

Changing the Culture of
Dementia Care
One Mind at a Time

Positive[®]
Approach

GEMS[®]
Dementia **Aware**
Dementia **Knowledgeable**
Dementia **Skilled**
Dementia **Competent**

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Changing Resistance to Care to Participation in Care and Pain Management in Dementia



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Situation 1:

Mary folds up used napkins and puts them in her pockets, and also collects items she finds lying around. She also takes artificial flowers apart, keeping all the petals in pockets and in her hands.



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Situation 2:

Frank tells you he just went to the bathroom when you ask him about going. He becomes angry and resistive when you try to help him with his pants, saying he is “not a child!”



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Situation 3:

Paul sometime uses his spoon or fork and sometimes just eats with his fingers. He gets upset when it is noisy in the dining room and leaves even if he has just started eating. He comes to the door where activities are taking place and watches, but will not come in. If the activity is noisy, he shouts "Shut up, you idiots!" and leaves.

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Example of Challenges:

- | | |
|------------------------------|-----------------------------|
| No financial or health care | Eloping or wandering |
| POA | No solid sleep time |
| Losing important things | Getting 'into' things |
| Getting lost | Threatening caregivers |
| Unsafe task performance | Undressing |
| Repeated calls and contacts | Being rude |
| Refusing | Feeling 'sick' |
| 'Bad mouthing' you to others | Striking out at others |
| Making up stories | Falls and injuries |
| Resisting care | Infections and pneumonias |
| Swearing and cursing | Seeing things and people |
| Making 911 calls | Not eating or drinking |
| Mixing day and night | Contractures and immobility |
| Shadowing | |

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Resisting Resistance Just Increases Resistance!

If something isn't working,
Stop and back off!
Think about it
Try again, but change something!

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Six Pieces of the Puzzle:

1. Personal history and preferences
2. Level and type of dementia
3. Other health conditions and sensory losses
4. Environmental conditions
5. Care partner approach and behaviors
6. The day and how it all fits together

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What Can You Control or Not Control?

Control:

- The environment: setting, sound, sights
- The day and how things fit together
- How you choose to help



Not Control:

- The person and who they have been: personality, preferences, history
- The type and level of dementia now
- Other medical conditions, sensory status, and what the medications do to/for the person

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The First Piece of the Puzzle:

The person and who they have been:
personality, preferences and history

More about this in the next session!

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The Second Piece of the Puzzle:

The Level and Type of Dementia



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Progression of Dementia: The GEMS®

Sapphires
Diamonds
Emeralds
Ambers
Rubies
Pearls



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Sapphires:



- Us on a good day
- Clear and true to ourselves
- May feel 'blue' over changes
- Can typically choose our behavior
- May have other health issues that affect behaviors
- Recognize life experiences, achievements and values
- Can follow written info and hold onto it



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Diamonds:



- Sharp, hard, rigid, inflexible, can cut
- Many facets, still often clear, can really shine
- Are usually either Joiners or Loners
- Can complete personal care in familiar place
- Usually can follow simple prompted schedules
- Misplace things and can't find them
- Resent takeover or bossiness
- Notice other people's misbehavior and mistakes
- Vary in lack of self-awareness
- Use old routines and habits
- Control important roles and territories, use refusals

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Emeralds:



- Changing color
- Not as clear or sharp, more vague
- On the go, need to 'do'
- Flaws may be hidden
- Time traveling is common
- Are usually Doers or Supervisors
- Do what is seen, but miss what is not seen
- Must be in control, but not able to do it correctly
- Do tasks over and over, or not at all

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Ambers:



- Amber Alert- Caution!
- Caught in a moment
- All about sensation and sensory tolerance, easily over or under stimulated
- May be private and quiet or public and noisy
- No safety awareness
- Ego-centric
- Lots of touching, handling, tasting, mouthing, manipulating
- Explorers, get into things, invade others' space
- Do what they like and avoid what they do not

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Rubies:



- Hidden depths
- Major loss of fine motor finger and mouth skills, but can do gross motor skills like walking, rolling, rocking
- Comprehension and speech halted
- Wake-sleep patterns very disturbed
- Balance, coordination, and movement losses
- Eating and drinking patterns may change
- Tends toward movement unless asleep
- Follows gross demonstration and big gestures
- Limited visual awareness
- Major sensory changes

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Pearls:



- Hidden in a shell: still, quiet, easily lost
- Beautiful and layered
- Spends much time asleep or unaware
- Unable to move, bed or chair bound, frequently fall forward or to side
- May cry out or mumble often, increases vocalizations with distress
- Can be difficult to calm, hard to connect
- Knows familiar from unfamiliar
- Primitive reflexes
- The end of the journey is near, multiple systems are failing
- Connections between the physical and sensory world are less strong but we are often the bridge

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The Third Piece of the Puzzle:

- Other medical conditions
- Psychological or psychiatric conditions
- Sensory status: vision, hearing, sense of touch, balance, smell, taste
- Medications
- Treatments



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Health and Illness:

- Mobility problems?
- Pain?
- Sensory problems?
- Mental health issues?
- Other diagnoses of importance?



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The Fourth Piece of the Puzzle:

The Environment:

- Physical
- Sensory
- Social



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Supportive Environments: The 3 Positive P's

1. **P**hysical Environment
2. **P**eople: the ways they act and respond
3. **P**rogramming

Find a balance, not too much or too little

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The Fifth Piece of the Puzzle:

People and Their Behaviors

- Care Partners
- Family Members
- Friends
- You!

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Positive Physical Approach™



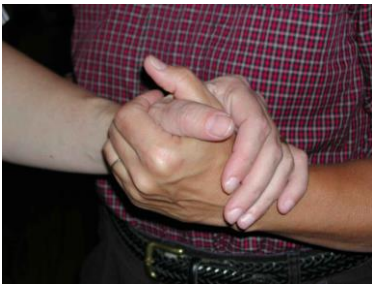
- Pause at edge of public space (6 feet)
- Greet with your open hand next to your face, smile
- Call the person by name, if possible
- Move your hand into handshake position
- Approach slowly and within visual range
- Move from a handshake to Hand-under-Hand®
- Shift into a Supportive Stance alongside them
- Get low by standing or kneeling, but don't lean in
- Make a connection and wait for their response

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Hand-under-Hand® Assistance:



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Connect Emotionally:

- Make a connection
- Offer your name: "I'm (name) and you are...?"
- Offer a shared background: "I'm from (place) and you're from...?"
- Offer a positive personal comment: "You look great in that!" or "I love that color on you."



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Then Get it Going!

- Give simple and short information
- Offer concrete choices
- Ask for the person for their help
- Ask the person to try
- Break the task down to single steps at a time



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What Shouldn't We Do?

- Argue
- Make up stuff that is not true
- Ignore problem behaviors
- Try a possible solution only once
- Give up
- Let them do whatever they want to
- Force them to do things



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The Sixth Piece of the Puzzle:

The Day and How it All Fits Together:

Daily routines and programming
Filling the day with valued engagement
GEMS® state programming



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Top Five Unmet Needs:

Physical Needs:

- Hydration and Nourishment
- Wake-sleep and active-rest cycles
- Elimination: all forms
- Find Comfort: 4Fs and 4Ss
- Pain-free:
 - Physical – body
 - Emotional – relationships
 - Spiritual – belonging/purpose

Signals of Emotional Distress:

- Angry
- Sad
- Lonely
- Scared
- Bored – Lacking Purpose



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Now that you are aware of the
Six Pieces of the Puzzle,
reframe
'resistive behaviors'
as 'unmet needs'

Get interested, excited, and
be challenged!



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