



# DEMENTIA AND ACTIVITIES

Understanding the GEMS to  
build better skills

# Objectives

- Understand how brain changes affect behavior
  - make the link to engagement in activities
- Apply the basics of making a connection
  - Connection first...task second
- Review the GEM states of cognitive ability
- Connect GEM states to activities
  - tips and approach for each GEM
- Relate Activity Analysis to GEMs knowledge

# Schedule

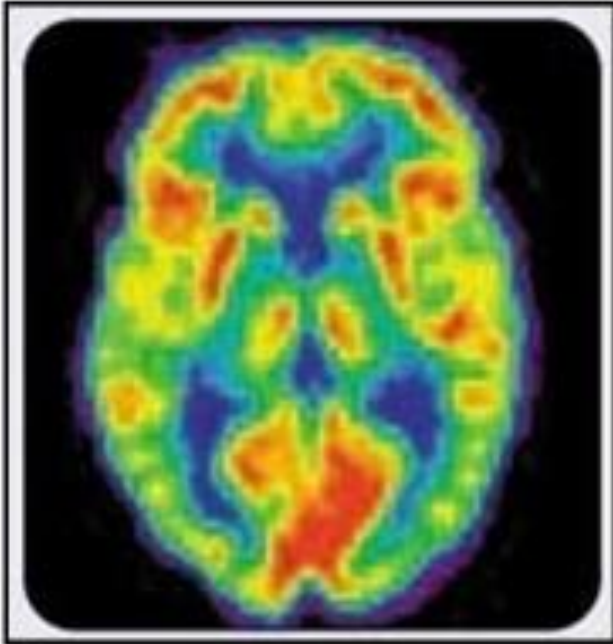
- 8:15-10:15
  - Review of dementia as it relates to function
  - How we make personal connections with our residents
  - GEM States-Description/Video/Application to activities and engagement
- Break 10:15-10:30
- 10:30-12:00
  - Activity Analysis using the GEMs model
  - Application

# **Overview of Dementia**

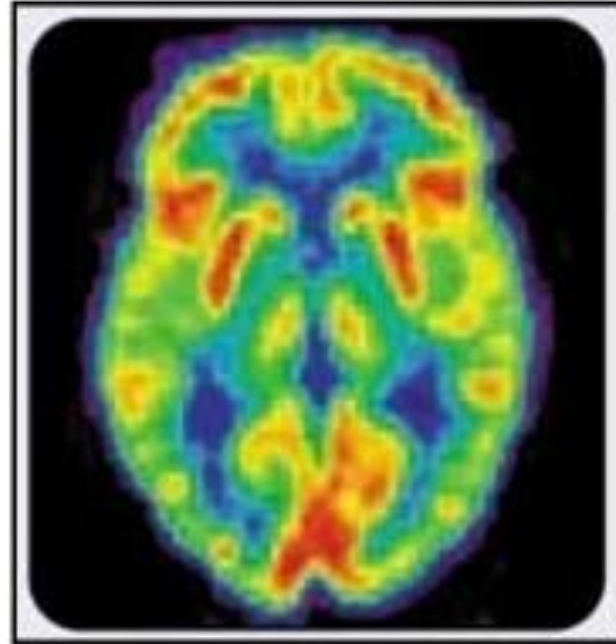
**As We Age,  
WE DO NOT lose  
function in our Brains,  
UNLESS...**

**Something Goes Wrong with Our Brains**

# PET and Aging



**PET Scan of 20-Year-Old Brain**



**PET Scan of 80-Year-Old Brain**

ADEAR, 2003

# Normal vs. Not-Normal Aging

## **NORMAL Aging**

- Slower to think
- Slower to do
- Hesitates more
- More likely to 'look before you leap'
- Know the person but not the name
- Pause to find words
- Reminded of the past
- HARDER

## **NOT Normal Aging**

- Can't think the same
- Can't do like before
- Can't get started
- Can't seem to move on
- Doesn't think it out at all
- Can't place the person
- Words won't come – even later
- Confused about past versus now
- VERY DIFFERENT

# Dementia is...

BOTH

- a chemical change in the brain

AND

- a structural change in the brain

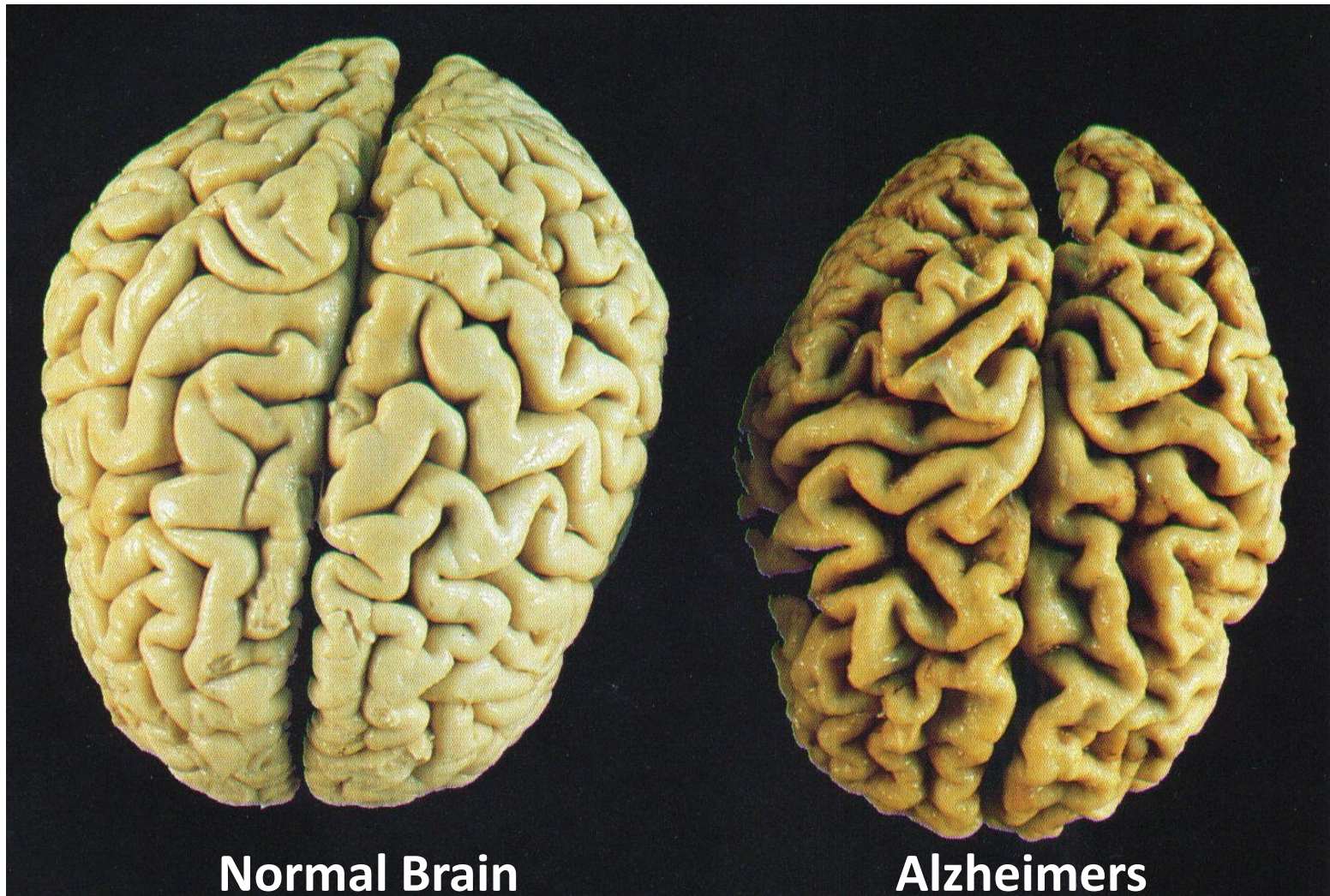
Sometimes they can & sometimes they can't



# Four Truths About Dementia

1. At least 2 parts of the brain are dying
2. It is chronic - can't be fixed
3. It is progressive - will get worse
4. It is terminal

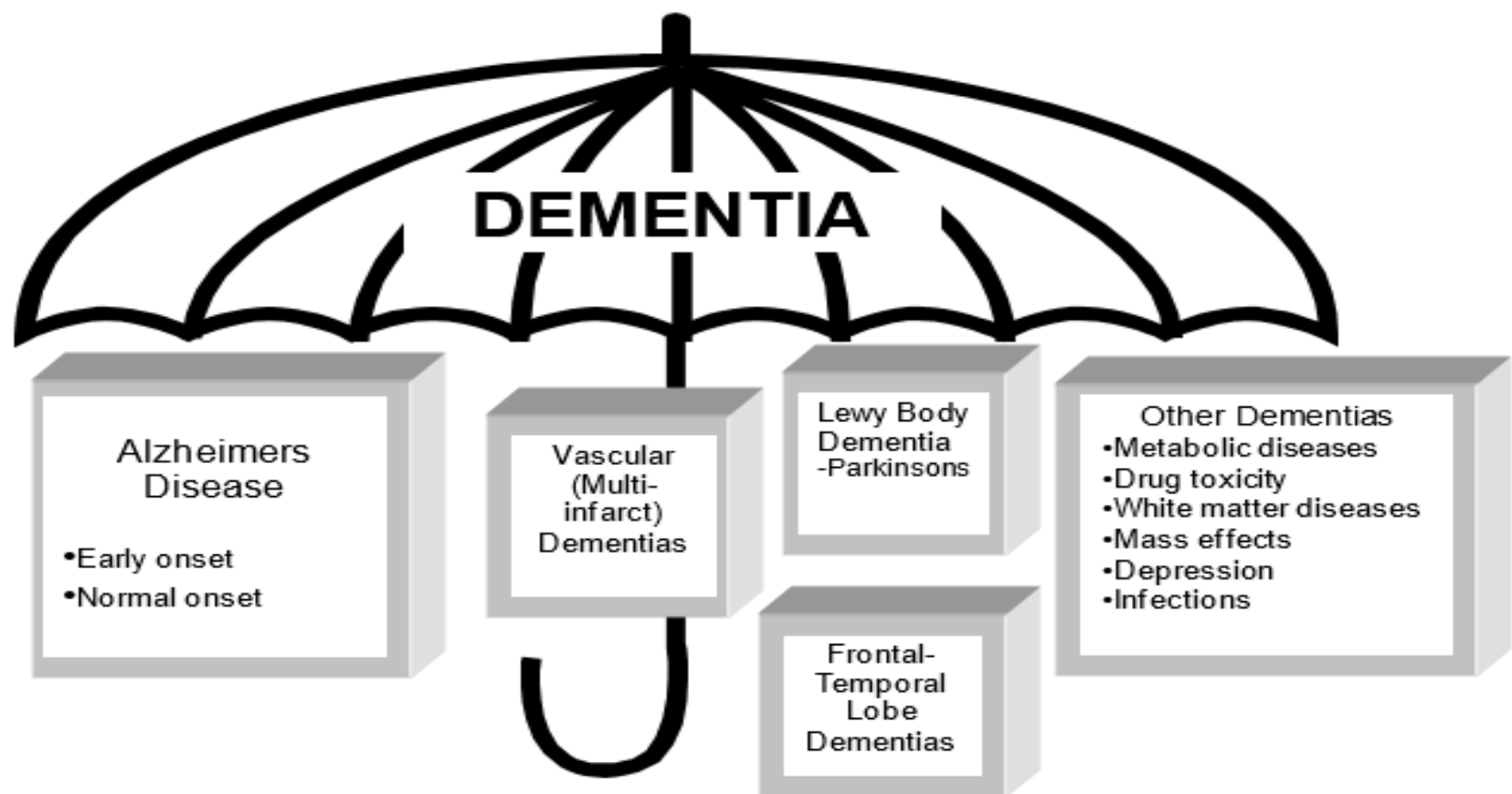
Some things are predictable, but the experience is individual...



**Normal Brain**

**Alzheimers**

used with permission from *Alzheimers: The Broken Brain*, 1999 University of Alabama



#### **Alzheimers**

- New info lost
- Recent memory worse
- Problems finding words
- Mis-speaks
- More impulsive or indecisive
- Gets lost
- Notice changes over 6 months – 1 year

#### **Vascular**

- Sudden changes
- Picture varies by person
- Can have bounce back & bad days
- Judgment and behavior 'not the same'
- Spotty losses
- Emotional & energy shifts

#### **Lewy Body**

- Movement problems
  - Falls
- Visual Hallucinations
- Fine motor problems
  - hands & swallowing
- Episodes of rigidity & syncope
- Nightmares
- Fluctuations in abilities
- Drug responses can be extreme & strange

#### **Frontal-Temporal**

- Many types
- Frontal – impulse and behavior control loss
  - Says unexpected, rude, mean, odd things to others
  - Dis-inhibited – food, drink, sex, emotions, actions
- Temporal – language loss
  - Can't speak or get words out
  - Can't understand what is said, sound fluent – nonsense words

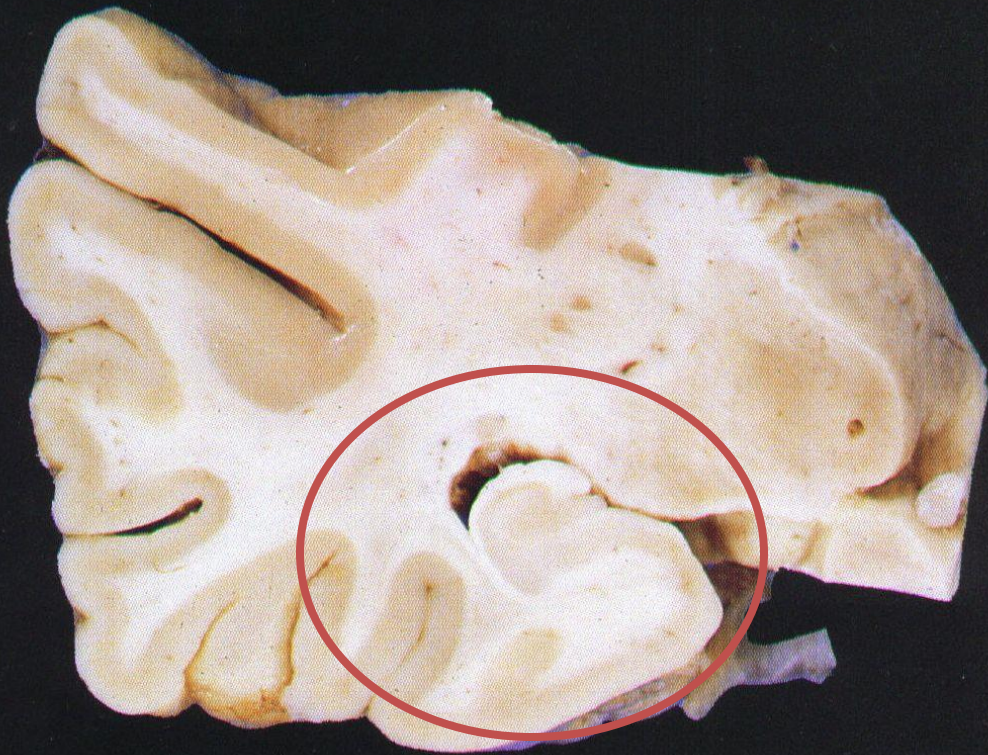
## Skills that are retained:

[illegible]

# Brain Changes and Activity Performance

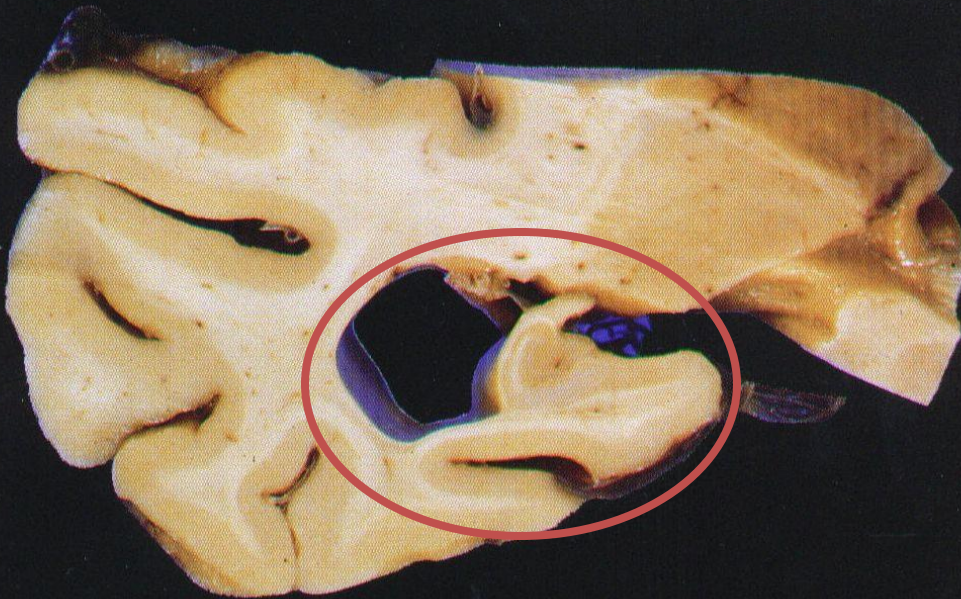
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**Learning &  
Memory  
Center**

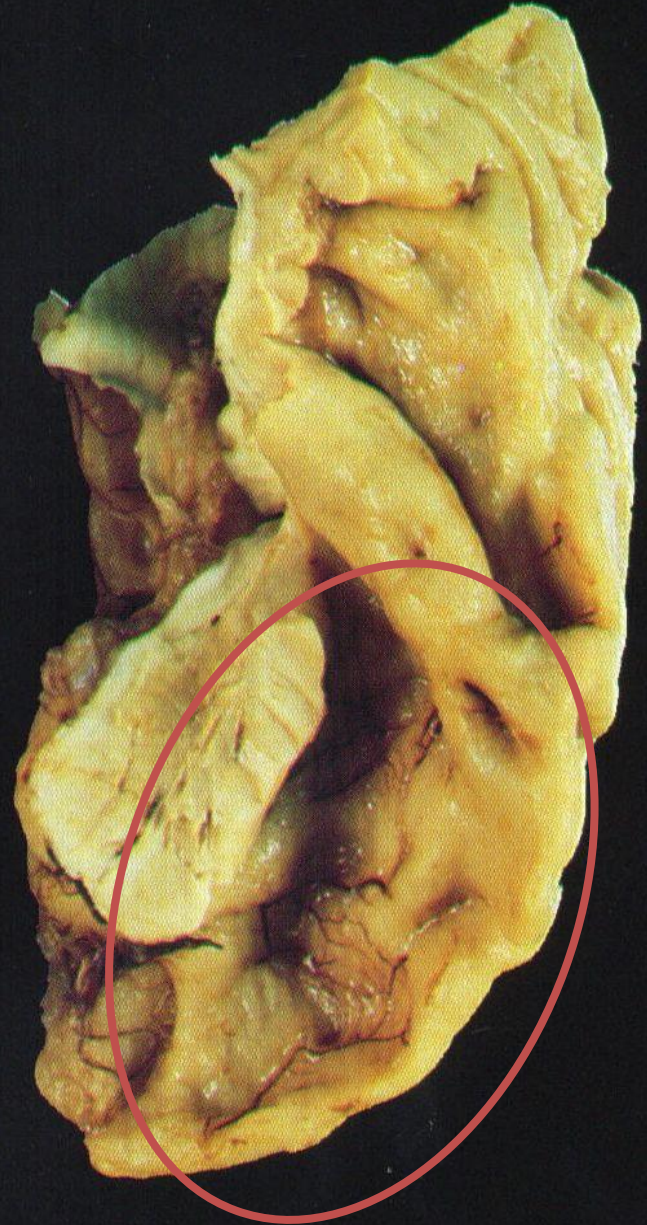
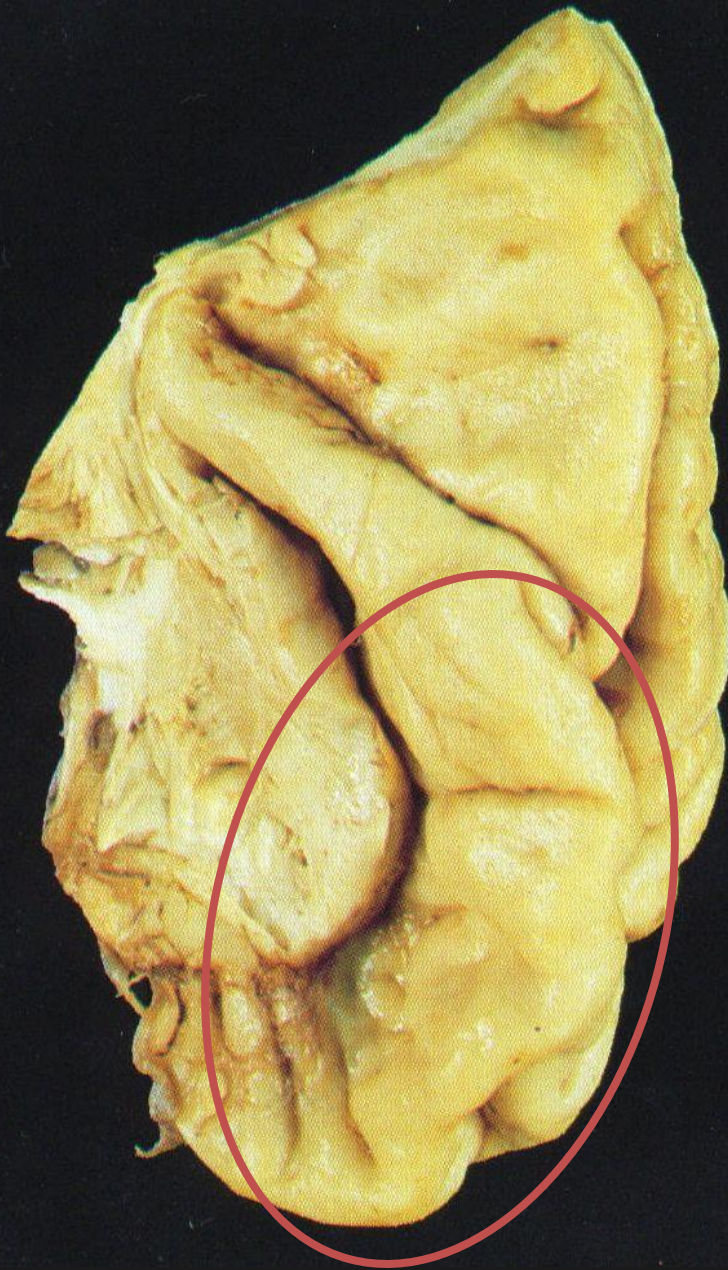
**Hippocampus  
BIG CHANGE**



# Brain Changes and Activity Performance

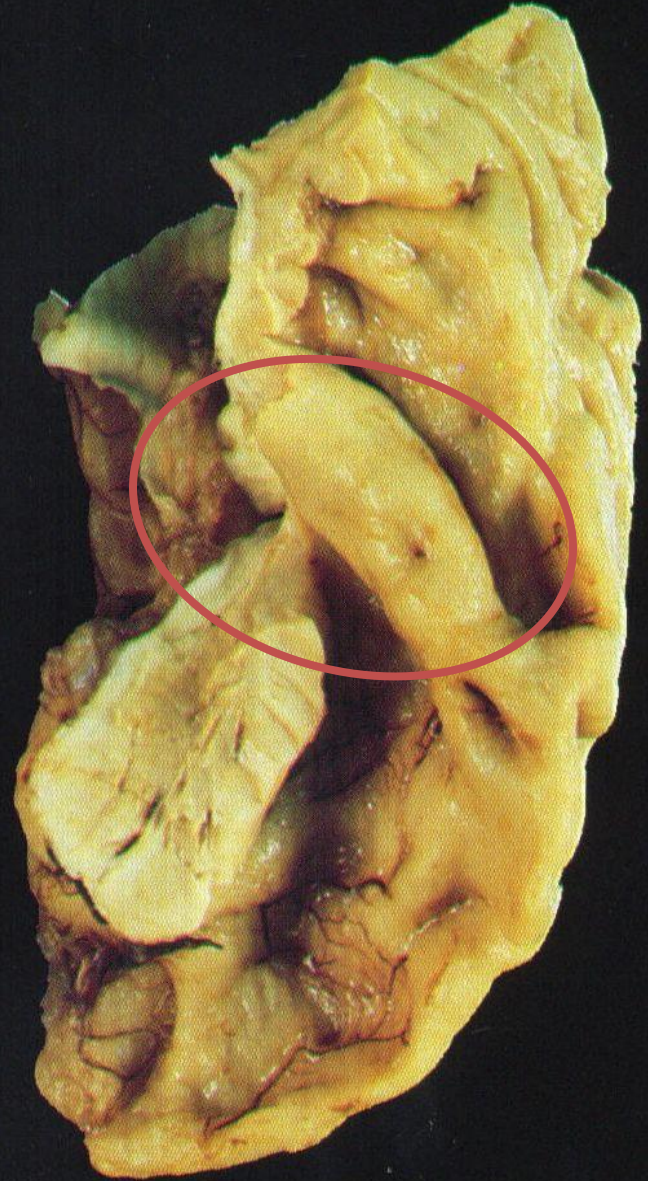
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**Understanding Language – BIG CHANGE**



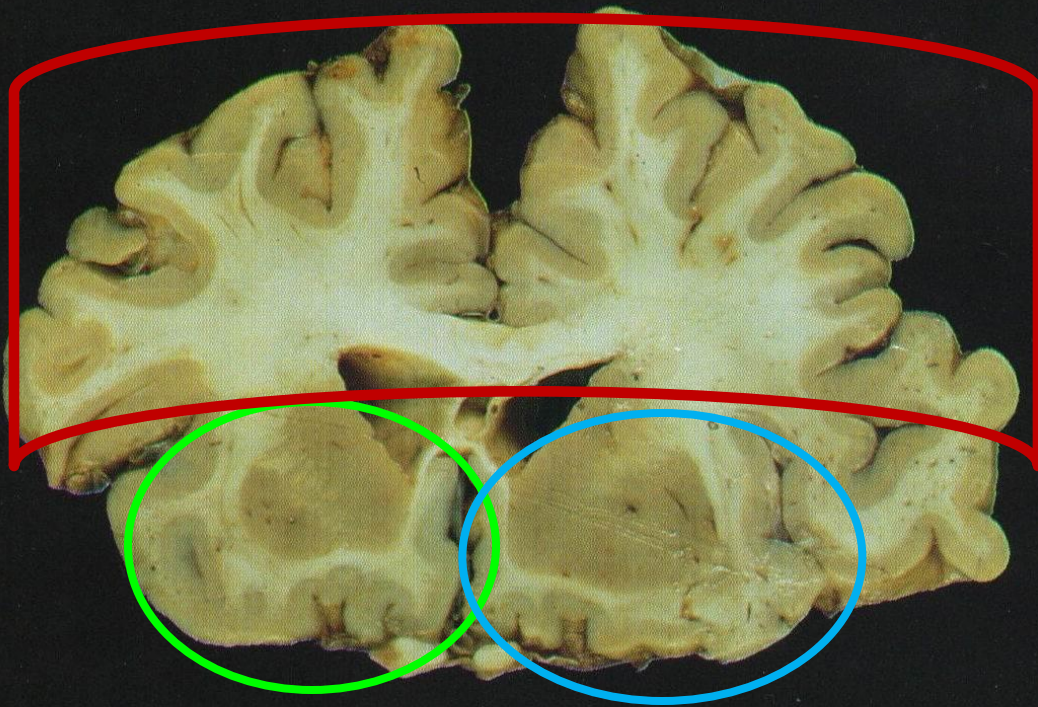


**Hearing Sound – Not Changed**

# Brain Changes and Activity Performance

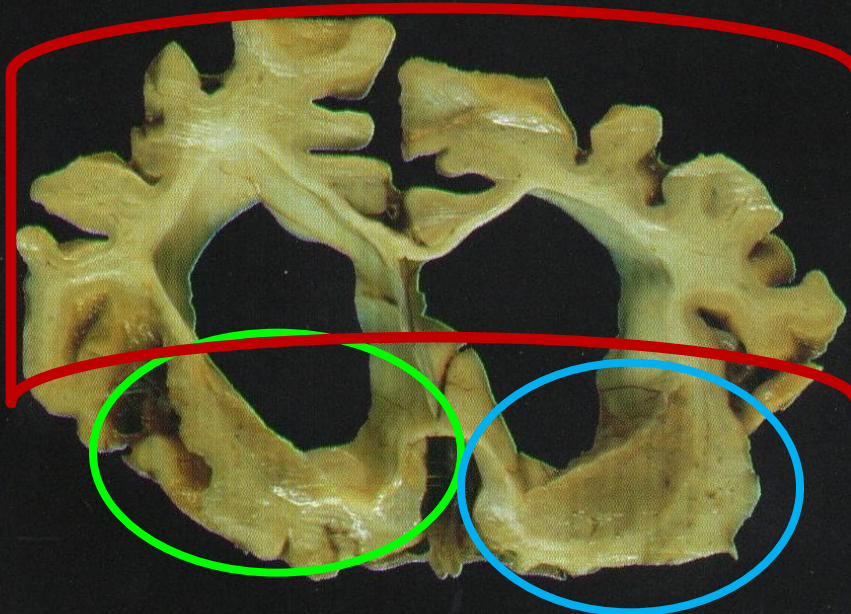
Brain Change:	Specific example of how activity performance could be affected:
New Learning	
Wayfinding	
Time Awareness	
Vocabulary/Speech Production	
Comprehension	





**Sensory Strip**  
**Motor Strip**  
**White Matter**  
**Connections**  
**BIG CHANGES**

**Automatic Speech**  
**Rhythm – Music**  
**Expletives**  
**PRESERVED**

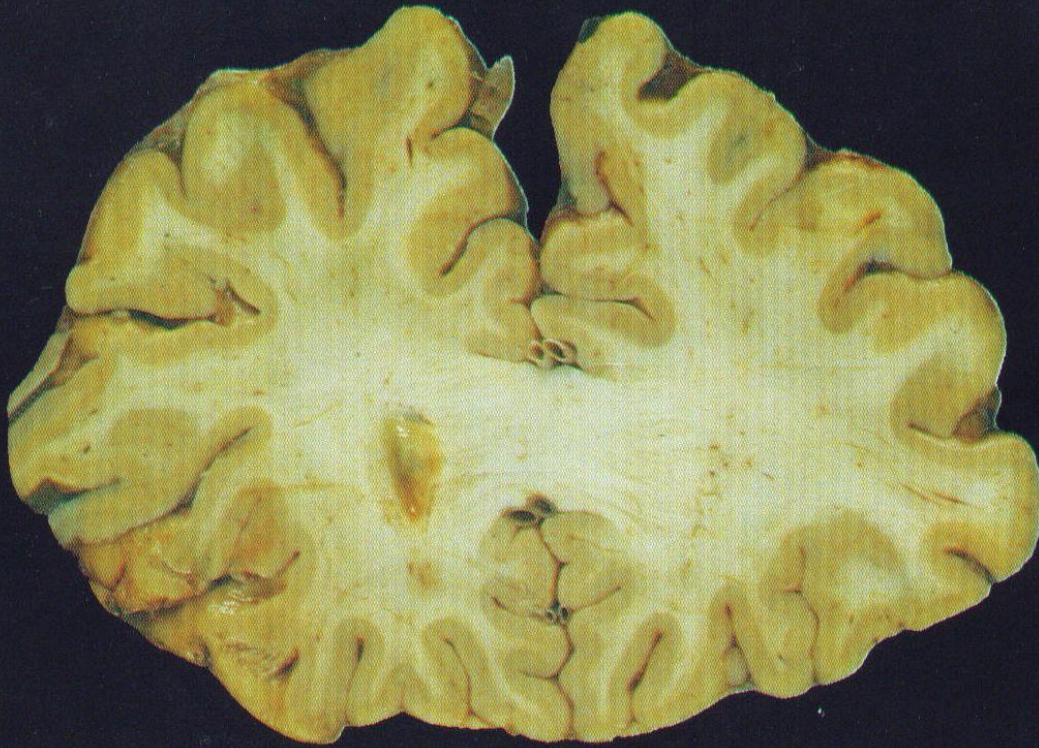


**Formal Speech &  
Language  
Center**  
**HUGE CHANGES**

# Brain Changes and Activity Performance

Brain Change:	Specific example of how activity performance could be affected:
New Learning	
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Vocabulary/Speech Production	
Comprehension	
Sensation	
Proprioception/Coordination	





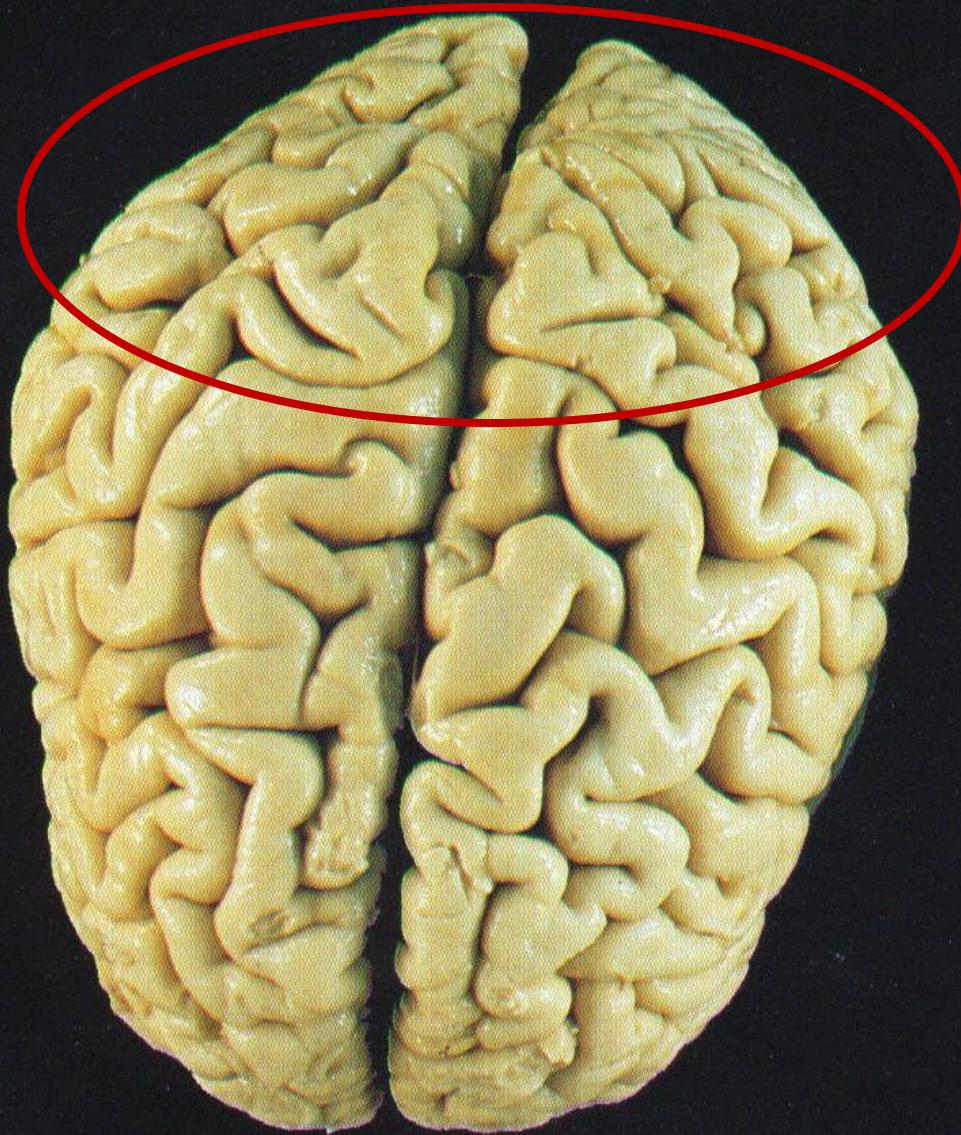
**Executive  
Control Center**  
Emotions  
Behavior  
Judgment  
Reasoning



# Brain Changes and Activity Performance

Brain Change:	Specific example of how activity performance could be affected:
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Time Awareness	
Vocabulary/Speech Production	
Comprehension	
Sensation	
Proprioception/Coordination	
Impulse Control/Safety Awareness	
Initiation/Sequencing/Term/Transition	
Asking for Help	





**Vision Center – BIG CHANGES**

# Brain Changes and Activity Performance

Brain Change:	Specific example of how activity performance could be affected:
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Comprehension	
Sensation	
Proprioception/Coordination	
Impulse Control/Safety Awareness	
Initiation/Sequencing/Term/Transition	
Asking for Help	
Visual Changes	



# Skills that are retained:

SKILL RETAINED:	HOW TO USE IN AN ACTIVITY:
Established routines	
Emotional memories/Long ago memories	
Social Skills and “Chit-Chat”	
Hearing	
Rhythm of Speech	
Music, Poetry, Prayer, Counting	
Automatic Rhythmic movements	



Connecting  
the Dots

What do we have in common with our residents, family members, support staff, and co-workers?

- We want to feel valued and appreciated



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- We seek to get our needs met





# What do we have in common with our residents, family members, support staff, and co-workers?

- We want to feel valued and appreciated
- We want choices
- We want to feel in control
- We seek to get our needs met
- Relationships matter most



# Communication



## Visual Cues:

**The most powerful sensory input.**

## Verbal Cues:

**Care partners like to talk.**

**...but**

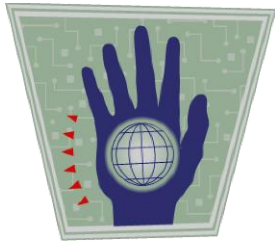
*The person living with dementia is*

*MORE focused on what we are SHOWING them  
than what we are TELLING them.*



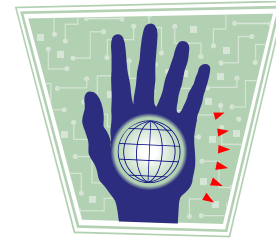
# 3 Zones of Human Awareness

- **Public Space** – 6 ft. away or more  
Visual Interactions & Awareness
- **Personal Space** – 6 ft. to arm's length  
Conversations & Friendship
- **Intimate Space** – within arm's reach  
Intense Physical Closeness



# Top TEN!

## Unmet Needs



### Unmet Physical Needs

1. Hungry or Thirsty
2. Tired or Over-energized
3. Elimination – need to/did
4. Discomfort – not right for me
  - IN temperature, texture, fit, senses
5. PAIN-
  - Joints - skeleton
  - Inside systems (head, chest, gut, output)
  - Creases or folds & skin
  - Surfaces that contact other surfaces

### Unmet Emotional Needs

1. Angry
2. Sad
3. Lonely
4. Scared
5. BORED



## Top Five Human Needs and Emotional Indicators of Distress



### Five **Expressions of Emotional Distress**

#### **Angry**

irritated – angry – furious

#### **Sad**

dissatisfied – sad – hopeless

#### **Lonely**

solitary – lonely –  
abandoned/trapped

#### **Scared**

anxious – scared – terrified

#### **Lacking Purpose**

disengaged – bored – useless

### Five **Human Needs**

#### **Intake**

Hydration, nourishment, meds

#### **Energy Flow**

tired or revved up  
directed inward or outward

#### **Output**

Urine, feces, sweat, saliva, tears

#### **Comfort**

4 Fs and 4 Ss

#### **PAIN Free!!!**

Physical, emotional, spiritual

# Hand-under-Hand<sup>®</sup> Assistance

- Helps assist doing *WITH* not *for*
- *Protects* them and us!
- Helps direct gaze – eye-hand coordination
- Pressure in the palm is calming



# Positive Personal Connections (PPC)

- **Greet**-Introduce yourself and use their preferred name. “I’m Debi, and you are...”
- **Compliment**-Indicate something of value to them and comment. “You are looking so stylish today!”
- **Share**- First about you, then let them complete. “I’m from Ohio, and you’re from...”
- **Notice**-Point out something in the environment. “You must love sitting here in the sunshine!”
- **Seek**-Explore a possible unmet need. “It’s a little cool in here, a hot drink would be nice! Do you prefer coffee or tea?”

# Positive Action Starters:

- Help-Give a compliment about a skill, then ask for their help. “You are so artistic, would you please help me?”
- Try-Hold up or point to item. “Could we try this?”
- Choice-Use visual cues to offer two possibilities. “Blue or red?”
- Short and Simple-Give one piece of information at a time. “Its about time to ...”
- Step by Step-Only give a small part of the task at first. “Let’s pick a color.” then, “Here is a paintbrush!”

# Review of Effective Connections

- Connections more important than task
- Visual-Verbal-Tactile sequence
- Regard physical boundaries
- Hand Under Hand
  - for connection
  - for assistance with tasks
- Positive Personal Connections
- Positive Action Starters
- Detect possible unmet needs





# Why GEMS?

- Precious, something of value

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- Precious, something of value
- Each unique, but one not valued over another
- Visuals can reinforce our learning
- Characteristics of each gem meaningful
- Focuses on retained abilities
- Preserves dignity

# GEMS



Sapphires

Diamonds

Emeralds

Ambers

Rubies

Pearls





# Now for the GEMS...

Sapphires – True Blue – Slower BUT Fine

Diamonds – Repeats & Routines, Cutting

Emeralds – Going – Time Travel – Where?

Ambers – In the moment - Sensations

Rubies – Stop & Go – Big Movements

Pearls – Hidden in a Shell - Immobile



# SAPPHIRES

True Blue



Optimal Cognition,  
Healthy Brain



# Sapphires

- True to self: personal preferences remain basically the same
- Can be flexible in thinking and appreciate multiple perspectives
- Aging doesn't change ability: processing slows, more effort/time/practice needed



# DIAMONDS

Clear and Sharp



Routines and Rituals Rule



# Diamonds

- Displays many facets
- Prefers the familiar and may resist change
- More rigid and self-focused
- Reacts to change in environment
- Trusted authority figures can help
- Control is important





# Diamond

- Knows who's in charge – Respects Authority
- Can do OLD habits & routines in familiar spaces
- Becomes more territorial OR less aware of boundaries
- Likes the familiar – FIGHTS CHANGE
- Knows how to push your buttons
- Repeats the same stories, asks the same questions
- Misplaces things and can't find them
- 'Resents takeover' or bossiness
- Notices other people's mis-behavior & mistakes
- Varies in lack of self-awareness



# Diamond Interests

- What they feel competent at
- What they enjoy & who they like
- What makes them feel valued
- Where they feel comfortable but stimulated
- What is familiar but intriguing
- What is logical and consistent with historic values & beliefs
- Who is in charge – the boss



# Common Diamond Issues

- **IADLs**

- Money management
- Transportation - Driving
- Cooking
- Home maintenance & safety
- Caring for someone else
- Pet maintenance
- Med administration

- **Unfamiliar settings or situations**

- Hospital stay
- Housing change
- Change in family
- Change in support system
- MD visits
- New diagnoses
- Traveling or vacations



# GEMS Video





GEM:	WHAT DID YOU NOTICE?	WHAT IS THE VISUAL FIELD?	HOW WOULD YOU ADAPT YOUR APPROACH?
DIAMOND			
EMERALD			
AMBER			
RUBY			
PEARL			





# Diamond

- What do you notice?
- What's the person's visual field?
- How would you adapt your approach?



# Visual Cues that Help

- Personalized room
- Way finding signs
- Highlighted schedules
- Familiar & inviting environments
- Familiar set-ups for tasks or activities
- Personal approach with a smile
- Place cards at table settings
- Wear name tags on right side



# Verbal Cues that Help

- Knock before entering
- Use Sir and Ma'am, be respectful
- Ask permission to do things in the room
- Offer positive comments
- Issue invitations not orders
- Ask for help or input
- Frame as a 'RULE' for everyone
- Acknowledge their skill, ask for their support or understanding --- a favor



# Physical Cues that Help

- Hand shake greetings
- Return of friendly affection touches
- Responsive hugs
- Hand-under-hand comforting
- Back rubs – with permission
- Hand & foot massages – “pampering”



# Diamond Care Tips

- Friendly NOT bossy – leader to leader
- “Let’s try” “What would you think about trying ...”
- Sincere apologies: “I’m sorry, I didn’t mean to...”
- Share responsibility-don’t take over
- Use as many “old habits” as possible
- Give up being “RIGHT”
- Go with the FLOW-be flexible
- Substitute another ‘job’ when taking one away
- Avoid the “Don’t you remember?”



# For Repeated Stories

- Use “Tell me about it”
  - to accept the story
  - To reduce risk of ‘paranoia-like’ thinking
- Store them for the future
  - Write them down
  - Share them with others
  - You will possibly need them for supportive communication later





# EMERALDS

On the Go with a Purpose



Naturally Flawed



# Emerald

- Sees self as able and independent with limited awareness of changes in ability
- Understanding and use of language change: vague words and many repeats
- Awareness of time, place, and situation will not always match current reality
- Needs to know what comes next: seeks guidance and assistance to fill the day



# Emerald Interests

- Doing familiar tasks
- Doing visible tasks
- Historic tasks and people and places
- Engaging with or helping others
- Finding important people or things
- Having a 'job' or 'purpose'
- Being an 'adult'
- Getting finished & doing something else



# Common Emerald Issues

- Doesn't do care routinely – think they did
- Makes mistakes in sequence – unaware
- Repeats some care routines over & over
- Resists or refuses help
- Gets lost – can't find where to do care
- Limited awareness of 'real needs' –
  - Hunger, thirst, voiding, bathing, grooming...
- Has other 'stuff' to do...



# More Emerald Issues

- Afternoon or Evening – “Got to go home”
- Daytime – “Got to go to work”
- Looking for people/places from the past
- Losing important things – thinking others stole/took them
- Doing private things in public places
- Having emotional meltdowns
- Treating strangers like friends and visa versa



# GEMS Video







# Emeralds

- What do you notice?
- What's the person's visual field?
- How would you adapt your approach?



# Visual Cues that Help

- The environment
  - Overall look (friendly, fun, familiar, forgiving)
  - Surfaces to work on or to do things on
  - Places to sit (paired chairs)
  - Set up Props (objects that ‘say’ what to do)
  - Highlighted areas (light, color contrast, clutter reduction, organized)
  - Hidden – what is NOT to be done, what is already done, what ‘triggers’ distress



# More Visual Cues that Help

- You
  - Facial expression
    - Friendly
    - Concerned
  - Gestures
    - Invite with gestures and your face
    - Indicate next item to use, or options
  - Offer items
    - Offer an item in correct orientation
    - Present two to pick from



# Verbal Cues that Help

- Tone of Voice
  - Friendly
  - Interested
  - Concerned
- Reduce and Focus Words
  - Use preferred name for attention
  - Match words with gestures or offering
- Listen and use their words to connect



# More Verbal Cues

- When becoming distressed
  - Use PPA – Let them come to you, if possible
  - Listen - Get emotionally connected to where they are
  - Use empathic comments
  - Listen for key words
  - Go with their FLOW – don't push for the change
  - THEN Use redirection, NOT distraction



# Physical Cues that Help

- Limit this form of helping!
  - Match it with a visual & verbal cue combo
- Offer objects – don't put hands on
- Share the task -
  - Give them something to do while you do your part
- Do 'it' with/to someone else first, then approach them





# More Physical Cues

- When distressed
  - Match your touch to their preferences
  - Hand-under-Hand FIRST
  - Back rub – if interested
  - Hug – show first
  - Increase space and distance, if cued
  - BACK OFF, if it is not working



# Emerald Care Tips

- Learn to say “SO WHAT!”... is it worth it?
- Provide ‘subtle’ supervision for care/activities
- Provide visual prompts to do
  - Gestures, objects, set-up, samples, show
- Hide visual cues to stop/prevent unwanted responses
  - Put away, move out of range, leave
- Use the environment to cue – SHOW
- Use humor, friendliness, support



# Emerald Care Tips

- Focus on what has been done “well” or “right” - not on pointing out errors
- Limit words-show more
- Avoid saying “Let me HELP you”
- Avoid telling rather than asking (“You need to...”)
- Accept a less-than-perfect result-don’t fix it!
- Give up the “reality check”
- Treat like an adult-don’t use baby-talk!
- Respond, don’t react!



# AMBERS

Caught in a Moment of Time



Caution Required



# Ambers

Private & Quiet OR Public & Noisy

All About Sensory Tolerance & Needs

Touching - Tasting – Handling – Exploring

Visual ability is limited: focused on parts but not the whole

Object use and recognition changes

May be very curious or repetitive with objects or actions

Care is often seen as threatening

No safety awareness



# Ambers

- LOTS of touching, handling, mouthing, manipulating
- Focus on fingers and mouth
- Get into things!
- All about sensation....
- Invade space of others
- Do what they like
- AVOID what they do NOT





# Amber Interests

- Things to mess with (may be people!)
- Places to explore
- Stuff to take, eat, handle, move...
- Visually interesting things
- People who look or sound interesting OR places that are quiet and private
- Textures, shapes, movement, colors, numbers, stacking, folding, sorting...



# Amber Issues

- Getting into things – taking stuff
- Bothering others
- Difficulty making needs known
- Poor understanding of what caregivers are doing
- Dislikes being helped/touched/handled
- Dislikes showers or baths
- Repetition of sounds/words/actions



# GEMS Video





# Ambers

- What do you notice?
- What's the person's visual field?
- How would you adapt your approach?



# Visual Cues that Help

- Automatic social greetings
- Lighted work surfaces with strong props
- Demonstrations – work along side
- Model the actions
- Do the action one time, then offer the prop
- Show one step at a time
- Show a NEW item, then cover the old



# Verbal Cues that Help

- Call name
- Use simple noun, verb, or noun + verb
  - “Cookie?”
  - “Sit down”
  - “Let’s go” (with gesture)
- Give simple positive feedback
- Listen for their words, then
  - use a few and leave a blank at the end of the sentence



# Physical Cues that Help

- Show the motion or action wanted
- Touch the body part of interest
- Position the prop for use – light touch
- Show the motion on yourself
- Use hand under hand guidance
- Offer the prop once started – encourage their use of the item





# Amber Care Tips

- Provide step-by-step guidance-Do “With”, not “To”
- Less Talk– Emphasize the VISUAL-allow more time for responses
- Demonstrate -consider parallel engagement initially
- Use Hand-under-hand guidance for a few repetitions, may use utensils (though not always well)
- Offer something to handle, manipulate, touch, gather
- Limit noise, touch, and other distractions
- SUBSTITUTE don’t SUBTRACT



# RUBIES

Deep and Strong



Others Stop Seeing What  
Is Possible



# Rubies

- Makes use of rhythm: can usually sing, hum, pray, sway, rock, clap, and dance
- Transitions difficult between starting and stopping
- Big, strong movements are possible, while skilled abilities are being lost
- Able to pick up and hold objects, and yet confusion about what to do with them
- Limited visual awareness



# Ruby Interests

- Walking a routine path
- Moving in a forward direction
- Watching others – checking them out
- Being close or having space
- Things to pick up, hold, carry, push, wipe, rub, grip, squeeze, pinch, slap, press
- Things to chew on, suck on, grind
- Rhythmic movements and actions



# Ruby Care Issues

- Safe mobility – fatigue, wandering, & falls
- Intake – amount and safety
- Hydration – interest, amount, safety
- Rest time & place – night time waking
- Shadowing others – invading places
- Not staying – not settling for meals
- Reacting to hands-on care – sensation
- Identifying & meeting needs



# More Ruby Issues

- Contractures
- Skin integrity – bruises, tears, rashes
- Pressure or friction
- Infections – UTI, yeast, URI, pneumonias
- Swallowing
- Circulation



# GEMS Video





# Rubies

- What do you notice?
- What's the person's visual field?
- How would you adapt your approach?





# Visual Cues that Help

- Demonstrate what you want
- Give big movements to copy
- Move slowly & with rhythm
- Present cues in central visual field about 12-18 inches out
- Hold things still – allow exploration
- Offer your hand
- Smile while offering support



# Verbal Cues that Help

- Call name to get attention – at 6' out
- Use 'song' to connect
- Give 1-3 words only
- Combine verbal direction with gesture or demo
- Give one "action" cue at a time
- Match tone/inflection to intent
- Give positive feedback with attempts



# Physical Cues that Help

- Hand-under-hand
- Touch body part to be moved or used
- Place hand/foot then gesture
- Offer comfort touch as desired before task attempt
- Back rubs –
  - Flat and slow – to calm
  - Finger tips and quick circles – to awake



# Ruby Care Tips

- SLOW yourself DOWN
- Hand-Under-Hand
- Move with first – then guide
- Learn about patterns of “needs”
- Use music and rhythms – help start or stop movement
- Touch with care-don’t startle-don’t lean in to intimate space
- Use calm voice, low volume-no baby-talk



# PEARLS

Hidden Within a Shell



Beautiful Moments to Behold



## Pearls

- Will frequently recognize familiar touches, voices, faces, aromas, and tastes
- Personhood survives, although all other capabilities are minimal
- Changes in the body are profound: weight loss, immobility, systems are failing
- As protective reflexes are lost, breathing, swallowing, and moving will be difficult



# Pearl Interests

- Internal cues
- Pleasant and familiar sounds & voices
- Warmth and comfort
- Soft textures
- Pleasant smells
- ‘Good’ tastes
- Smooth and slow movement
- “Just right” touch and feel



# Pearl Care Issues

- Not interacting much
- Crying out – can't make needs known
- Skin & hygiene problems
- Weight loss
- Reflexes make care challenging
- Repeated infections
- Not eating or drinking
- Not able to sit up safely





# GEMS Video





# Pearls

- What do you notice?
- What's the person's visual field?
- How would you adapt your approach?



# Visual Cues to Help

- Get into supportive position
- Place your face in the central field of vision
- Make sure light comes from behind the person – into your face
- Bring up lights carefully
- Move slowly- easier to track your movements
- Place items to be used in central field



# Verbal Cues to Help

- Keep your voice deep & calm
- Put rhythm in your voice
- Tell what you are doing and what is happening while you give care
- Reflect emotions you think you see
- Offer positive comments & familiar phrases as you offer care
- Quiet down, if signaled to do so



## Physical Cues to Help

- Use firm, but gentle palm pressure at joints to make contact
- Always try to maintain contact with one hand while working with the other
- Once physically connected, keep it
- Use flats of fingers and palms for care
- Always use Hand-Under-Hand when doing something 'intense'



## Pearl Care Tips

- Gather all supplies for the task before getting started
- Be aware of room temp-Increase warmth of the room as needed for bathing, activities
- Use warm towels & light weight blankets
- GO SLOWLY
- Use circular, rotational movements to relax joints for care
- Provide skin care – fragile & dry skin
- Focus on the relationship, not the task
- Look for the pearl

BREAK



# GEM States and Activities

- What you CAN'T control:
  - The person, and who they have been
  - The level of dementia now
  - Other medical conditions
- What you CAN control:
  - The environment (setting, sounds, sights, sensations)
  - The schedule (how activities are balanced)
  - How you approach and interact



# How You Spend Your Day

- Self-care, wellness activities

- Daily routines
- Exercise
- Cognitive activities



- Productive activities

- Tasks that make you feel valued or appreciated
- Chores that need to be done



- Rest and Restorative activities

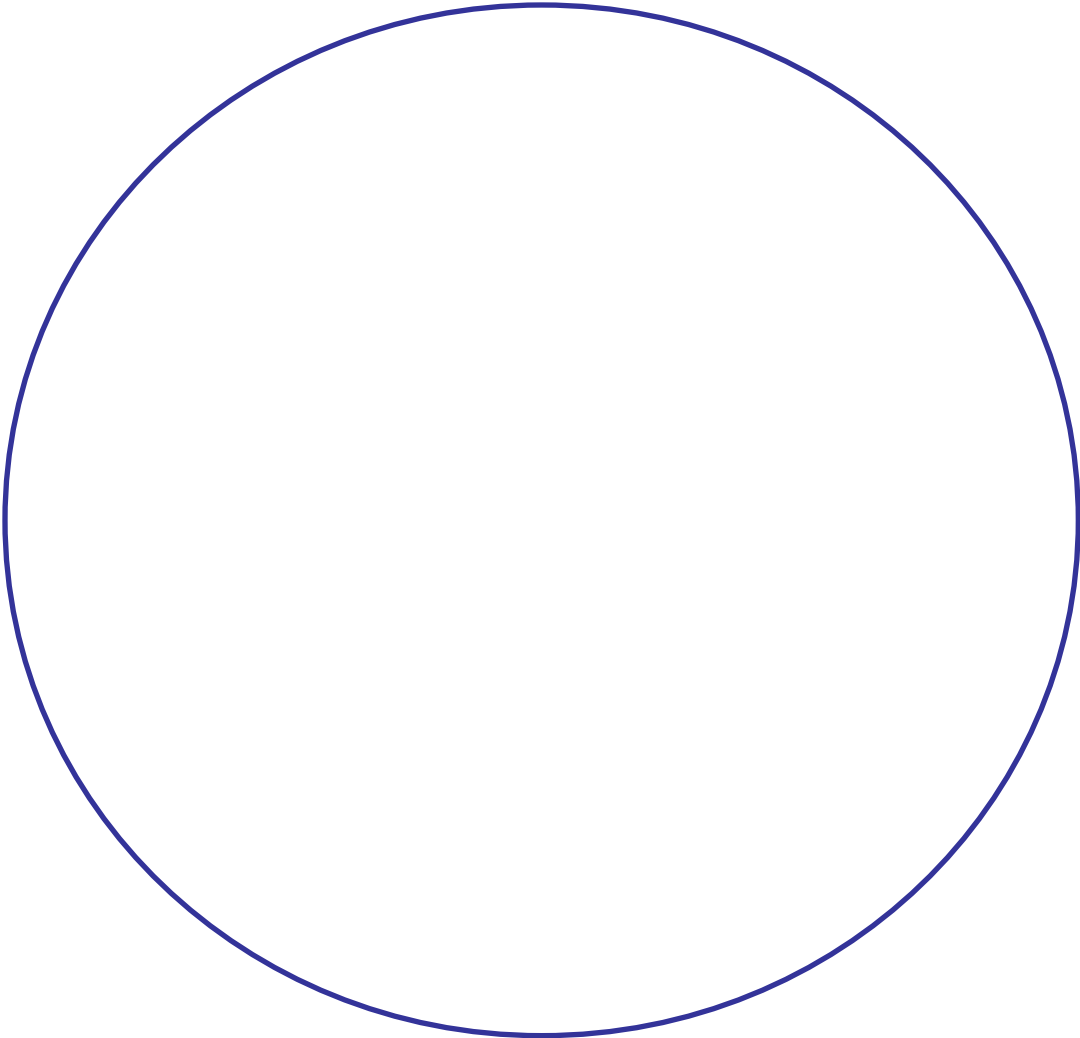
- Sleep, naps, relaxing
- Activities that calm or revitalize



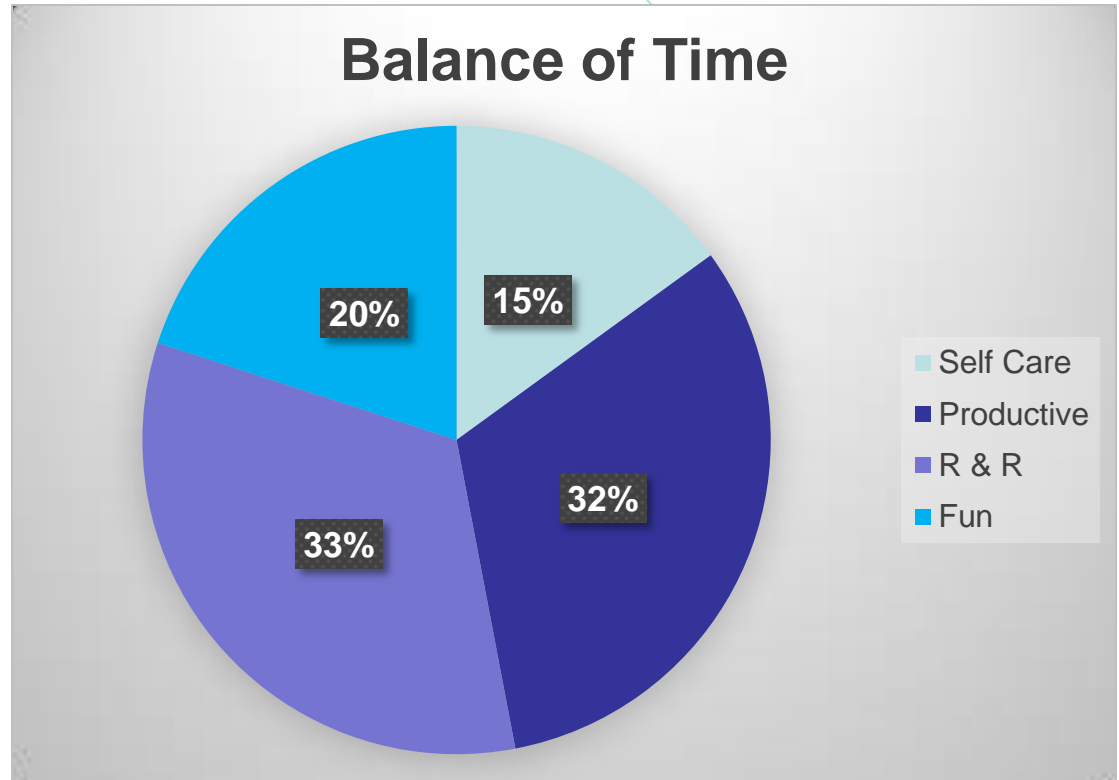
- Activities “just for fun!”



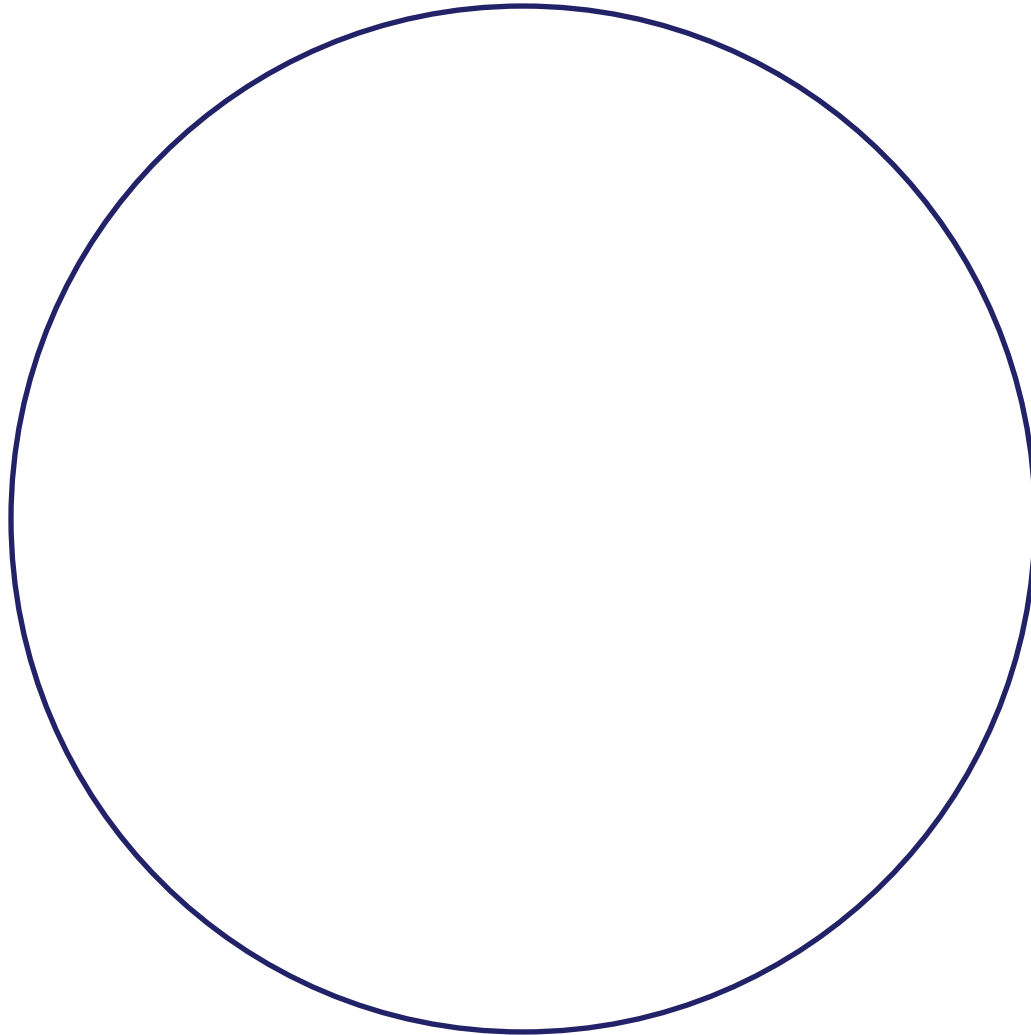
Self-Care, Wellness:	
Productive Activities:	
Rest and Restoration:	
Just for Fun:	
168 Min	



<b>Self-Care, Wellness:</b>	
Morning routine	8
Bedtime routine	3
Brain games	7
Bike or walk	7
<b>Productive Activities:</b>	
Job	44
Housework	5
Yardwork	2
Lead Bible Study	2
<b>Rest and Restoration:</b>	
Sleep	42
Read	4
Listen to music	8
Attend church	2
Massage	.5
<b>Just for Fun:</b>	
Play with the dog	3
Craft projects	1
Play the piano	.5
Study French	1
Do artwork	1
Talk on phone	27
	168



# What About Our Residents?



# Self-Care & Wellness Activities

## Cognitive

- Table top tasks
  - Matching, sorting, organizing, playing
- Table top games
  - Cards, board games, puzzles...
- Group games
  - Categories, crosswords, word play, old memories

## Physical

- Exercise
- Walking
- Strengthening tasks
- Coordination tasks
- Balance tasks
- Flexibility tasks
- Aerobic tasks
- Personal care tasks

# Rest & Restorative Activities

- Sleep – Naps
- Listen to quiet music with lights dimmed
- Look at the newspaper
- Look at a calm video on TV screen
- Rock in a chair
- Swing in a porch swing
- Walk outside
- Listen to reading from a book of faith
- Listen to poetry or stories
- Listen to or attend a worship service
- Stroke a pet or animal
- Stroke fabric
- Get a hand or shoulder massage
- Get a foot soak & rub
- Listen to wind chimes
- Aroma therapy

# Productive Activities

- Helping another resident
- Helping staff members
- Completing community tasks
- Completing home/place care tasks
- Making something
- Sorting things
- Fixing things
- Building things
- Caring for things
- Counting things
- Folding things
- Marking things
- Cleaning things
- Taking things apart
- Moving things
- Cooking/baking
- Setting up/breaking down
- Telling others 'how to'
- Other ideas....

# “Just for Fun” Activities

- Sing
- Dance
- Laugh
- Play games
- Take care of plants
- Interact with pets
- Join in a competition



# GEMs and Activity Analysis

## **Physical Factors:**

Mobility  
Vision  
Dexterity  
Posture  
Pain

## **Cognition:**

Judgement  
Working Memory  
Object Recognition  
Concentration  
Safety  
Initiation

## **Interactive Skill Factors**

Personality Style  
Speech  
Hearing  
Comprehension  
Group Tolerance

## **Psychological Factors:**

Emotional State  
Self-worth  
Values and Beliefs (self/others)  
Task Value



# Help Each GEM Shine!

- Diamonds (give control and follow the “rules”)
- Emeralds (go with a purpose)
- Ambers (make it “sensational”)
- Rubies (keep the rhythm)
- Pearls (don’t forget what’s inside the shell)

# PAC Profile: This is ME Sheet

(Add a current photo/head shot)

Preferred Name: \_\_\_\_\_ Language Skills: (native tongue) \_\_\_\_\_

GEMS™: \_\_\_\_\_ Hearing: Deaf HoH 1:1-OK Group-OK

\_\_\_\_\_ Comprehension: None 1-word Simple OK

Personality traits: \_\_\_\_\_ Speech: None Nonsense Echo Repeats Accurate

\_\_\_ Introvert (private, alone time, SPAC1, quiet)

\_\_\_ Extrovert (common areas, talking, close, touching)

\_\_\_ Mixed \_\_\_\_\_

Overall Activity Preferences: \_\_\_ Doer \_\_\_ Talker \_\_\_ Watcher

Sensory Preferences: (little/lot, same/different, details) Sensory Dislikes: (speed, variety, types, specifics)

Sights \_\_\_\_\_

Sights \_\_\_\_\_

Sounds \_\_\_\_\_

Sounds \_\_\_\_\_

Touch/Physical contact \_\_\_\_\_

Touch/Physical contact \_\_\_\_\_

Movement \_\_\_\_\_

Movement \_\_\_\_\_

Smells \_\_\_\_\_

Smells \_\_\_\_\_

Tastes \_\_\_\_\_

Tastes \_\_\_\_\_

## Productive – Work/Jobs – Valued Roles

History:

Current Possibilities:

## Leisure – Play – Fun (Passive activities & Active activities)

History:

Current Possibilities:

## Self-care – Wellness – Physical Fitness & Brain Fitness

History – Body Fitness:

Current Body Possibilities:

History – Brain Fitness:

Current Brain Possibilities:

## Rest – Restorative – Re-energize – Spiritual

History:

Current Possibilities:

Major Life Events of Note: (positive or negative) \_\_\_\_\_

## Favorites:

\_\_\_ animals \_\_\_ plants/flowers \_\_\_ music  
\_\_\_ people/children/babies \_\_\_ belongings/objects  
\_\_\_ places/scenery/landmarks or pictures/art

## Major Dislikes:

\_\_\_ animals \_\_\_ plants/flowers \_\_\_ music  
\_\_\_ people/children/babies \_\_\_ belongings/objects  
\_\_\_ places/scenery/landmarks or pictures/art

## This Is ME' Sheet



**Preferred Name:** Karen

**Gem(s):** Diamond-Emerald

**Personality trait:**

☒ X Introvert (private, alone time, SPACE, quiet)

☐ Extrovert (common areas, talking, close, touching)

☐ Mixed \_\_\_\_\_

**Language Skills:** (native tongue) \_\_\_\_\_

**Hearing:** Deaf HoH **1:1-OK** Group-OK

**Comprehension:** None 1-word **Simple OK**

**Speech:** None Not-understandable Echo **Accurate**

**Hand Dominance:** **Right** Left Mixed

**Hand Skills:** **Bilateral** 1 side-Skilled Whole Hand Grasp

**Overall Activity Preferences:** X Doer X Talker X Watcher

**Sensory Preferences:** (little/lot, same/different, details)

Sights – scenery, animals, people, flowers, outdoors

Touch/Physical contact - only with permission, massage

Movement – rhythmic, self-initiated actions

Smells – bread baking, coffee, spaghetti sauce, flowers

Tastes – crunchy salty, caramel/brown sugar, ginger

**Sensory Dislikes:** (speed, variety, types, specifics)

Sights – disorganized, crowded, messy

Touch/Physical contact – light moving

Movement – being pushed, going too slow

Smells – hard boiled eggs, perfumes

Tastes – dark meat chicken, plain eggs

**Productive – Work/Jobs – Valued Roles**

History: baby sitter, animal sitter, night desk clerk, day center worker, teachers aide, NA, OTR, Educator

Current Possibilities: Advice giver, Cleaner, Animal walker, Organizer, Sorter

**Leisure – Play – Fun (Passive activities & Active activities)**

History: watching Food, History, HGTV channels & people, board games, hiking, climbing, dancing, singing

Current Possibilities: most of these would still be possible with support

**Wellness – Self-care – Physical Fitness & Brain Fitness**

History – Body Fitness: running, yoga, hiking, fun sports that encourage action without negative judgment

Current Body Possibilities: walking, yoga, non-competitive team activities

History – Brain Fitness: jigsaw puzzles, word games, table-top games, puzzle solving, jeopardy

Current Brain Possibilities: similar, perhaps simplified

**Rest – Restorative – Re-energize – Spiritual**

History: early morning meditation and movement time, quiet prayer, songs, outdoor worship, action ministry

Current Possibilities: helping others, time to be in nature, quiet Chapel time

**Major Life Events of Note: (positive or negative):** lots of problems with teeth, traveled a great deal, lots of caregiving

**Family Info of Note:** Sarah - middle child, the one doing the placement, Grace, the oldest – can get Karen to do crafts

**Favorites:**

☒ X animals

☒ X plants/ flowers

☒ X music

☒ X people or children or babies

☒ X belongings or objects

☒ X places/scenery/landmarks or pictures/art

**Major Dislikes:**

☐ animals

☐ plants/flowers

☐ music

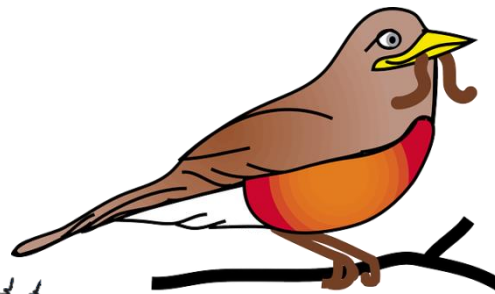
☐ people or children or babies

☐ belongings or objects

☐ places/scenery/landmarks or pictures/art

# Pictogram of Who I Am

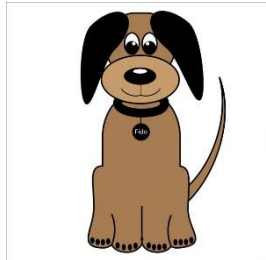
- Sleep/Wake



- Head First/ Heart First
- Things I Like



Things I Don't Like



Where I'm From



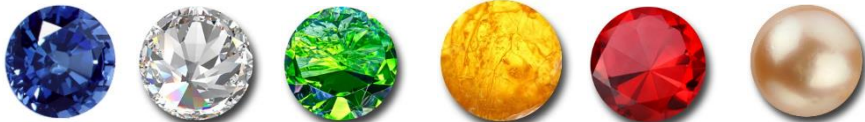
- Introvert/Extrovert



Details/Big Picture



- GEM State



# Mixed GEM Activities

- Pictures with words
- Crosswords with songs
- Singing with clapping/rhythm
- Newspapers
- Picture jigsaw puzzles
- Polishing shoes
- Market basket
- Washing windows

# Name Ten

Diamonds & Sapphires – teams – compete

Emeralds – consider pictures of all on a screen or wall – clues if stuck

1. Animals on a farm
2. Favorite colors
3. Things you find in a kitchen
4. Musical instruments
5. Favorite desserts
6. Things to drink
7. Things to do in the winter
8. Places to go on vacation
9. Rooms in a house
10. Famous artists

# Animals on a Farm





# Animals on a Farm



- What breed of Cow?
- Male or Female
- Beef or Dairy?

# Animals on a Farm



- Holstein Cow
- Female
- Dairy

# Animals on a Farm



## FUN FACTS:

- Holstein cows originated in Holland 2000 years ago
- One cow produces 8-10 gallons of milk per day
- Dark brown eyes- very rare to have blue eyes



# Picture Jigsaw Puzzles



# Picture Jigsaw Puzzles





# Picture Jigsaw Puzzles



# Picture Jigsaw Puzzles





# Washing Windows





# Spring Cleaning







# Video

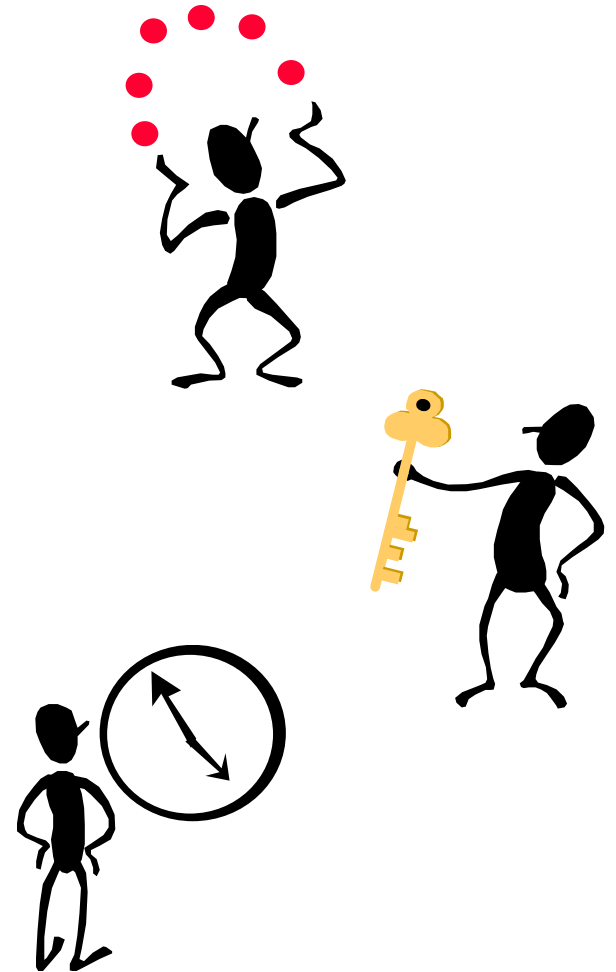
## Teepa Reviews the GEMs

# Challenge Your Thinking!

- Transitions as part of the activity
- Value of engaging residents for set-up and clean-up
- Getting residents engaged *before* they get distressed
- Whose “need” is this all about?
- Why should they stop what they are doing to go with you and start doing something else?
- Just because your body is physically present, doesn't mean you're engaged.
- Just because your eyes are closed, doesn't mean you're not!
- Any GEM with the right setting and with the right care will shine!

# Its all about BALANCE

- Some of each
- Not too much of any
- Get into a routine & stick to it
- Change it up a little
- And time in between to chill
- Some old, some new
- Some for me, some for you



*Changing the  
Culture of Dementia Care  
One Mind at a Time*

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