

Practice Scenarios: Challenging Situations

Staying confident and Saphire when challenged

Using your skills of the AELC to cycle 'em around

Flexibility as a PAC Trainer and Coach

Putting it All Together:

- **Look at the scenario**
- **Use the:**
 - PAC Coaching Cycle**
 - AELC Cards**
 - Multiple Intelligences Cards**
 - Personality Trait Cards**
- **Investigate**
- **Decide who you will work with**
- **Role play through your investigation**
- **Gather your data**
- **Work out a plan with your partner/team**
- **Try it out**

Trainer Scenario #1:

After a stellar first training session with the doctors at a local facility, you are asked back to train the front-line staff using the PAC information. The woman in charge of booking trainings attended your first session and wants to prepare you for the audience in your next training.

She lets you know that the care staff are almost all CNAs who may not understand most of the material that was presented to the doctors. Her recommendation is that you “dumb down” the content and only do the practical skills with the group.

Trainer Scenario #3:

As you arrive at your training site for your training with 15 care staff, you realize that the video technology is different than what you are used to, and that you forgot the printed handouts that you made the night before. You do get the display from your computer to work, but the video is still giving you trouble. You have only 20 minutes until your attendees are set to show up. A representative from the building stops in and asks if he can get you anything before you start.

Trainer Scenario #4:

While training a large group of 40 executives and staff of a home care group, you notice something that catches your eye. The room is mostly dark so that your slides and presentation are more visible, but there are two or three well-lit faces in the crowd.

It is hard to tell whether they are checking emails, texting or something else. You are getting a bit distracted and frustrated from the glow of the phones as well as the lack of attention.

Trainer Scenario #5:

After many successful trainings with the care staff in your local assisted living facility, the director has asked you to train the medical professionals. Your initial PAC Training is going very well and you are feeling fairly confident when a question comes up that throws you for a loop.

You have just finished explaining the language changes that happen with dementia when one doctor asks a question, “Are you saying that this is a problem with immediate recall or the parietal lobe’s motoric impact?”

Trainer Scenario #6:

You are in the last hour stretch of your PAC Training with 15 care staff for a home care agency. The learners are really getting the information and practicing the skills fairly well in partners.

Unfortunately, one learner has asked over 20 questions during the first hour of the training and shows no signs of stopping. The rest of the group is starting to roll eyes and shut down as the questioning and whole-group stoppage time continues to grow.

Trainer Scenario #7:

During the first few cycles of your PAC Training, you have asked some really powerful questions that the group really seems to want to think about. In the few seconds of think time that you have asked for, two learners seem to not understand others' need for the silent time.

Every question you have asked is answered by one of the two learners within five seconds of asking. No one else seems particularly bothered by this over-talking and shouting out, but you want to hear from others within the group to gain multiple perspectives.

Coach Scenario #1:

As a Certified PAC Coach, you have been working with multiple Care Partners on a fairly regular basis in a local facility.

Although you have shown PPA™ to the group repeatedly, a couple of the Care Partners are still not using the skill properly. You have reached out to both of them a few times and offered small changes with positive language. You also showed them the skill with a few different residents.

Even with this extra help, they still don't seem to make changes to their PPA™ practice. When you ask them for questions, they both assure you that they have got it and are ready to try again! Unfortunately, you know they don't have it down as you have seen the same mistakes repeatedly. How will you work to coach these two Care Partners for success?

Coach Scenario #2:

In your excitement of becoming a PAC Certified Coach, you invited all of the staff members of an in-home care group that you work with to gain PAC Skills through your coaching. While the first few staff members were fun and engaging to work with, you are having a hard time with one of the quieter staff members.

First of all, you had to call three times to get an initial coaching session set up at all. Once in the meeting, you were following your coaching steps and watched the video or her work together. When you paused the video and asked her, “How do you think that went?” the response was silence.

You counted to thirty in your head so that she would have plenty of time to think, but she still hadn’t spoken. After a bit more prompting, she agreed with you that it was “Okay.” What can you do to get her to open up a bit more?

Coach Scenario #3:

Upon your triumphant return to your work as a newly Certified PAC Coach, your learners have truly enjoyed working on their PAC Skills with you. Your coaching style has stayed responsive and open, leading many of your learners to want to spread this amazing new skill set to others.

While you truly want to encourage the spread of this information, you are concerned about how some of the learners are sharing with others. Just yesterday, you witnessed one of your star students working to teach a brand new Care Partner how to do Hand-under-Hand®. As the new partner tried it out, you overheard your learner say, “No, no, no! You have to do it like this!” She then took the spoon from the new partner’s hand and started working to get the person living with dementia to eat. The new Care Partner walked away from the exchange looking frustrated and surprised. How will you handle this situation?

Coach Scenario #5:

Your PAC Coaching course was so exciting that you wanted to get started right away with everyone you know that works around people living with dementia. While the staff at your mom’s care home are willing to learn and try your new PAC Skills with your coaching finesse, there are others who are not as keen.

After approaching your friend, whose mother lives in the same care home as your mother, she agrees to a few coaching sessions with you. During the very first session she is hesitant, but you are able to get her to see an area for drills; creating a relationship without pushing her agenda. She was stuck trying to reason with her mom about going to the bathroom, which you helped her see would not be effective. After this realization, she turns very rigid and begins to be a bit gruff in her responses.

Her resentful nature grows when you ask her to practice the skill. She turns to you and says, “She is normally perfectly happy...! I think you should leave, as you are making her upset.” How do you respond, and what are your next steps?

Coach Scenario #6:

As you entered into your first coaching session as a newly Certified PAC Coach, you were feeling very confident. You cycled through the coaching cycle with ease you got your learner to see that he was moving too quickly for the person living with dementia to process.

When the time for practicing the skill came, he became sad and a big frantic. He mentioned that this coaching session was during his lunch break, and that he should probably get back to the floor. Along with this information, he said, “I really want to work through this PAC stuff, but they really don’t like us taking too long with any of the residents. We run a pretty tight ship here, I know last week I was just a few minutes late getting one of the residents ready for breakfast and I got written up. I don’t think I have time for this right now.” What will you do to meet his needs and coach his skills?

Coach Scenario #7:

A few weeks after returning as a newly Certified PAC Coach, your scheduled coaching sessions have been going very well.

Your learners have mastered basic PPA™ when approaching people living with dementia and you are working with some of the learners to take PPA™ to the next level as a dynamic assessment of the person and the situation.

Unfortunately, as you are walking by the bedroom, you see one of your learners pick someone up and move them from the chair to the bed. Not only is this unsafe for the learner, it is unsafe for the person living with dementia. While both the learner and the person living with dementia seem relaxed enough, this is a major concern for you. How will you handle this situation? Will you coach ‘in the moment’ or set up a follow-up? Is this something that may be happening with others?

Coach Scenario #9:

Your PAC Coaching has been going really well. The sessions that you set up with your eight learners have all been very successful. While some learners are moving faster than others, they are all showing great promise with both PPA™ and HuH®.

Even with some challenging situations thrown in to your practice sessions and Huddle-Ups, they are becoming great problem-solvers.

Yesterday, as you walked by one of your learners, you heard her softly singing to a woman that was holding both of her hands using HuH®. They were moving slowly and rhythmically down the hall towards the bathroom, but there was no mention of the need to toilet at all. Both women seemed happy and lost in the moment. You want to celebrate this moment with the learner, but how do you coach the positives without simply cheerleading her efforts?

Your Scenario and Plan:

Your Scenario #: _____ Your Partner/Group Members: _____

What is going on?

Why might this be happening?

How is this related to something you have seen/done before?

What are some options you have?

Try one of the options (role-play): _____

How did that go?

What would you do differently the next time something like this happens?

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