ADRC Dementia Care Training

Aging Services and Supports for People Living with Dementia: Tier 2

Module 5: Honoring Personhood through Person-Centered Decision Support
Aging Services and Supports for People Living with Dementia

➢ Tier 1:
  1. Understanding Person-Centered Care
  2. Communication and Behavioral Expressions
  3. Medical and Clinical Aspects of Dementia
  4. Complex Information and Referral Issues

➢ Tier 2:
  5. Honoring Personhood through Person-Centered Decision Support (orientation and building trust, decision support tools)
  6. Honoring Personhood through Person-Centered Planning
  7. Decision Support in Care Transitions
  8. Decision Support for Advanced Care and End-of-Life Planning
Options Counseling Competency Areas

- Understand needs, values and preferences from the point of view of the person (Module 5)
- Support self-determination (Modules 5, 6)
- Encourage a future orientation (Module 8)
- Develop knowledge of private and public resources (Modules 6, 7, 8)
- Provide follow-up (Modules 7, 8)
Overview of Module 5

- Team Performance Model
- Tools supporting person-centered planning
- Introducing the cast of characters!
- Feedback survey
Objectives

Participants will learn how to use person-centered care tools to:

1. Build trust with the person living with dementia and their families as they address emerging issues and plan for the future.
2. Use communication skills to learn about the needs, values, and preferences of the person living with dementia as well as those who are providing support.
3. Help families use person-centered approaches to establish goals to address “what is not working” in their current situation.
Traditional Planning Approach  (adapted from Cotton & Fox)

- Decisions made by consensus of a planning team based on formal needs assessment
- Planning team consists of staff and professionals
- Planning focuses on a menu of service options offered
- Natural supports augment programmatic efforts
- Planning occurs periodically, often in crisis
- Attention is focused on problems and fixing
**Person-Centered Planning Approach**  (adapted from Cotton & Fox)

- The person and/or representative drive decisions
- Focus of planning is defined by person’s desired outcomes
- Informal and community supports are defined first
- Formal supports augment natural supports
- Planning is ongoing, evolving
- Emphasis on building upon a person’s strengths
Options Counselors

Sofia

Michael

Ashley
Michael Smull: Some definitions

http://www.youtube.com/watch?v=tvANuym5VXY&feature=youtu.be&t=2m38s

What is:
• A person centered approach?
• Person-centered thinking?
• Person-centered planning?
Navigating Choice and Change in Later Life:
Frameworks for Facilitating Person-Centered Planning

Patty Cotton & Susan Fox
Institute on Disability / UCED, University of New Hampshire
Introducing Dennis and his daughter, Sally

- I don’t have my food!!
- People keep changing my kitchen!
- The microwave does not work!
- My daughter is late
- You can call her – find out what’s going on!

- Options Counselor
- 10 signs & symptoms
- Check up
Introducing Martha and her neighbor

Martha

Concerned neighbor, LeAnne
Orientation

- Frame the purpose

  - Why am I here?

  - What is the potential for person-centered planning?
Orientation

- Identify membership and engage self-interests. For example:
  - Person with dementia: Interests in personhood and self-direction
  - Family member: Interests in supporting the person and honoring their multiple obligations
  - Professional: Facilitating a person-centered plan
Orientation

- Clarify intentions, norms and boundaries, values, expectations:
  - Have a safe place for conversations
  - Understand individual views of the current situation
  - Understand the values and preferences of the person
  - Understand what is expected of each participant
Visual Tools

- Tools of Inquiry
- Decision Making Tools
- Strategic Tools
Why Visual Tools?

- Most are visual learners
- Adds structure to aid conversation and discovery
- Reduces cognitive effort
- Supports language comprehension & learning
- Helps people see the bigger picture
- Helps with facilitation
  - Everyone feels heard; evens the playing field
  - Reduces repetitive comments
  - Identifies individual and group strengths
  - Managing conflict
- Takes less time
Dennis’ Story
Orientation – Dennis’ Story: Reflections

Purpose of the visit

• To get to know both Dennis and his daughter (Sally) better
• To help find a solution that will work for both Dennis and Sally
Orientation – Dennis’ Story: Reflections

- Identify membership and engage self interests
  - Sofia clarified her role: *help find solutions based on their goals and needs, help them find community services.*
  - Dennis and Sally each have interests to be supported:
    - Dennis: Maintain routines, be at home
    - Sally: Dennis is safe, her role manageable
  - Who else should be present? *Lola – Dennis’ other daughter*
Orientation – Dennis’ Story: Reflections

Clarify intentions, norms and boundaries, values, expectations

• Was it safe?
• Individual perspectives?
• Values and preferences?
• Expectations?

Sally

Dennis
Building Trust

- Build understanding
- Focus on strengths
- Validate points of view
- Encourage communication
Dennis’ Routines
Dennis: An Initial Plan
# Dennis’ Routines

<table>
<thead>
<tr>
<th>Time</th>
<th>Most days</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>• Read the paper&lt;br&gt;• Cereal and coffee for breakfast&lt;br&gt;• Take a walk in the neighborhood</td>
<td>• Breakfast with golfing friends</td>
<td></td>
</tr>
<tr>
<td>Noon</td>
<td>• Eat a hot lunch – with Sally 3 or 4 days a week&lt;br&gt;• Heats up lunches Sally leaves on other days</td>
<td></td>
<td>• Has dinner and spends the afternoon with Sally and her husband –</td>
</tr>
<tr>
<td>Afternoon</td>
<td>• Play cards at community center one day a week&lt;br&gt;• Watch TV&lt;br&gt;• “do things around the house,” especially when Sally is cleaning</td>
<td>• Shopping with Sally</td>
<td>• Visits with grandchildren and great-grandchildren sometimes</td>
</tr>
<tr>
<td>Evening</td>
<td>• Eat sandwich and snacks&lt;br&gt;• Watch the news&lt;br&gt;• Talk to Lola 3 nights a week</td>
<td>• Sally brings meals for the week</td>
<td></td>
</tr>
</tbody>
</table>
Supporting Dennis & his daughter
Dennis: Getting Ready for the Next Meeting
Getting to Know Martha

Martha

Martha’s Neighbor, LeAnne

Options Counselor, Michael
Martha’s Timeline

Benefits of Timelines

- Content is determined by the person
- Uncovers significant life events, milestones
- Reveals good times, hard times
- Identifies themes of a life time
  - Previous patterns of coping
  - Cultural and family traditions
  - Accomplishments and contributions
  - Interests
- People with dementia can participate fully
Some things Michael Learned

- Born in 1930, oldest of 3 children
- She was “Mary Martha” sister – “Mary Melanie”
- Martha’s brother died in infancy
- She loved school
- She became “Martha” in HS
- Her sister married, had 2 children
- Martha was primary caregiver for her parents
- Martha taught 40 years (5th grade)
- Traveled during summers
- Schools and kids changed – glad to retire
- Volunteered (tutoring, hospital)
- Traveled with sister
- Likes jigsaw puzzles
- Not religious!
- Thanksgiving is the best holiday
Recap, Module 5

Daily Routines

Dennis

Timeline

Martha
Preview of Module 6

- Decision support
  - Setting goals and developing and implementing plans
  - Tools to support person-centered planning

- Team Performance Model
  - Identify goals
  - Roles and Commitment
  - Implementation
THANK YOU FOR PARTICIPATING!

www.HelpforAlz.org
Feedback Survey

https://www.surveymonkey.com/s/Dementiamodule5

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