

# **Positive Approach to Care Certified Independent Engagement Leader**

## **PAC Skills**

As an Engagement Leader, you will be demonstrating and building PAC Skills to create an engaging and balanced day. Here are a few of the core PAC Skills in which you will demonstrate proficiency:

### **Positive Physical Approach™ (PPA™)**

#### **Hand-under-Hand® (HuH®)**

#### **Visual-Verbal-Touch Cues**

#### **GEMS® Identification and Assistance**

#### **PAC Language**

These two days are a chance to practice your PAC Skills in many different situations with many different people. While this should not be new information, the PAC Team will cover new ways to use your skills and make changes that will help with struggles that you may experience while working with others.



# A PAC Check-In

## Consider Your Current Activity/Engagement Program:

Name of PAC Engagement Leader: \_\_\_\_\_

### Current Activity Program:

What activities are available? \_\_\_\_\_

At which GEMS® State does each operate? \_\_\_\_\_

Where are they held? \_\_\_\_\_

When and how often are they run? \_\_\_\_\_

How long do they last? \_\_\_\_\_

Who runs them? \_\_\_\_\_

Who helps? \_\_\_\_\_

Who comes to them? \_\_\_\_\_

Who doesn't come? \_\_\_\_\_

Who actively participates? \_\_\_\_\_

What type of activity is each one? \_\_\_\_\_

(Purposeful/Valuable, Leisure/Social, Self-Care/Wellness, Rest/Restorative)

What is great about it? \_\_\_\_\_

What doesn't go so well? \_\_\_\_\_



# PACTivities Review

**Consider Your Current Activity/Engagement Program:**

**Current Support for Activities:**

Who is involved? \_\_\_\_\_

\_\_\_\_\_

What is their knowledge base and what do they believe? \_\_\_\_\_

\_\_\_\_\_

Who doesn't seem to value activities? \_\_\_\_\_

\_\_\_\_\_

How do you feel about your program? \_\_\_\_\_

\_\_\_\_\_

How do you feel about the support you get? \_\_\_\_\_

\_\_\_\_\_

How can you improve it? \_\_\_\_\_

\_\_\_\_\_



# PACTivities Review

**Consider Your Current Activity/Engagement Program:**

**Current Support for Activities:**

Your role(s) and responsibilities	
Engagement Staff roles	
Engagement Staff knowledge and abilities	
Use of volunteers	
Skill of volunteers	
Family understanding and knowledge	
Family involvement	
Other staff knowledge	
Other staff involvement	
Administration's understanding and support	



# PACTivities Review

**Consider Your Current Activity/Engagement Program:**

## **Current Activity List:**

Activities	Location	Time and Frequency	Length	Leadership and Assistance	Attendance	Participation	Type of Activity	Positives	Things to Improve	Ideas?



# PAC Skills

## Your PPA™/PPC/PAS Skills Practice Sheet:

As you practice your efforts to encourage people to participate in engagement opportunities, we are asking you to use your PPA™, PPC, and PAC skills. Use this sheet and your videos to help you become more aware of your abilities and performance. Plan to share your videos and ratings with your peers and mentors.

Did you:	1 <sup>st</sup> Try	2 <sup>nd</sup> Try	3 <sup>rd</sup> Try	Comments
	+ = Yes 0 = ? - = No	+ = Yes 0 = ? - = No	+ = Yes 0 = ? - = No	
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 with 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, smile, connect!				
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, etc.				
Make a positive observation about something in the immediate visual area				
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



# PAC Skills

## Engagement Leadership Skill Development Checklist:

Name of Person You Helped: \_\_\_\_\_

Skill	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try	Comments
Approach using PPA™ with staff member				
Connect with friendly personal greeting				
Set up Engagement session				
Video PAC tools use				
Review video on own				
Review video with staff member				
Ask staff member to give feedback on self				
Share back what staff member observed and support as needed				
Offer specific positive comments on skills used				
Identify one skill area for improvement				
Practice the use of the skill with the Learner				
Reinforce value and use of the skill as follow-up				
Engagement Leader reinforces the effort and progress, if seen, and sets up next practice				
Engagement Leader reports back to PAC Mentor				
PAC Mentor gives the Engagement Leader feedback				

**\_\_ PAC Skills are developing**

- Improvement noted in this area: \_\_\_\_\_
- Continued work to practice in this area: \_\_\_\_\_

**\_\_ No Change in PAC Skills are noted**

- Pass to another leader
- Address concern with the person and get feedback
- Ask your PAC Mentor for help with next steps



# Additional PAC Skills

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

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

Did the learner:	+ = Yes 0 =? - = No	+ = Yes 0 =? - = No	+ = Yes 0 =? - = No	Comments
Identify the dominant side for the person: set up, offer correct hand, move to side				
Use elements of PPA™ to get started: Use visual, then verbal, then touch cues				
Offer their 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 their fingers and keep holding the person with the ring and little finger (strength)				
If just using hand, use thumb, index, and middle finger (skill) for an action and continue to hold the person with the little and ring fingers (strength)				
Place the hand they 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 they are seeking, pausing or restarting if the person doesn't follow through and move with them				
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



# Additional PAC Skills

## 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
<b>Show 1<sup>st</sup>: Give a visual cue</b> - written info - picture info - gesture - object - mime - demonstrate - other _____				
<b>Tell 2<sup>nd</sup>: Give a matching verbal cue</b> - keep it short and simple - limit words - say it once and wait for a 3-5 count				
<b>Touch 3<sup>rd</sup>: Give a tactile cue</b> - 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



# Additional PAC Skills

## Recognizing GEMS® States Behavior, Language, Interests, and Responses

Watch someone at ease and during one to three activities (mealtime, personal care task, and a leisure or productive activity) and then have the learner identify which GEMS® state/s they think the person is and explain why. If the Learner gives an accurate explanation and good rationale, then they have achieved the goal.

GEMS® State	Activities Observed	Behaviors Noted	Language Noted	Responses Noted	Interests Noted
Sapphire					
Diamond					
Emerald					
Amber					
Ruby					
Pearl					

**Rating:**

- Identifies GEMS® States – 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



# Additional PAC Skills

## Overall Check-Off:

As a Certified PAC Engagement Leader, 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 Time-Out signals with peers to offer guidance and help</p> <p><input type="checkbox"/> Learner uses Time-Out signals to ask for guidance and help from others</p> <p><input type="checkbox"/> Learner seems to time themselves out when what they are trying to do doesn't seem to work</p> <p><input type="checkbox"/> Learner only uses Time-Out to give feedback or guidance if prompted or cued</p> <p><input type="checkbox"/> Learner doesn't use Time-Out signal to back off 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 Time-Out 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 Time-Out Signals					

PAC Certified Engagement Leader: \_\_\_\_\_ Date: \_\_\_\_\_  
 PAC Skills Learner: \_\_\_\_\_ Date: \_\_\_\_\_

# Positive Approach® to Feedback

## Giving Feedback in PAC Training:

### Key Points in Giving Feedback When Coaching 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, then 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