

Trainer PAC Introduction: The Shield

Example: Introductions and Person-Centered Approach to Life – PAC Style Using the Adult Experiential Learning Cycle

- Objective:** By the end of the session, the Learners will be able to identify at least one person-centered feature of each classmate with the use of a visual aid
- Do:** Provide supplies for each table of 4 people:
- Sheet of 'hot dog' folded heavy weight paper with name
 - Blank 'Personal Shield'
 - Instruction sheet of what to do: "Use these 4 items to create a visual image that 'represents' you"
 - Colored pencils, markers, crayons, pencils
 - Sheet of paper with all learner's names and a line beside each
- Ask each person to complete their 'Personal Shield' in 2-3 minutes and share its meaning with a partner.
- Let Learners know that they will be presenting their partner's Shield in 1-2 min only to the rest of the class.
- Let all Learners know they will be responsible for collecting and recalling at least one piece of information.
- Share:** Ask each Learner to stand up with their partner, hold up their partner's Shield, and tell the group something important about it and the person in 1 minute!
- Ask the group how they felt about the exercise and how it was different that how they usually introduce themselves in a workshop or training session.
- Ask what they thought was easy and what was hard or uncomfortable about it.
- Process:** Ask Learners to talk with their partner about why they think we might have done it that way.
- Ask Learners to share some of the reasons/things they thought of.
- Connect:** Share that we did it for three major reasons – highlight items they already got from their feedback.
- A. Getting people comfortable and familiar with each other as Learners who are all sharing common goal for the day (to be better Trainers for those they wish to serve)
 - B. Using a multi-modal approach to getting information into and out of a person (more coming up on this in Learning Styles)
 - C. Giving Learners a chance to 'stand in front' of the room and share information that is visual, verbal, and kinesthetic – inter and intra-personal
 - D. Demonstrating the value of person-centered approach to interactions – whether with someone living with dementia, in training, at work, or in life
 - E. Providing each person with a 'visual' representation of themselves that others can see throughout the day that includes their name and some things that are important about them and that they are willing to share

F. Getting Learners ready for a day that is going to work to get outside your comfort zone so that you are more prepared to be the best Trainer that you can be rather than the Trainer that you already are (practicing what we are going to be preaching)

G. Demonstrating the use of the AELC (more later)

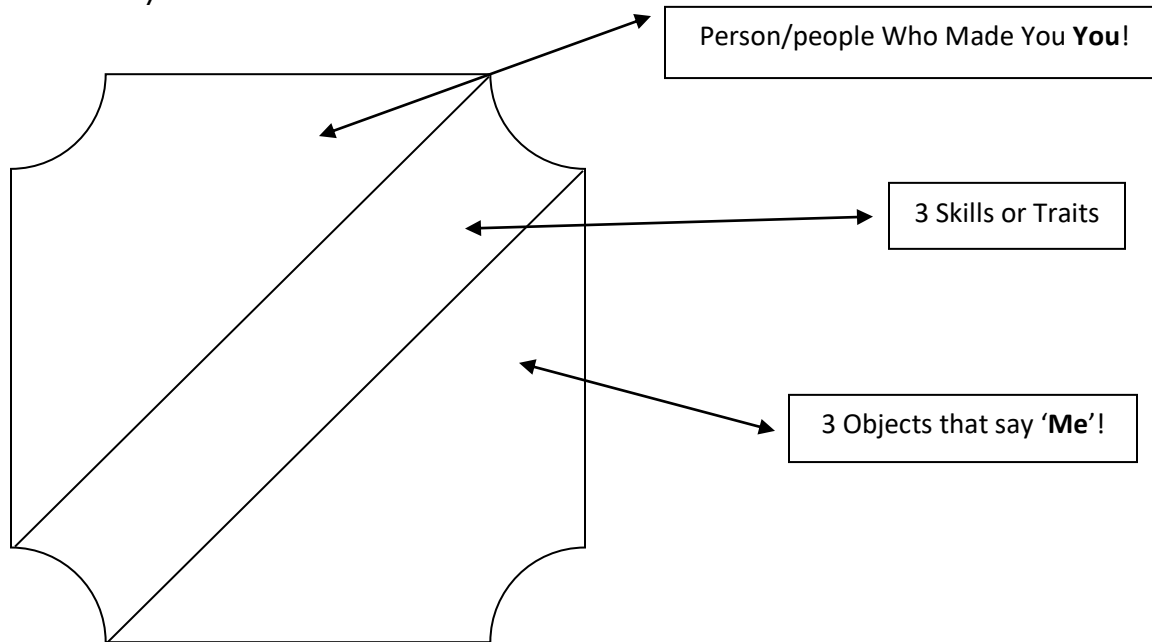
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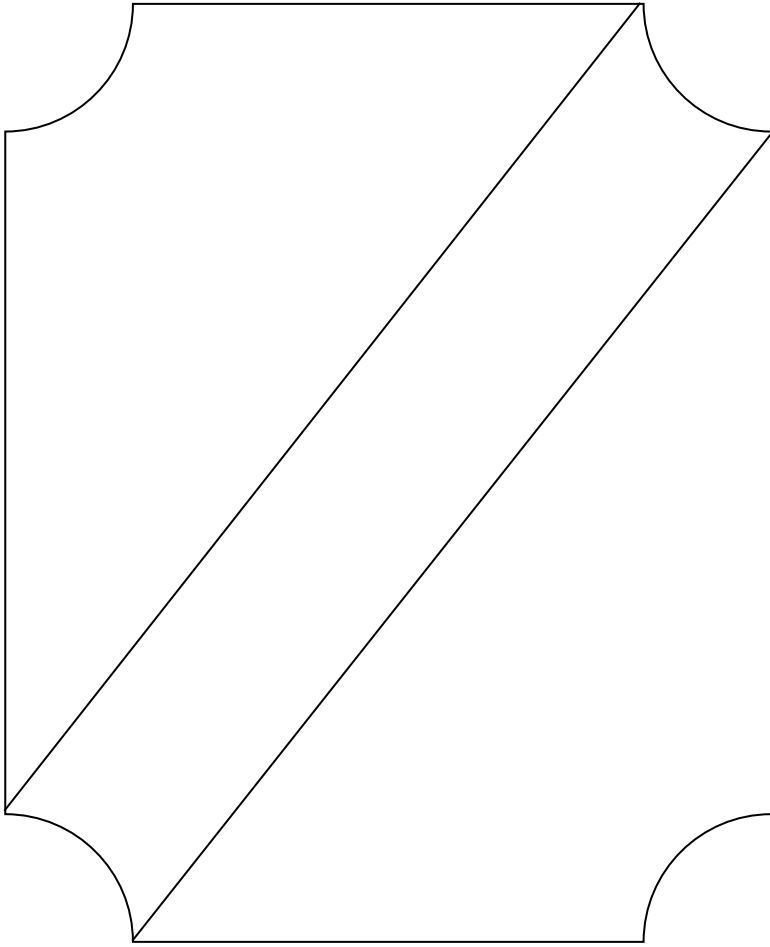
Ask group:

So how could you see yourself possibly using this Shield exercise in your work as a PAC Trainer?

Instructions:

1. Place your preferred name to the right of the shield – use whatever color and method you choose, but please make sure it can be read from across the room
2. In the upper half of the shield – make a visual representation of at least one of the most influential people in your life – someone who has made you who and how you are
3. In the cross band – make a visual representation of three skills you have or personality traits or characteristics you want us to know about you – what are you good at or what do you care that we know about you?
4. If you could only have three things with you that would tell people about you, what would they be?







Practice Tools for PAC Coaches

Positive Physical Approach™ (PPA™):

As you teach and coach Learners through the steps of PPA™, it is important that you provide many opportunities for safe practice with you and other Learners before working with people living with dementia. Both practice sessions and actual sessions with those living with dementia should be used for the Coaching sessions.

| Did the learner: | 1 st Try + = YES 0 =? - = NO | 2 nd Try + = YES 0 =? - = NO | 3 rd Try + = YES 0 =? - = NO | Comments: |
|--|---|---|---|-----------|
| Use PPA™ to approach | | | | |
| 1. Get into visual range | | | | |
| 2. Knock or announce self (not a conversation) | | | | |
| 3. Pause at six feet out at 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 in supportive stance | | | | |
| 7. Greet with a handshake and your name | | | | |
| 8. Slide into Hand-under-Hand® | | | | |
| 9. Get to the person's level | | | | |
| 10. Be friendly, make a 'nice' comment or smile to 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 visual observation about something in the immediate 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



Practice Tools for PAC Coaches

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

Hand-under-Hand® Guidance and Assistance - Watch the Learner use Hand-under-Hand® assistance in 3 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 dominant side | | | | |
| Use elements of PPA™ to get started: 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 their ring and little finger (strength) | | | | |
| If just using their hand, use the thumb, index, and middle finger (skill) for an action and continue to hold the person with their 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 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 in few attempts made to try out the skill
- 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



Practice Tools for PAC Coaches

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

Practice Tools for PAC Coaches

Recognizing GEMS® Levels Behavior, Language, Interests, and Responses

Watch someone at ease and during 1-3 activities (mealtime, personal care task, and a leisure or productive activity) and then have the Learner identify which GEMS Level they think the person is experiencing and explain why. If the Learner gives an accurate explanation and good rationale, then they have achieved the goal.

| GEMS® Level | Activities Observed | Behaviors Noted | Language Noted | Responses Noted | Interests Noted |
|-------------|---------------------|-----------------|----------------|-----------------|-----------------|
| Sapphire | | | | | |
| Diamond | | | | | |
| Emerald | | | | | |
| Amber | | | | | |
| Ruby | | | | | |
| Pearl | | | | | |

Rating:

- Identifies GEMS® levels 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



Practice Tools for PAC Coaches

Overall Check Off:

As a PAC Certified Coach, 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® | | | | | |
| Using Time-Out to get and give help: <input type="checkbox"/> Learner uses 'Time-Out' signals with peers to offer guidance and help <input type="checkbox"/> Learner uses 'Time-Out' signals to ask for guidance and help from others <input type="checkbox"/> Learner seems to time themselves out when what they are trying to do doesn't seem to work <input type="checkbox"/> Learner only uses 'Time-Out' to give feedback or guidance if prompted or cued <input type="checkbox"/> Learner doesn't use 'Time-Out' signal to back off or get help when the interaction is not working <input type="checkbox"/> Learner does not typically respond in a positive or favorable way when a 'Time-Out' signal is given <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 | | | | | |
| Using 'Time-Out' Signals | | | | | |
| | | | | | |

PAC Certified Coach: _____ (name)
 PAC Skills Learner: _____ (name)

Date: _____
 Date: _____



Practice Tools for PAC Coaches

Positive Physical Approach Skills Checklist – Peer Practice:

Care Partner: _____ Observer: _____

| | Resident 1 | Resident 2 | Resident 3 |
|--|------------|------------|------------|
| Stops moving six feet out | | | |
| Places open hand next to their face | | | |
| Says preferred name or "Hi!" clearly and firmly | | | |
| Moves hand into a handshake position | | | |
| Comes in from the front within visual range | | | |
| Moves slowly - one step/second toward the person | | | |
| Takes hand and moves into Hand-under-Hand® | | | |
| Moves to the side in a supportive stance | | | |
| Gets low: sits or kneels | | | |
| Respects intimate space: keeps face and chest back | | | |
| Makes friendly statement before task | | | |
| Waits for resident response | | | |

Recommendations for Continued Practice: _____

-----cut-line-----



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| Waits for resident response | | | |

Recommendations for Continued Practice: _____

Practical Tips: Care Partner

Practical Tips for Caring for Someone with Dementia

Teepa Snow, MS, OTR/L, FAOTA
Dementia Care and Training Specialist

A Positive Physical Approach™

1. Knock on door or table to get attention and signal your approach
2. Stop moving at the boundary between public and personal space, at six feet out, and get permission to enter or approach
3. Open hand near face and smile, look friendly, and make eye contact
4. Call the person by preferred name or at least say “Hi!” and avoid endearments
5. Move your hand out from near your face to a greeting handshake position, making sure they notice your hand out to shake, then stand tall and move forward slowly
6. Approach the person from the front and come in within 45 degrees of center, into their visual field
7. Move slowly at one step per second, standing tall, don’t crouch down or lean in as you move toward the person
8. Move toward the right side of the person and offer your hand, giving the person time to look at your hand and reach for it if they are doing something else – offer, don’t force
9. Stand to the side of the person at arm’s length to respect their intimate space and be supportive rather than confrontational, but stay in the front in their visual field
10. Shake hands with the person and make eye contact while shaking
11. Slide your hand from a ‘shake’ position to Hand-under-Hand® position for safety, connection, and function
12. Give your name and greet them: “I’m (name). It’s good to see you!”
13. Get to the person’s level to talk by sitting, squatting or kneeling if the person is seated, or stand beside the person if they are standing
14. Now, deliver your message...

Approaching When the Person is Distressed!

Some Changes:

1. Look concerned, not happy, if the person is upset.
2. Let the person move toward you, keeping your body turned to the side (supportive, not confrontational).
3. If the person is seated and you don't get permission to enter personal space, turn sideways and kneel at six feet out. Offer greeting and handshake again, and look for an OK to come into their personal space. It will usually come at this time with this more submissive posture.
4. After greeting, try one of two options:
 - a. "Sounds like you are (give an emotion or feeling that seems to be true)?"
 - b. Repeat the person's words to you...

If they said, "Where's my mom?" you would say, "You're looking for your mom (pause)... tell me about your mom..." If the person said "I want to go home!" you would say "You want to go home (pause)... Tell me about your home..."

PAC Communication Tips:

Communicating – Talking

First - Always use the Positive Physical Approach™ (PPA)!

Then - Pay attention to the three ways you communicate:

1. How you speak

- ◆ Tone of voice: friendly, not bossy or critical
- ◆ Pitch of voice: deep is better
- ◆ Speed of speech: slow and easy, not pressured or fast

2. What you say

There are three basic reasons to talk to someone:

1. To get the person to do something, here are five approaches to try:
 - a. Give a short, direct message about what is happening
 - b. Give simple choices about what the person can do
 - c. Ask the person to help you do something
 - d. Ask if the person will give it a try
 - e. Break down the task and give it one step at a timeOnly ask “Are you ready to...” if you are willing to come back later!
2. Just to have a friendly interaction - to talk to the person
 - ◆ Go slow - go with the flow
 - ◆ Acknowledge emotions: "sounds like, seems like, I can see you are"
 - ◆ Use familiar words or phrases (what the person uses)
 - ◆ Know who the person has been as a person what s/he values
 - ◆ Use familiar objects, pictures, actions to help and direct
 - ◆ Be prepared to have the same conversation over and over
 - ◆ Look interested and friendly
 - ◆ Be prepared for some emotional outbursts
 - ◆ Don't argue but don't let the person get into dangerous situations

Remember, the person is doing what they can, so **go with the flow!**

3. Deal with the person's distress or frustration/anger

- ◆ Try to figure out what the person really needs or wants ("It sounds like, It looks like, It seems like, You're feeling...")
- ◆ Use empathy, not forced reality or lying
- ◆ Once the person is listening and responding to you, then redirect their attention and actions to something that is OK or distract them with other things or activities you know they like and value
- ◆ **Be careful** about personal space and touch with an individual, especially when they are distressed or being forceful

3. How you respond to the person

- ◆ Use positive, friendly approval or praise (short, specific and sincere)
- ◆ Offer your thanks and appreciation for his/her efforts
- ◆ Laugh with him/her and appreciate attempts at humor and friendliness
- ◆ Shake hands to start and end an interaction
- ◆ Use touch - hugging, hand holding, comforting - only if the person wants it

If what you are doing is not working:

- Stop!
- Back off, and give the person some space and time
- Decide on what to do differently
- Try again!

Always strive to be curious and know as much as you can about who the person was and who the person is now:

- Personality Traits
- Six Pieces of the Puzzle
- Multiple Intelligences
- Side Dominance
- Preferences
- History

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 and make sure the place and time are good for both of you with nothing else distracting you, and that it is 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 with 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 while offering concrete and specific ideas or thoughts
- Ask the person to share back with you what their next steps should be, and 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 still want to work with them or ask a team partner to practice with you ahead of time to improve your comfort level