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Dementia 2.0 – Functional, Creative and IDT Approaches

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HOW TO RECEIVE COURSE CREDIT

View the entire course including any applicable handouts/resources. Complete a post-test assessment. You must score 80% or better on the post-test and complete the course evaluation to earn a certificate of completion for this activity. If required, Select Rehabilitation will report attendance to CE Broker.

ABOUT THE COURSE AUTHOR

Dr. Kathleen Weissberg, (MS in OT, 1993; Doctoral 2014) in her 30+ years of practice, has worked in rehabilitation and long-term care as an executive, researcher and educator. She has established numerous programs in nursing facilities; authored peer-reviewed publications on topics such as low vision, dementia quality care, and wellness; has spoken at numerous conferences both nationally and internationally, for 20+ State Health Care Associations, and for 25+ state LeadingAge affiliates. She provides continuing education support to over 30,000 therapists, nurses, and administrators nationwide as National Director of Education for Select Rehabilitation. She is a Certified Alzheimer's Disease and Dementia Care Trainer, Certified Dementia Care Practitioner, Certified Montessori Dementia Care Practitioner, Certified Fall Prevention Specialist, and a Certified Geriatric Care Practitioner. She serves as the Region 1 Director for the American Occupational Therapy Association Political Action Committee and is an adjunct professor at Gannon University in Erie, PA.

POST-TEST

1. Key reasons to foster purpose in dementia care include:
   a) Enhanced quality of life
   b) Maintaining identity and dignity
   c) Reduced isolation
   d) All of the above

2. Which of these has NOT been shown to improve ADL performance?
   a) Listening to music while getting dressed
   b) Following the timelines and routines of the nursing staff
   c) Tailoring care to capabilities of the individual resident
   d) Presenting clothing in sequential order

3. When designing sensory spaces, which of these principles should one follow?
   a) Dramatic smells are helpful because seniors have diminished sense of smell
   b) The more sensory stimulation the better – you can never have enough
   c) Keep everything monochromatic – high contrast can be overstimulating
   d) Think through and be sure that each of the senses is represented

4. Which of these is NOT a fundamental principle of the Montessori method?
   a) Begin with complex activities and only simplify if needed
   b) Use everyday materials
   c) Match interests & skills
   d) Adapt according to cognitive & physical status

5. Which of the following are primary considerations when adapting activities for residents with dementia?
   a) Response time
   b) Environment
   c) Communication ability
   d) All of the above

The post-test and corresponding course evaluation can be accessed at:
https://www.surveymonkey.com/r/Dementia_Strategies_On_Demand

Or by using the following QR Code:

If all course requirements have been met, a certificate will be emailed from Select Rehabilitation to the email address reported in the course follow-up survey.

Any questions or issues related to this course should be directed to Dr. Kathleen Weissberg, National Director of Education for Select Rehabilitation at kweissberg@selectrehab.com

If accessibility of learning is required, please contact Kathleen Weissberg at kweissberg@selectrehab.com for appropriate accommodations.

Dementia 2.0: Fostering Purpose and Meaning

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National Director of Education -- Select Rehabilitation
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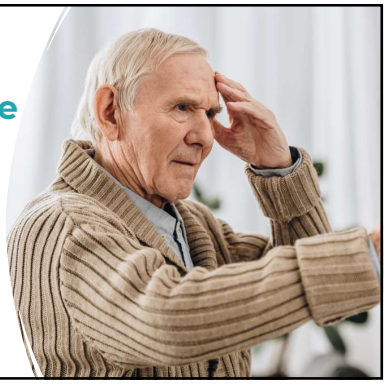
Objectives

- Describe how meaningful and purposeful activity can help therapists address needs of persons with dementia
- Describe using case examples how to develop a culture to support person-centered care to improve QOL and satisfaction
- Discuss strategies for facilitating person-centered engagement during the holiday season and apply to case examples

2

Barriers to Dementia Care

- Single greatest barrier is beliefs
- Concept of 'therapeutic nihilism' (Camp, 2006; Clark, 1995)
- Belief that persons with dementia cannot learn new things



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Importance of Activity

- Participation in activities has a direct correlation to well-being in older adults
- Activity fills a void, maintains social roles, enables positive expression, reduced frustrations, enhanced continuity of self-identity and feelings of connectedness.

4

Client-Centered and Individualized

- Continue to support the 5 domains of life: recreation, social, community activities, civic activities, and personal development
- Offer meaningful activities that reflect preferences
- Offer choice and control over activities

5

Soliciting Preferences (Port et al., 2011)

- Systematic narrative history of activities enjoyed prior to admission
- Directly interview residents about activity preferences and available choices
- Identify health-related or contextual obstacles
- Develop novel interventions to re-engage residents

6

Consider the Following Activity Groups

- Games
- Reading
- Arts and crafts
- Gardening
- Culinary arts
- Religious activities
- Cultural activities
- New technology
- Communications
- Shopping
- Music
- Pets
- Exercise
- Television/movies
- Sports
- Travel/excursions
- Driving
- Socializing
- Dancing
- Photography
- Volunteering
- Classes

"If your health was not an issue, is there anything special that you would want to do in the next 6 months?"

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Soliciting Preferences

- Modified Interest Checklist
  - Gathers information on a client's strength of interest and engagement in 68 activities in the past, currently, and in the future
  - Focus on leisure interests

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Soliciting Preferences

- Role Checklist
  - Obtain information on client's perceptions of their participation in 10 occupational roles throughout their life
  - Assesses value placed on occupational roles

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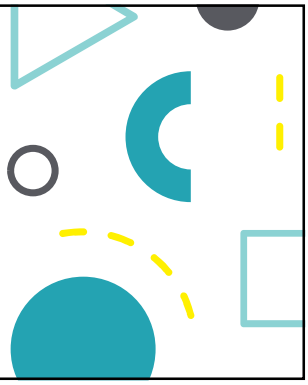
Soliciting Preferences

- Preferences for Everyday Living (PELI)
  - Is the activity important?
  - What are your preferences?
  - Combination Likert Scale and open-ended questions about routines, habits and preferences



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Pleasant Events Schedule

- Designed to find out about the things you have enjoyed during the past month
- Contains a list of events or activities which people sometimes enjoy
- Person goes through it twice
  - First time rating each event or how many times it has happened in the past month
  - Second time rating each event on how pleasant it has been

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Montessori Approach

Dr. Cameron Camp adapted the Montessori method to treat people with Alzheimer's

Engages the senses and evokes positive emotions

Stimulation of cognitive, social, functional skills

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Benefits to Montessori Approach

- Increase social engagement (Judge et al., 2000; van der Ploeg et al., 2013)
- Enhance attention, affect, and decrease agitation (Judge et al., 2000; van der Ploeg et al., 2013; Vance & Johns, 2003)
- Decreased problem behaviors (Giroux, Robichaud, & Paradis, 2010)
- Improved self-feeding (Sheppard, McArthur, & Hitzig, 2016)
- Sensory and cognitive stimulation (Camp & Mattern, 1999)
- Improved work satisfaction at work and reduced staff turn-over (De Witt-Hoblit et al., 2016; Roberts et al., 2015)

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Alignment with Person-Centered Care

- Montessori activities align with person-centered care
- Emphasize:
  - Respect
  - Dignity
  - Independence
- Provide more structure, individualized attention, opportunities for interaction, adequate sensory and cognitive stimulation vs. traditional LTC activities

(Camp & Mattern, 1999; Judge et al., 2000; Orsulic-Jeras, Schneider, Camp, Nicholson, & Helbig, 2001; Giroux et al., 2010; Orsulic-Jeras et al., 2000; Volicer, Simard, Heartquist Pupa, Medrek, & Riordan, 2006)

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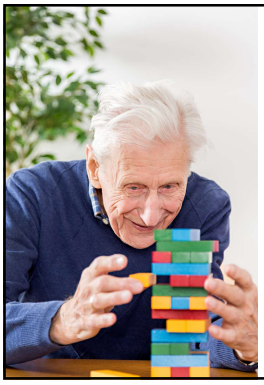

The Basics ...

- Use Everyday Materials
- Match Interests & Skills (group/individual)
- Use Past Experiences & Preferences
- Adapt According to Cognitive & Physical Status
- Simplify as Much as Necessary

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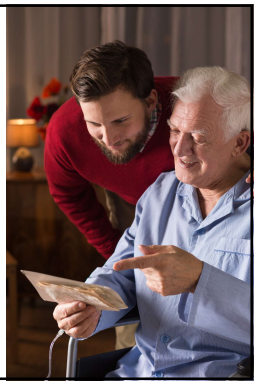
The Basics …

- Match Speed to Ability
- Progress from Simple to Complex
- Demonstrate
- Encourage & Assist
- Self-Correcting activities
- Tailored to the individual, most delivered in groups
- Integrated into every facet of daily activities



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The Basics …

- Structure
- Immediate feedback
- High probability of success
- Repetition
- External cues
- Procedural/nondeclarative/ implicit memory

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Creating Activities

Step 1

- Question why the person living with dementia is behaving in certain ways or demonstrating behaviors

(Elliot, 2011)

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Creating Activities

Step 2: CREATE

- C: Consider needs, interests, skills, abilities
- R: Remove clutter
- E: Error-free
- A: All materials are modifiable
- T: Templates to support declarative memory
- E: Evaluate the activity

(Elliot, 2011)

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Creating Activities

Step 3: PRESENT

- P: Prepare the environment
- R: Room set up
- E: Extend an invitation
- S: Show the activity
- E: Error-free
- N: Needs, interests, skills, abilities (modification)
- T: Thank you

(Elliot, 2011)

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Montessori Approach

- Every participant should have an activity that he/she can successfully handle
- If materials are used inappropriately, but engagement is strong, let the activity occur
- Provide demonstration as needed
  - Matching Shapes/Colors
  - Color Sorting
  - Picture Puzzle
  - Pairing & Sorting
  - Sensory Boxes

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Activity Kits

- Five domains of function
  1. Cognitive stimulation
  2. Life skills
  3. Motor movement and fitness
  4. Sensory stimulation
  5. Socialization

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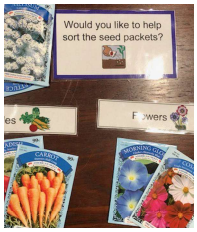
Activity Ideas



- Golf ball scoop
- Living/non-living or Happy/not-happy

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Activity Ideas

- Cognitive stimulation
  - Sorting
  - Matching
  - Discussion

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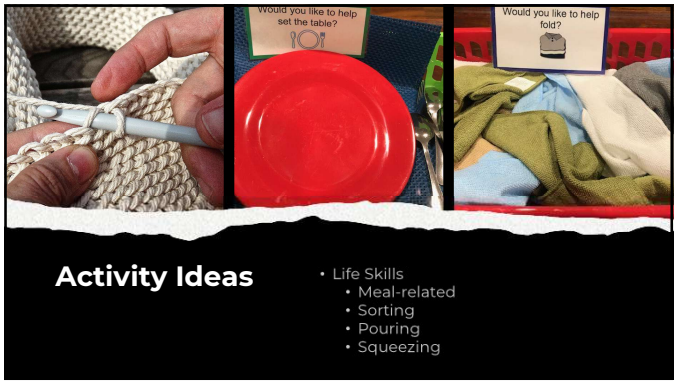
Would you like to help set the table?
Would you like to help fold?
Activity Ideas
• Life Skills
• Meal-related
• Sorting
• Pouring
• Squeezing

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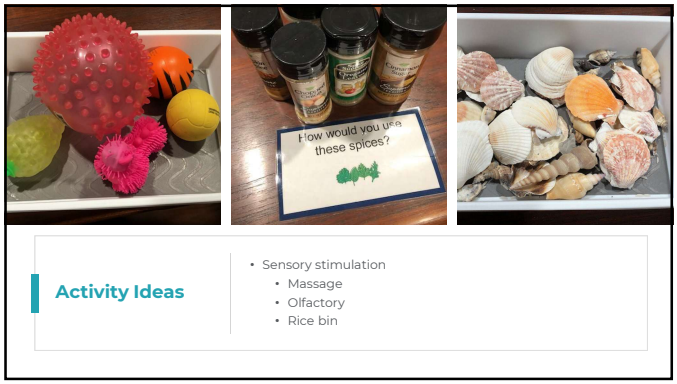
How would you use these spices?
Activity Ideas
• Sensory stimulation
• Massage
• Olfactory
• Rice bin

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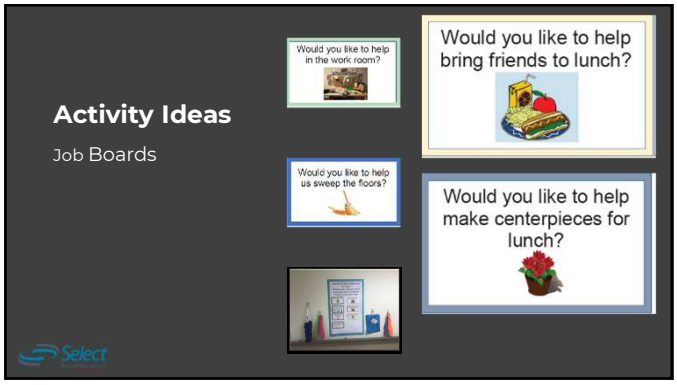
Activity Ideas
Job Boards
Would you like to help in the work room?
Would you like to help us sweep the floors?
Would you like to help bring friends to lunch?
Would you like to help make centerpieces for lunch?
Select

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Benefits of Montessori in Dementia Care

- Enhancing Cognitive Function
  - Can maintain cognitive function and slow decline (Orsulic-Jeras, et al, 2000)
- Promoting Independence
  - Focus on abilities, not limitations (Dementia Australia, 2020)
- Reducing Anxiety and Agitation
  - Provide a sense of routine and normalcy (Lin et al., 2009)
- Enhancing Social Interaction
  - Alleviate isolation and improve mood (Elliot, 2013)

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Evidence for Montessori

- Amount of time actively engaged was double that of the non-intervention group
- Interventions work best when tailored to background and preferences
- Montessori activities were more successful than control conditions in generating positive affect and constructive engagement

(Van der Ploeg, Eppingstall, Camp, Runci, Taffe & O'Connor, 2013)

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Tailored Activity Kits

Tailored Activity Programs reduce behaviors and increase engagement (Gitlin et al., 2008)

Activity kits improve quality of visits and QOL (Crispi & Heitner, 2004)

Individualized and meaningful activities show positive results (Pool, 2001)

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Considerations When Adapting Tasks *(Warchol, Copeland, & Ebell, 2002)*

- Attention span
- Environmental scanning
- Awareness of purpose/goal
- Communication
- Physical attributes
- Quality of work
- Problem solving
- Sequencing
- Social factors
- Environment
- Ability to initiate
- Ability to choose
- New learning ability
- Direction following
- Response time

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Adapting Activities for Residents with Dementia

	Early Stage	Middle Stage	Late Stage
Attention span	Minimum of 20 minutes, requires 1-2 verbal cues as needed	5-20 minutes, intermittent verbal cues	Constant cueing or unable to attend at all
Environmental scanning	Materials and supplies placed 24 inches in front	Materials and supplies placed 14 inches in front	Materials and supplies placed 14 inches in front, sit close to the group leader
Awareness of purpose/goal	Aware of object of game goal or purpose	Unaware of object of game goal or purpose, no benefit of a sample	No awareness of goal or purpose, no benefit of a sample
Communication ability	Can speak in phrases, conversational	Can speak slowly in short phrases	Can speak a few words or maybe very short phrases
Physical attributes	Gross and fine motor are functional, can walk, may get lost or ignore hazards	Gross and fine motor are present, fine motor is clumsy, will not recognize hazards	Gross motor present with cues, fine motor limited to holding objects placed directly in hands
Quality of work	Cues to clean up	Many cues to clean, work not thorough	No awareness of quality of work
Problem solving	Situations must be familiar/concrete	Unable to solve problems	Unable to solve problems
Sequencing	Assistance for new activity sequencing, can sequence familiar tasks	Assistance for each step, 1 step at a time	Total assistance to perform 1 step actions
Social factors	Can take turns, may be blunt or interrupt	Cues to take turns, may be blunt or interrupt	Minimal verbalization and awareness of others
Ability to initiate	Aware activities are going on, help getting to them	Is not aware activities are going on	Is not aware of activities nor expresses desire to attend
Ability to choose	May need help	Unable to choose	Others need to choose based on past roles and interests
New learning ability	May learn with repetition if activity is simple, concrete, valued or 2-3 steps	Unlikely to learn even with repetition	Unable to learn new activities
Direction following	Simple verbal	One-step verbal, no written	Simple one-step verbal with hand-over-hand assistance
Response time	Slower than normal rate	Significantly slower than normal rate, needs 15-20 seconds to respond to questions	Significantly slower than normal rate, needs hand-over-hand or visual cue to answer questions

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Activities by Stage

- Early stage of dementia
  - Activities that focus on the whole task
- Mid-stage of dementia
  - Activities that focus on the individual steps of the activity
- Late stages of dementia
  - Activities that focus on the sensory part of the activity

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Breaking down a task to sensory steps

Early stage of dementia	Mid-stage of dementia	Late stages of dementia
Activities that focus on the whole task	Activities that focus on the individual steps of the activity	Activities that focus on the sensory part of the activity
Following a recipe to bake a cake	Kneading dough, Whisking the eggs, Sieving flour	Tasting freshly baked cake, Smell of cake baking
Potting bulbs for spring	Filling flower pot with compost, Pushing bulbs into the compost, Watering the planted bulbs	Rubbing fingers through compost, Sorting bulbs into piles
Making a birthday card	Cutting out template, Matching tissue paper colours, Sticking cut out shapes onto birthday card	Scrunching tissue paper Sorting templates

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Successful Activities

1. Assess cognitive function
2. Learn about past habits and interests
3. Choose activities based on past interests
4. Adapt the activity to match physical and cognitive abilities
5. Assess success of the activity

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Adjust Expectations

- Discuss holiday celebrations with family and friends in advance
- Set your own limits and be clear about them with others
- Give yourself permission to do only what you can reasonably and safely manage
- Consider celebrating earlier in the day
- Prepare quiet distractions to use

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Familiarize Others with the Situation

- The person with Alzheimer's disease does not always remember what is expected and acceptable
- Inform people ahead of time what they can expect
- Changes in behavior and memory are not intentional
- Be patient with communication

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Involve the Person Living with Dementia

- Help prepare food, wrap packages, help decorate or set the table
- Avoid using candies, artificial fruits, and vegetables as decorations
- Consider home/environmental safety tips
- Maintain the person's normal routine as much as possible
- Focus on the things that bring happiness and let go of activities that seem overwhelming, stressful or too risky

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Involve the Person Living with Dementia

- Build on traditions and memories and experiment with new traditions that might be less stressful
- To get ready for visitors, begin showing a photo of each guest to the person a week or so before arrival
- To the best of your abilities, keep the memory-impaired person's routine as close to normal as possible
- Guard against fatigue and find time for adequate rest

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Adapt Gift Giving

- Provide people with suggestions for useful and enjoyable gifts for the person
- Advise people not to give gifts that are dangerous or challenging
- Involve the person in gift giving
- Look for and suggest gifts that are designed for adults while also considering dementia stage
- Prior passions and interests may still be sources of joy

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Meaningful Engagement

- Every experience and interaction can be seen as an opportunity for engagement
- Engagement should be meaningful to, and purposeful for, the individual living with dementia
- It should support interests and preferences, allow for choice and success, and recognize that even when the dementia is most severe, the person can experience joy, comfort, and meaning in life

(Fazio, Pace, Maslow, et. al., 2018)

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Key Take-Aways

- Productive engagement may include solitary activities
- 'Doing' things accumulates more social contacts than watching or listening to things
- Activities that presented a challenge are most appropriate (Howat et al., 2004)
- Promote a sense of purpose
  - Individuals with a sense of purpose are less likely to experience the effects of social isolation and refuse therapy

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