**The Six Cognitive Domains**

**Domain One: Reaction Time**Activities in this domain target speed, accuracy and automaticity of response and involve almost no processing. Tasks may progress from simple reaction to go/no reaction to choice reaction. The goal of these activities it's to decrease the time needed to react to an auditory or visual stimulus as a means of increasing an individual safety and self-protection ability in the environment.

**Domain Two: Visual/Spatial**These activities target location, position, composition, relationship, direction and perspective of objects in the environment in the participants relationship to the environment. The goal of these activities is to increase awareness of self and space and the interrelationship of objects in space. Activities lead to an increased ability to safely manage space and manipulate objects in space.

**Domain Three: Attention and Concentration**Since the abilities to attend in to concentrate are important components of the members work process, attending to task in maintaining focus on the primary target of these activities.

**Domain Four: Memory**Activities offer graduated practice to simulate short-term recall and working memory, as well as providing strategies to facilitate information storage. The goal of these activities is to help participants improve information storage by facilitating the movement of information from short-term to working and then long-term memory.

**Domain Five: Language**These types of activities target language fluency, including word retrieval and appropriate usage. The goals of these activities are to decrease frequency of cognitive pauses and to increase flexibility and fluency for improved communication, problem-solving and higher order thinking.

**Domain Six: Problem Solving**Problem Solving requires the use of other domains to understand a problem and formulate a solution. Problem solving may involve identification, sorting, classifying, comparing/contrasting, connecting, computing, sequencing, manipulating, decoding or evaluating. The goal of these activities is to enhance thinking skills and executive function in order to foster maximum independence.