

ADRC Dementia Care Training

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

Module 5: Honoring Personhood through Person-Centered Decision Support

ADRC

Aging and Disability
Resource Connection

— of OREGON —

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



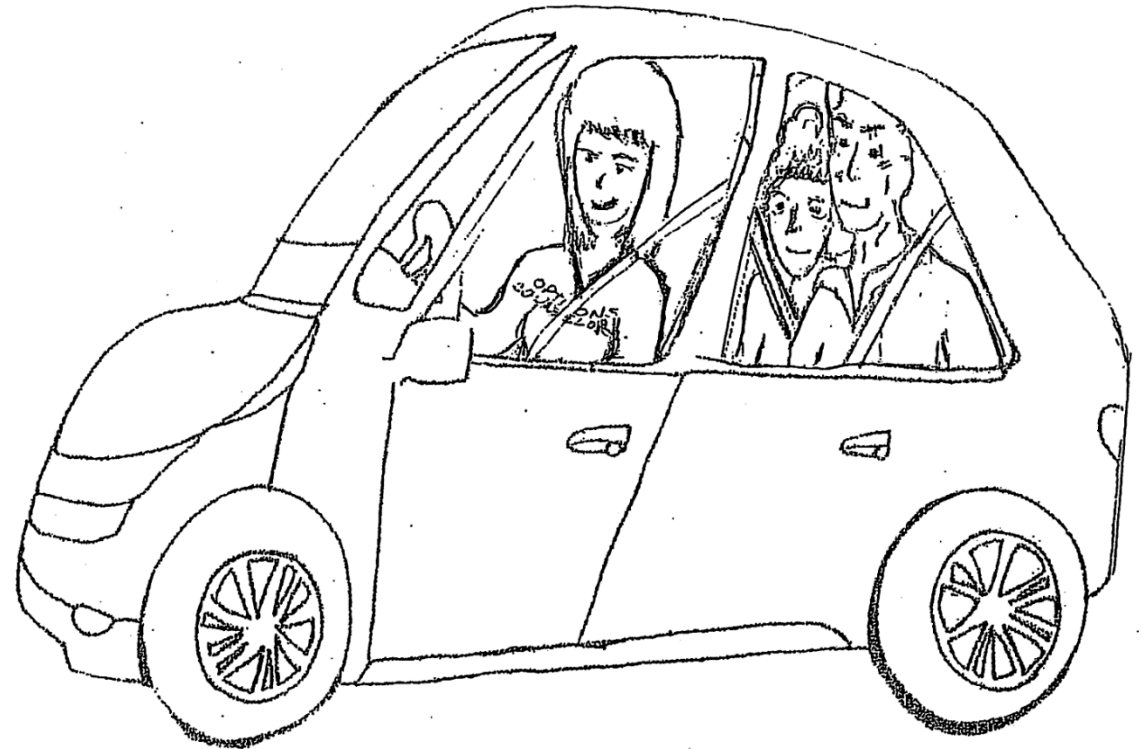
Participants will learn how to use person-centered care tools to:

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.

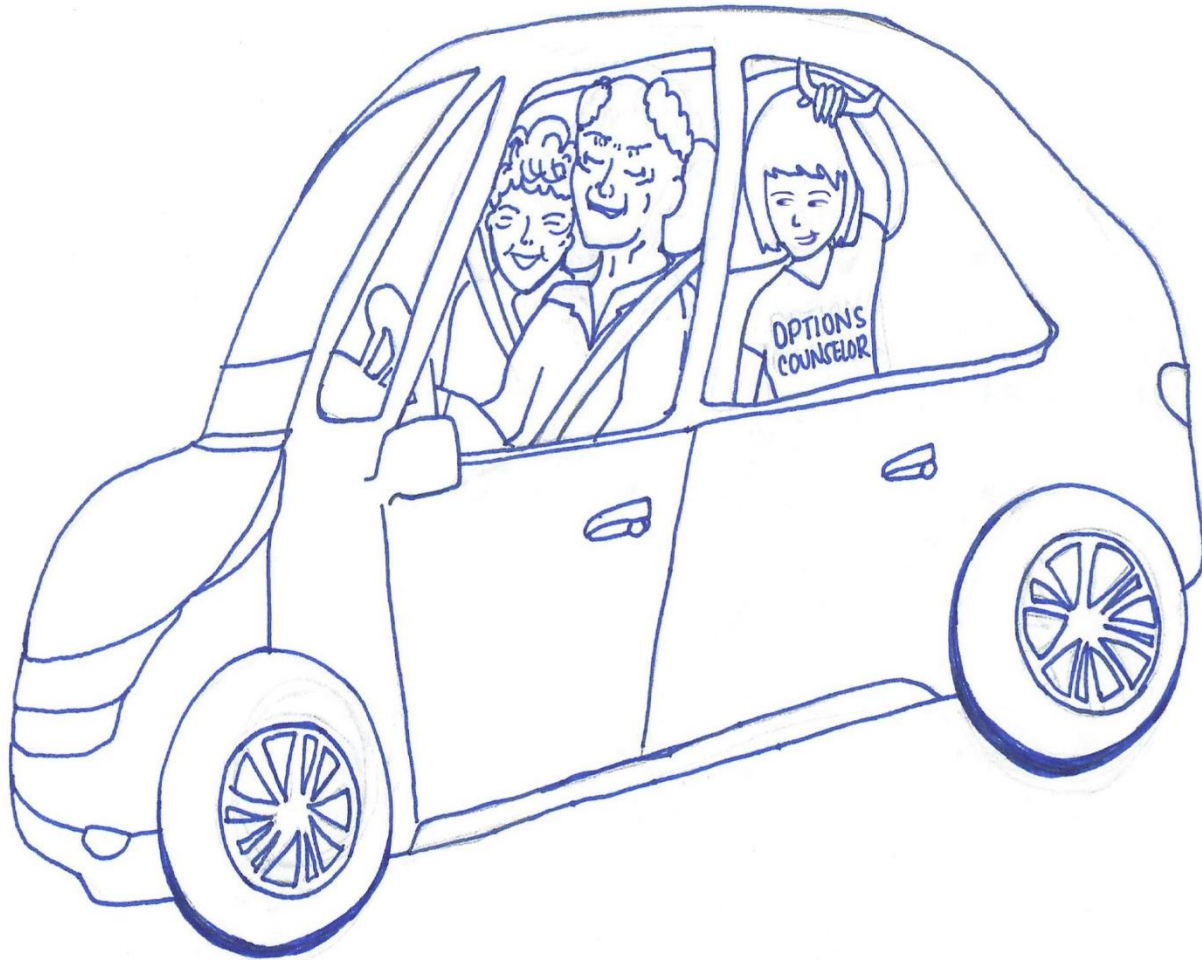


Traditional Planning Approach (adapted from Cotton & Fox)

- 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:

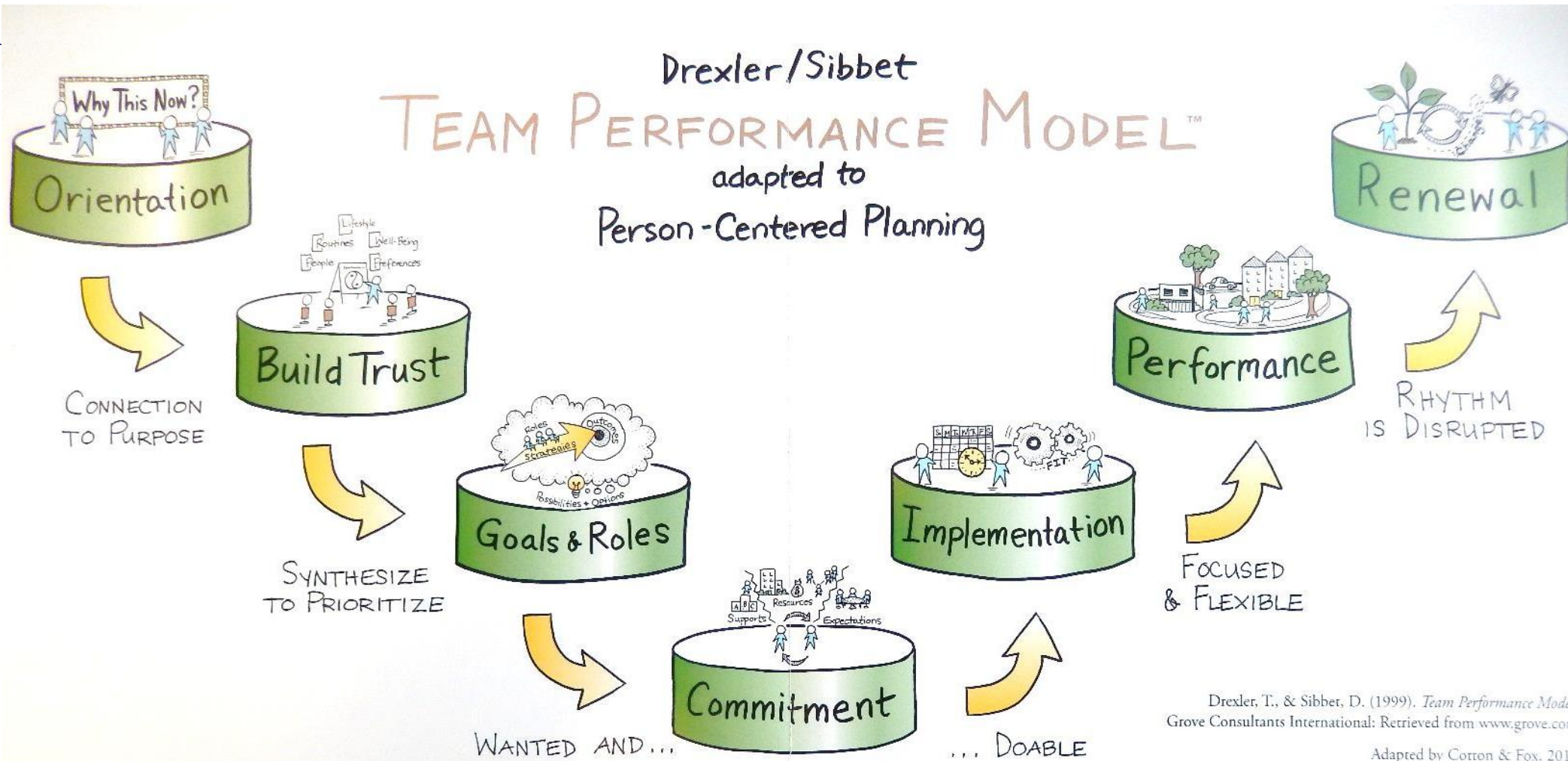
- A person centered approach?
- Person-centered thinking?
- Person-centered planning?

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

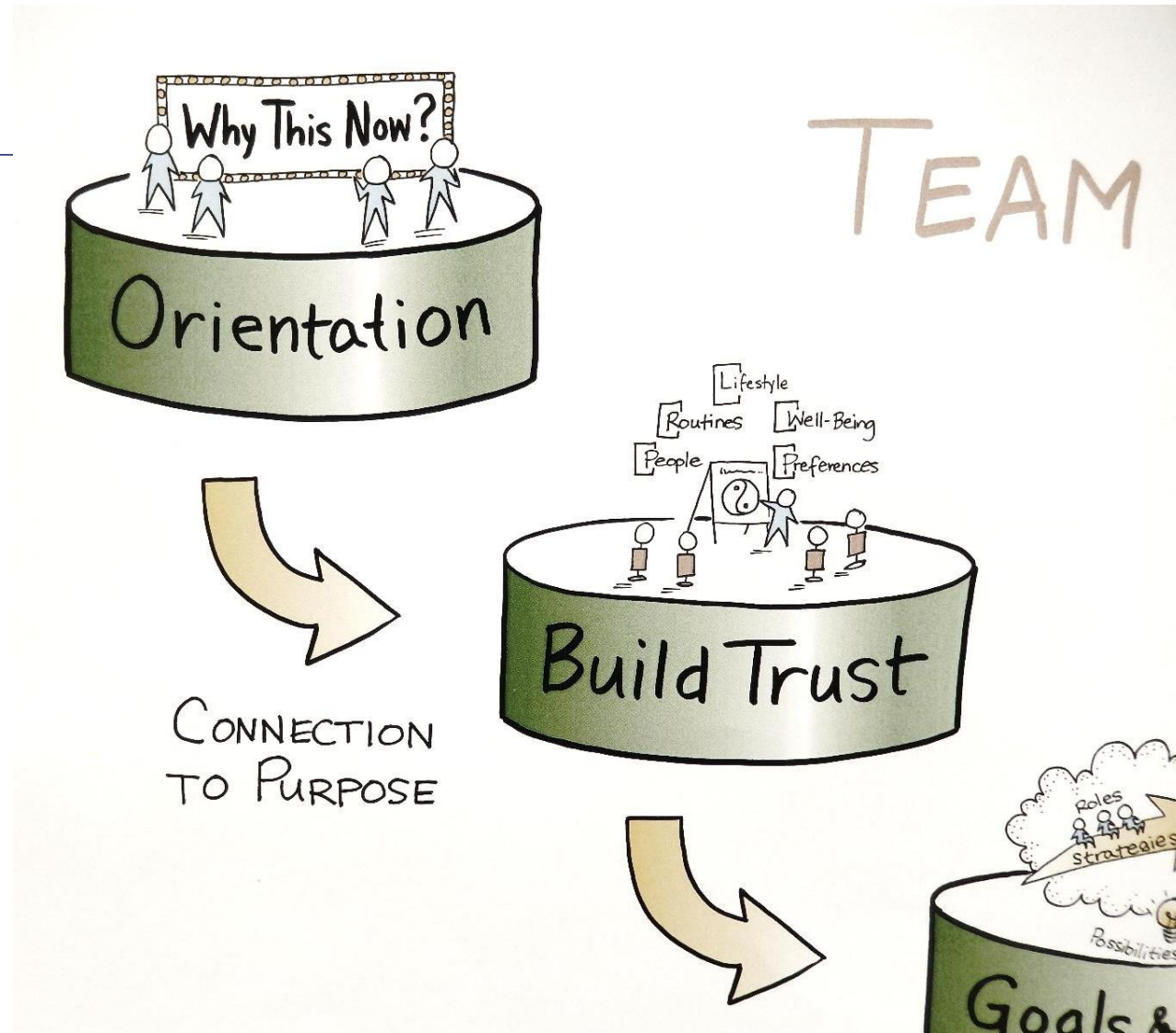


Drexler/Sibbet TEAM PERFORMANCE MODEL™ adapted to Person-Centered Planning



Drexler, T., & Sibbet, D. (1999). *Team Performance Model*. Grove Consultants International. Retrieved from www.grove.co

Adapted by Cotton & Fox, 201



Introducing Dennis and his daughter, Sally



Dennis



- *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

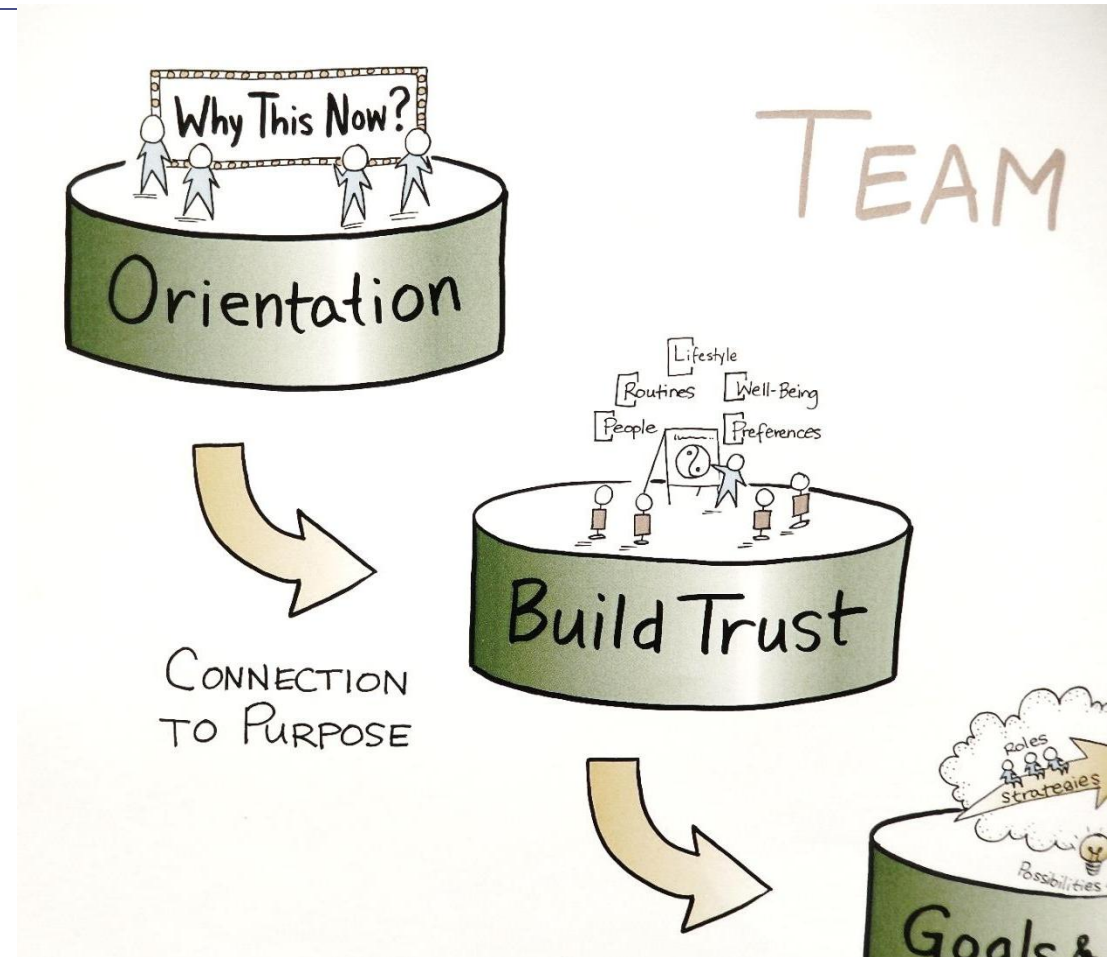




Orientation

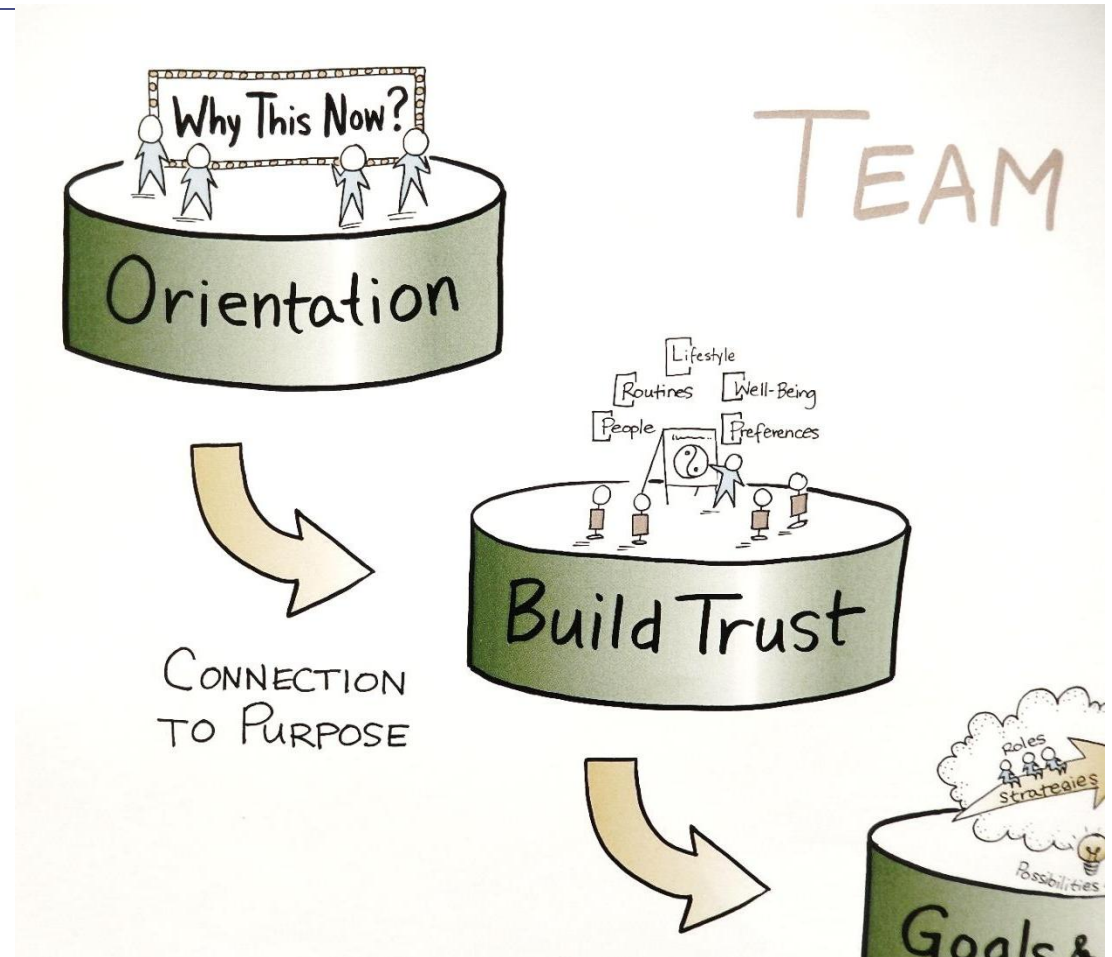
➤ Frame the purpose

- Why am I here?
- What is the potential for person-centered planning?



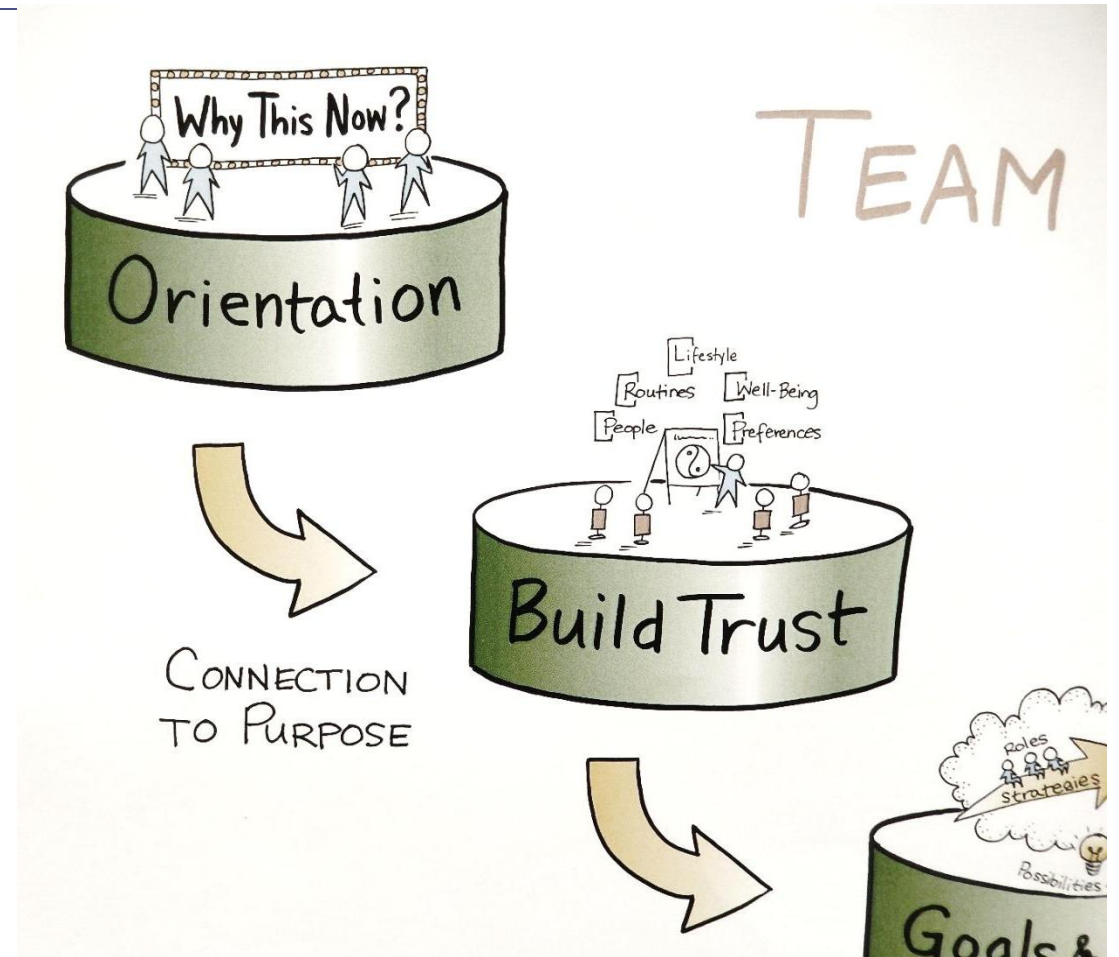
Orientation

- 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



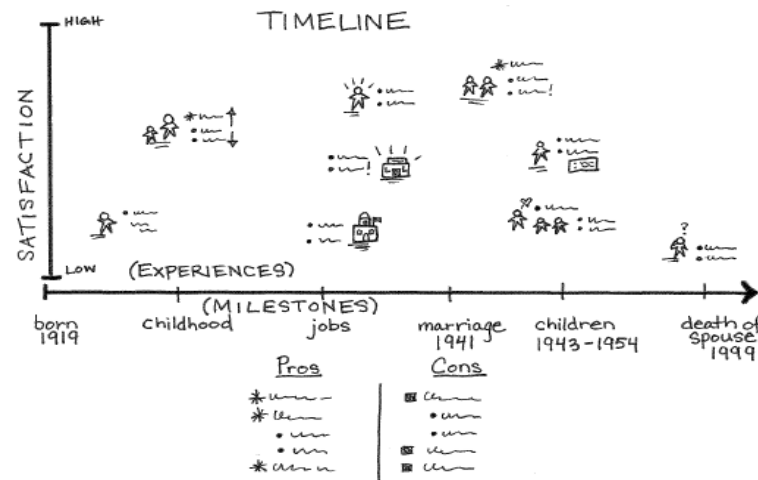
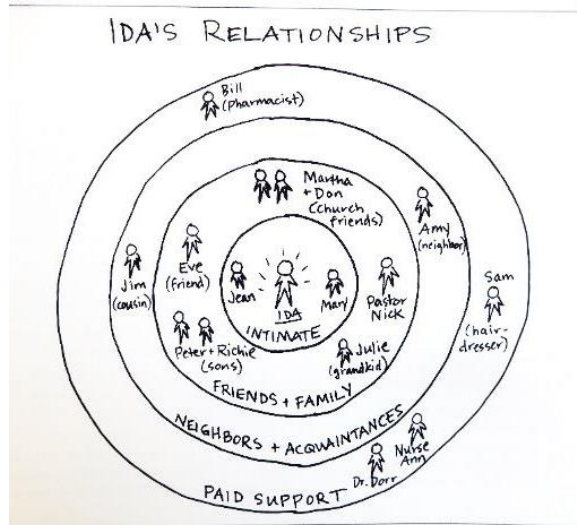
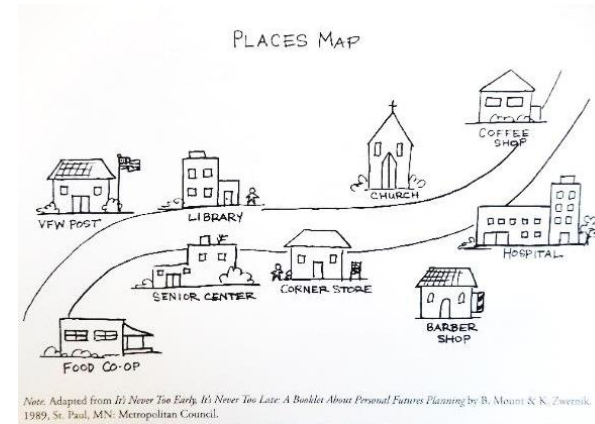
Orientation

- 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



WHAT WORKS: PROMOTES WELL BEING, PEACE OF MIND, COMFORT, CONNECTION WITH OTHERS...	WHAT DOESN'T WORK: INHIBITS WELL BEING, PEACE OF MIND, COMFORT, CREATES ISOLATION
<ul style="list-style-type: none"> Participating in family activities such as weddings, birthdays, grandkids recitals, having family around Having a schedule and things to do that give me purpose- Scrapbooking photos, playing cards, visiting friends & family, reading, cooking Email helps me connect with my kids and grandchildren People who treat me kindly and with respect- Talk to me, explain what's wrong with my heart and my options, let me decide what I want to do Knowing what will be covered by my insurance Being in my own home Having my house maintained, the grass mowed, repairs made Being stubborn- I usually get what I want 	<ul style="list-style-type: none"> People who sweep in and take over without even talking to me about what's going on Being dependent on others to get around- need resources to get to Dr's appointments, shopping, etc. Worrying that I will be a financial burden to my family Walking long distances, fatigue easily- Helps to use Scooter when available at stores, a cane, or holding someone's arm Rolanda's Birthday, our anniversary and the day he died- I get very sad and miss him so much

Note: Adapted from *Personal Futures Planning: Finding Directions for Change Using Personal Futures Planning* by B. Mount, 2000a, New York, NY: Graphic Futures, Inc.

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



Dennis



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*

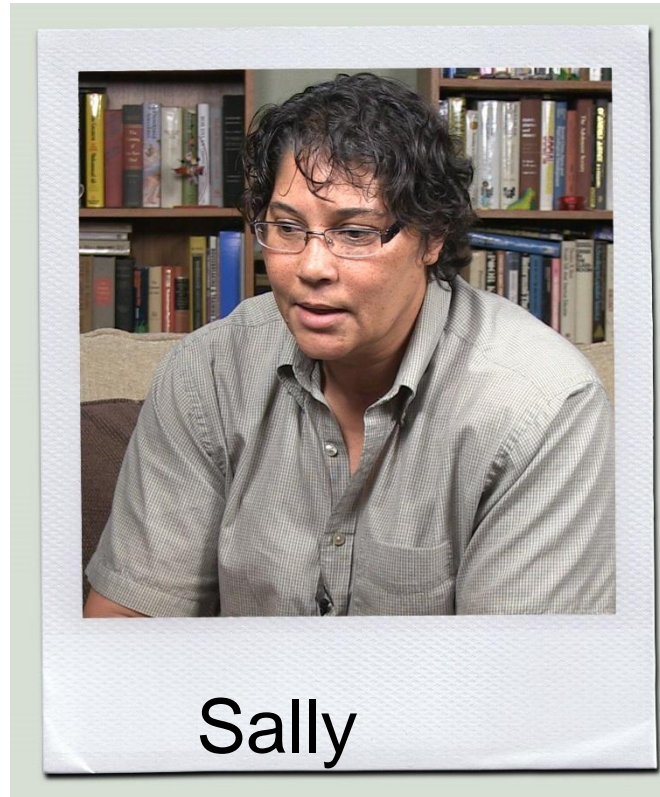


Dennis

Orientation – Dennis’ Story: Reflections

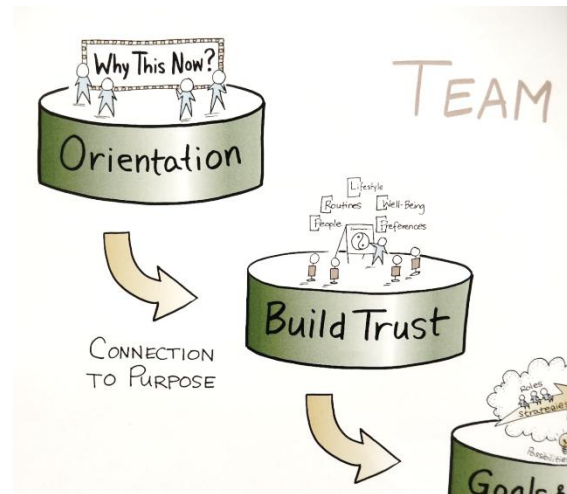
Clarify intentions, norms and boundaries, values, expectations

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



Building Trust

- Build understanding
- Focus on strengths
- Validate points of view
- Encourage communication



Dennis

Dennis' Routines



Dennis: An Initial Plan



Dennis' Routines

	Most days	Saturday	Sunday
Morning	<ul style="list-style-type: none"> • Read the paper • Cereal and coffee for breakfast • Take a walk in the neighborhood 	<ul style="list-style-type: none"> • Breakfast with golfing friends 	
Noon	<ul style="list-style-type: none"> • Eat a hot lunch – with Sally 3 or 4 days a week • Heats up lunches Sally leaves on other days 		<ul style="list-style-type: none"> • Has dinner and spends the afternoon with Sally and her husband –
Afternoon	<ul style="list-style-type: none"> • Play cards at community center one day a week • Watch TV • “do things around the house,” especially when Sally is cleaning 	<ul style="list-style-type: none"> • Shopping with Sally 	<ul style="list-style-type: none"> • Visits with grandchildren and great-grandchildren sometimes
Evening	<ul style="list-style-type: none"> • Eat sandwich and snacks • Watch the news • Talk to Lola 3 nights a week 		<ul style="list-style-type: none"> • Sally brings meals for the week

Supporting Dennis & his daughter



Dennis: Getting Ready for the Next Meeting



Getting to Know Martha



Martha

Martha's Neighbor,
LeAnne

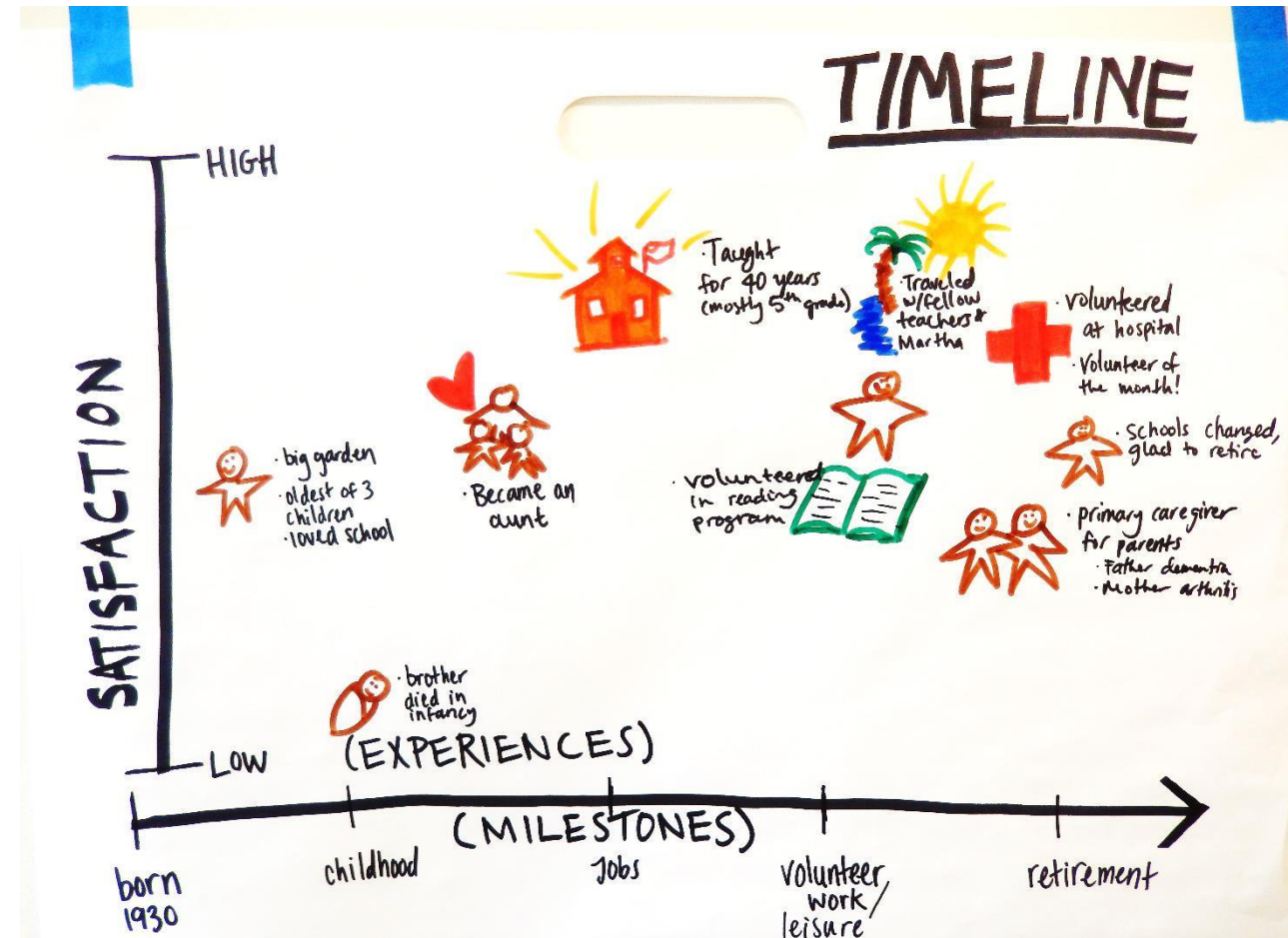


Options Counselor,
Michael

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

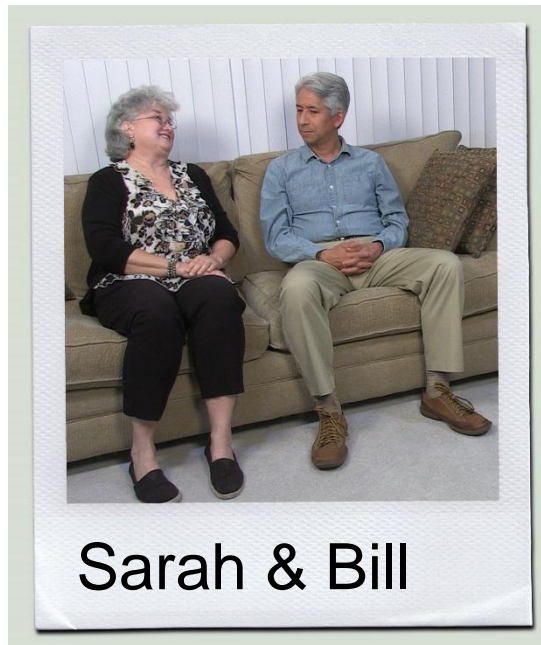


Martha

Preview of Module 6

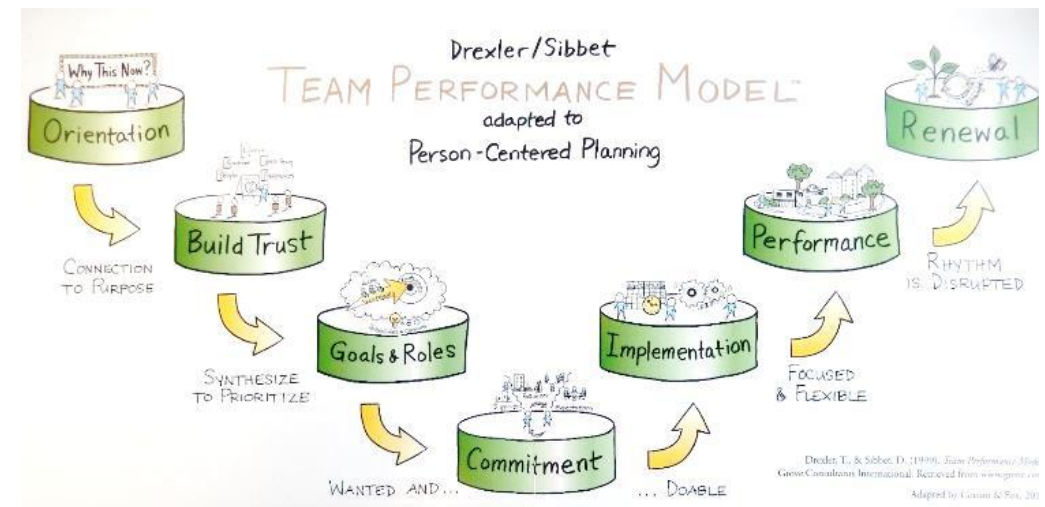
➤ Decision support

- 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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