

# **Positive Approach® to Care Certified Independent Trainer**

## **Train the Trainer – Day of Skill Building**

### **Brief Agenda**

Today is all about you becoming a Trainer using Teepa's content in the strongest way we know – the PAC way. You will put all of your background knowledge and skills to use today as you learn to get others to understand more about brain change and a little about what to do differently.

Here are some of the skills we will cover today, the others are thrown in for free 😊...

#### **Materials and Support Review**

#### **Joining Our PAC Certified Community**

#### **Dementia Awareness, Knowledge, and Skills Check**

#### **How People Learn Best – Multiple Intelligences**

#### **Learning about You and Others – Personality Traits**

#### **Understanding the Adult Experiential Learning Cycle (AELC)**

#### **Training Practice Sessions with Feedback**

Because our focus for the day is on building your Training skills, we may defer some questions to follow-up webinars and down time discussions. During this time our Mentors will work with each of you on making sure you have the basics of PAC skills and knowledge rehearsed and available – in the moment! It is a chance to play with one another, break the ice, see each other in action and experience how to help learners:

- Laugh at themselves and have fun = Uh-Oh! → Ah-ha!
- Take what they think they know and see if it translates into ability... or not
- Practice what they have tried by themselves, alone, or in one place and do it in front of others
- Work with each other on knowledge and skills – peer partnered work
- Experience feedback as a positive, friendly, familiar, and functional tool

# Positive Approach to Training

## What Today Will Do For You!

“If you want to lead others, you have to first lead yourself.”

### Review the following:

1. Personality Assessment
  - a. Personality Trait cards
2. Learning Style Inventory
  - a. Multiple Intelligences cards
3. GEMS® Identification
  - a. Look closely at Sapphires versus Diamonds
4. Six Pieces of the Puzzle
  - a. A tool to guide exploration and problem solving

### Classroom training:

Our classroom day is about becoming a PAC Trainer. We will review work you did in the online videos and quiz to help you move from Knowledge to Skill – getting others to **do** rather than just listen and watch for better understanding.

What you practice during classroom training will be yours to share with others as you gain skill and become an effective and supportive PAC Trainer. The first person you will work to improve is **who**? Yeah – You!

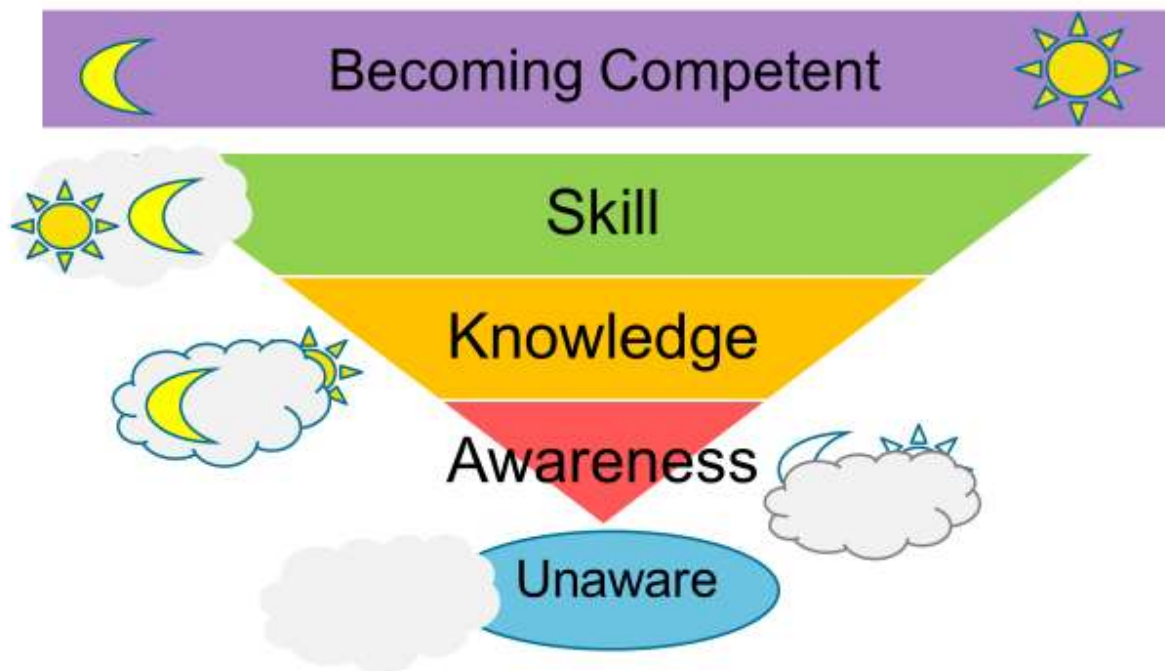
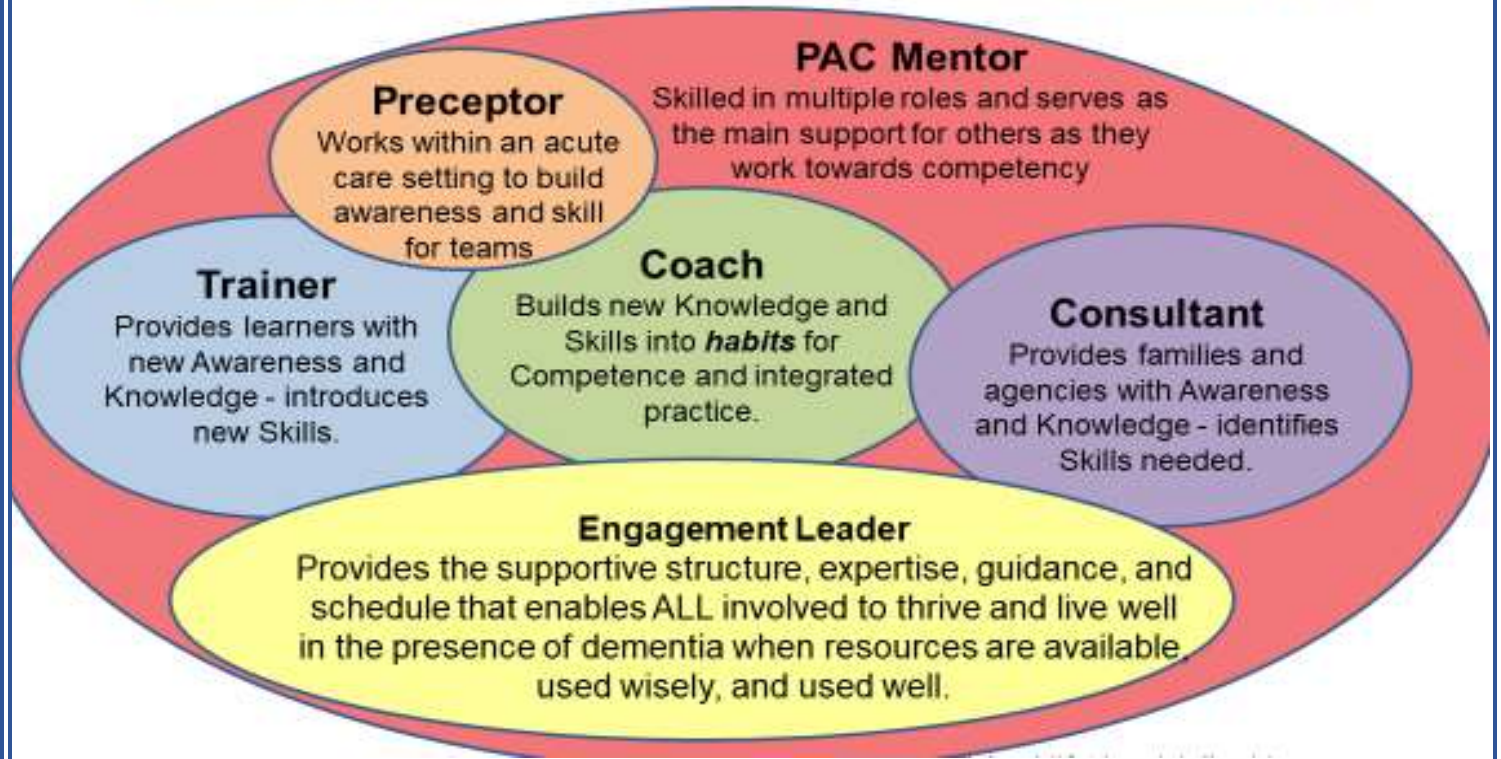
### Next Steps - Earning Your Certification:

Upon completion of the classroom training, you have 8 weeks to complete the remaining requirements to become a PAC Certified Trainer:

1. Plan and execute your Workshop A session with at least 3 participants and video capabilities
2. Complete at least 3 calls with your PAC Mentor to further develop your skills
3. Work with your Mentor on a final call to determine your level of certification and learn about next steps with PAC
4. Upon completion of your calls, your PAC Mentor will confirm your Certification. At that point, expect to receive a congratulatory note with a survey, an e-certificate, and instructions to access Post Certification materials and other resources.
5. You will have access to these workshops and supplemental documents located on [www.teepasnow.com](http://www.teepasnow.com) as long as you remain Certified.

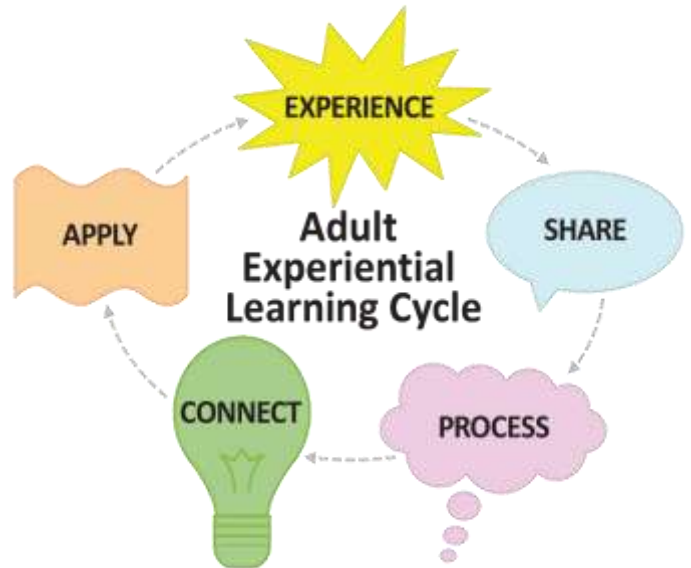
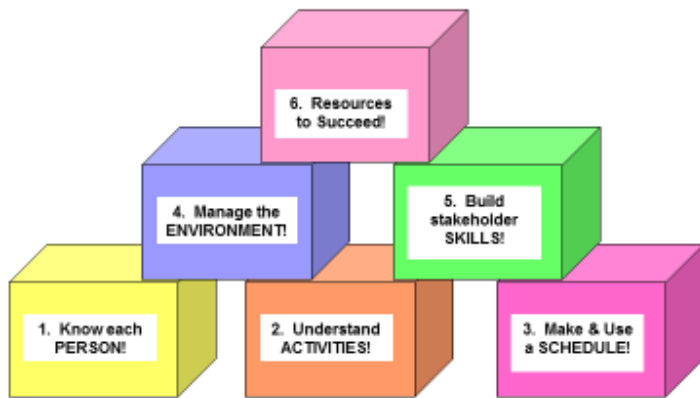
**Meet with your Mentor today to set up your first call!**

# What Do PAC Certified Independent Trainers Do?





**PAC Engagement Leader Building Blocks**



# **Welcome to Positive Approach® to Care's Certified Trainer Course**



**What does it mean?**

**What does it take?**

**PAC Trainers help others:**

- **Become aware of alternate methods of care**
- **Recognize the value and need for change**
- **Identify possible opportunities for change**
- **Take in content using experiential learning**
- **Begin to notice possible causes for challenging situations**
- **Choose a first focus**
- **Grow in awareness and knowledge**
- **Understand possible tools for assistance**
- **Let go of past mistakes**
- **See things differently and do something about it**

## PAC Trainers Use:

Scoring *strength $\Delta$ change	Trainer Skills	Thoughts or Goals
	PPA™ when Communicating with Others	
	Teepa's Adult Experiential Learning Cycle (AELC) Without Telling	
	Multiple Intelligence Assessments, Not Assumptions	
	Supportive Communication Strategies Rather than Answering	
	Information Gathering from Multiple Sources	
	Active Listening and Responsive Behaviors	
	Go-with-the-Flow Strategies to Stay Sapphire while Training	
	PAC Tools and Methods for Added Content Knowledge	
	What is Possible, after Recognizing What is Not – GEMS®	

## Characteristics of a PAC Trainer:

Scoring *strength $\Delta$ change	Trainer Skills	Thoughts or Goals
	Stays curious about dementia knowledge and multiple intelligences	
	Able to grow personal skills and knowledge with PAC Skills Able to adapt PPA™ to meet the needs of others	
	Willing to make mistakes, admit them, and learn from them	
	Self-aware as well as self-assured	
	Emotionally Intelligent	
	Able to recognize and assist GEMS® states	
	Able to authentically apologize for situations in which someone perceives you to be at fault.  <i>Even when you did not do anything wrong!</i>	
	Equally committed to <i>process</i> and <i>product</i>	
	Agenda <i>aware</i> and agenda <i>flexible</i>	
	Can manage time and balance sharing with questions	

# PAC Trainer Criteria

**PAC Trainers** help train others in Teepa Snow's Positive Approach™ to Care (PAC) philosophy, providing dementia related awareness, knowledge, and skill demonstration in a classroom, community, or support group setting. PAC Certified Independent Trainers have an education license to train others using PAC materials covering the following topics:

- Aging; What's Normal/ What's Not Normal?
- Positive Physical Approach™ and Hand-under-Hand® care partnering techniques
- Teepa's GEMS®

The PAC philosophy and care partnering techniques serve as the foundation for all PAC Trainer interactions to grow: **Awareness – Knowledge – Skill – Competence**

## UNAWARE TRAINER:

**An Unaware Trainer may be:** a strong Trainer who is unaware of the PAC specific methods. Though previous experience may have brought awareness to PAC and Teepa's knowledge and skills related to dementia care, without the PAC Certification process completion, everyone would fall into the unaware category. Even with completion of your certification, some areas of this criteria may be marked as unaware, meaning that you haven't seen a use for the material or have not tried it out at all yet.

## NOVICE/AWARE TRAINER: AWARE

**A Novice Trainer can:** identify, label, list, define, describe, and recognize the criteria for trainer certification. They can demonstrate in their training video and workshop planning paperwork that they have a basic understanding of the criteria for certification and AELC through various methods. A Novice trainer will utilize their PAC materials as the format during their training. A Novice trainer is able to identify the multiple intelligences and personality traits. If a Trainer Recertifies after their first year, maintaining a majority of PAC skills at Novice, their level shifts from Novice to Aware.

A Novice Trainer will be able to meet the following criteria:

1. Demonstrate in their training video and workshop planning paperwork that they can identify specific learning objectives and have a basic understanding of the criteria for certification and AELC
2. Identify basic knowledge of dementia and its symptoms:
  - Primitive Brain/Thinking Brain
  - Umbrella Concept, Delirium, Depression
  - Four Truths About Dementia
3. Demonstrate organizational skills related to PAC materials
4. Recognize that learners need ongoing practice and support
5. Utilize PAC materials as the format during their Training
6. Able to identify the multiple intelligences and personality traits
7. When reviewing Accomplished or Master video or Training, learner will be able to identify modifications the Trainer made for learner preferred styles, raised questions, or observed needs with PAC Mentor support
8. Presentation skills include:
  - Face the camera and audience during the training
  - Turn off sound/calls on cell phone during the training
  - Print multiple sign-in sheets for learners, if needed
  - Keep hands and other objects from directly touching presentation screen

Where are you?

Unaware  
Novice  
Proficient  
Accomplished  
Master



## **PROFICIENT TRAINER: KNOWLEDGEABLE**

**A Proficient Trainer can:** explain, illustrate and use examples of their knowledge, abilities and attitude during their trainings and in their coaching calls. They can demonstrate in their training and workshop planning paperwork that they are using the AELC for each learning objective in their trainings and can identify opportunities for use of the AELC upon review of their video with their Mentor. Proficient Trainers integrate PAC materials in their trainings by utilizing these as a guide while using questions rather than statements when presented with the opportunity during their training. The Proficient Trainer will identify how to meet the needs of different personality traits and learning styles and why this is important.

A Proficient Trainer will be able to meet the following criteria:

1. Demonstrate in their training and workshop planning paperwork that they are using the AELC for each learning objective in their trainings and can identify opportunities for use of the AELC upon review of their video with their Mentor
2. Explain basic knowledge of dementia and its symptoms:
  - Primitive Brain/Thinking Brain
  - Umbrella Concept, Delirium, Depression
  - Four Truths About Dementia
3. Demonstrate organizational skills related to PAC materials and space set-up
4. Facilitate learners in ongoing practice and support
5. Use PAC materials in their trainings by utilizing these as a guide and use questions rather than statements when presented with the opportunity during their training
6. Identify how to meet the needs of different personality traits and learning styles and why this is important
7. When completing a follow up coaching session on personal PAC Training Session, a Proficient Trainer will be able to briefly describe when and what modification to meet individual learner needs/preferences/requests could have been offered, regardless if the modification may not have been offered at the time
8. Presentation skills include:
  - Face the camera and audience during the training
  - Turn off sound/calls on cell phone during the training
  - Print multiple sign-in sheets for Learners, if needed
  - Keep hands and other objects from directly touching presentation screen
  - Set-up recording device in best capture area
  - Stay out of projector light
  - Turn off emails/notifications on computer or display device
  - Show awareness of pausing or nervous phrases such as “um, so, etc.”
  - Use a presenter to advance slides or control the presentation

## **ACCOMPLISHED TRAINER: SKILLED**

**An Accomplished Trainer can:** compare, analyze, distinguish, prioritize and differentiate the learning objectives as they pertain to their learners, individuals living with dementia and their care partners. They can demonstrate in their training and workshop planning paperwork that they are consistent with PAC learning objectives and can clearly analyze their training video upon review by identifying opportunities to utilize the AELC not specified in their planning paperwork but as the opportunities are presented during the training. They are consistently using the AELC throughout their training. An Accomplished Trainer will demonstrate that they can and do use teachable moments by asking questions and the AELC. Accomplished Trainers use PAC materials as tools and supporting material. The Accomplished Trainer will identify different personality traits and leaning styles of their participants and make adjustments during the training.

An Accomplished Trainer will be able to meet the following criteria:

1. Consistently use the AELC throughout planning and training experiences, and demonstrate that they can and do use teachable moments by asking questions and using the AELC to help identify and facilitate opportunities for learning rather than answering a question with a statement
2. Can generalize knowledge of dementia and its symptoms:
  - Primitive Brain/Thinking Brain
  - Umbrella Concept, Delirium, Depression
  - Four Truths About Dementia
3. Able to organize the PAC materials, room and learners to better suit the specific training objectives, which may include groupings, room set-up, next steps, etc.
4. When conducting a PAC training session, an Accomplished Trainer will make at least 2 to 3 modifications to their pre-planned agenda based on demonstrated learner need/preference/requests, and facilitate learners in ongoing practice and support
5. Use PAC materials as tools and supporting material, and prioritize learning materials/objectives
6. Consistently use structure and format that addresses all personality traits and leaning styles of their participants and make adjustments when needed during the training
7. Clearly analyze their training video upon review by identifying opportunities to utilize the AELC not specified in their planning paperwork but as the opportunities are presented during the training
8. Presentation skills include:
  - Face the camera and audience during the training
  - Turn off sound/calls on cell phone during the training
  - Print multiple sign-in sheets for learners, if needed
  - Keep hands and other objects from directly touching presentation screen
  - Set-up recording device in best capture area with center and focus on presenter and skill
  - Stay out of projector light and work to find any natural light
  - Turn off emails/notifications on computer or display device
  - Work to decrease the use of pausing or nervous phrases such as “um, so, etc.”
  - Use a presenter to advance slides or control the presentation
  - Use bottom, stage left for important moments in the presentation
  - Set chairs, if in auditorium style, with 3” between the legs
  - Take a 1-3 min breathing break before beginning presentation to center yourself
  - Know where, and how to use, the light switches and temperature controls within the room
  - Repeat audience questions or answers before simply responding

## MASTER TRAINER: COMPETENT

**A Master Trainer can:** plan, create, organize, develop, evaluate, support, strategize and recommend information and skill to meet the needs of individuals living with dementia and their care partners using the criteria for PAC trainer certification. They can demonstrate in their training and workshop planning paperwork that they consistently use PAC information and the AELC throughout their training as planned and when opportunities arise during their training. They recognize and demonstrate that learners benefit from the “fish bowl” where everyone can learn as they watch a question being played out. Master Trainers ask open-ended questions and facilitate the learning process through these guided questions and exploratory role plays. These questions and opportunities demonstrate that they trainer has a clear understanding of and can affectively adapt to learning styles and personality traits, therefore they adapt their trainings to meet the needs of the learners present

A Master Trainer will be able to meet the following criteria:

1. Demonstrate in their training and workshop planning paperwork that they consistently use PAC information and the AELC throughout their training as planned and when opportunities arise during their training, and ask open ended questions and facilitate the learning process through these guided questions and exploratory role plays
2. Competent and integrated knowledge of dementia and its symptoms:
  - Primitive Brain/Thinking Brain
  - Umbrella Concept, Delirium, Depression
  - Four Truths About Dementia
3. Able to train others to organize the PAC materials, room and learners to better suit the specific training objectives, which may include groupings, room set-up, next steps, etc.
4. Recognize and demonstrate that learners benefit from the “fish bowl” where everyone can learn as they watch a question being played out, facilitate learners in ongoing practice and support, and adapt their trainings to meet the needs of the learners present
5. Evaluate, create or adapt learning materials and learning objectives
6. Questions and opportunities demonstrate that the Trainer has a clear understanding of and can effectively adapt to learning styles and personality traits
7. Distinguish between a single-time modification recommendation and a course modification for improved learner experience, with input from others, and make the changes; when conducting PAC trainings or assisting another PAC Trainer with trainings, a Master Trainer can collaborate, guide, and assist with modifications and adjustments to the content and techniques based on the learner reactions and responses throughout the session
8. Presentation skills include:
  - Face the camera and audience during the training
  - Turn off sound/calls on cell phone during the training
  - Print multiple sign-in sheets for learners, if needed
  - Keep hands and other objects from directly touching presentation screen
  - Set-up recording device in best capture area with center and focus on presenter and skill
  - Stay out of projector light and work to find any natural light
  - Turn off emails/notifications on computer or display device
  - Work to decrease the use of pausing or nervous phrases such as “um, so, etc.”
  - Use a presenter to advance slides or control the presentation
  - Use bottom, stage left for important moments in the presentation
  - Set chairs, if in auditorium style, with 3” between the legs
  - Take a 1-3 min breathing break before beginning presentation to center yourself
  - Know where, and how to direct others to use, the light switches and temperature controls within the room
  - Repeat audience questions or answers before simply responding, possibly generalizing if too long

## It's All About Our Amygdalae:

- It is part of our limbic system
- It is part of the engine controlled by the Neo-Cortex
  - It has two parts: right and left amygdala

## Our Goal for your Amygdalae Today: Not Red!

### Scale of Emotional States: Distress Amygdala

Irritated Bothered	Angry Frustrated	Furious Enraged
Dissatisfied Blue	Sad Unhappy	Devastated Hopeless
Missing "It" Not Getting "It" Missing Freedom/Control	Lonely Disconnected Confined/Restricted	Abandoned Isolated Imprisoned
Nervous Anxious	Scared Worried	Terrified Panicked
Disengaged Antsy	Bored Roaming	Useless Purposeless Frantic

### Scale of Amygdala States: Pleasure Amygdala

Low- Amygdala Active, Liking It	Medium – Amygdala Stressed, At Risk	High – Amygdala in Control, Endangered
Excited	Hyped Up	Hysterical
Happy	Boisterous	Slap-Happy or Delirious
Connected or In Control	Can't Seem to Get "It"	Controlling or Clingy
Energized	Revved Up	Racing Around
Full of Purpose	Committed	Demanding Others Get Purpose

## Personal Preferences Matter

Learning Styles  
Brain Dominance  
Environmental features  
Circadian rhythms  
Spontaneous Reactions to Surprises  
and Threats

## Signals for Going Diamond

- From all we have done so far, how can you recognize when you are **going diamond**?
  - Changing from a Sapphire to a Diamond
  - Needing to pause and step back
  - Recognize you need help

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How do you go between Sapphire and Diamond?



Your triggers for GOING DIAMOND...










Your strategies for REGAINING SAPPHIRE...

# How Do People Learn?

## With Multiple Intelligences, Using a Learning Cycle

It's not how smart you are, it's how you are smart!

<p><b>Verbal Linguistic Learners</b> Like words, reading, and stories Use handouts, case studies, and the like Books and journaling may help</p> 	<p><b>Visual Spatial Learners</b> Like pictures and movies Try short videos, graphics, and pictures Like organized handouts, charts and graphs</p> 	<p><b>Logical/Mathematical (Intuitive) Learners</b> Like to think about problems and figure things out Like to be asked questions, needs to get to answer</p> 
<p><b>Bodily/Kinesthetic Learners</b> Like to handle objects while learning Like to practice and do things</p> 	<p><b>Musical/Rhythmic Learners</b> Like music, singing, rhythm Use poems, songs, rhymes</p> 	<p><b>Interpersonal Learners</b> Like talking and sharing with others Use group activities, discussion</p> 
<p><b>Intrapersonal Learners</b> Like thinking to self Use independent projects</p> 	<p><b>Naturalistic Learners</b> Like categories of information: if not already in categories, they will categorize it Like working with animals, plants, and nature Get patterns and differences</p> 	<p><b>Existential Learner</b> Like to hear about and see the big picture Relates new learning to theories and other real world experiences</p> 

# Know Thyself:

## The Rule of Threes:

Most people are:

- Really good at three intelligences
- OK at three intelligences
- Not good with three intelligences



## How to use this:

- Know your own preferences
- Identify the types of learners you work with
- Integrate strategies

Who will be *easy* for you to train?

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Who will make you *pause* as a trainer?

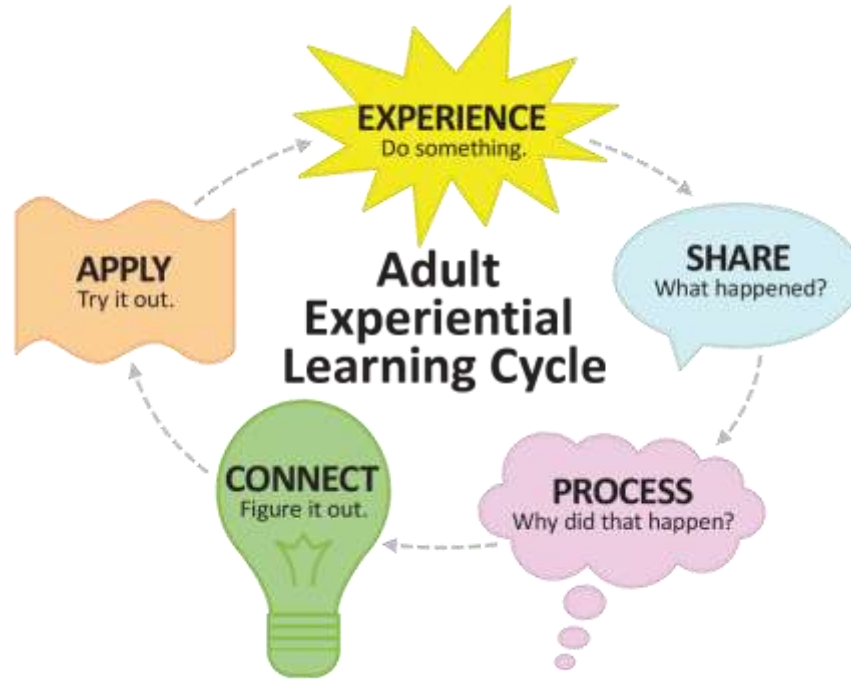
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# Adult Experiential Learning Cycle:



**What is your new awareness related to the PAC Training Model?**



# The AELC:



## Experience – Activity

Start by doing something! This can be actively doing, watching others, responding to a case study, or completing a pen and paper task.



## Share – Notice Things

Share

Share reactions and observations:

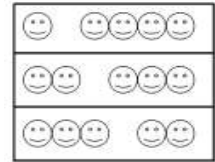
- What happened?
- What did you think, see, feel, notice, hear?



## Process – Think Out Loud

Look for patterns and relationships:

- Why do you think that happened?
- Were there similarities?
- Were there differences?
- Did you notice any patterns?



## Connect – Generalizing



Connect new to old:

- Relate experience to theories
- Connect other pieces of information or knowledge to this situation
- Help place the new or current event into the big picture

## Apply – Do Differently

Making it Happen in Real Life:

- Try out the new idea
- Practice what you figured out
- Make plans for changes in how you do what you do
- Partner with an experienced person to rehearse and get feedback



## What are some of the most common questions for PAC Certified Independent Trainers?

- What is the difference between Alzheimers and dementia?
- How do I get my care partner to (insert personal care task here – shower, bathe, eat, etc.)?
- What do you recommend about medication?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## How can you respond, not react, using the AELC?

- Use the question for a shared experience
- Ask the person to share what happened
- Have the person think about what new information you gave them that might have caused the experience
- Ask the person to connect the new information with a generally likely situation
- Have the person apply the new idea with a practice in the moment

**Reflect on your Trainer day:**

**What are your cues as a trainer that show you are in your amygdalae?**

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**How do you get your amygdalae needs met?**

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**How do you calm your amygdalae mid-training?**

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**What are your two strengths as a PAC Certified Independent Trainer?**

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**What is your first focus as a PAC Certified Independent Trainer?**

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**What is your big goal as a PAC Certified Independent Trainer?**

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