



# A Guide for Training

Doing the same things... **DIFFERENTLY**

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



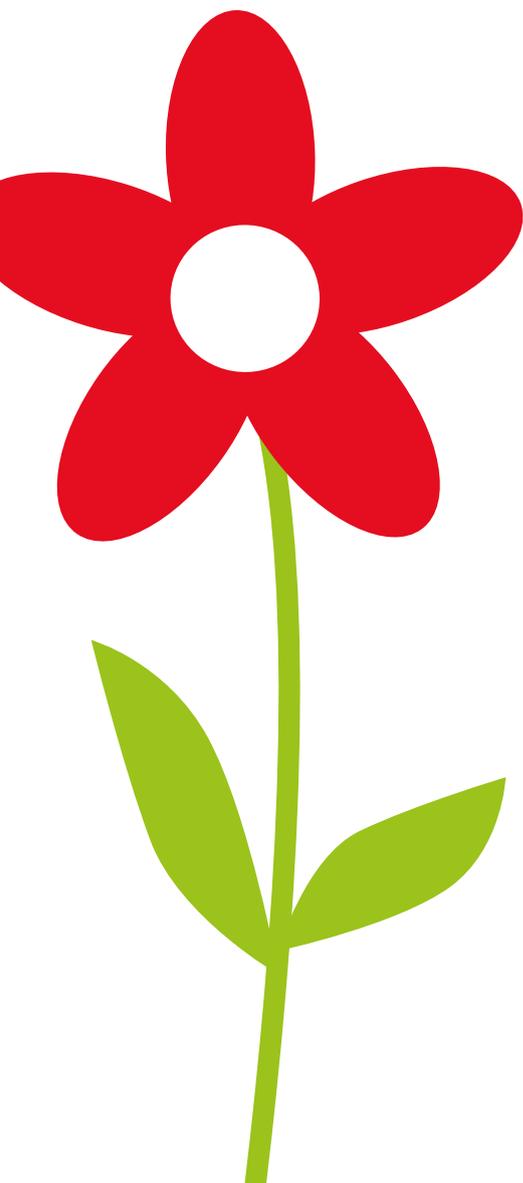
## Suggestions for Delivery

**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



## 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**

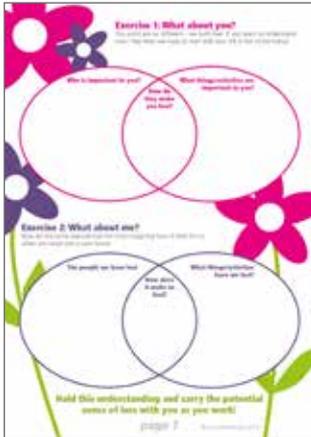




## Workbook Pages 5 & 6:

### 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 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](http://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 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?



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

# 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 Lister was expected to look after seriously sick pensioners.

Olivia, 25, from Pudsey, West Yorks, who was working for a Leeds-based provider, said: "I had two half days, just chatting mainly, brief details about stomas, 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.

Olivia Lister says her training was inadequate

5p DAILY EXPRESS

£5 OFF EVERY WEEK WHEN YOU SUBSCRIBE AT

Now EU tells us to employ more migrants

**OUTRAGE AT CARE HOME ABUSE**

Secret camera filmed elderly woman being hit



Kate will run...

Daily Mail

90 damning minutes that will haunt Charles and Camilla

PLUS DIANA'S DAZZLING GEMS PULLOUT

4 IN 10 CARE HOMES ARE NOT FIT FOR PURPOSE



My ordeal, by kidnapped British model

DAMNING REPORT INTO 'INHUMAN AND DEGRADING' NURSING HOME

**USPCA would give better care to their animals ...**

- Family angry at treatment of their elderly relative
- Residents 'were physically and sexually abused'
- Managing director quits and RQIA criticised




5p DAILY EXPRESS

FARAGE TELLS WORKING CLASSES: MILIBAND HAS BETRAYED YOU, NOW VOTE FOR UKIP INSTEAD

**ELDERLY DUMPED IN CARE FACTORIES**

Old folk treated like 'warehouse packages'

Kate slams mums who hurry to lose their baby tums

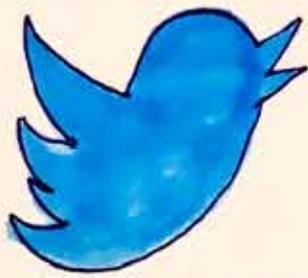
Day & Night



**SIX WOMEN. THREE NURSING HOMES. AND THE MAN ACCUSED OF RAPE AND ABUSE**

Read the story >>





# @trainingcarers

**LOST**

**FOUND**

**X** MISTREATMENT

INTERACTION 

**X** IGNORING

GREETING 

**X** NO CHOICE

SMILING 

**X** RUSHED

TOGETHERNESS

**X** INSTITUTIONALISED



CHOICE 

**X** ALONE

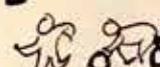
LOVE 

**X** MISERABLE

WARMTH 

**X** STRANGER

LISTENED TO 

ACTIVE 

FEEL LIKE THEM

FEEL LIKE US...

**OUTSIDER**

**BELONG**

**SAD**



**HAPPY**



**FOCUS ON WHAT MAKES GWEN-GWEN!**

# Resource 3

## Kitwood's Petals

## What can you do to give Gwen this emotional support?

### Love

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.

### Comfort

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.

### Identity

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.

### Occupation

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.

### Inclusion

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.

### Attachment

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.