

# **Practice Scenarios: Challenging Situations**

**Staying confident and Sapphire 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**

















## **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?**

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## 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?

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## **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?**

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## **Coach Scenario #4:**

**As you grow into your role as one of two Certified PAC Coaches in your area, you have found a great connection with the other Certified PAC Coach. He has found success with a majority of his Learners, as you have seen him laughing, joking, crying, and learning with most of them.**

**Although many of his Learners enjoy his open and excited nature, he has reached out for your help with one of his Learners. With this Learner, he has already scheduled three Coaching sessions which she has not been able to attend, with a variety of excuses. He has asked you to step in as he feels that he needs to ‘Coach it over’ to someone else at this point. You have met the Learner in question, and, while she is quiet, she seems to enjoy most aspects of her role. What is really going on here?**

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## **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?**

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## **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?**

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## **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?**

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## **Coach Scenario #8:**

**As a Certified PAC Coach, you are ready to take on the world with your new skills. Upon arrival back at the care home where you work, the leader pulls you aside to ask for your help. There is a care partner struggling with getting someone into the shower, and the screaming and fighting has to stop.**

**Dutifully, you set up a meeting with the care partner and he is very willing to learn more about PAC and the skills that would help him get his care partner into the shower in a better way. You follow the Coaching cycle and after reviewing the activity through his eyes, he determines that he could try to cover her up a little bit before the shower. This sounds good to you, so you send him off to try it out with his care partner whenever he can.**

**The following week, you hear screams coming from someone's room, and as you get to the door, you realize that it is your Learner trying to get his care partner into the shower again. As you enter, you see him trying to wrap a towel around the naked woman as she screams and swings at him. What went wrong? What will you do to deescalate and Coach this situation?**

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## **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?**

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# Your Scenario and Plan:

Your Scenario #: \_\_\_\_\_ Your Partner/Group Members: \_\_\_\_\_

What is going on?  
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\_\_\_\_\_

Why might this be happening?  
\_\_\_\_\_  
\_\_\_\_\_

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

What are some options you have?  
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\_\_\_\_\_  
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\_\_\_\_\_

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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