

# Teepa's Songs

## A Positive Approach

*To the Tune of "Amazing Grace"*

Come from the front

Go slow

Get to the side

Get low

Offer your hand

Call out the name then WAIT...

If you will try, then you will see

How different life can be.

For those you're caring for!

©Teepa Snow, Positive Approach, LLC – [www.teepasnow.com](http://www.teepasnow.com)

## **I Will Change**

*To the tune of "This Little Light of Mine"*

I am gonna meet and greet  
Before I start to treat  
I am gonna meet and greet  
Before I check your feet  
I am gonna meet and greet  
Before I help you eat  
How I start sets us up to succeed!

No more just "Getting' it Done"  
I'm gonna DO with you  
No more just "Getting' it Done"  
I'm gonna help you thru  
No more just "Getting' it Done"  
We're gonna work, we two  
Cause if I do it ALL, we BOTH LOSE!

I'm gonna laugh and dance with you  
Not just watch and frown  
I'm gonna laugh and dance with you  
Not just stand around  
I'm gonna laugh and dance with you  
We'll really go to town  
For the POWER of JOY I have found!

©Teepa Snow, Positive Approach, LLC – [www.teepasnow.com](http://www.teepasnow.com)

## Progression of the Condition

*To the Tune of "This Old Man"*

SAPPHIRE true, you and me ~ The choice is ours, and we are free  
To change our habits, to read, and think and do  
We're flexible, we think it through!

DIAMOND bright, share with ME ~ RIGHT before, where I can be  
I need routine *and* different things to do  
Don't forget, I get to CHOOSE!

EMERALD – GO, I like to DO ~ I make mistakes, but I am through!  
Show me only one step at a time  
Break it down and I'll be fine!

AMBER – HEY!, I touch and feel ~ I work my fingers - rarely still  
I can do things, if I copy you  
What I ***need*** is what I do!

RUBY – skill – it just won't go ~ Changing something must go SLOW  
Use your body to show me what you need  
Guide, don't force me. Don't use speed!

Now a PEARL, I'm near the end ~ But I still feel things through my skin  
Keep your handling always firm and slow  
Use your voice to calm my soul.

©Teepa Snow, Positive Approach, LLC – [www.teepasnow.com](http://www.teepasnow.com)



# Practice Tools for PAC Preceptors



## Positive Physical Approach™ (PPA™)

As you teach and Preceptor learners through the steps of PPA™ it is important that you provide many opportunities for *safe* practice with you and other learners before working with people living with dementia. Both practice sessions and actual sessions with those living with dementia should be used for the Preceptor sessions.

Did the learner:	1 <sup>st</sup> Try + = YES 0 = ? - = NO	2 <sup>nd</sup> Try + = YES 0 = ? - = NO	3 <sup>rd</sup> Try + = YES 0 = ? - = NO	Comments
Use PPA™ to approach				
1. Get into Visual Range				
2. Knock or Announce Self (not a conversation)				
3. Pause at 6 ft (edge of personal space)				
4. Greet and Smile				
5. Move Slowly – hand offered in ‘handshake’ position				
6. Move from the front to the side (supportive stance)				
7. Greet with a handshake and your name				
8. Slide into Hand-under-Hand™ hold				
9. Get to the person’s level				
10. Be friendly -make a ‘nice’ comment or smile <b>CONNECT</b>				
Introduce themselves and then seek the person’s name OR use the person’s name and give their name - “I’m Mary and you are...” or “Hi John, It’s Mary”				
Find out about the person by sharing something - “I’m from Atlanta, and you’re from...?”				
Give a compliment – looks, skills, appearance...				
Make a positive observation about something in the immediate area – visual				
Share something known about the person or find something out about the person – in a friendly way				
Other:				
11. Give your message... simple, short, friendly				

### Rating:

- Routinely makes positive connections prior to asking the person to do something
- Makes positive connections, but only if reminded or occasionally – not a habit
- Typically, tries to get the person to do something without making positive connections, only makes connections if prompted or reminded, after unsuccessful attempts
- Does not use the skills unless monitored

# Practice Tools for PAC Preceptors



## PAC Hand-under-Hand™ Skill Check-Off Sheet

**Hand-under-Hand™ Guidance and Assistance** -Watch the learner use Hand-under-Hand™ assistance in 3 observed situations. Rate their skills in each situation.

<b>Did the learner:</b>	+ = YES 0 =? - = NO	+ = YES 0 =? - = NO	+ = YES 0 =? - = NO	Comments
Identify the DOMINANT side for the person – set up, offer correct hand, move to				
Use elements of PPA™ to get started – Use visual, then verbal, then touch cues				
Offer your hand to the person in a handshake position to gain initial connection				
Achieve the correct Hand-under-Hand™ positioning – the person being helped is on top				
If using an object – place the item in your fingers and keep holding the person with your ring and little finger (strength)				
If just using your hand, use your thumb, index, and middle finger (skill) for an action and continue to hold the person with your little and ring fingers (strength)				
Place the hand you are not using on the person’s shoulder or another body part, joints are best, to create a third point of contact				
Move the person’s hand and arm through the motion you are seeking – pausing or restarting if the person doesn’t follow through and move with you				
Complete several repetitions of the action/task – pausing as needed so that the person is following along				
Complete the activity with the person and indicate thanks and finish				

**Rating:**

- Uses Hand-under-Hand™ regularly and accurately for interaction, care, movement, and engagement activities
- Uses Hand-under-Hand™ in some situations without prompting, but needs guidance or prompting in order to use it, when it would/should be used
- Has the basics of Hand-under-Hand™, but makes errors and doesn’t not have it down as a mastered technique
- Has only the very basic understanding of the technique, needs cues or prompts to use it during tasks or interactions
- Does not use Hand-under-Hand™ correctly
- Does not attempt the use of Hand-under-Hand™ when it would be helpful or important in connecting or assisting a person with a task

# Practice Tools for PAC Preceptors



## Order of Cues: Visual – Verbal – Tactile Cues

Watch the learner while they assist in a variety of settings. Try to make at least 3 separate observations.

Did the learner:	+ = YES 0 = ? - = NO	+ = YES 0 = ? - = NO	+ = YES 0 = ? - = NO	Comments
SHOW 1 <sup>st</sup> - Give a visual cue - written info - picture info - gesture - object - mime - demonstrate - other _____				
TELL 2 <sup>nd</sup> - Give a matching verbal cue - keep it short & simple - limit words -say it once & wait for a 3-5 count				
TOUCH 3 <sup>rd</sup> – Give a tactile cue - Hand-under-Hand™ - touch a body part - place an object in their hand - other _____				

### Rating:

- Consistently uses all three methods and gives cues in the right order
- Uses the right sequence, but not always effective with specific cues
- With prompting or reminders can get the cues, but not yet a habit
- Does not use the three step cues with any regularity

# Practice Tools for PAC Preceptors



## Recognizing GEMS® Levels

### Behavior, Language, Interests, and Responses

Watch someone at ease and during 1-3 activities (mealtime, personal care task, and a leisure or productive activity) and then have the learner identify which GEMS Level they think the person is and explain why. If the learner gives an accurate explanation and good rationale, then they have achieved the goal.

Gem Level	Activities Observed	Behaviors Noted	Language Noted	Responses Noted	Interests Noted
Sapphire					
Diamond					
Emerald					
Amber					
Ruby					
Pearl					

#### Rating:

- Identifies GEMS Levels – accurately and completely
- Understands the general idea, but still needs some guidance or help with specifics
- Doesn't seem to have the GEMS information available to use in daily interactions



# Practice Tools for PAC Preceptors



## Overall Check Off

As a Certified PAC Preceptor, you may want to create your own checklists to add to this list if your learners are showing high levels of growth and skill. Otherwise, stay within the basic skills and *drill* for the *skills* until they have mastered them.

Skill	Skill Mastered and Used	Skill Needs Work	Skill Needs Retraining	Comments	Date of Rating
Positive Physical Approach™					
Hand-under-Hand™					
Visual-Verbal-Touch Cues					
Recognize the GEMS®					
<p><b>Using Time-Out – to get and give help</b></p> <p><input type="checkbox"/> Learner uses <i>Time-Out</i> signals with peers to offer guidance and help</p> <p><input type="checkbox"/> Learner uses <i>Time-Out</i> signals to ask for guidance and help from others</p> <p><input type="checkbox"/> Learner seems to <i>time</i> themselves <i>out</i> when what they are trying to do doesn't seem to work</p> <p><input type="checkbox"/> Learner only uses <i>Time-Out</i> to give feedback or guidance if prompted or cued</p> <p><input type="checkbox"/> Learner doesn't use <i>Time-Out</i> signal to <i>back off</i> or get help when the interaction is NOT working</p> <p><input type="checkbox"/> Learner does not typically respond in a positive or favorable way when a <i>Time-Out</i> signal is given</p> <p><input type="checkbox"/> Learner does not seem to be able to recognize the need to stop, back off, and try again when the interaction is not going well.</p>					
Using <i>Time-Out</i> Signals					

PAC Certified Preceptor: \_\_\_\_\_ (name)

Date: \_\_\_\_\_

PAC Skills Learner: \_\_\_\_\_ (name)

Date: \_\_\_\_\_

# Practice Tools for PAC Preceptors



## Positive Physical Approach Skills Checklist – Peer Practice

Care Partner: \_\_\_\_\_ Observer: \_\_\_\_\_

	Resident 1	Resident 2	Resident 3
Stops moving 6 ft out			
Gives “HI” sign – open hand by face			
Says preferred name or “Hi!” – clearly and firmly			
Moves hand into a handshake position			
Comes in from the front- within visual range			
Moves slowly - one step/second toward the person			
Takes hand - Moves into ‘hand-under-hand’			
Moves to the side – supportive stance			
Gets low – sits or kneels			
Respects intimate space – keeps face & chest back			
Makes friendly statement before task			
Waits for resident response			

Recommendations for Continued Practice: \_\_\_\_\_

-----cut-line-----



## Positive Physical Approach Skills Checklist – Peer Practice

Care Partner: \_\_\_\_\_ Observer: \_\_\_\_\_

	Resident 1	Resident 2	Resident 3
Stops moving 6 ft out			
Give “HI” sign – open hand by face			
Say preferred name or “Hi!” – clearly and firmly			
Moves hand into a handshake position			
Comes in from the front- within visual range			
Moves slowly - one step/second toward the person			
Takes hand - Moves into ‘hand-under-hand’			
Moves to the side – supportive stance			
Gets low – sits or kneels			
Respects intimate space – keeps face & chest back			
Makes friendly statement before task			
Waits for resident response			

Recommendations for Continued Practice: \_\_\_\_\_

# Practical Tips: Care Partner

## Practical Tips for Caring for Someone with Dementia

Teepa Snow, MS, OTR/L, FAOTA

Dementia Care and Training Specialist

### A Positive Physical Approach™

1. Knock on door or table - to get attention - signal your approach
2. Stop moving at the boundary between public & personal space – 6 ft out - get permission to enter or approach
3. Open hand motion near face and smile – look friendly and give the person a visual cue – make eye contact – open hand near face – cues eyes to look there
4. Call the person by preferred name OR at least say “Hi!” – avoid endearments
5. Move your hand out from near your face to a greeting handshake position – make sure they notice you hand out to shake – then stand tall and move forward SLOWLY
6. Approach the person from the front – come in within 45 degrees of center - visual
7. Move slowly – one step/second, stand tall, don’t crouch down or lean in as you move toward the person
8. Move toward the right side of the person and offer your hand - give the person time to look at your hand and reach for it, if s/he is doing something else – offer, don’t force
9. Stand to the side of the person at arm’s length – respect intimate space & be supportive not confrontational – but don’t go too far back’ – stay to the front - visual
10. Shake hands with the person – make eye contact while shaking
11. Slide your hand from a ‘shake’ position to Hand-under-Hand™ position – for safety, connection, and function
12. Give your name & greet – “I’m (name). It’s good to see you!”
13. Get to the person’s level to talk – sit, squat, or kneel if the person is seated and stand beside the person if s/he is standing
14. NOW, deliver your message...

*Educational content provided ©Teepa Snow, Positive Approach, LLC- to be reused with permission only.*

## Approaching When the Person is DISTRESSED! -Some CHANGES –

1. Look concerned not too happy, if the person is upset
2. Let the person move toward you, keeping your body turned to the side (supportive – not confrontational)
3. If the person is seated and you DON'T get permission to enter personal space – turn sideways and kneel at 6' out – offer greeting & handshake again – look for an OK to come into their personal space – it will usually come at this time (submissive posture)
4. After greeting... try one of two options...

a. “Sounds like you are (give an emotion or feeling that seems to be true)???”

b. Repeat the person’s words to you...

If s/he said, “Where’s my mom?” you would say “You’re looking for your mom (pause)... tell me about your mom...” If the person said “I want to go home!”, you would say “You want to go home (pause)... Tell me about your home...”.



### Positive Physical Approach™ Cheat Sheet

1. Get into **visual** range
2. Knock – announce self
3. **Pause** at edge of personal space (6 ft)
4. Greet and **smile**
5. Move **slowly** – hand offered in **handshake** position
6. Move from the front to the **side** – supportive stance
7. Greet with a handshake and your **name**
8. Slide into **Hand-under-Hand™** hold
9. Get **at or below** the person’s eye level
10. Be friendly – make a **nice** comment or smile
11. Give your message... **simple, short, friendly**



# Positive Approach to Feedback



## Giving Feedback in PAC Training

### Key Points in Giving Feedback When Precepting Someone through Learning New Skills:

- Make sure the person knows they will be getting feedback
- Make sure the place and time are *good* for both of you – nothing else distracting you, comfortable and *private*
- Give feedback as soon as you can after the observation – we learn better when we can remember what happened and waiting makes it harder to be accurate and focused
- Start by asking the person what they thought about the session and their use of the skills being learned
- Use ACTIVE LISTENING SKILLS – friendly and open body language, encouraging words, asking not telling
- Consider using CONCRETE tools to help keep it from being *personal* – Use the forms and information from the training sessions to reinforce and validate their words that will point out skills USED and MISSING
- When sharing your observations – start with the positive, then add the skills to WORK ON – offer concrete and specific ideas or thoughts
- ASK the person to share back with you what their NEXT STEPS should be. Confirm that they heard what you said.
- Agree on a time and place for follow up sessions
- THANK the person for working with you and being willing to try to put this new skill in their daily routine
- IF YOU are nervous or feeling uncomfortable, you can either let the person know you are feeling that way, but want to work with them OR ask a team partner to practice with you ahead of time to improve your comfort level

# PAC Communication Tips

## Communicating – Talking

**First** - ALWAYS use the positive physical approach!

**Then** - Pay attention to the THREE ways you communicate:

### 1. How you speak

- ◆ Tone of voice (friendly not bossy or critical)
- ◆ Pitch of voice (deep is better)
- ◆ Speed of speech (slow and easy not pressured or fast)

### 2. What you say

THREE basic reasons to talk to someone...

1. To get the person to DO something (5 approaches to try)
  - a. give a short, direct message about what is happening
  - b. give simple choices about what the person can do
  - c. ask the person to help you do something
  - d. ask if the person will give it a try
  - e. break down the task - give it one step at a time

**Note:** Only ask “Are you ready to...” If you are willing to come back later.

2. Just to have a friendly interaction - to talk to the person

- ◆ go slow - Go with Flow
- ◆ acknowledge emotions - "sounds like... seems like... I can see you are..."
- ◆ use familiar words or phrases (what the person uses)
- ◆ know who the person has been as a person what s/he values
- ◆ use familiar objects, pictures, actions to help & direct
- ◆ be prepared to have the same conversation over & over
- ◆ look interested & friendly
- ◆ be prepared for some emotional outbursts
- ◆ DON'T argue... BUT don't let the person get into dangerous situations

**REMEMBER** - the person is doing they can – GO with the FLOW!

### 3. Deal with the person's distress or frustration/anger

- ◆ Try to figure out what the person really NEEDS or WANTS ("It sounds like..." "It looks like..." "It seems like..." "You're feeling...")
- ◆ Use empathy not forced reality or lying

### **3. Once the person is listening and responding to you THEN –**

- ◆ Redirect his attention and actions to something that is OK OR
- ◆ Distract him with other things or activities you know he likes & values

**Always BE CAREFUL** about personal space and touch with the person especially when s/he is distressed or being forceful.

### **4. How you respond to the person**

- ◆ use positive, friendly approval or praise (short, specific and sincere)
- ◆ offer your thanks and appreciation for his/her efforts
- ◆ laugh with him/her & appreciate attempts at humor & friendliness
- ◆ shake hands to start and end an interaction
- ◆ use touch - hugging, hand holding, comforting only IF the person wants it

### **5. If what you are doing is NOT working –**

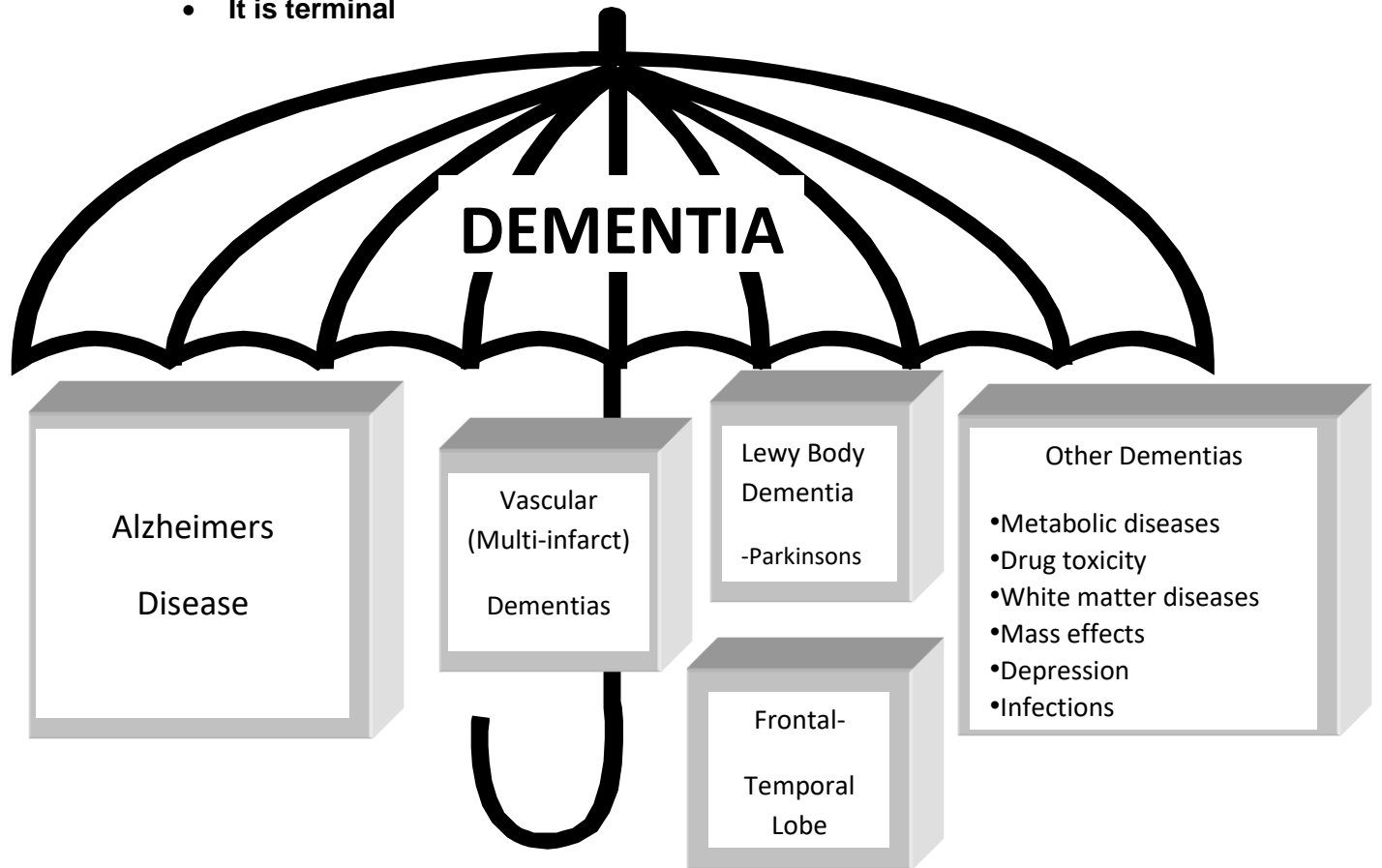
- STOP!
- BACK OFF - give the person some space and time
- Decide on what to do differently...
- Try Again!

**Always strive to be curious and KNOW as much as you can about who the person WAS and who the person is NOW...**

- Personality Traits
- Six Pieces of the Puzzle
- Multiple Intelligences
- Side Dominance
- Preferences
- History

# Four Truths about ALL Dementias:

- Two parts of your brain are dying
- Nothing stops or cures it
- It keeps progressing & changing
- It is terminal



**Alzheimers**

- New info lost
- Recent memory worse
- Problems finding words
- Mis-speaks
- More impulsive or indecisive
- Gets lost
- Notice changes over 6 months – 1 year

**Vascular**

- Sudden changes
- Picture varies by person
- Can have bounce back & bad days
- Judgment and behavior 'not the same'
- Spotty losses
- Emotional & energy shifts

**Lewy Body**

- Movement problems - Falls
- Visual Hallucinations
- Fine motor problems – hands & swallowing
- Episodes of rigidity & syncope
- Nightmares
- Fluctuations in abilities
- Drug responses can be extreme & strange

**Frontal-Temporal**

- Many types
- Frontal – impulse and behavior control loss
  - Says unexpected, rude, mean, odd things to others
  - Dis-inhibited – food, drink, sex, emotions, actions
- Temporal – language loss
  - Can't speak or get words out
  - Can't understand what is said, sound fluent –