

Tier 1 Dementia Awareness Training Unit Delivery Plan

Unit 8: How to respond to behaviours that challenge

Organisation: _____ **Number of participants in the group:** _____

Date: _____ **Duration of Session:** _____

Venue: _____

Key words: behaviours that challenge, communication strategies, VERA Framework.

Aim:

You have come to the last unit in this Tier 1 Dementia Awareness Training Package. Units 1 – 7 have raised your awareness about dementia, its impact & what you can do to support the person with dementia & their carer to live well.

Unit 8 will give you the chance to develop the skill of how to respond to behaviours that challenge. This session must be delivered face to face in a small group setting.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain why people with dementia may present with behaviours that challenge
- ✓ Describe advanced communication strategies that can be used to respond to behaviours that challenge
- ✓ Discuss the VERA Framework and you can use it when supporting people with dementia

A note to the trainer:

This lesson plan must be read in conjunction with the power point presentation for Unit 8, including the notes pages. It must be delivered face to face, to allow for simulation and developmental activities. Before you start the session, arrive an hour early to set up the room for the training. You will need to check that the equipment is working and that there is internet access.

You need to ensure the health and safety of your participants by checking for Fire Exits and planned Fire Drills or Fire Alarm Testing. The content of this unit can be delivered in 30 minutes. However, you can increase the time to 60 minutes, should you feel that this is appropriate. This explains why this unit delivery plan suggests estimated timings.

Be prepared to welcome your participants and thank them for attending the training. Check that your participants have completed Unit 6 of this training package. Recognise that some people may be experiencing dementia on a personal level and they struggle to think about how they can help people presenting with behaviours that challenge. Reassure them by pointing to relevant resources listed in this unit.

Be mindful that the use of simulation in this training session may act as a catalyst in bringing the experience of living with dementia to the fore. Inform your participants of the emotional nature of dementia and prepare to support your participants during the session. Be available to provide debriefing to participants who may want to talk to you after the session. Alternatively, be prepared to sign post them to appropriate support. Details are contained within this unit.

| Estimated Timings | Content | Facilitator Activity “What the facilitator will be doing” | Participant Activity “What the learners will be doing” | Resources needed |
|-------------------|--|--|--|---|
| 3 mins | <p>Welcome to the Unit</p> <p>Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Link to Unit 7</p> <p>Participant health and wellbeing ~ make yourself available to debrief and to sign post after the session has ended.</p> | <p>Facilitating discussion.</p> <p>Get participants to sign the attendance register</p> <p>Inform the participants about the length of the session, including a short comfort break if it is going to be longer than 30 minutes.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p> | <p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p> | <p>Tier 1 Evaluation Forms</p> <p>Pens</p> <p>Flip chart paper, pens, white board</p> <p>Hand outs & other supporting materials which are on a USB Storage Stick. Certificate will be made available at the end of the session.</p> |
| 5 mins | <p>Activity – Pause & Think:</p> <p>“How does communication change as the dementia progresses?”</p> <p>Present Slides 4 & 5</p> <p>Changes in communication</p> <p>(5 minutes in total)</p> | <p>The facilitator needs to encourage each member in the audience to reflect Unit 5 - “Talking and listening to the person with dementia”</p> <p>Ask the participants:</p> <p>“How does communication change as the dementia progresses?”</p> | <p>Discuss experiences and ideas.</p> <p>Ask for any lessons learned?</p> <p>Any areas for personal and professional development identified?</p> <p>Participants can make notes using the Unit 8 Activity Sheet if they wish.</p> | <p>Unit 8 Activity Work sheet.</p> |
| 7 mins | <p>Present Slide 6-8</p> <p>Communication tips – Reminders from Unit 5</p> <p>Explain that some people may express themselves through their behaviour</p> | <p>Remind participants of the Top communication tips as presented in Unit 5.</p> <p>Emphasise that each person's journey will be unique, which means that each person will have different communication needs. One size does not fit all, therefore person-centred care is essential</p> <p>If time permits, engage in a developmental conversation about other strategies that can be used to communicate with people with dementia.</p> | <p>Listening and participating mentally and responding verbally</p> <p>Participants can make notes using the Unit 8 Activity Sheet if they wish</p> | <p>Power Point</p> <p>Unit 8 Activity Work sheet.</p> |
| 13 mins | <p>Activity ~</p> <p>“Effective Communication – What you need to know!”</p> | <p>Facilitator to:</p> <p>Get the audience into 4 groups</p> <p>Give each group 1 card</p> | <p>Scenario Based Activity:</p> <p>Participants to get into 4 groups.</p> <p>Group V: Validation</p> | <p>Power point,</p> <p>Resources:</p> <p>4 laminated cards with the letters VERA printed on each card.</p> |

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|----------------------|--|---|--|--|
| | <p>(13 minutes)</p> | <p>Show sample response after each group has fed back.</p> <p>Ask them to spend 5 minutes discussing the topic written on their card.</p> <p>Invite the Spokesperson to give feedback in 60 seconds or less.</p> | <p>How would you use Validation to help Mary? What might you say or do in response to her concerns?</p> <p>Group E: Emotion How would you acknowledge Mary's emotions? What might you say or do in response to her emotions?</p> <p>Group R: Reassurance Having observed that Mary is looking tense, how would you re-assure her? What might you say or do as you re-assure her?</p> <p>Group A: Activities How would you use activities to help Mary? What might you say or do in order to encourage Mary to engage in activities?</p> | <p>For example, one card will have V on it and on the reverse side it will have the scenario printed on it and then a question for discussion:</p> |
| <p>3 mins</p> | <p>Conclude Unit 8</p> <p>Review objectives</p> <p>Complete evaluations.</p> | <p>Complete presentation & review objectives for Unit 8</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p> <p>Sign certificates. Give out Certificates for Unit 8</p> | <p>Verbal feedback</p> <p>Completion of evaluation forms.</p> | <p>Evaluation Forms</p> <p>On-Line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p> <p>Certificates for Unit 8</p> |