**



Locus of Control

Article: Locus of Control: Relation to Schizophrenia, to recovery, and to depression and psychosis. A 15 year longitudinal study.

- Internal: Outcomes are from ability and effort, motivation inward for achievement ...better recovery
- External: Outcomes from chance/luck, task difficulty, less control over fate, influenced by others

Shift toward greater external LOC during a psychotic episode, with depression, anxiety, varies with symptoms and life events



Can rebuild step by step!



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Some emotions or thoughts that might happen during hesitation

Overwhelmed

Uncertainty

Self-doubt

Lack of confidence

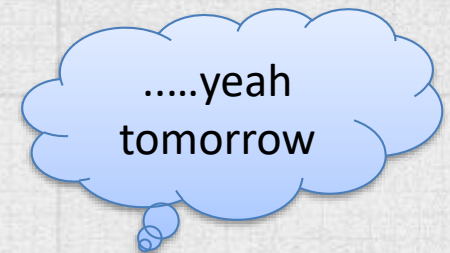
Worry or fear of making the wrong decision

Anxiety/Stress

Endless debating of what to do

Tired

==> A new plan on when you'll do it...tomorrow?



Getting things done-weeee!!



a) Potential energy



(b) Kinetic energy

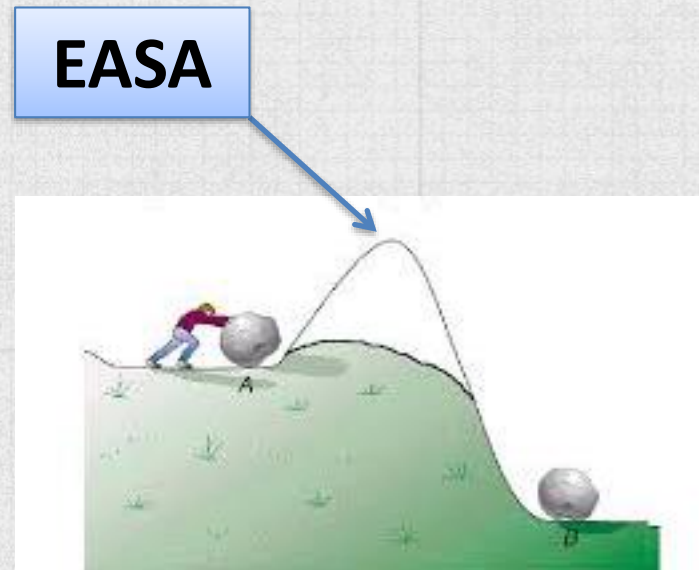


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Activation Energy: minimum energy needed to make a reaction happen is greater than what it takes to keep going

Potential energy (energy building in relation to other objects)

---> Kinetic energy (movement, product)



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Learning process of a new skill or change

First phase: New and cognitively demanding

Second phase: No longer just cognition, but pieces start to become automatic

Third phase: Automatic processing like “muscle memory”

(Anderson, 1982)



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Plan for it

- Build understanding of how and why our brain stops us
- Create steps and find the right supports to move out of hesitation through exploring this knowledge
- Make connections to what you're learning now to what you already know
- Create small wins around something you already do to gain momentum
- Focus on **Act** not Think will increase locus of control through proving step by step that you created change for yourself
- Choose action over non-action > 50%

New Pathways – New Experiences-New Skills- New confidence



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Habits and Routine

- Habits are the invisible architecture of our daily life, we repeat about 40% of our behavior almost daily, so if we change our habits, we change our lives

(Rubin, 2015)

Habit starts as a choice/decision that becomes automatic (brain saving effort)

Routine: Set of habits in a particular order

Goal: make choices again for areas we want to change =new pattern



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The Habit Loop Model

- **Cue**: a trigger that tells your brain to go into automatic mode
- **Routine**: physical, mental, emotional
- **Reward** : determines the worth and value of the routine
- **Craving**: anticipates the reward, neurological

Rewards satisfy the cravings...will need to explore to identify the true craving

Change the **Routine** to alter the Reward



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(Duhigg, 2012)

Starts with a Cue

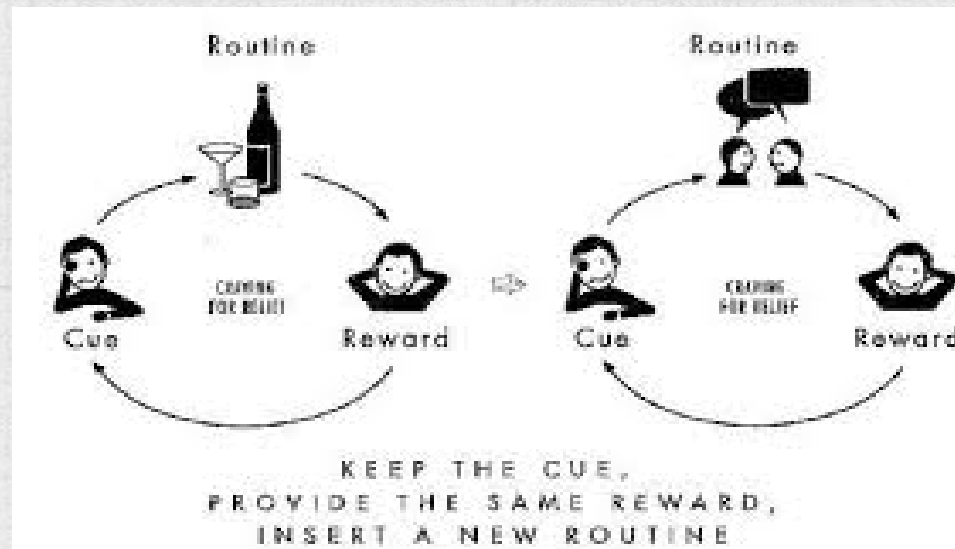
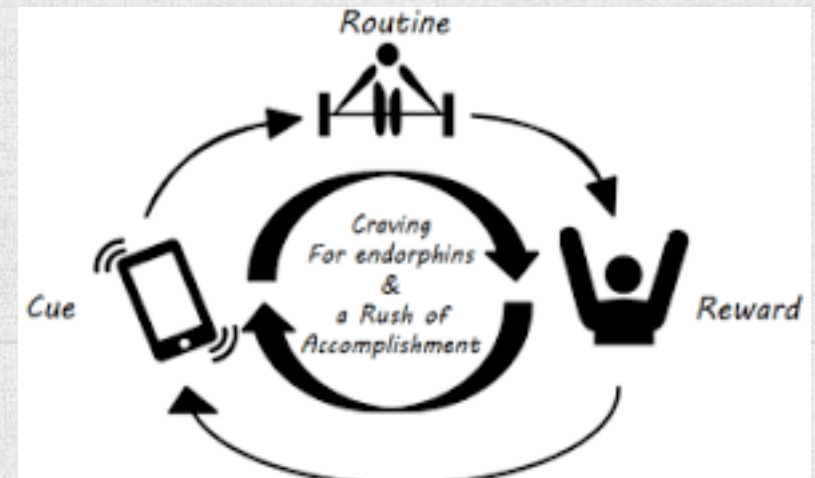
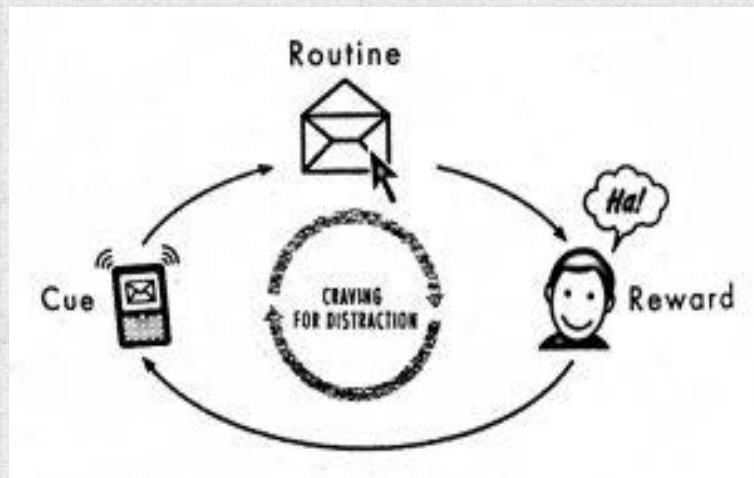
Cue's tend to fall into 5 categories: (hard to identify there's so much information)

1. Location
2. Time
3. Emotional State
4. Other People
5. Immediately preceding action

Create a Plan for the Cuefind new Rewards to satisfy the Craving = Behavior



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(Duhigg, 2012)



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*what would be some routines or habits
you have at home, community, or
work and what might the cue be? ...*

Let's practice!!!



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What helps make this change?

- Joining groups/communities for a larger base of support
- “Keystone habits” –one habit change leads to others.. (sleep, exercise)
- Feeling of autonomy in the decision
- Coincide with other big changes (new dog)
- Create a log for ideas that pop up throughout the day
- A routine makes it easier to take action on specific habits you want to change, brings security and shape



Creating Routine

- Divide the day into quadrants with goals to meet by each time block
- Make a map of have to do and want to do
- Break a task down into smaller steps, write it out, identify and give self rewards
 - Break it down to the first step only and repeat
 - Talk to your self about the first step while you're doing it
- Build in movement to activate your brain
- Create an accountability system for self or with others
- Create a memory diary book
 - check lists, notes/appointments for the next day, times to set alarms for the next day, setup alarm cue to look at diary



Routine continued..

- Setup appointments for yourself to do certain tasks or to keep track of the day
- Write down key words/phrases and post it
- Create visual aids: draw a picture, take a picture, use gestures
 - 30% of your brains neurons dedicated to visual input
- Create an acronym for the next time you do something:
SWAG: ...Shoes, Water, And Go!...Shoes, Water and Go!
- Incorporate Anchors



Anchors

- = Cues setup during our day that remind us to do something we want to do routinely without having to remember to do it
- ***What are some examples you might have?***



Anchor Ideas

Setup “bookends” at the start and end of each day to create a feeling of predictability

Address basic needs first: then cluster activity around them..sleep, eat, and movement

Auditory Anchors- alarm signals next activity

➤ Alarm location-next to activity (i.e. medication) (medication next to walking shoes)- and so on...

Identify patterns around locations in your home for tasks or conversations for best flow



**“What I am looking for
is not out there
it is in me.”**

(Helen Keller)



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Questions?



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Resources

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