Objectives for this class

- Understanding that we set the emotional tone for activities
- No Doesn’t Mean No – It means I have forgotten how to do the ADL
- Learning to use time management for ADL’s
- Understanding the need to maintain quality of life
Why does the brain mature and then digress when memory loss is present?

- Early Childhood Learning /Adolescent Learning/ Adult Learning

- Cognitive Impairment as diseases progress
Trigger & Fear Meters that cause those with memory loss to become reclusive or less responsive

- Afraid for memory loss or cognitive impairment to show
- Proficient to deficient
- Saying/doing the wrong thing
- Loss of independence
Cueing for Success!

- Verbal
- Visual
- Tactile
ACTIVITIES OF DAILY LIVING

- We may not have a solution from the start every time...
- Can be challenging
- Apply basic tenants of communication
- Never rush through a task
- Tell the person what you are going to do at each step, even if they don’t understand
- Cue me to success
- Stop if I am uncomfortable
Sharing successful techniques

- Connect before starting a task or activity
- Calm or cancel
- Keep it simple
- Visit memory lane
- Cue when needed
- New skills, comprehensive approaches
- New communication options
- Resilience is striving for contentment
What we now know:

- It’s scary to be confused
- We need to change our approach
- We can’t persuade a PWD to remember
- We set the tone for each day
- If we fall short we will not blame the PWD – We will blame the disease
- WE ARE RESILIENT!
During the course of this RESILIENCE TRAINING we have learned:

- Emotions trigger negative or positive attention
- “Act” – don’t “React”
- **Patience** is rewarded with **Calmness**
- **Acceptance** is rewarded with **Contentment**
- **Kindness** is rewarded with **Comfort**
- Our PWD’s still have purpose
- Still valuable and we love them