

Practice Tools for PAC Certified Independent Coaches:

Positive Physical Approach™ (PPA™)

As you share knowledge 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 the practice sessions and the actual sessions with those living with dementia can/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 6 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...?" (Fill-in-the-blank statements) | | | | |
| 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 as a habit
- Usually tries to get the person to do something without first making positive connections, and/or only makes connections if prompted or reminded after unsuccessful attempts
- Does not demonstrate use of the skills unless monitored

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| 12. Get into visual range | | | | |
| 13. Knock or announce self (not a conversation) | | | | |
| 14. Pause at 6 feet out at edge of personal space | | | | |
| 15. Greet and smile | | | | |
| 16. Move slowly with hand offered in handshake position | | | | |
| 17. Move from the front to the side in supportive stance | | | | |
| 18. Greet with a handshake and your name | | | | |
| 19. Slide into Hand-under-Hand® | | | | |
| 20. Get to the person's level | | | | |
| 21. Be friendly, make a nice comment or smile to connect | | | | |
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Practice Tools for PAC Certified Independent 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 other joints on their body, 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 any interaction, care, movement, and engagement activities
- Uses Hand-under-Hand® in some situations without prompting, but needs guidance or prompting in order to use skill consistently when it would/should be used
- Has the basics of Hand-under-Hand®, but makes some errors and doesn't not yet 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 when offering support, but occasionally attempts the skill
- Demonstrates no attempt to use Hand-under-Hand®, even with prompting, when the skill would be helpful or important in connecting or assisting a person with a task

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Practice Tools for PAC Certified Independent 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 then give 3-5 seconds of wait time | | | | |
| 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 in giving more specific cues
- With prompting or reminders, can give the correct sequence of cues, but not yet a habit
- Does not demonstrate use of the three-step, sequenced cues with any regularity

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Practice Tools for PAC Certified Independent Coaches

Recognizing GEMS® States:

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 State 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® State | Activities Observed | Physical Abilities | Language Noted | Responses Noted | Interests Noted |
|-------------|---------------------|--------------------|----------------|-----------------|-----------------|
| Sapphire | | | | | |
| Diamond | | | | | |
| Emerald | | | | | |
| Amber | | | | | |
| Ruby | | | | | |
| Pearl | | | | | |

Rating:

- Identifies GEMS States accurately and completely
- Understands the general idea of GEMS States, but still needs some guidance or help with specifics
- Doesn't seem to have the GEMS States information readily available for use in daily interactions

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Practice Tools for PAC Certified Independent Coaches

Overall Check-Off:

As a PAC Certified Independent Coach, you may want to create your own checklists or add to this list if your Learners are showing high levels of growth and skill. Otherwise, maintain focus on the basic skills and drill for the skills until they show growth and begin to demonstrate skill mastery.

| Skill | Skill Used and Mastered | Skill Use is Making Progress | Skill Needs Retraining | Comments | Date of Rating |
|---|-------------------------|------------------------------|------------------------|----------|----------------|
| Positive Physical Approach™ | | | | | |
| Hand-under-Hand® | | | | | |
| Visual-Verbal-Touch Cues | | | | | |
| Recognize the GEMS® State | | | | | |
| <p>Using 'Time-Out' to get and give help:</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 be working</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 Coach: _____ (name)
 PAC Skills Learner: _____ (name)

Date: _____
 Date: _____

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Using 'Time-Out' to get and give help:

- Learner uses 'Time-Out' signals with peers to offer guidance and help
- Learner uses 'Time-Out' signals to ask for guidance and help from others
- Learner seems to 'time themselves out' when what they are trying to do doesn't seem to be working
- Learner only uses 'Time-Out' to give feedback or guidance if prompted or cued
- Learner doesn't use 'Time-Out' signal to back off or get help when the interaction is not working
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| | | | | | |
|--------------------------|--|--|--|--|--|
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| | | | | | |

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PAC Skills Learner: _____ (name)

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Practice Tools for PAC Certified Independent Coaches

Positive Physical Approach™ Skills Checklist – Peer Practice:

Care Partner: _____ Observer: _____

| | Resident 1 | Resident 2 | Resident 3 |
|--|------------|------------|------------|
| Stops moving at 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 per 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 attempting a task | | | |
| Waits for resident response | | | |

Recommendations for Continued Practice: _____

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



Positive Physical Approach™ Skills Checklist – Peer Practice

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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 wait to get permission to enter or approach
3. Open, still 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, respecting intimate space and being supportive, not confrontational, without being too far back. 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. If the person is upset, look concerned, not happy
2. Let the person move toward you, keeping your body turned to the side to be 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™!

Then: Pay attention to these three aspects of your communication:

1. How you speak:

- Tone of voice: friendly, not bossy or critical
- Pitch of voice: deeper 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:
 - Give a short, direct message about what is happening
 - Give simple choices about what the person can do
 - Ask the person to help you do something
 - Ask if the person will give it a try
 - Break down the task and give it one step at a time
Only 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 (build relationship)
 - 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 and know what they value
 - Use familiar objects, pictures, actions to help and direct
 - Be prepared to (pleasantly) have the same conversation over and over
 - Look interested and friendly with your face and body
 - Be prepared for some emotional outbursts
 - Don't argue but don't let the person get into dangerous situations

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

3. Deal with the person's distress or frustration or 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 showing forcefulness!

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 such as hugging, hand holding, or comforting after asking and receiving permission from the person

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 learn 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
- Make sure the place and time are good for both of you with nothing else distracting you, and make sure 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 skill 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

Teepa's Songs

A Positive Approach

To the Tune of "Amazing Grace"

Come from the front

Go slow

Get to the side

Get low

Offer your hand

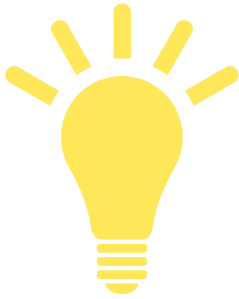
Call out the name then wait...

If you will try, then you will see

How different life can be.

For those you're caring for!

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I Will Change

To the tune of "This Little Light of Mine"

I am gonna' meet and greet
Before I start to treat
I am gonna' meet and greet
Before I check your feet
I am gonna' meet and greet
Before I help you eat
How I start sets us up to succeed!

No more just 'gettin' it done'
I'm gonna' do with you
No more just 'gettin' it done'
I'm gonna' help you through
No more just 'gettin' it done'
We're gonna' work, we two
Cause if I do it all, we both lose!

I'm gonna' laugh and dance with you
Not just watch and frown
I'm gonna' laugh and dance with you
Not just stand around
I'm gonna' laugh and dance with you
We'll really go to town
For the power of joy I have found!

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Progression of the Condition

To the Tune of "This Old Man"



Note: Each verse is sung progressively slower

Sapphire true, you and me ~ The choice is ours, and we are free
To change our habits, to read, and think and do
We're flexible, we think it through!

Diamond bright, share with me ~ right before, where I can be
I need routine and different things to do
Don't forget, I get to choose!

Emerald – Go! I like to do ~ I make mistakes, but I am through!
Show me only one step at a time
Break it down and I'll be fine!

Amber – Hey! I touch and feel ~ I work my fingers - Rarely still
I can do things, if I copy you
What I **need** is what I do!

Ruby – skill – it just won't go ~ Changing something must go slow
Use your body to show me what you need
Guide, don't force me. Don't use speed!

Now a **Pearl**, I'm near the end ~ But I still feel things through my skin
Keep your handling always firm and slow
Use your voice to calm my soul.

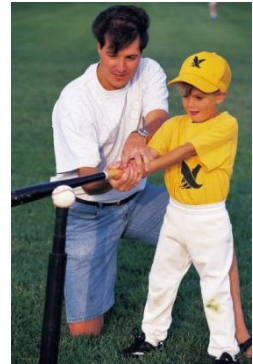
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'Coaching'

to the tune of
'Take Me Out to the Ballgame'



What we do is called Coaching,
Help develop your skills.
Practice it daily, yeah, give it five!
Takes you from drills
Till you're doing it live!



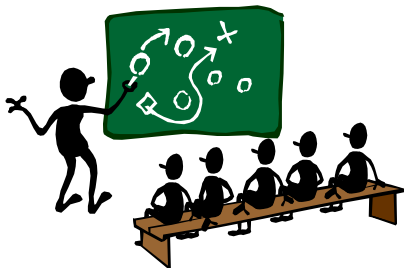
At first, we both use a Score Card
And say, "So how did you do?"
'Cause if you can't see how you did,
How can you change you?



When we're using a Time-out,
Coaching through a mistake
"Tell me more...", use curiosity,
Works so much better than,
"Why can't you see?!"



The goal of every encounter:
Connect, Work it Through, Make a Plan!
We want you to succeed
But it's in your hands!



When you're actively coaching,
Trying hard to succeed,
Meeting resistance with every move
You're getting flustered, you're losing your cool!

Yes, it's time for a Time-out,
If you step back then you'll see,
Don't take it personally,
Huddle-Up with your Team!

