

Creating Meaningful Days



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Manage the Environment

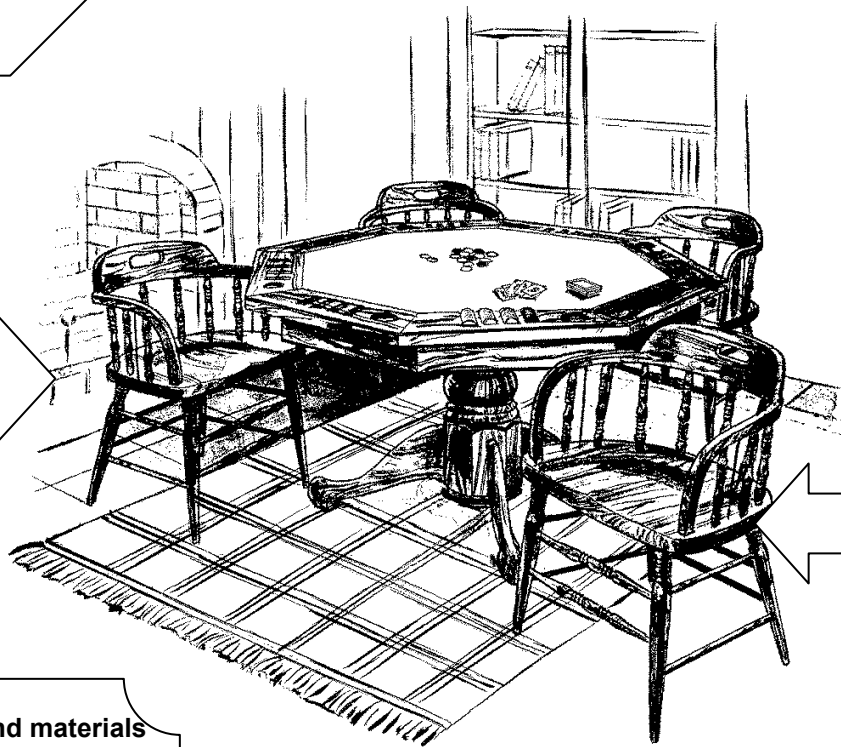
Pay attention
to the lights, sounds,
seating, work surface,
space...

Do the 'right stuff' in the
'right place'
Match what you do
to where you are...

**Create & Use
Storage**

Make set-up &
clean-up part of the

**Use the space
well**
Plan and place for
BEST effect



**Change it
around – if
you need to -
to make it
work!**

**Give out tools and materials
'just in time'**

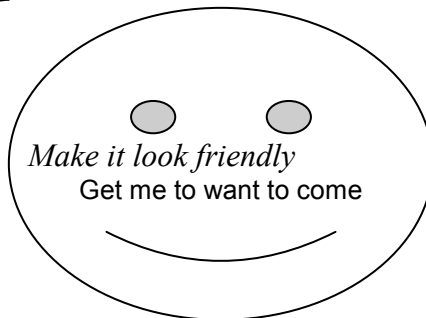
Control the activity so clients are
successful – not overwhelmed

- not out of synch

Keep it ADULT

Make sure supplies, activities,
and games are meaningful
Play & laugh with folks, not at
them

Make it look friendly
Get me to want to come



Design Each Day

**Make a schedule
and follow it**

Be structured
BUT allow
flexibility

**Create Group
schedules**

BUT
also build *individual*
schedules

Not everything
is for everybody!

8 am - coffee circle
8:30 - songs of joy
9 am - time to 'go'
9:15 - take a hike - walk'n'roll
10 am - cool down & stretch
10:30 - watering hole
11 am - 'use your brains' games
11:30 - time to 'go' - wash up
11:45 - 'set-'em up' crew
12 noon - let's eat
12:30 - clean up crew
1 pm - music and meditation
1:30 - coupons clipping
2 pm - time to 'go'

**Offer a variety of
activities every day**

Leisure, work, rest,
self-care, groups
and 1:1, passive and
active

**Create a FLOW for
the day**

Build up and then
slow down

Circadian rhythms

Build a Foundation
of Familiar and Favorite Activities

Add a few
special events and something
different

Know each Person

Life History

*Who the person has
been...*
Personal history and
background

Health Status

medical conditions,
medications, limitations
& abilities

Emotional status

psychological condition
and mental health &
limitations

Cognitive Status

thinking, memory,
processing skills and
limitations

Sensory Status

sight, hearing, touch,
balance, coordination,
temperature regulation

Routines and Habits

patterns of behavior, daily
routines, time use and
schedules, daily rhythms



How Can We Create Meaningful Days?

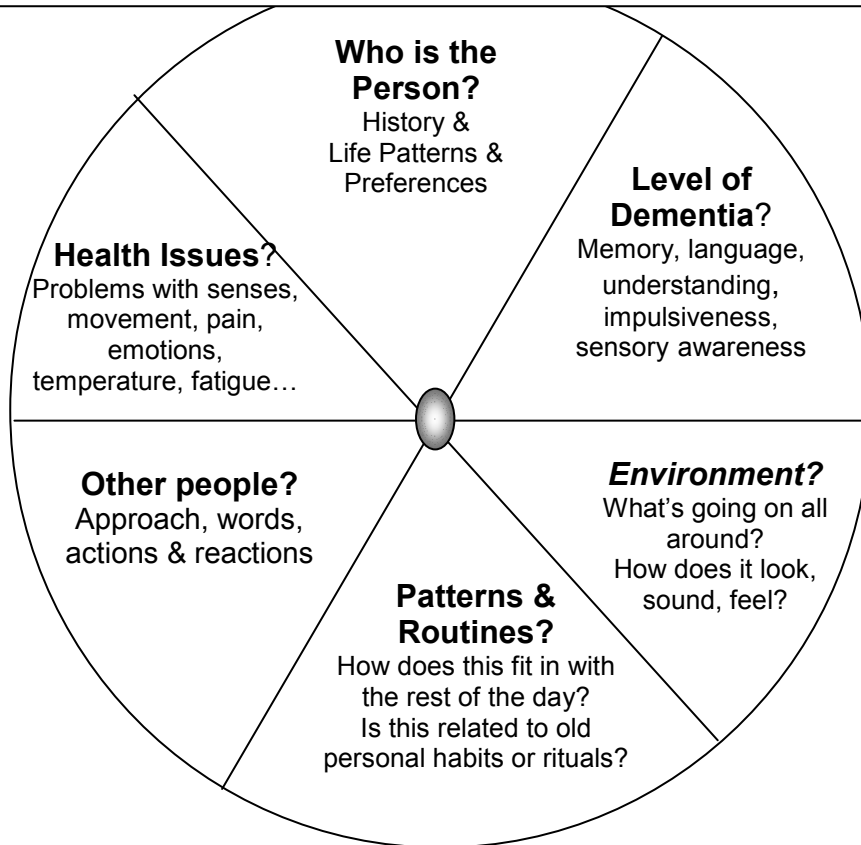
FIRST – What is Happening NOW?

Use *OBJECTIVE* words

What happens? Where does it happen? Who is involved? When does it happen?
What else has been going on during the day?

THEN... Figure out what you know and what you don't know!

Take the time to fill in ALL the pieces of the puzzle!



NOW --- BRAINSTORM –

Given all the pieces of the puzzle... What do you think will work?
How would you build a day?

THEN --- COME UP WITH AN ACTION PLAN!

What will you try?
How do you think it might help?
How will you know if it works?
Who will be doing what?
Where will you do what?

Personal History

Areas to Explore	What Did You Find Out?
Preferred Name	
Preferred Hand	
Living Situations & history (where are you from today & originally, who do & did you live with, what type places did you live in (house, apt, farm...))	
Marriage history & status (who's involved, has been involved, and how do you feel about them?)	
Family history & membership (who's who and how do you feel about them? Think about several generations....)	
Work history (what jobs have you had in your life? How did you feel about them? What are jobs you would have loved to do, but never did?)	
Leisure history (what do and did you do for fun and in your spare time? How do you feel about 'having fun'? What would you like to do if you had the money? time? Skill?)	
Spiritual history (what religion do you and did you follow, how involved are you and were you, and how important is it to you? How do you feel about other religions?)	
Personal care practices & history (eating habits, sleeping habits, grooming habits, bathing habits...)	
Time Use History (schedules & routines.... When do you and would you like to do things?)	
Important Life Events (what are some things that were very important to or happened to you? Do others know about these events?)	
Hot Buttons (what are things/activities /topics/ actions that really tend to upset you?)	
Chill Pills (what are things/activities/topics/ actions/people that really help you calm down?)	

Types of Help - Using Your Senses

Visual -



Written Information - Schedules and Notes

Key Word Signs - locators & identifiers

Objects in View - familiar items to stimulate task performance

Gestures - pointing and movements

Demonstration - provide someone to imitate

Auditory -

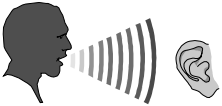
Talking and Telling - give information, ask questions, provide choices

Breaking it Down - Step-by-Step Task Instructions

Using Simple Words and Phrases - Verbal Cues

Name Calling - Auditory Attention

Positive Feedback - praise, "yes", encouragement



Tactile - Touch -

Greeting & Comforting - handshakes, hugs, 'hand-holding'

Touch for Attention during tasks

Tactile Guidance - lead through 'once' to get the feel

Hand-Under-Hand Guidance - palm to palm contact

Hand-Under-Hand Assistance - physical help

Dependent Care - doing for & to the person



Progression of the Disease – Levels of Cognitive Loss

Diamond – *Early Loss – Running on Routine – Repeating Stories*

Some word problems and loss of reasoning skill
Easily frustrated by changes in plans or routines
Seeks reassurance but resents take over
Still does well with personal care and activities
Tends to under- or over-estimate skills
Seeks out authority figures when upset or frustrated
Points out others' errors, but doesn't notice own behavior
May have some awareness – “Just not right” – might blame others or self
Can't remember 'new' rules, locations, plans, discussions, facts – does back to the familiar

Emerald – *Moderate Loss - Just Get It Done! – Wanting a Purpose and a Mission*

Gets tasks done, but quality is getting to be a problem
Leaves out steps or makes errors and WON'T/CAN'T go back and fix it
Can help with lots of things – needs some guidance as they go
Likes models and samples – uses others' actions to figure out what to do
Asks “what /where/when” LOTS
Can do personal care tasks with supervision & prompts – often refuses “help”
Still very social BUT content is limited and confusing at times
May try to 'elope' /leave to get to a 'older' familiar time or situation OR get away from 'fighting'
Can't remember what happened AND can mis-remember it – goes back in time, at times

Amber – *Middle Loss - See It – Touch It – Take It – Taste It – Hunting & Gathering*

Touches and handles almost anything that is visible
Does not recognize other's ownership – takes things, invades space, gets 'too close'
Can still walk around and go places – 'gets into things'
Language is poor and comprehension very limited - does take turns
Responds to tone of voice, body language and facial expression
Loses the ability to use tools and utensils during this level
Does things because they feel good, look good, taste good – refuses if they don't
Stops doing when it isn't interesting anymore
Can often imitate you some – But not always aware of you as a person

Ruby – *Severe Loss – Gross Automatic Action – Constant GO or Down & Out*

Paces, walks, rocks, swings, hums, claps, pats, rubs....
Frequently ignores people and small objects
Doesn't stay down long in any one place
Often not interested in/aware of food – significant weight loss expected at this level
Can grossly imitate big movements and actions
Generally enjoys rhythm and motion – music and dance
Doesn't use individual fingers or tools (more eating with hands)
Either moves toward people and activity (feels like a shadow) or leaves busy, noisy places (ghost)
Chewing and swallowing problems are common – soft, ground, or puree food may be needed
May not talk much at all, understands demonstration better than gestures or words

Pearl – *Profound Loss - Stuck in Glue – Immobile & Reflexive*

Generally bed or chair bound – can't move much on own
Often contracted with 'high tone' muscles - primitive reflexes reappear
Poor swallowing and eating
Still aware of movement and touch
Often sensitive to voice and noise - startles easily to sounds, touch, movement...
Difficulty with temperature regulation
Limited responsiveness at times
Moves face and lips a lot, may babble or repeatedly moan or yell
Give care in slow, rhythmic movements and use the flats of fingers and open palms
Keep your voice deep, slow, rhythmic and easy as you talk and give care
Move into the central field of vision to communicate
Use rotation and slow motion, not 'prying' or 'pulling' to get to hard to reach areas for care