

# **Positive Approach to Care Certified Independent Coach**

## **Becoming a PAC Coach: Brief Agenda**

This Certification is all about you becoming a Coach 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 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**

### **PAC Certified Community**

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

### **Personality Traits and Coach Styles**

### **Understanding the Coach Cycle**

### **Planned Huddles**

### **Coach in the Moment**

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

Because our focus for the day is on building your Coach skills, we may defer some questions to follow-up webinars or down time discussions. During this time, get to know yourself and the others in your class. 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 Coaching:

## What today will do for you:

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

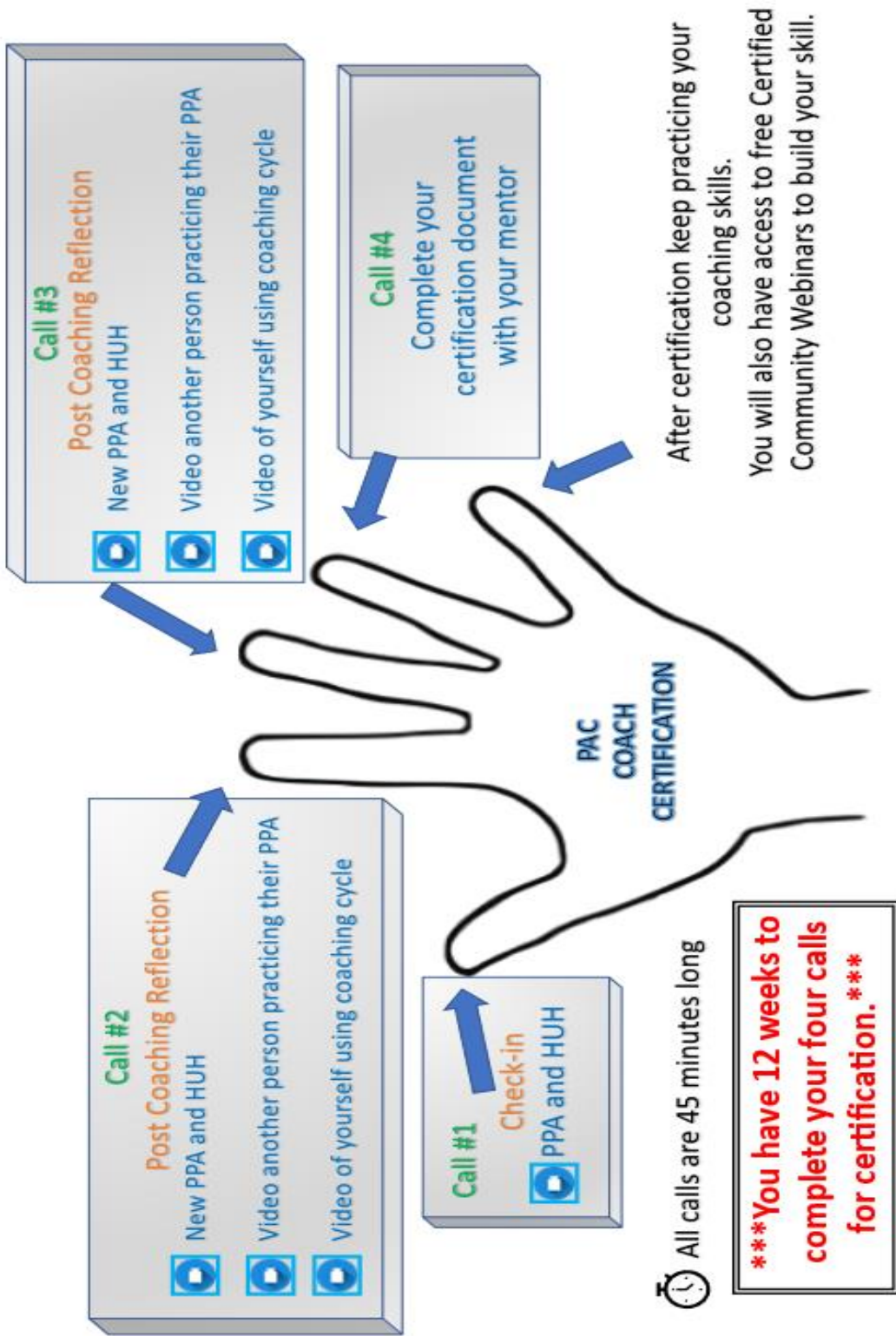
## Review the following:

1. Personality Assessment
  - a. Personality Trait cards
2. Learning Style Inventory
  - a. Multiple Intelligences cards
3. Adult Experiential Learning Cycle cards
  - a. Reflect on the Care Skills Day for use of the AELC and its effect
4. GEMS® States
  - a. Look closely at Sapphires versus Diamonds

## Classroom Training:

Our classroom training is about becoming a PAC Certified Independent Coach. We will review the work you did in the online training and the Care Skills Day training to help you move from where you are to a Successful Coach role – helping others gain and use skills that make a difference!

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



# **PAC Certified Independent Coach Video clips:**

## **Knowledge clips:**

- Disc 1 - Chapter 1: Time stamp 20:54- 25:24 - Frontal lobe changes
- Disc 1 - Chapter 2: Entire clip is 4 minutes - Visual changes (binocular - social - task vision)
- Disc 1 - Chapter 3: Entire clip is 4 minutes - Visual changes (object confusion - monocular)

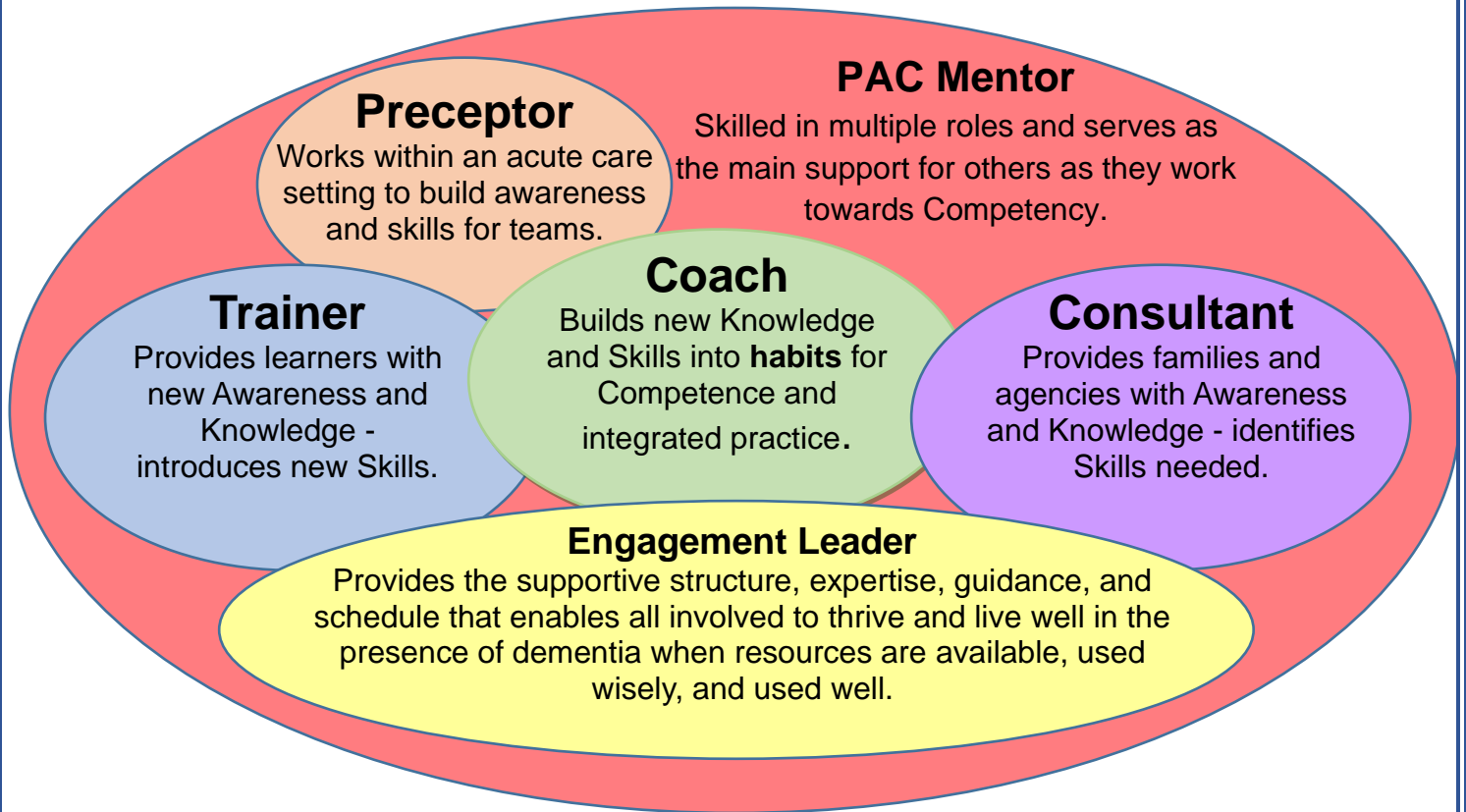
## **Skill clips:**

- Disc 2 - Chapter 1: Time stamp 6:45- 10:00 - Getting connected using words (PPCs)
- Disc 2 - Chapter 2: Time stamp 1:07-2:20 - Getting connected with PPA™ using few words
- Disc 2 - Chapter 2: Time stamp 2:50-3:57 - PPA™ when you have a hard time getting back up
- Disc 2 - Chapter 2: Time stamp 5:50-7:36 - PPA™ when somebody is sleeping in a chair

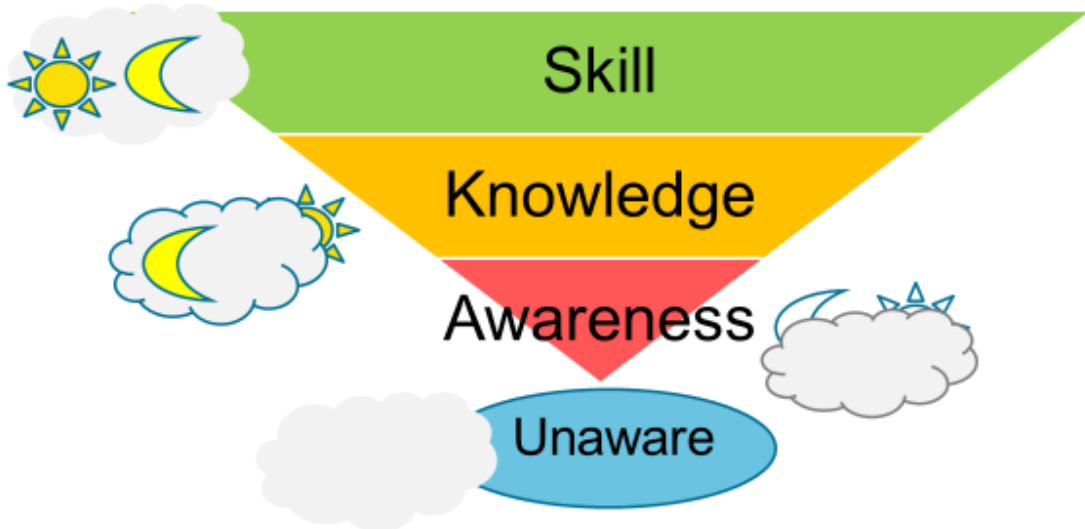
## **Key Learning for the Day:**

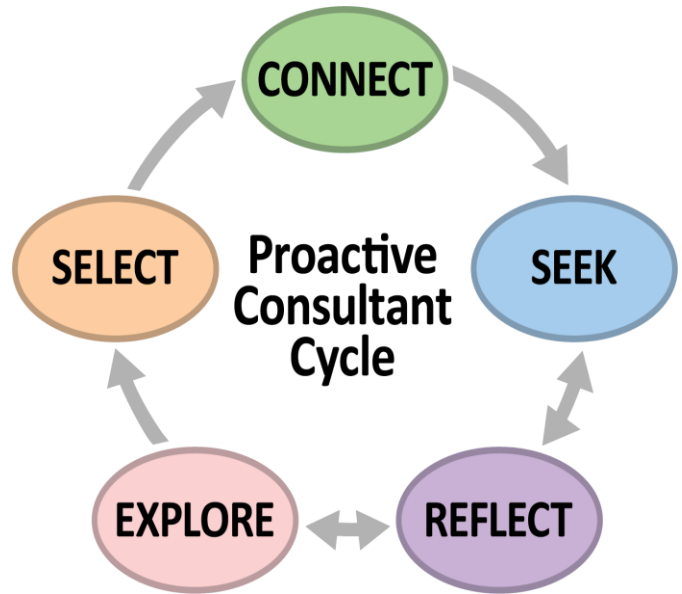
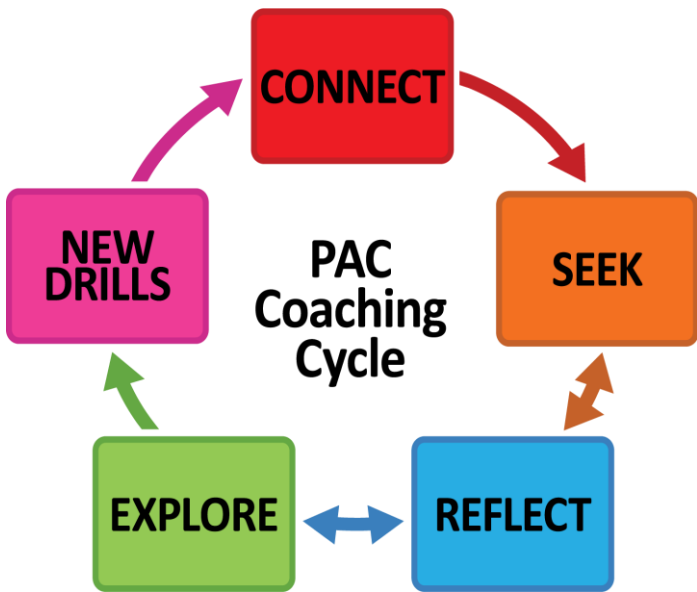
- 1. You'll learn the difference between traditional supervising and Coaching, and how to improve outcomes when trying to change others' behaviors towards people living with dementia.**
- 2. You'll learn to use video content and planned Coaching sessions with PPA™ strategies and scripts to guide yourself and help your team members gain new skills to use in planned interactions.**
- 3. You'll learn to 'Coach in the Moment,' celebrating spontaneous use of skills, as well as coping with challenging situations.**
- 4. You'll learn how to conduct quick 'Huddle-Ups' and create a game plan that works with your situation.**
- 5. You will learn how to continue to build your awareness, knowledge, and skills while becoming a more active and integrated part of the PAC Team.**
- 6. You will begin to more accurately use PAC Language and Skills when conducting your own work and when working as a Coach with others. Initial skills include: PPA™, HuH®, Visual-Verbal-Touch cues, basic GEMS® State identification and Active Listening.**

# What Do PAC Certified Independent Coaches Do?

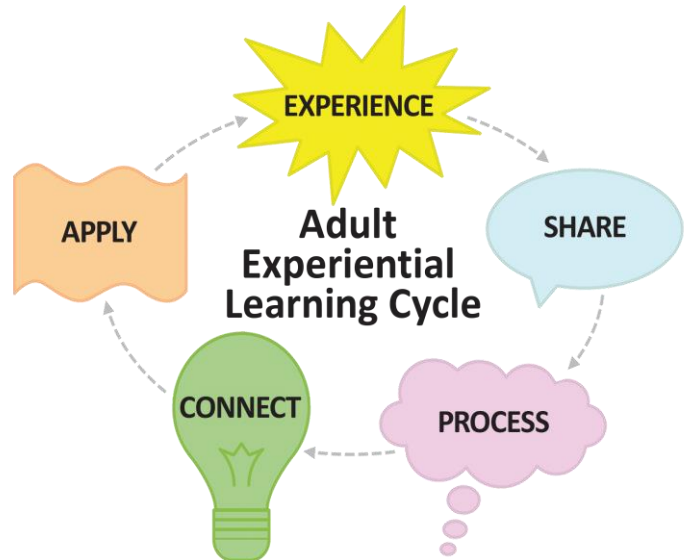


 **Becoming Competent** 





**PAC Engagement Leader Building Blocks**





## **PAC Certified Independent Coaches Help Others:**

- **Use new awareness and knowledge by building new behavioral patterns and practices that use the skills**
- **Integrate new, valued practices into daily routines and existing patterns of interactions, care, expectations, and behavior**
- **Follow through on a plan by using drills until new abilities become established skills**
- **Self-monitor and self-correct with support and positive, effective multi-modal feedback and frequent rehearsal**



## **PAC Coaching Competencies:**

- **Able to accurately and effectively demonstrate PAC interaction skills with Learners through the use of self, video, and real-life opportunities**
- **Able to provide accurate and effective support and feedback that helps Learners develop and use new skills**
- **Able to ‘Coach in the Moment’ – celebrating use of skills and providing constructive feedback for a variety of Learners using the PAC Coaching model**
- **Able to modify approach, Coaching strategies, and session structure to support different Learners**
- **Able to seek out and use Peer Coach, Lead Coach, and Head Coach support and feedback in both personal and Learners’ skill development and use**
- **Able to run ‘Huddle-Ups’ with team members who are learning and using PAC skills on a daily, weekly, or monthly basis to gain, sustain, and reinforce skills and goals – the game plan with specific assignments and regular reporting**
- **Able to use a video recording system to collect, share, and use information to help Learners build their skills**
- **Able to acknowledge possible need to change coaches for selected individual Learners**
- **Able to recognize personal signals of *going Diamond* and self-correct or use a Time-out strategy without loss of personal control**
- **Able to *own your own*, but not take on other’s baggage or issues, balancing the need for boundaries and colleagues**
- **Able to use objective language and supportive evidence to describe and respond to challenging situations in Coaching and care**
- **Able to set and follow through on consequences as mutually agreed upon prior, to, during, and throughout the Coaching experience for skill development and use**

## PAC Certified Independent Coaches Use:

Scoring: *strength Δchange	PAC Certified Independent Coach Skills:	Thoughts or Goals:
	Positive Physical Approach™ in <b>all</b> interactions	
	Core principles of the Coach Cycle in every session	
	Understanding of Multiple Intelligences with multi-modal (VVT) cues for taking in and sharing information	
	Understanding of Personality Traits when interacting with Learners	
	Environmental management to foster positive Coaching sessions	
	Structured and objective measures in guiding and Coaching Learners	
	Permission prior to offering feedback and Coaching	
	Knowledge PAC dementia information and tools for sessions	
	What is possible, after recognizing what is not, with Learners and PLwD – GEMS® States	

## Characteristics of a PAC Certified Independent Coach:

Scoring: * <i>strength</i> $\Delta$ <i>change</i>	PAC Certified Independent Coach Skills:	Thoughts or Goals:
	Invested in helping others become more skillful and competent	
	Self-aware and self-controlled with the ability to modulate energy, interaction style, and training cues based on Learners needs and preferences	
	Able to help Learners and others see situations from multiple points of view to help alter perceptions, beliefs, and behaviors	
	Curious about others and willing to help build new awareness, knowledge, and skill over time	
	Balanced in ability to encourage and support while holding the Learners accountable for practicing and achieving PAC Skills	

# Certification Criteria Scale:

## **UNAWARE COACH:**

**An Unaware Coach may be:** a strong Coach who is unaware of the PAC specific methods and tools. 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.

## **AWARE COACH:**

**An Aware Coach can:** identify, label, list, define, describe and recognize the criteria for Coaching Certification. An Aware Coach will utilize their PAC materials, video recording systems, Coaching strategies, and Supportive Language to help Learners identify, drill, and develop new skills.

An Aware Coach will be able to meet the following criteria:

1. Use video recording device with prompts/cues to collect, share, and use information to help Learners identify opportunities to build skills
2. Identify the 5 steps of effective Coaching
3. Identify tools needed to help Learners recognize skills:
  - Coaching Cheat Sheet
  - PPA™ and HuH® steps
  - Personality Traits and MI Preferences
  - AELC
  - Daily practice routine
  - Recording device
  - Environmental supports
  - Drills to develop and support skills
4. Recognize effective support and feedback that helps develop and drill new skills:
  - Observe Learner
  - Reflect the Learner's observations
  - Seek: have Learner identify positive aspects
  - Explore results of drills with Mentor Coach
  - Help the Learner identify new drills to practice skills
  - Support accountability by setting up specific plan/follow-up and opportunities for new skills
5. Recognize modifications of approach, Coaching strategies, and session structure to support different Learners
  - Time: session length, frequency, time of day
  - Support specific role of Learner
  - With prompts from Mentor, Coach can identify emotional state of Learner
  - Personality Traits and Learning Styles
  - Environment
6. Recognize the need for 'Huddle-Ups' with those being Coached
7. Recognize objective language and supportive evidence to describe challenging situations in Coaching
8. Recognize 'Coaching in the Moment' as a possible process to acknowledge positive skill use as well as lack of skill demonstration
9. Identify the steps of the AELC
10. Describe need for and strategy for accountability
11. Recognize the need for a personal 'pause and time-out' during Coaching sessions
12. Identify and attempt to seek out a Peer, Lead, or Head Coach for support and feedback

## **Where Are You?**

**Unaware**

**Aware**

**Proficient**

**Accomplished**

## **PROFICIENT COACH: KNOWLEDGEABLE**

**A Proficient Coach can:** explain, illustrate and use examples of their knowledge, abilities and attitude of PAC Coaching during the sessions with their Learners and in their Coaching Huddles. They can demonstrate in their Coaching sessions that they are practicing PAC Coach Skills and can explain opportunities for growth. Proficient PAC Coaches will integrate PAC materials, video recording systems, Coaching strategies and Supportive Language to help Learners explain, drill and develop new skills.

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

1. Use video recording device without prompts or cues to collect, share, and use information to help Learners identify opportunities to build skills
2. Use the 5 Step Cycle of Effective Coaching
3. Use tools needed to help Learners recognize skills
  - Coaching Cheat Sheet
  - PPA™ and HuH® steps
  - Personality Traits and MI Preferences
  - AELC
  - Recording device
  - Environmental supports
  - Drills to develop and support skills
  - Daily practice routine
4. Explain effective support and feedback that helps develop and drill new skills:
  - Observe Learner
  - Reflect the Learner's observations
  - Seek: have Learner identify positive aspects
  - Explore results of drills with Mentor Coach
  - Help the Learner identify new drills to practice skills
  - Support accountability by setting up specific plan/follow-up and opportunities for new skills
5. Explain modifications of approach, Coaching strategies, and session structure to support different Learners
  - Time: session length, frequency, time of day
  - Support specific role of Learner
  - With prompts from Mentor, Coach can identify emotional state of Learner
  - Personality Traits and Learning Styles
  - Environment
6. Use 'Huddle-Ups' with those being Coached
7. Explain objective language and supportive evidence to describe and respond to challenging situations in Coaching
8. Recognize 'Coaching in the Moment' opportunities for positive skill use as well as lack of skill demonstration
9. Explain the steps of the AELC
10. Use effective strategies for accountability and recognize the possible need for reasonable flexibility
11. Use a personal 'pause and time-out' during Coaching sessions and identify need for Learner 'pauses and time-outs'
12. Explain the need for and seek out a Peer, Lead, or Head Coach for support and feedback

## **ACCOMPLISHED COACH: SKILLED**

**An Accomplished Coach can:** compare, analyze, distinguish, prioritize and differentiate Multiple Intelligences, Personality Traits, and AELC as they pertain to their Learners in order to help build new skills. They can demonstrate in their Coaching sessions that they are consistent with their PAC Coaching Objectives and can clearly analyze the world with their trainees by adapting to opportunities to utilize their PAC Skills. They are consistently using their PAC Skills throughout their work. An Accomplished Coach will demonstrate that they can and do facilitate learning new skills through Supportive Language, AELC, 'Huddle-Ups,' and drills. Accomplished Coaches use PAC materials as tools and supporting informational material. The Accomplished Coach will identify different Personality Traits and Learning Styles of their Learners and make adjustments during the sessions.

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

1. Adjust video recording system for optimal use to collect, share and use information to help Learners build their skills, and guide Learners to use and begin to identify opportunities to use this tool.
2. Consistently use and analyze steps of effective Coaching
3. Use and analyze tools needed to help Learners recognize skills:
  - Coaching Cheat Sheet
  - Recording device
  - PPA™ and HuH® steps
  - Environmental supports
  - Personality Traits and MI Preferences
  - Drills to develop and support skills
  - AELC
  - Daily practice routine
4. Adapt effective support and feedback that helps develop and drill new skills:
  - Observe Learner
  - Explore results of drills with Mentor Coach
  - Reflect the Learner's observations
  - Help the Learner identify new drills to practice skills
  - Seek: have Learner identify positive aspects
  - Support accountability by setting up specific plan/follow-up and opportunities for new skills
5. Prioritize and modify approach, Coaching strategies, and session structure to support different Learners:
  - Time: session length, frequency, time of day
  - Personality Traits and Learning Styles
  - Support specific role of Learner
  - Environment
  - With prompts from Mentor, Coach can identify emotional state of Learner
6. Facilitate 'Huddle-Ups' with team members for specifically identified purposes
7. Use objective language and supportive evidence to describe and respond to challenging situations in Coaching
8. Actively 'Coach in the Moment' for positive skill use as well as lack of skill demonstration
9. Use the steps of the AELC during Coaching sessions and when facilitating Learning Huddles
10. Use effective strategies for accountability: time management, flexibility, Learner limitation(s) and level of stress, feasibility
11. Use a personal and Learner 'pause and time-out' during Coaching sessions to achieve desired outcomes
12. Obtain and offer Peer, Lead, or Head Coach for support and feedback

## **MASTER COACH: COMPETENT**

**A Master Coach 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 Coach Certification. They can demonstrate in their Coaching sessions that they consistently use PAC Skills and tools throughout their work with Learners. They recognize and demonstrate that their Learners benefit by being empowered to make effective changes by developing new skills. Master Coaches use Supportive Language, plan and facilitate 'Huddle-Ups,' Coach in the Moment, and use the AELC in positive and productive interactions. Master Coaches use opportunities to effectively adapt to Learning Styles, find 'Coachable Moments,' and empower Learners to make effective changes.

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

1. Modify tools to support optimal learning, explore and create new opportunities for learning using recording device, support Learners in using video recording system to collect, share and use information to help Learners build and develop their skills
2. Self-evaluate appropriate use of 5 steps for effective Coaching
3. Develop and create opportunities to help other Coaches and their Learners to use skills utilizing PAC Coaching tools:
  - Coaching Cheat Sheet
  - Recording device
  - PPA™ and HuH® steps
  - Environmental supports
  - Personality Traits and MI Preferences
  - Drills to develop and support skills
  - AELC
  - Daily practice routine
4. Plan effective support and feedback that helps other Coaches develop and drill new skills:
  - Observe Learner
  - Explore results of drills with Mentor Coach
  - Reflect the Learner's observations
  - Help the Learner identify new drills to practice skills
  - Seek: have Learner identify positive aspects
  - Support accountability by setting up specific plan/follow-up and opportunities for new skills
5. Help other Coaches plan and modify their approach, Coaching strategies, and session structure to support different Learners:
  - Time: session length, frequency, time of day
  - Personality Traits and Learning Styles
  - Support specific role of Learner
  - Environment
  - Identify emotional state of Learner
6. Plan, facilitate, and evaluate 'Huddle-Ups' with team members for specifically identified purposes
7. Use objective language and supportive evidence to be proactive regarding possible challenging situations in Coaching
8. Guide other Coaches in the use of 'Coaching in the Moment' for positive skill use as well as lack of skill demonstration
9. Aid other Coaches in creating opportunities for use of AELC during Coaching sessions
10. Develop personal strategies and assist the team in developing effective strategies for accountability
11. Evaluate the use of personal as well as Coach and Learner 'pauses and time-outs' during Coaching sessions to achieve desired outcomes
12. Obtain and offer Peer, Lead, or Head Coach for support and feedback

# It's All About Our Amygdalae:

- It is part of our limbic system
- It is part of the engine controlled by the Neo-Cortex

## Our Goal for your Amygdalae During the Course: Not Red!

### Scale of Emotional States: Distress Amygdala

Green Light:	Yellow Light:	Red Light:
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

Green Light:	Yellow Light:	Red Light:
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

## How do you go between Sapphire and Diamond?



Your triggers for GOING DIAMOND...



Your strategies for REGAINING SAPPHIRE...

# Practice Tools for PAC Certified Independent Coaches



## Coach Skill Check-Off:

Name of PAC Coach: \_\_\_\_\_ Name of PAC Mentor: \_\_\_\_\_

Skill	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try	Comments
Approach using PPA™ with learner				
Connect with a friendly personal greeting				
Set up practice session				
Video PPA™ use				
Review video on own				
Review video with Learner				
Ask learner to give feedback on self				
Share back what learner observed, 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				
Coach reinforces the effort and progress, if seen, and sets up next practice				
Coach reports back to local Head Coach or PAC Mentor				
Leader Coach gives the Learner Coach feedback				

**\_\_ Coach Skills are Progressing**

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

**\_\_ No Change in Coach Skills are Noted**

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

# Practice Tools for PAC Certified Independent Coaches

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Review video with Learner				
Ask learner to give feedback on self				
Share back what learner observed, 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				
Coach reinforces the effort and progress, if seen, and sets up next practice				
Coach reports back to local Head Coach or PAC Mentor				
Leader Coach gives the Learner Coach feedback				

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- Improvement noted in this area: \_\_\_\_\_
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**\_\_ No Change in Coach Skills are Noted**

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

# Practice Tools for PAC Certified Independent Coaches



## Extended Coach Skill Check-Off:

Skill	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try	Comments
Approach the Learner in a positive and friendly manner				
Share with the person – time to work on PPA™ Skills				
Ask if they will work with you or set up a time to do so during the day				
Set up the environment for the drill – practice of the approach				
Video the approach so that the person being Coached is visible and can be heard (the resident being approached also needs to be seen for distance and hand placement issues)*** (if the person is nervous about being videoed, volunteer to let them video you first and give you feedback first – then do them)				
Thank the Learner for doing the video				
If you have 5 minutes, review the video then with the Learner; if not, then the Coach independently reviews the video for PPA accuracy and skill use and sets up time for review within a day				
Coach and Learner watch video together				
Coach asks Learner to look at the PPA Skills Checklist and report how they feel they did on the skills – may need to re-watch to see specifics				
Coach then reflects back to the person what they heard and where there are matches – if too hard on self, use positives, if too general, work for specifics, if too positive, look for something to try differently				
Coach then gives specific positive feedback on the approach skills				
Coach then identifies one thing to focus on and work on in the next practice session				
Coach sets up next session, right away if possible, to reinforce and rehears the skill with the New Drill change for a few tries				
Coach reinforces the effort, if seen, and the progress, if seen, and sets up next practice				
Coach reports back to Head Coach using agreed upon method regarding PPA skill development and Coach skill development self-assessment				

**\_\_\_ Coach Skills are Progressing**

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

**\_\_\_ No Change in Coach Skills are Noted**

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

# Practice Tools for PAC Certified Independent Coaches



## Extended Coach Skill Check-Off:

Skill	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try	Comments
Approach the Learner in a positive and friendly manner				
Share with the person – time to work on PPA™ Skills				
Ask if they will work with you or set up a time to do so during the day				
Set up the environment for the drill – practice of the approach				
Video the approach so that the person being Coached is visible and can be heard (the resident being approached also needs to be seen for distance and hand placement issues)*** (if the person is nervous about being videoed, volunteer to let them video you first and give you feedback first – then do them)				
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If you have 5 minutes, go ahead and review the video then with the Learner, if not, then the Coach independently reviews the video for PPA accuracy and skill use and sets up time for review within a day				
Coach and Learner watch video together				
Coach asks Learner to look at the PPA Skills Checklist and report how they feel they did on the skills – may need to re-watch to see specifics				
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Coach then identifies one thing to focus on and work on in the next practice session				
Coach sets up next session, right away if possible, to reinforce and rehearses the skill with the New Drill change for a few tries				
Coach reinforces the effort, if seen, and the progress, if seen, and sets up next practice				
Coach reports back to Head Coach using agreed upon method regarding PPA skill development and Coach skill development self-assessment				

**Coach Skills are Progressing**

Improvement noted in this area: \_\_\_\_\_

Continued work to practice in this area: \_\_\_\_\_

**No Change in Coach Skills are Noted**

Pass to another leader

Address concern with the person – get feedback

Ask your PAC Mentor for help with next steps

# As a Coach, Understand Who You Are, What You Like and Don't Like

## Personality Traits:

<b><u>INTROVERT</u></b>	<b><u>EXTROVERT</u></b>
<b><u>HOW</u></b>	<b><u>WHY</u></b>
<b><u>HEAD FIRST</u></b>	<b><u>HEART FIRST</u></b>
<b><u>PLANS AHEAD</u></b>	<b><u>LIVES IN THE MOMENT</u></b>

With Personality Traits, some stuff we think/feel people do on purpose, is really just who they are!

Who are you?

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Who is the person you are helping?

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# **Personal Preferences Matter:**

**Learning Styles**

**Brain Dominance**

**Environmental Features**

**Circadian Rhythms**

**Spontaneous Reactions to Surprises and Threats**

## **Brain Dominance:**

- **We all have a preferred:**  
**Hand, eye, ear, chewing surface, foot**
- **Side of skill, comfort, and automatic action**
- **Can be a strong influencer of behavior**
- **People like others to be on their dominant side for conversation and demonstration**
- **People will prefer those they are least familiar with on their dominant side and those they trust and feel comfortable on their non-dominant side (slightly to their front, like a shield)**
- **People in distress will typically need you on their dominant side**

## **Environmental Preferences:**

**Four F's For You: What features of an environment provide you a sense of:**

**Friendliness: I am liked here, I am wanted here**

**Familiarity: I am comfortable and at ease in this place**

**Functionality: I know what I am to do here**

**Forgiveness: I can make mistakes and errors and it will all be okay**

**Four S's For You: What features matter for you, likes and dislikes:**

**Spaces: intimate, personal, public**

**Sensations: sights, sounds, feels, smells, tastes**

**Surfaces: sit, stand, work on, rest on, walk on**

**Social: groups, activities, roles, expectations**



**How do these pieces affect the time, place, and state-of-mind in which you will Coach others?**

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**How might you become aware of these pieces for other people?**

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# Understanding Brain Changes:

## The GEMS® States



When the unexpected happens or there is an unmet need:

Learning to respond and not to react

What do you know about the GEMS® States and dementia?

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How can you use your knowledge of responding to different GEMS® States as a Coach?

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When might you use this knowledge for Coaching?

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**With an In-Control, Non-Stressed, Mature Brain:**

**I am responsive, not reactive**

**I figure it out**

**I use effective coping strategies**

**I manage my stressors**

**I balance my needs with the needs of others**

**I balance my life and time**

**I am engaged, curious, and find joy in what I do and where I am**

## **Amygdalae:**

**The Amygdalae signal threats and can shut off the language center, the executive control, and can cause tunnel vision. What if unmet likes, wants, or needs remain unmet?**

**When I'm hurting, I need relief...**

**My amygdalae turn on and...**

**I need it now!**

**When we don't have the help we need, we tend to:**

- **Miss early signals**
- **Ignore it or put up with it**
- **See if it gets worse**
- **Worry**
- **React or overreact instead of responding**

# **Mature, Stressed Brain With Amygdalae On:**

## **Frontal - Prefrontal Out:**

- I need it now!
- I cannot tolerate delays
- I grab what I need!
- I use whatever is needed to get to the immediate relief
- Self-absorbed

## **Core Engine is running too hot or in trouble:**

- BP, RR, HR fast
- BS dropping, seeks to rev it back up quick
- Feels pain, needs it to stop
- Needs immediate relief from distress, takes action to get relief, may hide it from others

## **Language Skills area active to get what is needed:**

- Uses words and/or silence to get the need met
- Uses incoming information in order to get the need met
- Uses tone, volume, rhythm to get the need met

## **Senses on high alert to get needs met:**

- Discrimination and protective senses working to meet needs

## **Movement and actions focused on getting needs met:**

- Very intense motor memories
- Repeats negative coping patterns, gets stuck

## **Personality traits direct patterns to achieve needs:**

- Focused on getting needs met now!

## Feedback: Supervisory Tendencies:

- **Absentee Landlord:** Says it's important to get the skills and use them, but too busy to engage with the Learner to practice. May set up the session, then not follow through. Words do not match behaviors. "You need to, but I am too busy to..."
- **Negative Nagger:** Focused on the skill, not the person. Sees the mistakes and the holes, points out mistakes, tells you what you're doing wrong and that it needs to be fixed. Says what not to do, but not how to improve.
- **Cheery Cheerleader:** Gives lots of smiles and pats on the back without giving anything specific or guiding in skill development. Gives praise without meaning. Personally nice without learning accountability.
- **Competent Coach:** With a Head Coach, provides reflective support with concrete, shared goals that are achievable, measurable, observable, and time-sensitively spaced out to build Learner's self-monitoring, skill development, and self-assessment abilities in performance. Skill changer!

**Communicate as a PAC Coach:  
Moving from where we are,  
to where we want to be!  
Taking traditional coaching to true Coaching!**

What does a traditional Coach look like?

What are traditional outcomes for Coaches?

How is this different?

**Coaching is Different:**

- Helping the person to see themselves and the situation differently**
- Helping the person learn and use new skills**
- Helping the person drill on the skills, until they become new habits or ways of doing things**
- Helping the person use the skills regularly without distress**
- Giving consistent feedback and support**
- Helping the person to change their habits, so that the situation changes!**

### **Natural Coaching Opportunities: 'In the Moment' Coaching:**

- Use 'time-out' signal with visual cue
- Get permission to Coach and give feedback
- Make an "I noticed..." statement
- Get curious, try saying "Tell me about that..."
- Seek more info: "Who? What? Where? When? How?"
- Practice to try out the new skill, give feedback
- Reinforce what to do and say, not the 'don't do' stuff

### **Running a Team: 'Huddle-Ups':**

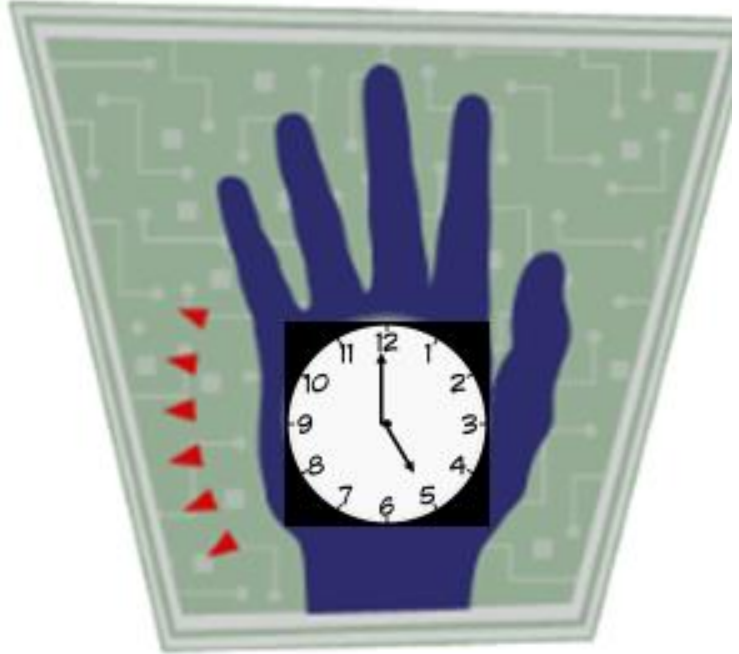
- Pre-game 'Huddle-Ups'
- 'Time-outs' to revise game plan for the game
- Re-group at half-time
- Check on changes...are things working better?
- More 'time-outs' as needed
- Final minutes
- Post-game wrap-up
- Set up drill for next game

### **Final Step for All Coaching:**

- Check in, get feedback on positives and negatives of the Coaching session
- What will the next session involve?
- When will the next session happen?
- Who will do what between now and then?
- Thanks for working with me and drilling!

# Give Me Five!

- **Commit to five minutes each day, keep it focused and short, it's a drill!**
- **Practice daily for four to six weeks solid**
- **Commit to working with your Coach**
- **Use the Coach's input and review to build to skill**
- **Use the skill from the drill!**



## Get Specific:

Who will you practice with? \_\_\_\_\_

What will you do? \_\_\_\_\_

When will you do it? \_\_\_\_\_

How will it look? \_\_\_\_\_

Why is this important to you? \_\_\_\_\_



# Word Choice and Communication:

## Non-Verbal Communication:

Show each other Open and Friendly versus Closed and Cold:

- Eyes
- Face
- Head
- Arms
- Legs
- Body

## Verbal Communication:

Show each other what you say:

- Words used
- Length of sentences
- Jargon

Show each other how you say it:

- Tone of voice
- Volume
- Speed

## **Getting Input or Specifics from a Learner:**

- 1. Offer choices of acceptable options**
- 2. Ask specific questions:**
  - Who?**
  - What?**
  - Where?**
  - How many?**
  - Which?**

## **Opening a Conversation with a Learner:**

- 1. Ask open-ended questions:**
  - “Tell me about”**
  - “Why...?”**
  - “Could you give me some...?”**
- 2. Be nonjudgmental**
- 3. Look interested**
- 4. Be curious**

## **Dealing with a Possibly Challenging Situation:**

- 1. Pick your place and time**
- 2. Start with an open-ended question or make an “I noticed” statement**
- 3. Wait for, and, if needed, encourage a response or reaction**

# Oops...

**So, you are trying out this new language, but it isn't working...what might be going on?**

## **“I Noticed” Statements:**

- Avoid “I noticed” statements that are corrective or judgmental:

“I noticed you decided not to bother using PPA with Mr. Jenkins.”

“I noticed you skipped giving Mrs. Jones her bath today.”

- Try to keep your emotions under control
- Take a deep breath if needed
- Watch your volume, tone, body language
- Talk about behaviors, not personality:

“I noticed that when you approached Mr. Jenkins he was seated and you stayed standing...”

“I noticed that Mrs. Jenkins didn't bathe today...”

## Group Exercise



### Change these to “I noticed” statements:

You forgot to get Mr. Hanes’ shoes!

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You should never yell at a resident!

---

You are taking too long to help Mrs. Smith to the toilet!

---

Don’t you remember, I told you James is a diabetic? What were you thinking giving him ice cream?

---

Everyone can see your purple underwear through those pants.

---

### Change these to open-ended questions: “Tell me about...”

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---

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---

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## **Reflect on your Coach Training:**

**What are your cues as a Coach 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-session?**

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**What are two strengths you already have as you work towards becoming a PAC Certified Independent Coach?**

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**What is your first focus area in working towards your PAC Coach Certification?**

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**What is your big goal as you gain skills and knowledge for your PAC Coach Certification?**

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**Reflect on your Coach Training:**

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