

COGNITIVE STIMULATION ADAPTED FOR PEOPLE WITH DISABILITIES:

COMPREHENSIVE TRAINING FOR PROFESSIONALS AND CAREGIVERS

Designed for professionals supporting people with disabilities and family caregivers

Master cognitive stimulation techniques tailored to all forms of disability

Duration : 15 hours	Modules : 8 modules
Lessons : 64 lessons	Audience : Professionals and family caregivers supporting people with disabilities
Format : 100% online, asynchronous	Provider : N° 11757351875
Certification : Qualiopi	Price : On request

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Course description

This 15-hour online training is specifically designed for professionals who support people with disabilities—whether children, adolescents, or adults—as well as family caregivers. It transposes the principles of cognitive stimulation to individuals with intellectual, psychological, motor, sensory, or neuro-developmental disabilities. Each workshop is available in both youth and adult versions. The training includes over 40 detailed workshop examples, 9 complete case studies, and 12 downloadable session sheets. Participants will learn to identify cognitive profiles, adapt materials and instructions, design and facilitate individual or group sessions, and measure progress effectively.

Module summary

MODULE 1	Understanding Disability and Cognitive Functioning	11 lessons
MODULE 2	Assess Before Stimulating	8 lessons
MODULE 3	The Principles of Adaptation	9 lessons
MODULE 4	Workshops by Cognitive Function	10 lessons
MODULE 5	Digital Tools	7 lessons
MODULE 6	Designing and Leading a Session	7 lessons
MODULE 7	Nine case studies	9 lessons
MODULE 8	Measure, Transmit, Respect	8 lessons

Learning objectives

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- Identify the cognitive profile of a supported individual with disabilities
- Adapt materials and instructions to their actual abilities and chronological age
- Design and facilitate individual or group cognitive stimulation sessions
- Measure progress and communicate results to the multidisciplinary team
- Apply ethical principles of consent, dignity, and respect in all interventions

General information

Duration	15 hours (asynchronous)
	Professionals supporting people with disabilities (educators, occupational therapists, psychologists,

Target audience	care workers) and family caregivers
Prerequisites	None
Price	Upon request – VAT not applicable (Article 261-4-4° of the French Tax Code)
Certification	Qualiopi – Certificate of completion
Training organization	DYNSEO – Activity registration number: 11757351875

Lesson 1 - Lesson 1 - Deficiency, disability, situation of handicap

- Definitions of the International Classification of Functioning (WHO)
- United Nations Convention on the Rights of Persons with Disabilities
- Impact of the concept of disability situation on workshop design

Lesson 2 - Lesson 2 - The Seven Major Cognitive Functions

- Attention, memory, language, and executive functions
- Gestures, recognition, and social cognition
- Illustrations through everyday life situations

Lesson 3 - Lesson 3 - Child or adult: two opposing logics

- In children: support developing abilities
- In adults: maintain, compensate for, or slow down progression
- Same exercise, different objectives and success criteria

Lesson 4 - Lesson 4 - Intellectual Disability: What is Affected, What is Preserved

- Slow processing and reduced working memory
- Difficulty with abstraction but preserved memory for actions
- Example: remembering a work action but not a three-step oral instruction

Lesson 5 - Lesson 5 - Autism Spectrum Disorders

- Contrasted cognitive profile and attention to detail
- Sensory particularities and need for predictability
- Example: workshop failure related to ambient noise and not to the task

Lesson 6 - Lesson 6 - Down Syndrome and Early Cognitive Aging

- Increased risk of Alzheimer's disease from age 40-45
- First warning signs to watch for
- Importance of early baseline assessment

Lesson 7 - Lesson 7 - Psychological Disability

- Attention disorders and executive functions
- Effects of treatments on cognitive abilities
- Significant variations from one day to another and necessary adaptation

Lesson 8 - Lesson 8 - Acquired Brain Injury

- Stroke and traumatic brain injury: spatial neglect, language disorders
- Absence of awareness of disorders (anosognosia)
- Example: treatment of only one half of the exercise sheet

Lesson 9 - Lesson 9 - Motor Disability and Multiple Disabilities

- Distinguish motor impairment from cognitive impairment
- Common interpretation error to avoid
- Example: difficult speech but intact reasoning, how to verify it

Lesson 10 - Lesson 10 - Visual Impairment and Hearing Impairment

- Impact on access to the material
- Poor performance sometimes related to the entry channel
- Necessary adaptations according to sensory impairment

Lesson 11 - Lesson 11 - Learning Disabilities and Attention Disorder

- Dyslexia, dyspraxia, dysphasia, ADHD
- Distinguishing between disorders, fatigue, and demotivation
- Specific adaptations for dys disorders

Lesson 1 - Lesson 1 - Why we never start with the activity

- Cost of a poorly calibrated workshop: failure and feeling of shame
- Risk of lasting refusal to participate
- Example of a group lost from the very first session

Lesson 2 - Lesson 2 - Gather Information Before the First Session

- Consultation of the file and the personalized project
- Exchange with the team and the family
- Twelve questions to ask systematically

Lesson 3 - Lesson 3 - Structured Observation in Context

- Observation grid in eight areas
- Completed example for an adult in accommodation
- Direct observation in a natural setting

Lesson 4 - Lesson 4 - The Limitations of Standardized Tests

- Why standardized tests are often uninterpretable
- Alternatives to use with this audience
- Precautions for use and context of use

Lesson 5 - Lesson 5 - Establishing a Baseline Measurement

- Measure the starting point on three simple tasks
- Reproducible tasks for longitudinal tracking
- Demonstrate progress six months later

Lesson 6 - Lesson 6 - Starting from Preserved Abilities

- Build on what works rather than on deficits
- Use areas of interest to work on cognitive functions
- Example: strong area of interest in temporal orientation

Lesson 7 - Lesson 7 - Formulating realistic and measurable objectives

- Transforming a vague objective into an observable objective
- Ten examples before and after reformulation
- Distinctions between objectives for youth and adults

Lesson 8 - Lesson 8 - Connecting Stimulation to the Personalized Project

- Include the workshops in the support project
- Avoid an unconsulted parallel system
- Coordination with the entire multidisciplinary team

MODULE 3

The Principles of Adaptation

9 lessons

Lesson 1 - Lesson 1 - Adapting the visual support

- Font size, contrast, simplification
- One element per page
- Comparison of standard version and adapted version

Lesson 2 - Lesson 2 - Writing in Simplified Language

- Rules for easy to read and understand text (FALC)
- One idea per sentence, verbs in the present tense, no figurative expressions
- Fifteen rewritten instructions as examples

Lesson 3 - Lesson 3 - Adapting the oral instruction

- A guideline for an action
- Flow, pauses, rephrasing
- Checking understanding without infantilizing

Lesson 4 - Lesson 4 - Adjusting Duration and Considering Fatigue

- Prefer 15 minutes to 45 minutes
- Identify signs of saturation before breaking point

- Example with a person with a brain injury

Lesson 5 - Lesson 5 - Adapting the sensory environment

- Noise, light, and passage management
- Table placement and space arrangement
- Checklist before the group enters

Lesson 6 - Lesson 6 - Errorless Learning

- Why trial and error can be counterproductive
- Guiding to ensure success
- Step-by-step breakdown example

Lesson 7 - Lesson 7 - Levels of Support and Gradual Withdrawal of Support

- Five levels of guidance: from physical assistance to autonomy
- Method for gradually removing aids
- Respect for the person's pace

Lesson 8 - Lesson 8 - Encouragement, motivation, and pleasure

- Verbal encouragement and visual progress chart
- Choice given to the person to maintain motivation
- Example: rekindling the desire in a participant who refuses

Lesson 9 - Lesson 9 - Adapting the register to age without lowering the level

- Same cognitive content, age-appropriate universe
- Common mistake: childish support for adults
- Importance of respect and dignity

MODULE 4

Workshops by Cognitive Function

10 lessons

Lesson 1 - Lesson 1 - Adapting the same workshop for a child and for an adult

- Four-point method: objective, universe, duration, valuation
- Memory exercise presented in both versions
- Side-by-side presentation for comparison

Lesson 2 - Lesson 2 - Working on Attention

- Six workshops: visual research, selective listening, target spotting, dual task
- Materials, instructions, procedure, and variations at three levels
- Youth version and adult version for each workshop

Lesson 3 - Lesson 3 - Working on the memory of lived events

- Six workshops focused on the recent past and the photo album
- Adapted logbook, versions without language
- Youth version and adult version for each workshop

Lesson 4 - Lesson 4 - Working on Immediate Memory

- Increasing length series, shopping lists, sequences of gestures
- Threshold not to be exceeded according to the profile
- Youth version and adult version for each workshop

Lesson 5 - Lesson 5 - Working on Language and Communication

- Word search, categorization, naming of images
- Integration of alternative communication supports
- Youth version and adult version for each workshop

Lesson 6 - Lesson 6 - Working on Executive Functions

- Prepare a recipe, organize an outing, solve a problem
- Complete example: prepare a snack in eight steps
- Youth version and adult version for each workshop

Lesson 7 - Lesson 7 - Working on spatial and temporal orientation

- Visual calendar, activity sequencer, building plan
- Morning rituals and visual time support
- Youth version and adult version for each workshop

Lesson 8 - Lesson 8 - Working on Social Cognition and Emotions

- Recognition of expressions, social scenarios, role-playing
- Example: managing frustration during a cooking workshop
- Youth version and adult version for each workshop

Lesson 9 - Lesson 9 - Working on gestures and fine motor skills

- Everyday gestures, manipulation, bimanual coordination
- Adaptations in case of associated motor impairment
- Youth version and adult version for each workshop

Lesson 10 - Lesson 10 - Multisensory Stimulation in Situations of Multiple Disabilities

- Adapted multisensory approach
- Reading signs of alertness and pleasure without verbal communication
- Distinct markers for child and adult

MODULE 5

Digital Tools

7 lessons

Lesson 1 - Lesson 1 - Digital media or paper media

- Selection criteria based on the person and the objective
- Why alternating is often the best answer
- Advantages and limitations of each medium

Lesson 2 - Lesson 2 - Using a Tablet in a Disability Situation

- Installation, posture, mounting support, stylus, protection
- Management of imprecise or involuntary touch
- Necessary hardware adaptations

Lesson 3 - Lesson 3 - Essential Accessibility Settings

- Text size, contrast, response time
- Voice feedback and access via switch
- Customization according to disability

Lesson 4 - Lesson 4 - Using Cognitive Games with Adults

- Choose the game according to the intended function
- Adjust the level as accurately as possible
- Avoid too large a gap between difficulty and abilities

Lesson 5 - Lesson 5 - Using Cognitive Games with Children and Adolescents

- Adapt the universe and duration
- Reward system suited for a young audience
- Maintain motivation and engagement

Lesson 6 - Lesson 6 - Reading Scores with Caution

- What a score indicates and what it does not indicate
- Example: decrease related to a change in treatment
- Do not confuse score and actual progression

Lesson 7 - Lesson 7 - Digital Tools in Group Sessions

- Screen projection, shared tablets, role rotation
- Management of competition among participants
- Group dynamics and digital tools

MODULE 6

Designing and Leading a Session

7 lessons

Lesson 1 - Lesson 1 - The structure of a session in four stages

- Ritualized welcome, start-up, main activity, rewarding closure
- Timing for 30 and 45 minutes
- Importance of each phase

Lesson 2 - Lesson 2 - Individual session or group session

- Indications and contraindications of each format
- Four clear-cut situations illustrated
- Selection criteria based on objectives

Lesson 3 - Lesson 3 - Composing a functioning group

- Number of participants, level gap, age gap
- Managing affinities between participants
- Managing people who monopolize or disengage

Lesson 4 - Lesson 4 - Dealing with Difficult Behaviors During the Workshop

- Refusal, opposition, agitation, leaving during the session
- Understanding the function of behavior
- Five detailed situations with appropriate responses

Lesson 5 - Lesson 5 - Co-facilitating and Involving the Team

- Distribution of roles among co-facilitators
- Communication between facilitators
- Presence of a professional who knows the person

Lesson 6 - Lesson 6 - Associating family and relatives

- What can be offered at home
- Do not turn the loved one into a therapist
- Differences depending on whether the person is a child or an adult

Lesson 7 - Lesson 7 - Twelve ready-to-use session sheets

- Downloadable complete sessions
- Classification by level, targeted function, and age group
- List of necessary materials for each session

MODULE 7

Nine case studies

9 lessons

Lesson 1 - Lesson 1 - Case Study 1: Young Autistic Adult in a Supported Work Environment

- Profile and initial assessment
- Ten-week program
- Challenges encountered and adjustments made

Lesson 2 - Lesson 2 - Case Study 2: Adult with Down Syndrome Experiencing Cognitive Decline

- Identification of the first signs of decline
- Gradual adaptation of the program
- Activities maintained and activities abandoned

Lesson 3 - Lesson 3 - Case Study 3: Adult with Brain Injury in Medical Accommodation

- Intense fatigue and anosognosia
- Program of very short and repeated sessions
- Adaptations in response to consciousness disorders

Lesson 4 - Lesson 4 - Case Study 4: Adult with a Mental Disability Supported at Home

- Goals focused on daily autonomy
- Management of state variations
- Adaptation to absences and fluctuations

Lesson 5 - Lesson 5 - Case Study 5: Child with Intellectual Disability in Daycare Setting

- Connection with school learning
- Coordination with the speech therapist
- Avoid redundancies while reinforcing knowledge

Lesson 6 - Lesson 6 - Case Study 6: Person with Multiple Disabilities

- Awakening and communication objectives
- Redefined success indicators
- Multisensory approach and reading signs

Lesson 7 - Lesson 7 - Case Study 7: Adult with Visual Impairment

- Complete transition to auditory and tactile channels
- Examples of workshops without visual support
- Complete adaptations of instructions and materials

Lesson 8 - Lesson 8 - Case Study 8: Adult with Attention Disorder in Professional Integration

- Work on executive functions and organization
- Direct transfer to the workplace
- Link between workshop and real professional situation

Lesson 9 - Lesson 9 - Case Study 9: Adolescent with a Learning Disorder

- Transition from childhood to adolescence
- Rejection of materials perceived as childish
- Goals oriented towards future independence

MODULE 8

Measure, Transmit, Respect

8 lessons

Lesson 1 - Lesson 1 - Reporting on the sessions

- What to note and in how many lines
- Where to record it so that it is read by the team
- Effective report template

Lesson 2 - Lesson 2 - Choosing Realistic Progress Indicators

- Beyond general appreciation: duration, level of support, transfer
- Expect a gain in the child, often a maintenance in the adult
- Indicators tailored to the profile and objectives

Lesson 3 - Lesson 3 - Communicating the results to the team

- One-page summary template
- Presenting a lack of progress without demotivating
- Effective communication in a multidisciplinary team

Lesson 4 - Lesson 4 - Communicating Results to the Family

- Announce a stabilization or regression accurately
- Examples of appropriate phrasing
- Respect emotions and value efforts

Lesson 5 - Lesson 5 - Consent, Ethics, and Dignity

- Gather genuine consent and respect refusal
- Avoid infantilization: tone, materials, rewards
- Legal framework: consent of the minor and the protected adult

Lesson 6 - Lesson 6 - National Framework and Local Resources

- Applicable regulatory guidelines
- Recommendations for good professional practices
- Resource organizations and support networks

Lesson 7 - Lesson 7 - Building Your Action Plan

- Personalized training completion document
- Three objectives to implement within 30 days
- Transition from training to practice

Lesson 8 - Lesson 8 - Final Assessment and Certificate

- Validation of acquired skills quiz
- Success criteria for the evaluation

- Issuance of the training certificate

Teaching methods

- Asynchronous online training accessible 24/7
- Quizzes at the end of each module to validate understanding
- Over 40 detailed workshop examples with youth and adult versions
- 9 complete case studies covering various disability situations
- 12 downloadable ready-to-use session sheets
- Final evaluation to assess acquired skills
- Certificate of completion issued upon successful completion

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