

**Workshop A**  
**“Normal Aging / Not Normal Aging”**  
**Part 1**  
**Chapters 3 & 4**

---

- Workshop may be presented in two separate 1 hour sessions or one 2 hour session
  - **NOTE for CEUs:** Only the full 2 hour session may be submitted for CEU approval (guidelines provided in PAC Trainer Manual).
  - As you master the information, you may use the video as needed. It is never acceptable to have people watch the video without your facilitation.
- 

**Workshop Objectives:** By the completion of this 2 hour workshop learners will be able to:

1. Compare and contrast “normal” aging versus “not normal” aging related to various cognitive functions.
2. Describe the five sensory input and processing systems, highlighting the dominant role of vision, and the major differences between protective and discriminating sensation in each.
3. Discuss the impact of changing sensory awareness and processing as dementia progresses.

**Chapter 3 – Normal Aging**

**Activity:**        **WATCH VIDEO – role play (0:00-5:14)**

**STOP VIDEO at 5:14**

(Notice Teepa’s explanation of the ‘silence’ at the end of the role play)

**Share:**        Ask group –

- “Has this happened to you?”
- “Have you noticed others in your life doing these sorts of things?”

**Processing:**    Ask group –

- “Why do you think it happens?”

- “Did you notice how your breathing/thinking changed as you watched?”
- “What seemed ‘funny’ but also a little ‘anxiety’ provoking?”

**Generalizing:** “When your brain gets ANXIOUS-NERVOUS it can ‘dump’ cortisol (a stress hormone) into your system which causes you to become even more distressed and your brain not work well”

- Breathing slowly and deeply and making sure to breathe out fully, will help drop cortisol back down so you can think and process and control your emotions

**Apply:** Have everyone take a deep breath 3 times and then go back to the video clip

**WATCH VIDEO (5:14 – 12:10) - How Humans Take In Data From the World Around Us**  
**STOP VIDEO at 12:10**

**Activity:** Ask people to use their hands as I am doing on the video to help reinforce the **5 ways we take in data; information into the brain**

**Activity:** Partner up to experience the touching activity as explained on the video

- Give them direction as I did on the video

**Share:** Ask group -

- “What happened for you?”
- “How did it make you feel?”

**Process:** Ask group -

- “What did you find yourself wanting to do?”
- “Why do you think it felt the way it did?”

**Generalize:** Ask group -

- “What do you think you would say or feel if you had ‘dementia’?”
- “How does this apply to people with dementia when we are trying to help them do things?”
- “Is it true that we often **do to** rather than **do with** to get the task done?”

**WATCH VIDEO: (12:11-12:28) – Learners should do what Teepa asks during the segment (touching)**

**Share:** Ask group -

- “How was it different? Same?”

**Process:** Ask group -

- “Why?” “What made it feel different?”

**WATCH VIDEO regarding closed circuit: (12:28-15:58)**

**Activity:** Partner up - Practice hand-under-hand - shake and hold (learning about hand-hand connection)

- ‘butterfly’, ‘supportive’ and ‘pressure for comfort and calm’

**WATCH VIDEO learning about visual – motor: (15:58-17:31)**

**STOP VIDEO at 17:31**

**Activity:** Have learners do along with this while they watch the video (17:31-18:06)

- Partner up - practice eye-hand connection using hand contact to get eye contact - pump & get visual regard.
- Note that EYE draws HAND contact (18:06-18:31)
- Watch hand-under-hand attention, then guidance and assistance (18:31-20:02)

**STOP VIDEO at 20:02 after Teepa says “Feel the difference between touching and touching someone.”**

**Activity:** Have learners practice hand-under-hand contact

**Share:** Ask group -

- “What happened for you?”
- “Does it feel different than when your partner did things to you?”
- “What feels different?”

**Process:** Ask group -

- “Why do you think it is SO different?”
- “How does it make you behave differently with your partner?”
- “Do you feel differently about your partner and the activity they are trying to help you with?”

**Generalize:**

- “Have you ever noticed eye contact drawing hand contact or hand contact causing eye contact before in your own experiences?”
- “Do you think this might have an impact on anyone you have tried to help who had dementia?”

**Apply:** Have learners switch places and have the other partner try out the experience – **monitor for correct hand positioning**

- Touching without vision
- Hand under hand to get visual regard
- Hand under hand to get eye contact then SHOW where you want to touch ON YOU, then move your hands together to the person’s body to do the touching

**Generalize:** **WATCH VIDEO (20:05-22:25)**

- The purpose and value of hand-under-hand connection, guidance, and assistance – using what remains in the brain when someone is living with dementia
- The part of the brain and wiring that is involved in sensory-motor processing
- The part of the brain and wiring that is involved in visual-motor processing
- The ability of people without dementia to translate auditory data into motor performance compared to people in living with later stages of dementia

**STOP VIDEO at 22:25**

- Share:** Ask group –
- “Have you noticed that people in later stages seem to have trouble understanding what you want them to do and doing it?”
  - “Have you ever thought why that might be?”
- Process:** Ask group –
- “Does this activity and processing help you better understand why problems sometimes arise when we are trying to help someone?”
- Apply:** Ask group –
- “Can you think of a situation in which you might use this approach?”

**Activity:** **WATCH VIDEO (22:25-24:34)**

**STOP VIDEO at 24:34**

Ask learners to do the two additional movements for the last two senses and fingers

- Smell – ring finger – sniff
- Taste – little finger – open mouth and gesture toward mouth

DO the movements at the same time with the learners

- See- hear- feel & do – smell – taste

**WATCH VIDEO: (22:30-24:34)**

**STOP VIDEO at 24:34**

- Two groups for all senses: **CURIOSITY & SAFETY AWARENESS**
  - Children: curiosity – someone else is in charge of safety awareness
  - Children are well padded, insulated, non-fragile – safer in general
- People living with dementia will loss safety awareness before curiosity
  - They are losing skills, but still seeking out things and activities of interest
  - They are not well padded or insulated, bones are brittle, and risks are high
  - They have a life-time of independence and typically do NOT want to managed like we are parents or their bosses

- Share:** Ask group –
- “Have you ever had an interaction with a child where they started to do something unsafe because they were curious?”

- Process:** Then ask –
- “How did you handle it?” “What happened?”

- Generalize:** Ask group -
- “Given what you know now, does what happened make sense?”

- Apply:** Ask group -
- “Now think about people living with dementia and ask the same questions of yourself. Do you have a better understanding of what happened and why?”

- Activity:** **WATCH VIDEO 24:34** – talking through the initial role play  
**(Take a SHORT stretch break at 32:00)**

- Encourage learners to use their bodies and hands as Teepa does in the video  
**Limbic system – core of brain – thrive to survive**
  - **Core** – hunger, thirst, elimination, wake-sleep, fight infection, heart/breathing rate
  - **Amygdala** – threat awareness and automatic/immediate survival reaction & as well as desire – I want what I want when I want – NOW

**Normal Aging:**

- Can't recall a word. Describe the word to get it to pop up.
- Give people time to process information. Go more slowly.
- Slower to think.
- Slower to do.
- May hesitate more.
- More likely to look before they leap.
- Will know the person, but not find the name.
- May pause when word finding
- New data reminds me of old data

**Share:**

Ask group –

- “Let’s review - What are some features of NORMAL AGING?”
  - Reinforce all that they identify, prompt as needed, point out any misunderstanding they might still have about normal aging

**Process:**

Ask group –

- “So why do you think there is so much mis-understanding of **Normal Aging**?”
- “What are some of the features of **Normal Aging** that can create friction, stress, problems between people who are trying to interact and help each other?”

**Generalize:**

Ask group –

- “How has learning about your brain and how it works affected your thinking?”
- “Share what you are thinking with your partner for just a few minutes”

**Apply:**

SO, to review, what is BETTER to do...

- “How should you greet someone?” “Hi (their name), It’s (your name)
- “If someone seems to be looking for word, what is a great option to give the person a chance?” (silently count)
- “If you want to prompt or remember more than 5 things, what might be helpful?” (lists)
- “If you ask me how to get somewhere, and I am older, what might I do, when describing directions?” (use old landmarks to help locate locations)

## Chapter 4 – Not Normal Aging

**Activity:** **WATCH VIDEO** – role play on not normal (0:00-6:37)  
**STOP VIDEO** – 6:37

If enough people, break into small groups. Ask them to talk through the role play and discuss what was **Not Normal**.

### **Prompt with key ideas, if needed:**

- Ability to hold onto 5-8 items in working memory?
- Ability to recognize the person on the phone by relationship?
- Ability to use the data provided on who is on the phone?
- Ability to hold onto ‘new’ or more recent information about places and activities?
- Ability to use old information to ‘lock in’ new data?
- Ability to find words, especially nouns?
- Ability to describe words with other commonly accepted words?
- Ability to control impulsive speech and ideas?
- Ability to value relationships and modify behavior to control observations?
- Ability to recognize strong visual cues (coffee cup/ TP in the closet)?
- Ability to use a reasonable explanation to recall why there is no toilet paper?
- Ability to use strong auditory cues to recall recent conversations or detailed information?

**Process:** Ask group –  
▪ “Can you now clearly tell the difference between normal and NOT normal type behaviors... language, thinking, processing, remembering, etc?”

**Generalize:** Ask group –  
▪ “What are some of the key things you can listen for, look for, and consider that would help you tell the difference?”

**Apply:** Ask group –  
▪ “Think of 1-2 situations where you can look for, listen for, pay attention for the possibility of NOT normal where you live or work.”

**Activity:** **WATCH VIDEO (6:37-15:00)** - Encourage people to move their hands and do the motions Teepa does during the video when describing:

- Time awareness
- Attempts to say words

### **VIDEO ENDS at 15:00**

Ask partners to do this activity –  
▪ One person says “I need something.”  
▪ The other *spontaneously reacts* with common reaction...  
“What do you need?”

**Not Normal signs may not always dementia, BUT** always should be checked out.

Examples include:

- Hard of hearing
- Living with high stress
- Acutely ill
- New medical illnesses
- Medication problems or interactions
- Pain or psychological issues

**Not Normal Aging:**

- Unable to think the same
- Unable to do as before
- Unable to get started on a task
- Will get stuck in a moment of time
- Unable to think things out
- Unable to successfully place a person
- Words won't come even with visual, verbal, or touch cues
- Confused between past and present
- Personality and/ or behaviors will be different

**Share:**

Ask group –

- “From everything that was covered in today’s class, share with your table/partner:
  - Two things you learned about normal aging
  - Two things you learned about NOT NORMAL symptoms
  - Two things you found out about ways of getting data into your brain
  - Two things you now are thinking about people living with dementia and why they might be behaving, talking, thinking, acting like they do.

**Process:**

Ask group –

- “How has what you have learned today, impact how you explore the possibility of normal/not normal situations?”

**Generalize and Apply:** Ask group to talk with partner in or in group

- “Describe at least 1-2 situations that you have experienced that were clearly normal aging and 1-2 that were, as you now think about it, NOT normal”
- “Share with at least one other person something you are going to DO differently after today.”

\*Remember to ask participants to complete a workshop evaluation. A master copy can be found in the PAC Trainer Manual- **PAC Trainer Resources.**