



Walking Together

Making our Way Along the Dementia Path

Session 4

Finding Meaning and Purpose

The following information has been gathered directly from key slides in this presentation.

What We Don't Want (Slide 6)	<ul style="list-style-type: none">• For a person to feel disempowered.• The individual to be afraid of failure.• A person to be helpless because you do it all for me.• A member to feel lonely or bored.
What We Do Want For Them (Slide 7)	<ul style="list-style-type: none">• To live a full rich life.• To be recognized for who they are.• To have the opportunity to make choices.• To continue to have meaningful relationships.• To maintain and retain their skills and abilities.• To be engaged with life.
Well-Being Model (Slide 8)	<ul style="list-style-type: none">• The Eden Domains of Well-BeingSM adapted by GA Power (<i>Dementia Beyond Disease</i> c.2017, Health Professions Press)
"Teach an Old Dog..." (Slide 9)	<ul style="list-style-type: none">• You CAN teach an "old dog" new tricks!• Learning continues throughout a person's life.• Even with dementia the brain can continue to develop.
Shift to Life Enrichment (Slide 10)	<ul style="list-style-type: none">• Shifting focus from large groups to focus on supporting the individual and small groups.• Engagement with the person is both intentional and purposeful.• Provide not just entertainment but the opportunity to grow and develop.• Opportunities for engaging with the surroundings.
Long-term Memory (Slide 11)	<ul style="list-style-type: none">• Memory is very complex.• Declarative = Knowing facts, figures, details - often lost early.• Procedural = Knowing how to do something is often retained longer such as brushing teeth or reading.

<p>Maria Montessori Quote (Slide 12)</p>	<p><i>“What the hand does the mind remembers.”</i></p>
<p>Our Approach (Slide 14)</p>	<ul style="list-style-type: none"> • Learn about the person’s needs, strengths, interests, and abilities to best serve them. • Create a supportive environment where they have the opportunity to be successful. • Work with the person’s retained abilities to maintain or regain their capacity.
<p>Getting to Know You (Slide 15)</p>	<ul style="list-style-type: none"> • History – the more you know the person, the better chance you have to effectively engage with them. • We tend to see what they can’t do rather than what they can still do. • What does the person find challenging and how can you begin to work around it? • What gives the member joy? What does not?
<p>Doing the Familiar (Slide 16)</p>	<ul style="list-style-type: none"> • Connects them to previous interests. • Normalize the day by creating a routine. • Doing something, helps a person to structure time. • Anxiety and fear of failure are removed when they can feel engaged and successful.
<p>Creating Roles and Building Skills (Slide 17)</p>	<ul style="list-style-type: none"> • “What have they done in the past they may like to continue?” • Are there interests they have that would benefit them or the community? • Are there skills they need to hone to be able to continue that skill? • What “cognitive ramps” can you create to help them to be successful with that skill?
<p>Providing Support (Slide 18)</p>	<ul style="list-style-type: none"> • Break tasks down into several smaller tasks, or steps. • Move tasks from simple to complex. • Reduce distractions to allow the brain to more effectively process what the person is doing. • Work with their dominant side – Are they right-handed or left-handed? • Demonstrate first what you want them to do.
<p>We Don’t Want To... (Slide 19)</p>	<ul style="list-style-type: none"> • Talk too much or too fast. • Over correct them so they get discouraged. • Making things too simple or too difficult for them can cause frustration.

<p>We Want To... (Slide 20)</p>	<ul style="list-style-type: none"> • Match your speed to theirs so probably, you will need to slow down. • Give them positive reinforcement. • Asking “Would you help me?” often gets a positive response. • Say “Thank you!” – most of us don’t hear that enough!
<p>Visual Cues (Slide 21)</p>	<ul style="list-style-type: none"> • Signs or brief instructions can support independence and engagement. 
<p>Multi-Sensory. (Slide 22)</p>	<ul style="list-style-type: none"> • Aromatherapy can help with relaxation and sleep. • Cooking and woodworking are excellent multi-sensory tasks. • Sensory Gardens allow for engagement with nature and others.
<p>Music and Art (Slide 23)</p>	<ul style="list-style-type: none"> • Music and the arts encourage self-expression. • Creates opportunities for engagement with others. • Is a way to communicate after verbal skills are lost. • Due to frontal lobe involvement inhibitions often decrease. While the person may not have participated in the past, they may be comfortable to do so now.
<p>Make it Easy (Slide 24)</p>	<ul style="list-style-type: none"> • Make kits/projects in advance to make it easy for anyone to do. • Based on the wants/needs of the individual. • Train people what/how to engage with these projects and they will be more apt to initiate them.
<p>Activities of Daily Living (Slide 25)</p>	<ul style="list-style-type: none"> • Self-esteem is built when I can do it myself. • Help to focus on achieving independence. • Restore, maintain and enhance movement. • Provides the opportunity to engage in their environment.
<p>Animals (Slide 26)</p>	<ul style="list-style-type: none"> • Animals offer an opportunity for connection. • They are forgiving. • They are often affectionate. • They don’t judge nor have negative reactions toward someone just because they have dementia.

