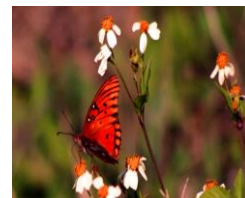




Supportive Pathways Education Program

Module 7

Making
Life
Meaningful



Objectives

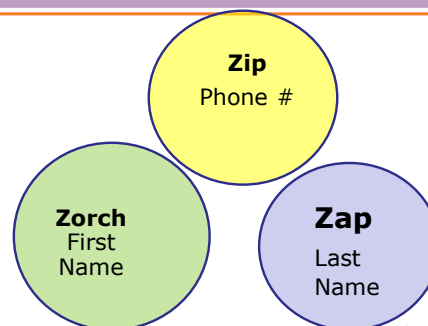
To recognize the importance of providing meaning to each person's day.

To discuss factors to consider when trying to help people feel useful and occupied.

To understand the different needs of individuals with early, middle and late stages of dementia.



Zip, Zap, Zorch



Zip, Zap, Zorch Debriefing

- *Did you want to participate? Did you mind being forced to participate?*
- *What was it like to perform under pressure?*
- *How many could not remember how to respond in the new language?*
- *Would having more time to think about the right response be helpful?*



Activities or Being Occupied?

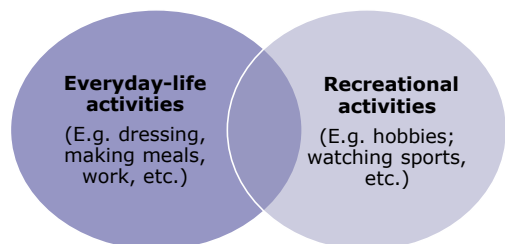
Being Occupied - "filling the day with things that are meaningful to us - they can be spontaneous, singular, needing little skill, take seconds, minutes or hours. "

Activities - organized, more than one person, set time, need someone to coordinate and run them.

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Types of "Activities"



Activity Exercise



Recreation Activities

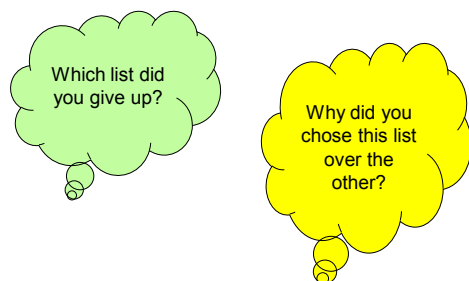
On one piece of paper **list the recreational activities you enjoy doing or observing** (E.g. sports, hobbies, watching movies)

"Everyday" Activities

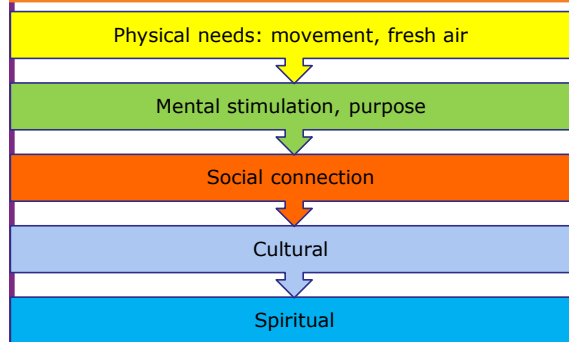
On second piece of paper **list "everyday" activities that help you feel good about yourself** (E.g. making meals, reading the paper, grooming)



Debriefing the Activity Exercise



Activities Meet Many Needs



Meaningful Life Roles

- 'Everyone needs to feel needed'
- Our clients need meaning/purpose in their life - a job, activity or role



- Differs from basic need and leisure activities
- May connect to past interests/roles
- May be a new opportunity



Meaningful Life Roles

The role must:

- be flexible and match the person's comfort level
- be set up for success
- have a clear agreement on the reward
- meet legal or regulatory restrictions
- have full team support/understanding (all departments)



Meaningful Life Roles

How can we help our clients who have dementia find a meaningful life role at our work place?

Please share your ideas/examples



Toolbox – Meaningful Activities



Keeping Life Meaningful

Whose job is it to help our clients keep life meaningful?

How can we do fit this into our workloads?



Positive Social Interaction

Butterfly Moments

Initiating brief interactions throughout the day



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Positive Social Interaction

**What's
in your
pocket?**



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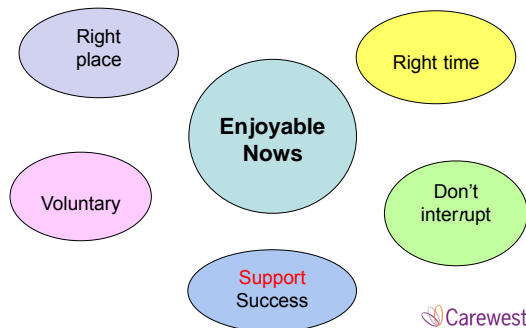
Enjoyable Now (Positive Interactions)

Video:

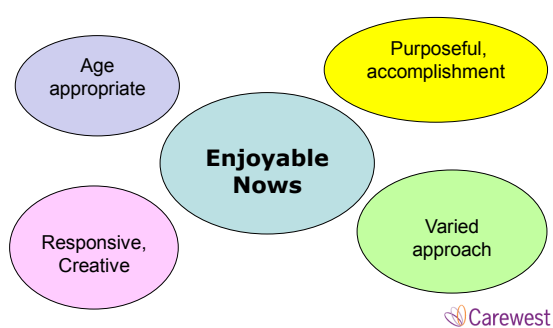
"One Thousand Tomorrows"



Tips for Creating "Enjoyable Nows"



Tips for Creating "Enjoyable Nows"



Use your Creativity



TV - Friend or Foe



Joy of Music



What Else Can We Do?

*101 Things
to do
With the Person
Who has Dementia
(see handout)*



Toolbox - Meaningful Activities



Clients Who Have Apathy

These clients may have:

- a lack of interest
- decreased initiative
- flat affect

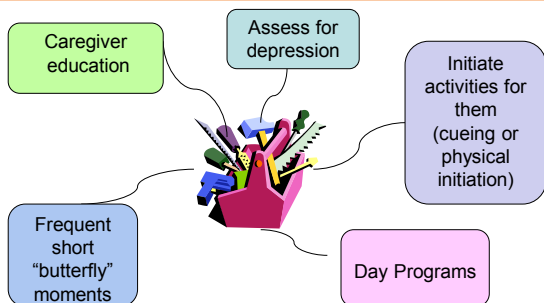
Why?

- damage to frontal lobe - lack of initiating action
- damage to limbic system - emotional centre

How can we provide meaningful interaction to help these clients?



Supporting Clients with Apathy



Family and Volunteer Involvement



Marlene Collins 2009



Wind -Up

- Questions?
- Refer to Handouts
- Do post test
- Fill in Evaluation



1101 Things To Do With A Person Who Has Dementia

- Clip coupons
- Sort poker chips
- Count tickets
- Rake leaves
- Use the carpet sweeper
- Read out loud
- Bake cookies
- Look up names in the phone book
- Read the daily newspaper out loud
- As a friend, neighbour, church acquaintance who has a baby or young child to visit
- Listen to polka music
- Plant seeds indoors or out
- Look at family photographs
- Toss a ball
- Color pictures
- Make homemade lemonade
- Wipe off the table
- Weed the flower bed
- Make cream cheese mints
- Have a spelling bee
- Read the Reader's Digest out loud
- Fold clothes
- Have a calm pet visit
- Cut pictures out of greeting cards
- Wash silverware
- Bake homemade bread
- Sort objects such as beads by shape or color
- Sing Christmas carols
- Say "Tell me more" when they talk
- Put silverware away
- Make a Valentine Collage
- Play favourite songs and sing together
- Take a ride
- Make a cherry pie
- Read aloud from labels
- Dye Easter eggs
- Fold a basket of socks
- Take a walk
- Reminisce about the first day of school
- String Cheerios to hang outside for birds
- Make fresh fruit salad
- Sweep the patio
- Color paper shamrocks green
- Fold towels
- Have afternoon tea
- Remember great inventions
- Play pictionary
- Paint a sheet
- Cut out paper dolls
- Identify provinces and capitals
- Make a family tree poster
- Color a picture of our flag
- Cook hot dogs outside
- Grow magic rocks
- Water house plants
- Reminisce about the first kiss
- Play horseshoes
- Dance
- Sing favourite hymns
- Make homemade ice cream
- Plant bulbs for winter blooming
- Make Christmas cards
- Sort playing cards by their color
- Write a letter to a family member
- Dress in red on a football Saturday
- Pop popcorn
- Name the Prime Ministers
- Give a manicure
- Make paper butterflies
- Make a May basket
- Make homemade applesauce
- Finish famous sayings
- Feed the ducks
- Mold with Play Doh
- Look at pictures in a National Geographic
- Put a simple puzzle together
- Sand Wood
- Rub in hand lotions with a pleasant scent
- Decorate paper place mats
- Arrange fresh flowers
- Remember famous people
- Straighten underwear drawers
- Finish nursery rhymes
- Make peanut butter sandwiches
- Wipe off patio furniture
- Cut up used paper for scratch paper
- Take care of a fish tank
- Trace and cut out leaves
- Ask simple questions
- Finish Bible quotes
- Paint with string
- Cut out pictures
- Read classic short stories
- Put coins into a jar
- Sew sewing cards
- Put bird feed out for birds
- Clean out a pumpkin
- Roll yarn into a ball
- Make a birthday cake
- Reminisce about a favourite summer

Source Unknown

Planning Activities

When planning activities it is important to look at what abilities are retained until late in the disease process. We can use these to guide us in planning appropriate activities.

| What Has Been Lost? | What is Often Retained? |
|---|--|
| Recent memory | Remove (long term) memory (until late) |
| Ability to learn new material | Old skills |
| Ability to perform previously learned motor tasks | Continually repeating one movement. |
| Use and understanding of verbal language | Ability to use and recognize non-verbal language |
| Reasoning and judgment | Ability to experience appropriate feelings |
| Ability to make logical decisions | Ability to respond to interesting stimuli |
| Ability to initiate | |
| Ability for spontaneous actions and communication | Capacity to enjoy (and to fear etc.) |
| Ability to plan and sequence tasks | Ability to help with self care |
| Ability to judge their body position in space | |

Source Unknown

Meaningful Activities Should...

- help to restore familiar and meaningful roles
- appeal and interest adults
- give pleasure
- promote dignity
- make use of retained skills
- have a purpose or are a way to be helpful
- promote independence
- develop or maintain self-esteem
- incorporate the confused persons need for structure and repetition
- provide an opportunity to share their knowledge and experience through the activity
- provide an opportunity to socialize¹



PERSONAL REFLECTION:

Who decides if an activity is meaningful?

1. O.W. Malott, ed., Alzheimer Resource Manual (Waterloo, ON: University of Waterloo, 2000)

Guidelines for Implementing Activities...

- be patient – confused persons work at a slower pace
- make it easy – activities that result in success build on skills and provide immediate satisfaction
- kept it simple – give instructions for one step at a time and bring out the items only needed for each step
- keep it short – the resident may not stay interested for long periods of time
- demonstrate the activity
- repeat successful activities – this offers reassurance and increases learning
- be consistent in the way activities are done
- match the activity to the individuals abilities – adapt to their needs
- keep your assistance to a minimum – easy tasks ensure the individual can do them independently
- give a lot of praise, compliments and encouragement to efforts made
- provide a peaceful environment – limit distractions such as noise and crowds that can upset a confused individual
- anticipate areas of difficulty – assistance or encouragement at these points can limit the residents confusion or frustration
- get input from the residents when planning an activity
- be sympathetic to the fact that abilities and interest in activities can change from day to day or from hour to hour

To provide meaningful activities, assess residents individually for their interests and abilities. Look at:

- what the individual presently does – interview the resident, caregivers and observe to assess functional ability, preferences, habits, lifestyle and current interests
- past employment, hobbies, roles and interests to gauge preferences and abilities
- what the residents think they can do
- factors that may help or hinder participating in activities – health problems, disabilities, the environment, motivation, and cognitive status²

2. O.W. Malott, ed., Alzheimer Resource Manual (Waterloo, ON: University of Waterloo, 2000)

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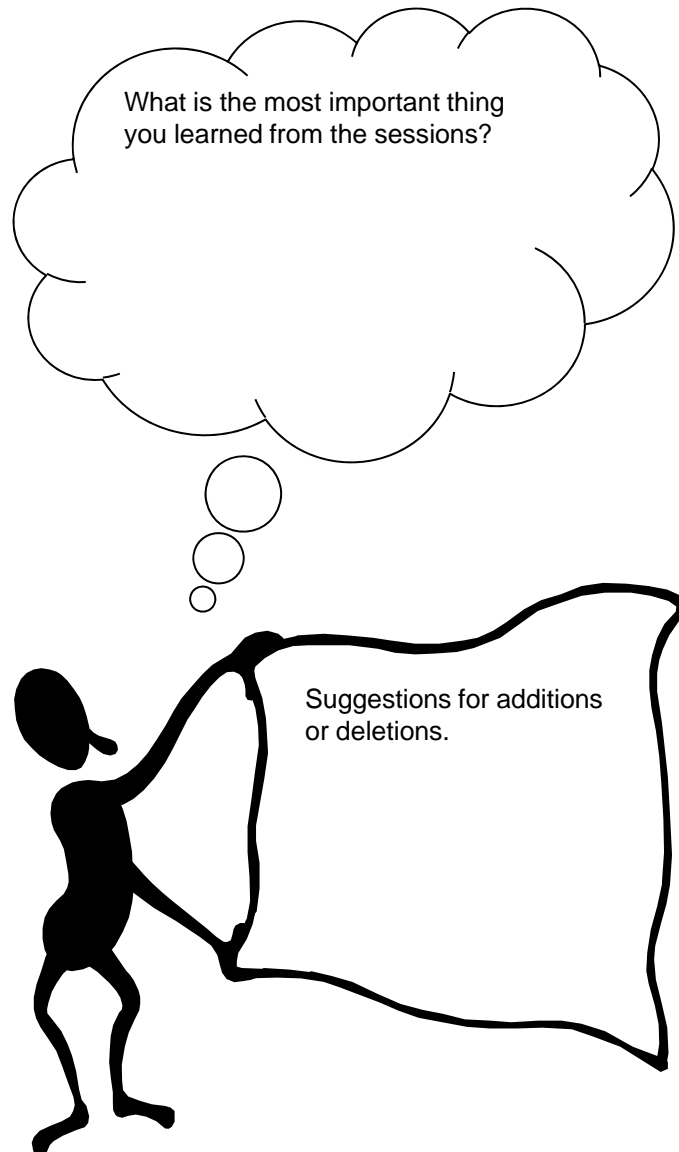


FEEDBACK

Date:

Supportive Pathways

How will this information help you to care for your residents in your program?



Thanks to these Modules, I feel.....

Did we meet the goals as outlined??