A Guide for Training

Doing the same things... DIFFERENTLY

Please feel welcome to use this guide to facilitate training using React to Dementia

Landermeads
Introduction to training session

Ask the Question:
Care/Nursing Homes: What makes the media headlines?

On a flip chart:
Write down what tends to make the headlines in care/nursing homes - newspaper, documentaries, social media and discuss reactions to these.

Give out handout:
How common do you think these stories are? (see ‘Resource 1’ at the end of this PDF)

Give out React to Dementia Workbooks and state:
This training is NOT about the treatment we have just identified - it’s about how we can all improve quality of life by doing the same things… DIFFERENTLY

Suggestions for Delivery

PLEASE ENSURE THAT, AS THE TRAINER, YOU READ THROUGH THIS RESOURCE AND FAMILIARISE YOURSELF WITH IT BEFORE DELIVERY

This resource is best used in a group setting in which people can discuss and explore their responses. The principles can apply to any setting or service in which we support people living with a dementia. The resource can be delivered in its entirety in one session or you may choose to cover the areas over several sessions depending on the time available to you.

Set some ground rules before you start - ask the group what they would like but include the following:

• What is said in the group stays in the group
• We share feelings and experience; we try not to give advice
• We share the responsibility to make this group work
• We accept people just as they are now
• We give everyone an opportunity to share
• We have the right to speak and the right to remain silent
• We give supportive attention to the speaker; we avoid side conversations and interrupting
• We have the right to ask questions and the right not to answer

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Workbook Page 2:

Introduce Gwen:
Do you support similar people?

Play the first part of the film entitled LOST:
Pause before you move onto FOUND. Give each person a few minutes to write down how the film made them feel using the space on Page 2 of the workbook.

Use a flip chart and divide it in two columns: put LOST at the top of the first and FOUND at the top of the second.

Under LOST record the answers to the following questions:
- What things in the video did you see which made Gwen feel lost?
- Describe how you think these situations made Gwen feel?
- What could have been done differently to stop Gwen feeling lost?

Then ask:
- Are there things on the video which could happen in our home?
- Is there anything which has made you look at your own practice?
- Do you see people who feel the same as Gwen?

Workbook Page 3:

Play the second part of the film entitled Found:
Give each person a few minutes to write down how the film made them feel using the space on Page 3 of the workbook.

In the column FOUND record the answers to the following:
- What things in the video did you see which made Gwen feel found?

Then ask:
- Are there things on the video which happen in our home?
- Is there anything which has made you look at your own practice?
- Do you see people who feel the same as Gwen?

Show example of ‘Lost & Found’ thoughts:
Are these the sort of things you have come up with? (see ‘Resource 2’ at the end of this PDF)

Workbook Page 3:

Go through the objectives of the training
Workbook Pages 5 & 6:
Read through the history of Kitwood:
Go through the meanings of each of petals on Kitwood’s Flower

Workbook Page 7:
Ask everyone to fill in the circles ‘What about you?’:
On a flip chart:
Reproduce the circles - take general feedback from the group and write down examples

Ask everyone to fill in the circles ‘What about me?’:
On a flip chart:
Reproduce the circles - take general feedback from the group and write down examples

The Flower of Emotional Needs:
Give out the Kitwood Flower blank (see ‘Resource 3’ at the end of this PDF) and ask everyone to work in small groups to write down what could be written in each petal to give Gwen that emotional support.

Workbook Page 8:
Go through the different stages on the bridge and ask:
Do you recognise where the people you support are?

IMPORTANT:
Make sure everyone is clear about - JOIN EACH PERSON AND DON’T TRY TO DRAG THEM BACK

Go through the traffic lights
Ask the question:
Have you ever felt so angry that you have completely lost control?
Write examples on a flip chart

Identify:
• FEEL - what made you so angry?
• THINK - what did you decide to do about it?
• ACT - what did you do?

Discussion:
People who live with dementia lose the ability to THINK so we cannot judge them for their actions. Are there any situations you face in which a person acts in a way which you find difficult?

IDENTIFY:
Together try to identify the possible FEELINGS behind the way they ACT.
**Workbook Page 9:**

Read out the first part of page 9

**Go through the exercise together:**

Are there any other phrases that people say which may need to be interpreted?

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**Workbook Page 10:**

Go through the first part of page 10 together

**Complete the exercise together:**

As a group draw up a list of **BANNED** words which you are going to spread to all staff. Make a group decision to help each other not to use these words.

**TIP:**

It is hard not to let words ‘slip’ when this is new. Rather than criticising each other when you make a mistake, support one another. This can be done in a subtle way so we don’t talk in front of the people we support. Choose a word which you all agree on - we use BUTTERFLY - and, when someone makes a mistake simply say BUTTERFLY and they will know what you mean.

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**Workbook Page 11:**

**Introduce the 30 second rule:**

Give some examples of how this can be done.

**Role play - ‘Don’t talk over me’:**

Split everyone into groups of three and allocate roles - 2 people are members of staff and one is Gwen who lives with dementia in her own reality (see Crossing the Bridge). **Role play the following situations:** (FOR THIS EXERCISE ‘GWEN’ HAS TO BE PRESENT)

1. The two members of staff need to find out if Gwen has had her breakfast yet as they are monitoring her weight
2. Now one member of staff becomes the GP - the GP wants to know what Gwen’s behaviour has been like over the past few days as a referral to the Dementia Outreach Team may be required. Gwen has been restless and trying to leave the building at times expressing her frustration by hitting out at staff’. How would you include Gwen in this conversation but still get the information to the GP?

**Discussion:**

- How did you involve Gwen?
- Was there any point at which you talked over her?
- What did you find hard/easy?
Workbook Page 12:

Go through the ‘One Page Profile’ together

As a group:
Write one for the people you support. This can be done in small groups but aim to have 3 completed at least by the end of the training session.

Challenge:
These One Page Profiles can also be done for each member of staff - set some time aside in team groups to write these.

We Are Family:

If you have time set aside 30 minutes to watch this:
www.youtube.com/watch?v=4gcaElkEFfE

Going Forward:

Invite contributions from the group and record on flip chart:
• What have you learned?
• What are you personally going to take away and implement?
• How are you going to share this with the whole care home staff?
• How can we monitor the effect of this learning on the quality of life of the people we support?
• How do we ensure that this is sustainable?

The following pages are the resources referred to in this training guide

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Resource 1

I Didn’t Feel Ready to Be Doing the Care

After just two half days of training in her first care job, Olivia Lester was expected to look after seriously sick pensioners.

Olivia, 20, from Putney, West Yorks, who was working for a Leeds-based provider, said: “I had two half days, just chatting mainly, brief details about stomes, catheters, moving and handling. You didn’t do any actual physical first aid or movement handling. That was it. It was just very brief.

“I went out shadowing on my second half day. I did my training in the morning and by the afternoon I went out. I didn’t feel ready to be doing the care they put me on… I wasn’t trained enough.”

She added: “I was off sick for two weeks after. It was not just the inadequate training it was the hours I was put on – 15 hours a day.”

She has now left the company and works for a respected employee-owned provider.

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- Residents were physically and sexually abused
- Managing director quits and RQA criticised

Daily Express

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SIX WOMEN

Read the story »
@trainingcarers

LOST

- MISTREATMENT
- IGNORING
- NO CHOICE
- RUSHED
- INSTITUTIONALISED
- ALONE
- MISERABLE
- STRANGER

FEEL LIKE THEM
OUTSIDER

SAD

FOCUS ON WHAT MAKES GWEN - GWEN!

FOUND

+ INTERACTION
+ GREETING
+ SMILING
+ TOGETHERNESS
+ CHOICE
+ LOVE ❤️
+ WARMTH
+ LISTENED TO
+ ACTIVE

FEEL LIKE US ...

BELONG

HAPPY

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<table>
<thead>
<tr>
<th>Kitwood’s Petals</th>
<th>What can you do to give Gwen this emotional support?</th>
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</thead>
<tbody>
<tr>
<td><strong>Love</strong></td>
<td>Everybody needs to be loved and to love someone; being loved and accepted is part of our need for survival. Love takes many forms - we may love another person, an activity, a hobby or we may have a religious commitment such as loving God. Most importantly we need to learn to love ourselves.</td>
</tr>
<tr>
<td><strong>Comfort</strong></td>
<td>Feeling comfort is our need to be warm, dry and clean, having a full stomach and not feeling thirsty. Comfort also might mean to have quiet when we want or need it, to be free of pain, to have the freedom to move, and to have a sense of closeness, being able to bond with others.</td>
</tr>
<tr>
<td><strong>Identity</strong></td>
<td>We all have the need for personal identity; from the clothes we choose to wear, to the food we prefer, and the way we like our hair. These are all identifying factors that help us and others identify with who we are.</td>
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<tr>
<td><strong>Occupation</strong></td>
<td>Most of us want to be occupied with something to feel like we have worth and purpose in life. From being involved in daily activities, to engaging in a planned activities programme it’s important that the person is able to occupy themselves with meaningful things.</td>
</tr>
<tr>
<td><strong>Inclusion</strong></td>
<td>Inclusion means that we want to be a part of something. If we feel left out then it makes us feel bad. People living with dementia may lose track of conversation easily; being mindful of their feelings of inclusion is important.</td>
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<tr>
<td><strong>Attachment</strong></td>
<td>Our connections in life are also crucial to our feelings of well being. Everyone wants to feel connected to something, or someone; often this is a combination of both. We also have a need to form wider attachments in our community, or in groups.</td>
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