



Designing Activities that Celebrate Life

Person Centered Approaches to Dementia Care

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OVERVIEW

This session focuses on how to design meaningful activities that not only engage individuals living with dementia but also celebrate their unique identities. By reflecting each person's personal interests, hobbies, and life experiences, we can create opportunities for joy, fulfillment, and a sense of accomplishment. The goal is to craft activities that provide enrichment and dignity while fostering an environment where individuals feel seen, respected, and valued.





The Importance of Gathering and Using a Detailed Social History to Design Person - Centered Activities



Social History Matters

Dementia does
NOT erase a
person's past.

Practical Tips for Collecting Information

A variety of ways to
collect info may be
needed such as
interviewing family and
friends or engaging in
reminiscing exercises.

Creating Connections

Social histories help
caregivers form
deeper emotional
connections.

The Significance of Collecting and Utilizing a Comprehensive Social History

Dementia may alter memory, but it does not erase a person's life experiences. A Life Story or Social History is essential for creating person-centered activities.

Why It's Important: Individuals are more than just their diagnosis; this history plays a crucial role in defining their identity today.





Audience Reflection:

Take a moment to recall a time when you experienced joy or fulfillment from an activity. Reflecting on this will help you personally understand the significance of person -centered activities.

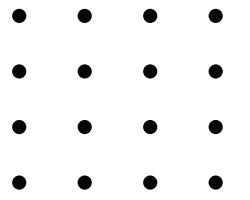
Designing Activities that Honor the Individual's past, Passions, and Interests

Respect Identity and History: Do not define a person solely by their condition. Activities should reflect who they were and continue to be.

Activity Ideas: we can adapt things to be tailored to the life story. If a person was passionate about music, what would we do?

Customization is Key: Discuss how to adapt activities based on the person's current abilities while keeping their interests at the forefront





Ensuring Activities are Accessible and Adaptable to Different Stages of Dementia

Understanding the Progression of Dementia

- Early Stages
- Middle Stages
- Late Stages

Activity

Modification

- How to simplify
- Adapting

Multi -Sensory Elements

- Touch
- Taste
- Smell
- Sight
- Hearing



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Fostering a Sense of Purpose and Meaning through Activities that Resonate with the Individual

The Power of Purpose

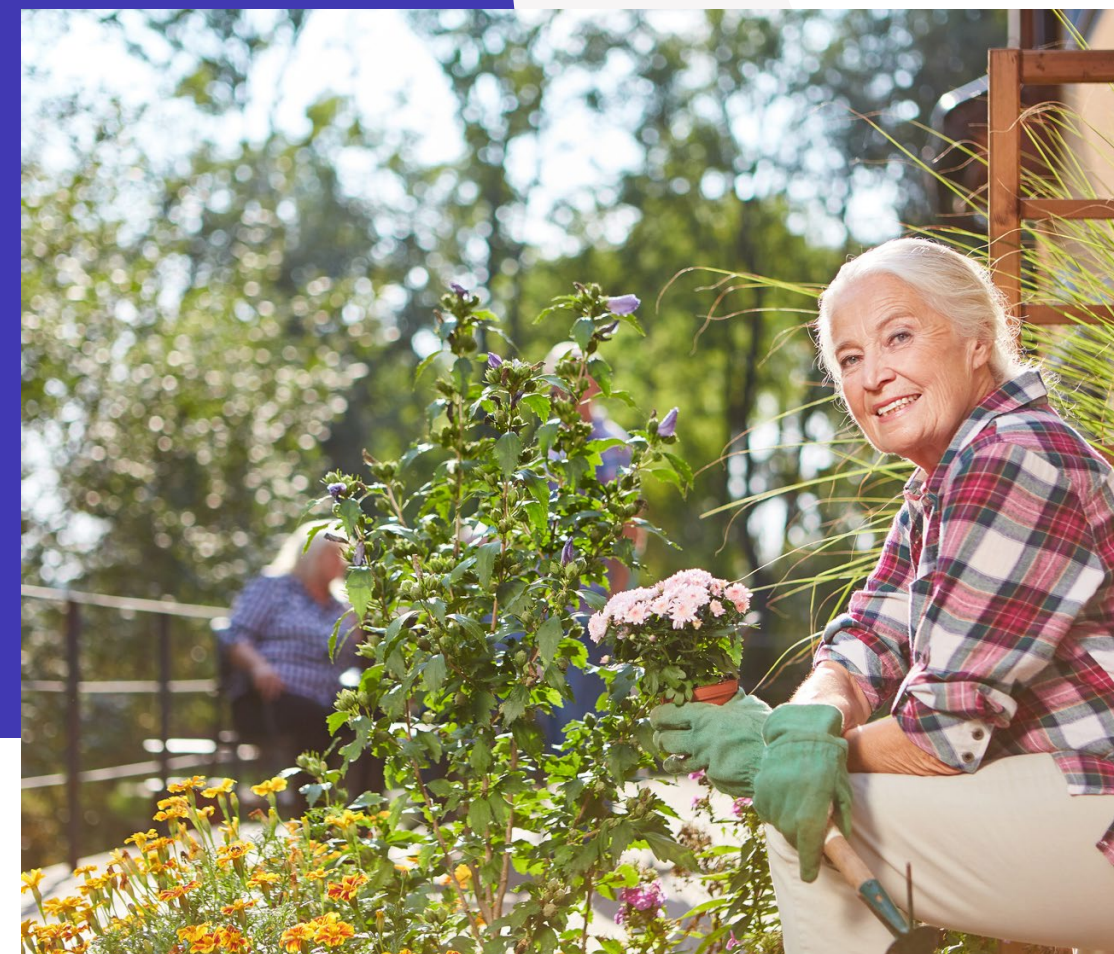
Explore how activities can help a person feel like they are contributing to their environment

Examples

Setting the table, folding, wiping tables, etc.

Connection to Life Work and Passion

A person finds purpose through activities linked to their prior career(s) and hobbies



Steps for Creating Person -Centered Care Plan Goals Based on Interests

Get to Know the Person Beyond Their Diagnosis:

Understand the individual’s unique interests, life history, and current preferences. Engage with the person, family, and past caregivers to collect detailed information about hobbies, social preferences, and significant past activities.

Consider Abilities and Limitations:

Tailor goals based on the individual’s current cognitive and physical abilities. While cognitive changes may occur, the person may still enjoy familiar activities from their past.

Set Clear and Person -Centered Goals:

- **Quality of Life Focus:** Enhance emotional well-being and create a sense of purpose.
- **Promote Cognitive Function:** Incorporate memory games, puzzles, or problem-solving activities.
- **Promote Emotional Well -Being :** Include social interactions and familiar activities that reduce anxiety and loneliness.
- **Encourage Physical Activity** : Incorporate gentle exercise routines aligned with the individual’s abilities.

Adapt Goals as Needs Change:

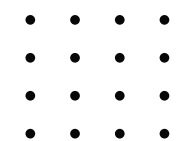
Recognize that dementia is progressive, and goals may need to be adjusted over time. Celebrate small successes and ensure act ivities remain stimulating and meaningful.

By using this structure it should help ensure that activities are organized in a way that is clear and accessible for care pl anning purposes, making it easier to create person-centered goals based on the individual’s preferences.

*Care Plan Discussion - See Addedum



Training Staff to Understand and Implement Person - Centered Care Approaches Effectively



Why Training Alzheimer's Care Team Staff is Essential

Highlight the importance of training caregivers and staff in person-centered care to ensure they not only provide medical or physical care but also engage with residents on an emotional and personal level. Staff should be equipped with the skills to create activities that celebrate individuality.

Teaching Empathy and Observation Skills

Caregivers can modify their approach in real-time based on cues from the resident's body language.

Role of Family and Community

It is important of training family members to be involved in care planning, helping them to understand the value of life stories and personal engagement. Training staff in communication techniques is also key, such as using simple language or the power of touch and non-verbal cues.

Creating a Conducive Environment that Supports Enrichment and Enhances the Overall Experience for Individuals with Dementia

The Environment as Therapy

The physical environment is crucial in dementia care. A clutter-free, calming space with suitable lighting, soothing colors, and accessible areas can significantly improve an individual's experience.

Sensory Stimulation

Explore how environmental elements like music, aroma, and tactile experiences can offer therapeutic benefits. For instance, soft music can reduce agitation, while a cozy space can provide comfort and lessen anxiety.

Supportive Design

Suggestions for a dementia-friendly environment include:

- Implementing safety measures
- Using familiar objects
- Maintaining spaces that promote social interactions and group activities.



This presentation aimed to emphasize the importance of seeing individuals with dementia as unique and valued members of society, whose identities and life stories should be celebrated through activities designed specifically for them. By integrating person centered principles into activity planning, we can enrich their lives and enhance their well being, fostering a greater sense of purpose, connection, and joy.

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THANK YOU!



1. General Information

Purpose: To collect foundational information that informs the activity planning process and social interactions within the care team.

Reason for Assessment:

- o Initial Assessment
- o Annual Review
- o Significant Change in Condition

Person(s) Providing Information:

(e.g., Caregiver, Family Member, Healthcare Provider, etc.)

Note: Always engage the individual being assessed whenever possible.

Languages Spoken:

(Please list all languages spoken or understood. It is important to note that individuals with dementia may revert to their first language as the condition progresses.)

Primary Diagnosis and Other Relevant Diagnoses:

(Include conditions that may impact participation in activities, such as vision or hearing impairments, palliative care, or dementia -related diagnoses.)

Adaptive Equipment for Group Programs or Independent Leisure Activities

(Please check all relevant items and specify any additional needs or preferences.)

Communication Aids :

- Marker Boards or Whiteboards for Written Communication
- Communication Boards (with symbols or pictures)
- Picture Cards or Flashcards for non-verbal communication
- Voice Amplification Devices or Speech Generators

Grip and Dexterity Aids :

- Adaptive Silverware (large-handled forks, spoons, knives)
- Ergonomic or Large-Handled Art Tools (e.g., paintbrushes, scissors)
- Special Adaptive Scissors (spring-loaded or large-handled)
- Dycem Pads or Non-Slip Mats (to stabilize objects like plates or tools)
- Gripping Aids for Writing Instruments (pens, pencils with thick grips)
- One-Handed Kitchen Tools (can openers, peelers)

Hearing Aids and Related Devices :

- Hearing Aids (For amplification of ambient sound)
- Amplified Telephones (For easier communication)
- Vibrating Alert Devices (for doorbells, alarms, etc.)
- Visual Alert Systems (for phone calls, alarms, or visitors)
- TV or Audio Amplifiers with Headphones
- Personal Listening Systems (for group settings or meetings)

Memory Aids :

- Calendars (Large Print or Color-Coded for easy reference)
- Seasonal or Familiar Decor (to aid with orientation and evoke memories)
- Clocks (with large, clear numbers or digital displays)
- Daily Schedule Boards (highlighting appointments, meals, and activities)
- Reminder Systems (alarm clocks, timers, or medication reminders)
- Photo Albums or Memory Boxes (to stimulate memory through familiar images or objects)
- Memory Journals (personalized journals to record significant events or milestones)
- Color-Coded Sticky Notes or Labels (for easy identification of items or areas)
- Task Instructions or Checklists (written reminders for daily activities)

Other Adaptive Equipment :

(Please specify any additional tools or aids that may enhance participation in group programs or independent leisure activities.)

Vision Aids :

- Magnifying Glasses
- Large Print Materials (books, puzzles, activity sheets, etc.)
- High Contrast Objects or Tools
- Screen Magnifiers or Zoom Software for electronic devices
- Adjustable Lighting for improved visibility
- Tactile Signage or Braille Labels

Cognitive or Physical Limitations :

(Provide an overview of any cognitive or physical challenges that may impact activity engagement.)

2. Personal Information

Purpose: To obtain a deeper understanding of the individual’s life history, family dynamics, and occupational background.

Birthplace :

(City, State, Country.)

Educational Background:

(Highest level of education completed, specific fields of interest or study.)

Hobbies and Interests:

(Current or past activities, e.g., gardening, cooking, painting, sports, reading, etc.)

Marital Status:

Single

Married

Widowed

Divorced

In a Relationship

Other

Name of Spouse/Partner (if applicable):

Number of Children:

(Please include names, ages, and any relevant details.)

Number of Grandchildren:

(Please include names, ages, and any relevant details.)

Occupational History:

(Please list significant jobs or careers, along with any particular skills, passions, or accomplishments.)

Where Did You Live Most of Your Life?:

(City, region, or country where most of their life was spent.)

3. Religion, Spirituality, and Personal Beliefs

Purpose: To understand the individual’s spiritual, religious, or philosophical practices, and preferences. It is important to recognize that individuals with dementia may reconnect with past spiritual or religious practices, even if they have not been actively involved in these traditions for years.

Do you follow a specific faith, spiritual practice, or belief system?

Yes

No

If Yes, please describe the practices or traditions that are meaningful to you:

Would you like to attend spiritual or religious services here?

Yes

No

If Yes, what type of service would you prefer?

(Traditional, modern, quiet reflection, interfaith, etc.)

Are there any specific spiritual or religious practices you would like to incorporate into your independent leisure time?

(Music, readings, rituals, meditation, dietary practices, etc.)

Would you prefer private spiritual or religious services or visits from spiritual leaders or community members?

Yes

No

If Yes, please provide any details or preferences:

4. Military Service

Purpose: To explore the individual’s military background, as it can be a significant part of their identity.

Are You a Veteran?

Yes

No

Was Your Spouse a Veteran?

Yes

No

Branch of Service:

(Army, Navy, Air Force, Marines, Coast Guard, etc.)

Dates of Service:

(From [Year] to [Year])

Military Achievements or Experiences:

(Medals, awards, notable experiences or duties.)

Impact of Military Service on Current Life:

(Memories, challenges, or sources of pride related to military service.)

5. Community and Social Involvement

Purpose: To understand the individual’s past and current engagement in their community, which can guide social activity planning.

Do you have special skills or talents you would be willing to teach or share with others?

(e.g., cooking, arts and crafts, knitting, carpentry, etc.)

Did you belong to any clubs, organizations, or societies?

(Social clubs, religious organizations, professional associations, etc.)

Have you ever volunteered?

Yes

No

If Yes, in what capacity?

(Details about volunteering experiences.)

Are you interested in engaging with others through volunteer work or activities?

Yes

No

If Yes, how?

6. Independent Preferences

Purpose: To learn about the individual’s preferences for activity engagement and daily routine.

Preferred Group Setting for Activities (select all that apply):

Large Group

Small Group

One-on-One

Family-Focused

Preferred Time of Day for Activities (select all that apply):

Morning

Afternoon

Evening

Overnight

Flexible

Activity Preferences

Games:

(Please check all that apply and provide specific details where applicable.)

Card Games

Bingo

Board Games

Puzzles

Trivia

Other Games (Please specify)

Physical Activities:

(Please check all that apply and provide specific details where applicable.)

Seated Exercise

Sports

Walking or Strolling

Dancing or Movement Classes

Stretching Exercises

Group Exercise or Fitness Classes

Other Physical Activities (Please

Arts & Crafts:

(Please check all that apply and provide specific details where applicable.)

Painting or Drawing

Knitting or Crocheting

Sculpting or Clay Projects

Beading or Jewelry Making

Scrapbooking or Collage

Other Art & Craft Activities (Please specify)

Cognitive Activities:

(Please check all that apply and provide specific details where applicable.)

Crossword Puzzles

Sudoku

Trivia Games or Quizzes

Memory Games

Word Search Puzzles

Reading Groups

Other Cognitive Activities (Please specify)

Specials & Outings:

(Please check all that apply and provide specific details where applicable.)

Visits to Parks, Museums, or Zoos

Seasonal or Holiday Outings

Intergenerational Events or Programs

Movies

Theatre Shows

Group Celebrations or Parties

Picnics or Dining Out

Other Outings or Special Events (Please specify)

Outdoor Activities:

(Please check all that apply and provide specific details where applicable.)

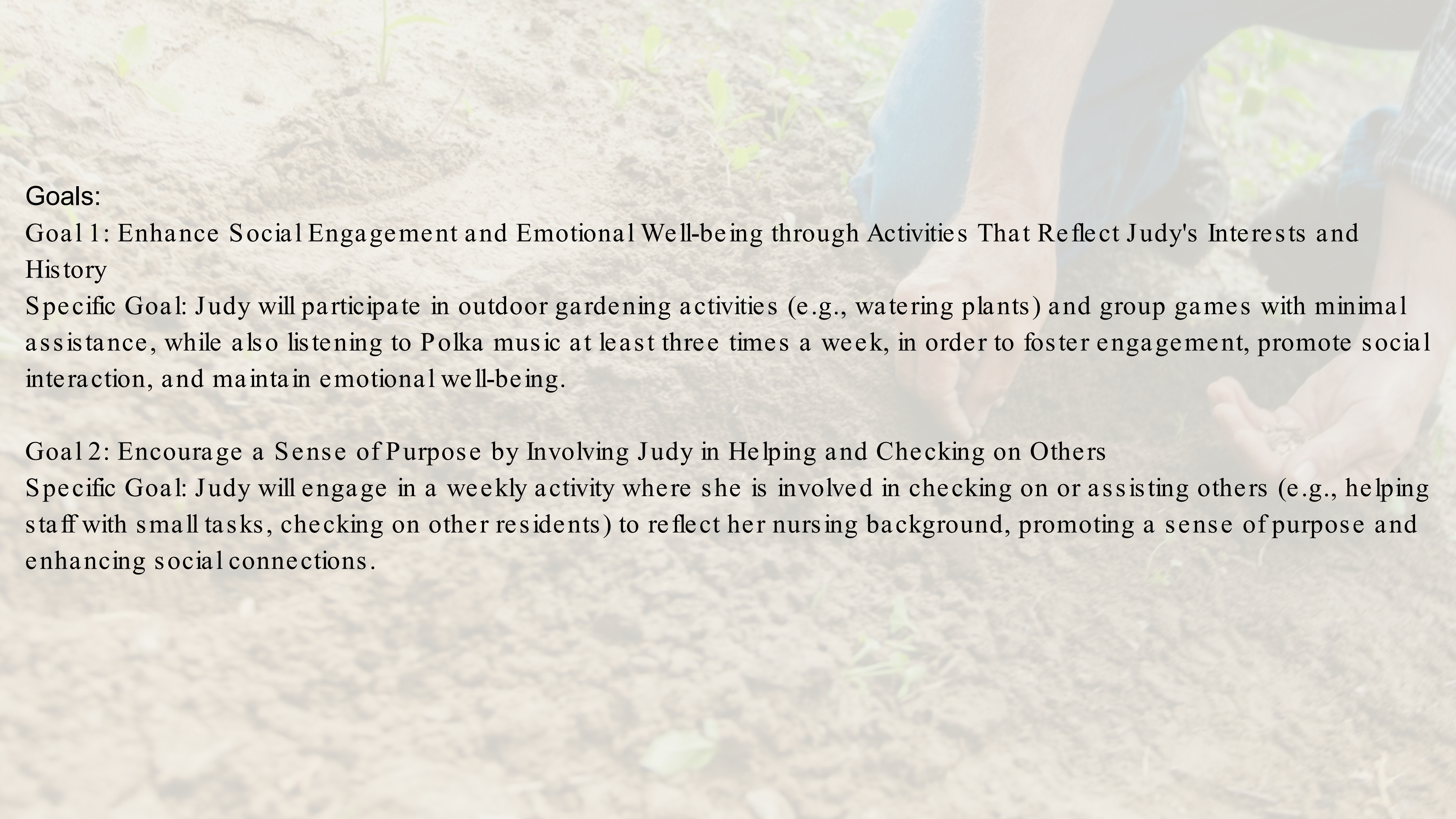
- Gardening
- Walking
- Bird Watching
- Picnics
- Playing Catch
- Sitting on Patio
- Outdoor Photography
- Kite Flying
- Pet Therapy
- Snow Day Fun
- Tactile Programs
- Leaf-Peeping
- Harvesting (fruits, vegetables, flowers, etc.)
- Listening to Nature Sounds
- Water Play
- Other (specify)

Addendum - Care Plan Samples

Care Plan Samples

Focus:

Judy, a 97-year-old individual born in Germany, often reverts to her native language and enjoys spending time outdoors. She has a passion for gardening, particularly watering house plants, and finds comfort in listening to Polka music. Judy has a deep sense of caring for others, often expressing her desire to check on people and help them, drawing from her past experience as a nurse. She requires support and cuing during group activities, especially in games, but still enjoys participating. Her overall care plan will aim to honor her interests, encourage engagement, and promote emotional well-being while maintaining a sense of purpose.

A background image showing a pair of hands planting small green seedlings into dark, rich soil. The hands are positioned on the right side of the frame, with fingers gently holding the plants. The soil is dark brown and appears moist. The overall image has a soft, slightly blurred quality, emphasizing the act of gardening.

Goals:

Goal 1: Enhance Social Engagement and Emotional Well-being through Activities That Reflect Judy's Interests and History

Specific Goal: Judy will participate in outdoor gardening activities (e.g., watering plants) and group games with minimal assistance, while also listening to Polka music at least three times a week, in order to foster engagement, promote social interaction, and maintain emotional well-being.

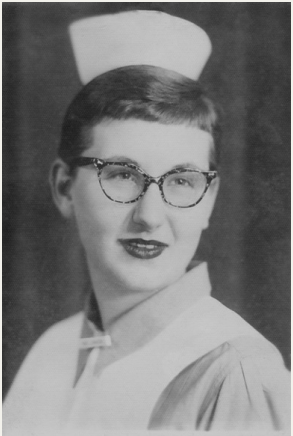
Goal 2: Encourage a Sense of Purpose by Involving Judy in Helping and Checking on Others

Specific Goal: Judy will engage in a weekly activity where she is involved in checking on or assisting others (e.g., helping staff with small tasks, checking on other residents) to reflect her nursing background, promoting a sense of purpose and enhancing social connections.

Interventions:

Gardening and Outdoor Time

- Intervention 1: Provide Judy with an accessible garden area or space for house plant watering. Encourage her to water the plants daily, offering gentle reminders and cuing as needed. This will allow her to engage with a familiar activity that she enjoys, promoting a sense of accomplishment and well-being.
- Intervention 2: Organize daily or weekly outdoor time, ensuring Judy has the opportunity to enjoy nature and fresh air, either independently or with a caregiver or small group, to fulfill her love for being outdoors.



Polka Music Sessions

- Intervention 3: Play Polka music during Judy’s free time, either in her room or in a group setting. Consider having a weekly Polka music session where Judy and other residents can enjoy the music together, providing social engagement and emotional stimulation. Encourage Judy to sing along or tap her feet to the rhythm to foster a sense of enjoyment.
- Intervention 4: Create a personalized playlist of Judy's favorite Polka music that can be played regularly on a tablet or music player, allowing her to have access to her favorite tunes at any time.

Group Activities and Cuing Support

- Intervention 5: During group activities or games, provide frequent verbal and visual cues to help Judy stay on task. This could include reminders about rules or encouraging her to participate. Assign a staff member or volunteer to provide one-on-one support during activities, offering praise and encouragement as she completes each step.
- Intervention 6: Simplify group games if necessary, using larger game pieces or more visual aids to ensure Judy can participate without feeling frustrated. Engage her in short group activities that are meaningful but manageable, like simple card or board games that are in line with her cognitive abilities.

Social Engagement through Helping and Checking on Others

- Intervention 7: Create opportunities for Judy to assist staff with small tasks like folding laundry, passing out snacks, or checking in on other residents. Involve Judy in tasks that echo her nursing background, such as offering to check on others or providing encouragement during group activities. This will give her a sense of purpose and keep her engaged in meaningful social interactions.
- Intervention 8: Allow Judy to have a designated time or role each day where she can "check on" other residents or offer assistance in a manner that feels connected to her past role as a nurse. For example, staff could ask her to give a compliment to a peer or help distribute materials in a group setting.

Communication and Language Support

- Intervention 9: Be mindful of Judy’s occasional reversion to German and incorporate simple German phrases during communication when needed. This will help her feel heard and understood, providing reassurance in moments of confusion or distress. Include a staff member or volunteer who speaks German if possible, to engage in basic conversations with Judy when necessary.
- Intervention 10: Use visual and verbal communication cues consistently during activities. This might involve showing Judy pictures or objects related to her activities (like plant watering tools or Polka music records) to help her engage better and connect with the task at hand.

Additional Considerations:

Promote Independence While Offering Support: It’s important to provide Judy with the freedom to engage in activities independently whenever possible, but with gentle reminders and support when needed. Empower her to make decisions, like choosing what plants to water or which Polka songs to listen to, which fosters a sense of autonomy and pride in her daily routines.

Monitor Mood and Engagement: Keep track of Judy’s mood during various activities. If she shows signs of agitation or frustration, offer more frequent support or change the activity to one she enjoys more, such as a quiet time with music. Additionally, encourage social interaction in a way that feels comfortable for her, and ensure that she has meaningful connections with peers.





Focus:

Frank, a 73-year-old former dairy farmer, has spent most of his life working on a farm, and farming is deeply rooted in his identity. He has worked since childhood and views it as his life's purpose. Frank has a strong sense of routine and prefers being up early to begin his day. He finds games unappealing and considers them a waste of time. However, Frank enjoys listening to music and finds fulfillment in helping with household tasks, especially those that feel meaningful or productive. His care plan will focus on engaging him in activities that reflect his farming background, his preference for routine, and his desire to contribute to his environment, while also offering opportunities for social interaction and enjoyment.

Goals:

Goal 1: Engage Frank in Meaningful Activities that Align with His Background and Interests

Specific Goal: Frank will engage in daily or weekly household tasks and farm-related activities (e.g., caring for plants or organizing farm equipment), in order to promote a sense of purpose and connection to his life as a farmer. He will also participate in music sessions at least twice a week to support emotional well-being and enjoyment.

Goal 2: Encourage Social Interaction and Emotional Well-being by Incorporating Opportunities for Helping Others

Specific Goal: Frank will assist staff with simple tasks around the facility (e.g., organizing, folding towels, checking supplies) to support his need for meaningful contributions and encourage social connections with others.

Interventions:

Farm-Related Activities and Household Tasks

Intervention 1: Provide Frank with opportunities to care for plants, such as a small indoor garden or garden-related activities. This will allow him to connect with a familiar routine of nurturing plants, something closely related to his farming experience. Encourage him to tend to the plants or help with organizing gardening supplies.

Intervention 2: Offer Frank tasks like organizing equipment, folding towels, or sorting supplies that feel productive and connected to his previous lifestyle on the farm. For example, sorting seeds or checking inventory in a "mock farm store" environment can align with his interests.

Intervention 3: Provide Frank with specific tasks that relate to his farming background, such as helping to maintain the facility’s outdoor spaces, watering the garden, or even helping with landscaping. These tasks will help him maintain his connection to his past and give him a sense of accomplishment.

Music Sessions for Emotional Well-being

Intervention 4: Play music from Frank’s favorite genres (e.g., country, classic rock, or any other music related to his past) during key times of the day. Create a personalized playlist of Frank’s favorite songs that he can listen to during quieter times or while engaging in activities like organizing or folding.

Intervention 5: Offer Frank occasional group music sessions, such as a sing-along or listening session, where he can enjoy music in a social setting. Encourage socializing while listening, but respect his preference for quieter or less participatory times.

Involvement in Social Engagement and Household Contributions

Intervention 6: Encourage Frank to help with small tasks around the facility that promote independence and give him a sense of responsibility. For example, he might help with preparing meals, assisting with small maintenance tasks, or helping staff organize communal spaces.

Intervention 7: Create opportunities for Frank to interact with peers in an informal, work-like manner. For example, he could assist others in tasks such as folding laundry or setting up for meals. This type of involvement makes him feel productive and integrated into the community without forcing him into activities he does not enjoy.

Intervention 8: Offer Frank a role in coordinating or assisting with farm-themed or outdoors-themed events, where he can share his knowledge of farming or be part of the planning process. This could include leading small groups on a walk around the facility to look at garden or landscaping projects.

Daily Routine and Physical Activity

Intervention 9: Respect Frank’s preference for a structured routine. Encourage an early start to the day, where he can begin with a meaningful task that feels productive. This could involve helping staff set up for the day or starting the morning with outdoor activities.

Intervention 10: Ensure that Frank has opportunities for light physical activity, such as walking around the outdoor spaces, stretching, or helping with small, manageable farm-related or household tasks that allow him to move and stay active in a way that feels natural.

Building a Sense of Purpose Through Contribution

Intervention 11: Involve Frank in tasks that require a sense of responsibility and purpose. This could include helping with the facility's garden project or setting up spaces for social events. His active participation will not only keep him engaged but also allow him to contribute meaningfully to the community.



Additional Considerations:

Respect Frank’s Preferences for Work: Frank has a strong connection to work and routine. Therefore, his care plan should ensure that activities align with his need for purpose and productivity. Avoid trying to engage him in games or activities he deems “silly,” and instead focus on tasks that mimic his past lifestyle as much as possible.

Facilitate Social Interactions Without Force: While Frank may not enjoy group games, encouraging him to participate in social activities such as talking to peers during meal times, helping others, or sharing stories about his farming days can promote positive social interactions.

Monitor Emotional Well-being: Since Frank finds comfort in working and being productive, ensure that his emotional well-being is supported through activities that allow him to feel needed and valued. Offer reassurance when he needs it, especially during quieter times when he may miss the busyness of farm life.

This person-centered care plan ensures that Frank’s individual preferences and life history are respected while focusing on his emotional well-being, social engagement, and physical activity. By providing him with activities that reflect his passion for farming and his desire for productivity, Frank’s overall quality of life can be enhanced while maintaining his dignity and sense of purpose.



Focus:

Jerry, a 67-year-old former third-shift factory worker, has spent much of his life working at night and is now accustomed to a nocturnal routine. He enjoys staying busy but prefers activities during the evening and nighttime hours. Jerry finds fulfillment in tasks that require sorting, which mirrors the work he did in the factory. He also enjoys listening to rock and roll music and has a passion for fishing. Jerry often spends time on the patio in the evening, enjoying a snack and the outdoors. His care plan will focus on accommodating his unique circadian rhythm, encouraging activities that reflect his past work experience, and providing opportunities for social engagement and relaxation.



Goals:

Goal 1: Support Jerry's Nocturnal Preferences by Incorporating Evening Activities

Specific Goal: Jerry will participate in quiet and meaningful activities during the evening and nighttime hours, such as sorting tasks, listening to rock and roll music, and enjoying snacks on the patio. These activities will support his natural routine and enhance his quality of life while respecting his circadian rhythm.

Goal 2: Engage Jerry in Activities that Reflect His Past Work Experience and Hobbies

Specific Goal: Jerry will engage in sorting-related tasks and other structured, productive activities that provide a sense of purpose, similar to his previous work in the factory. Additionally, he will participate in fishing-themed activities or conversations about fishing to honor his love for the hobby.

Interventions:

Evening and Nighttime Activities to Support Jerry's Routine

Intervention 1: Offer Jerry sorting tasks during the evening, such as organizing materials, sorting laundry, or arranging small objects (e.g., buttons, office supplies, etc.).

These tasks should mirror his factory work and be designed to keep him engaged without overwhelming him.

Intervention 2: Create a relaxing nighttime routine that includes playing rock and roll music, encouraging Jerry to sit and enjoy the music while engaging in light activities like sorting or organizing. This will allow him to unwind in a familiar and comforting environment.

Intervention 3: Provide Jerry with opportunities to sit on the patio at night, perhaps with a small group of other residents, to enjoy a snack and have some quiet time outdoors. This routine will support his need for outdoor time and relaxation.

Fishing-Themed Activities and Conversations

Intervention 4: Organize fishing-related activities, such as watching fishing videos or documentaries, discussing fishing stories, or using fishing-related crafts or puzzles. This will allow Jerry to connect with his love for fishing in a meaningful way.

Intervention 5: If possible, offer fishing trips to nearby ponds or lakes, or create a mock fishing experience using artificial fishing games or fishing-themed arts and crafts. This will help Jerry reminisce about his past hobby and provide him with social opportunities.

Intervention 6: Set up a “fishing club” or informal social gathering where Jerry and other residents can talk about fishing, share experiences, and perhaps plan future fishing-themed activities, allowing him to feel a sense of community while engaging in an activity tied to his personal interests.

Music and Social Engagement

Intervention 7: Incorporate Jerry’s love of rock and roll music into social activities by organizing evening music listening sessions. Encourage other residents to join in for a relaxing, social experience, or offer Jerry the option to listen to his favorite tunes alone or with others.

Intervention 8: Create a casual evening social environment where Jerry can socialize with others, listen to music, and enjoy snacks. Group discussions, such as talking about favorite songs, bands, or concerts, can provide a sense of belonging and camaraderie.

Maintain Structure and Purpose through Productive Tasks

Intervention 9: Provide Jerry with tasks that give him a sense of productivity and purpose, such as organizing tools, arranging household items, or sorting supplies in the facility. These tasks should be based on his factory work experience, offering familiarity and a sense of accomplishment.

Intervention 10: Encourage Jerry to help set up the facility for evening activities or organize event supplies, fostering a sense of involvement and responsibility within the community.

Physical and Outdoor Activities

Intervention 11: Provide opportunities for Jerry to enjoy light physical activity, such as taking short walks around the facility or spending time outdoors on the patio in the evening. This can be a calming, restorative part of his nighttime routine.

Intervention 12: Create a designated outdoor space where Jerry can enjoy quiet time, possibly with a small group or solo, to relax, have a snack, and appreciate the evening air.

Incorporating Evening Snacks and Social Interaction

Intervention 13: Offer Jerry the option of evening snacks during his preferred hours. Encourage social interaction while he enjoys his snack, perhaps inviting others to join him on the patio or in a quiet common area. This routine respects his preferences and provides an opportunity for meaningful social engagement.

Intervention 14: Organize small evening social events where snacks and light refreshments are served, encouraging casual interactions with peers while enjoying his preferred environment.



Additional Considerations:

Respect Jerry's Sleep Schedule: Since Jerry prefers to be active at night, ensure that his care plan accommodates his sleep patterns. Avoid pushing him into daytime activities, but rather focus on providing meaningful, quiet activities for him during the night when he is most alert.

Facilitate Social Engagement on His Terms: While Jerry may prefer to keep busy on his own at night, ensure that he has options for social engagement in the evenings, either through shared activities like music sessions or informal conversations about his interests (e.g., fishing or factory work).

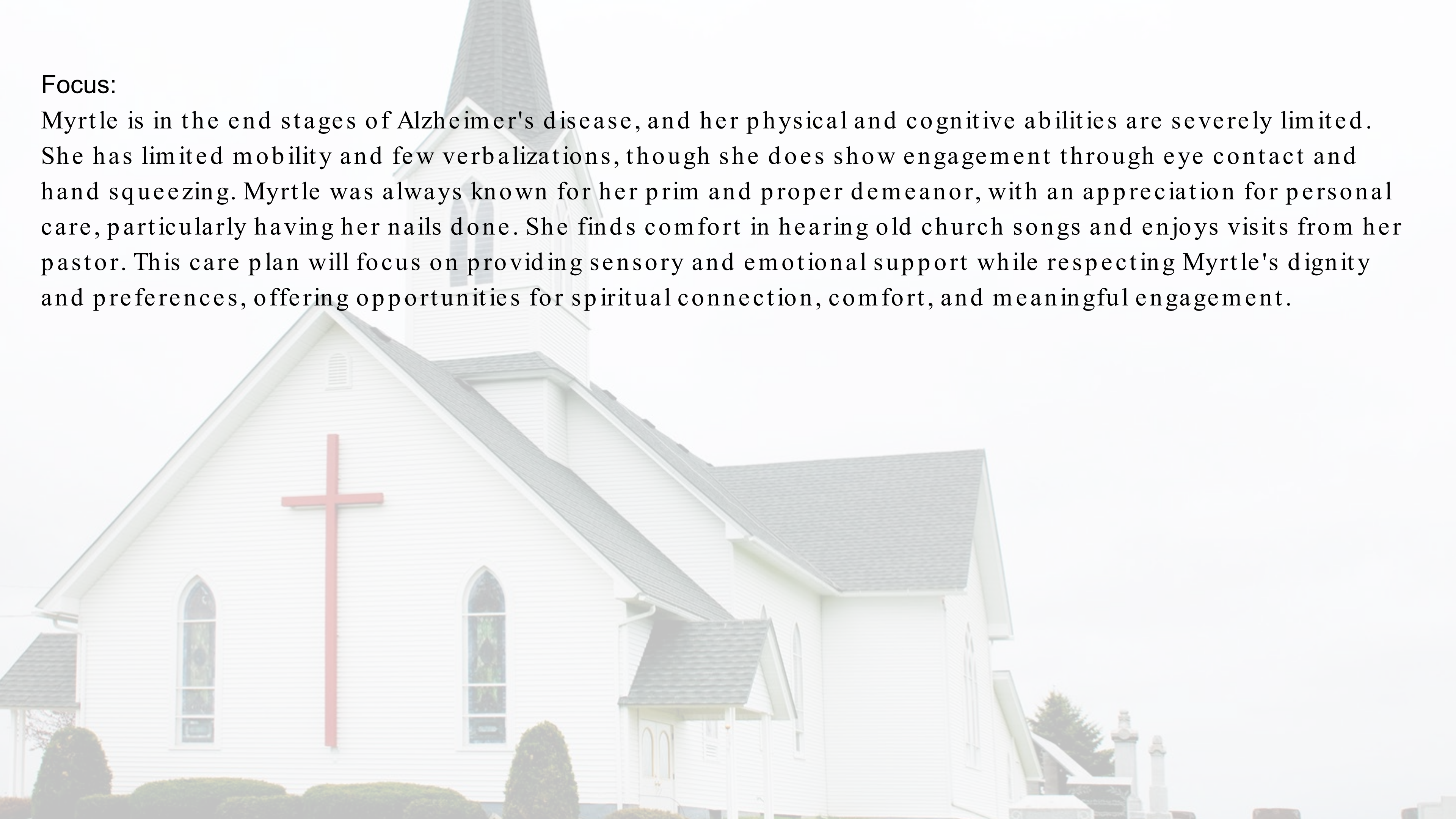
Monitor Emotional Well-being: Since Jerry enjoys structure and a sense of purpose, his emotional well-being should be supported through activities that allow him to contribute meaningfully and engage in activities related to his past. Positive reinforcement and regular acknowledgment of his contributions will help maintain his confidence and sense of purpose.

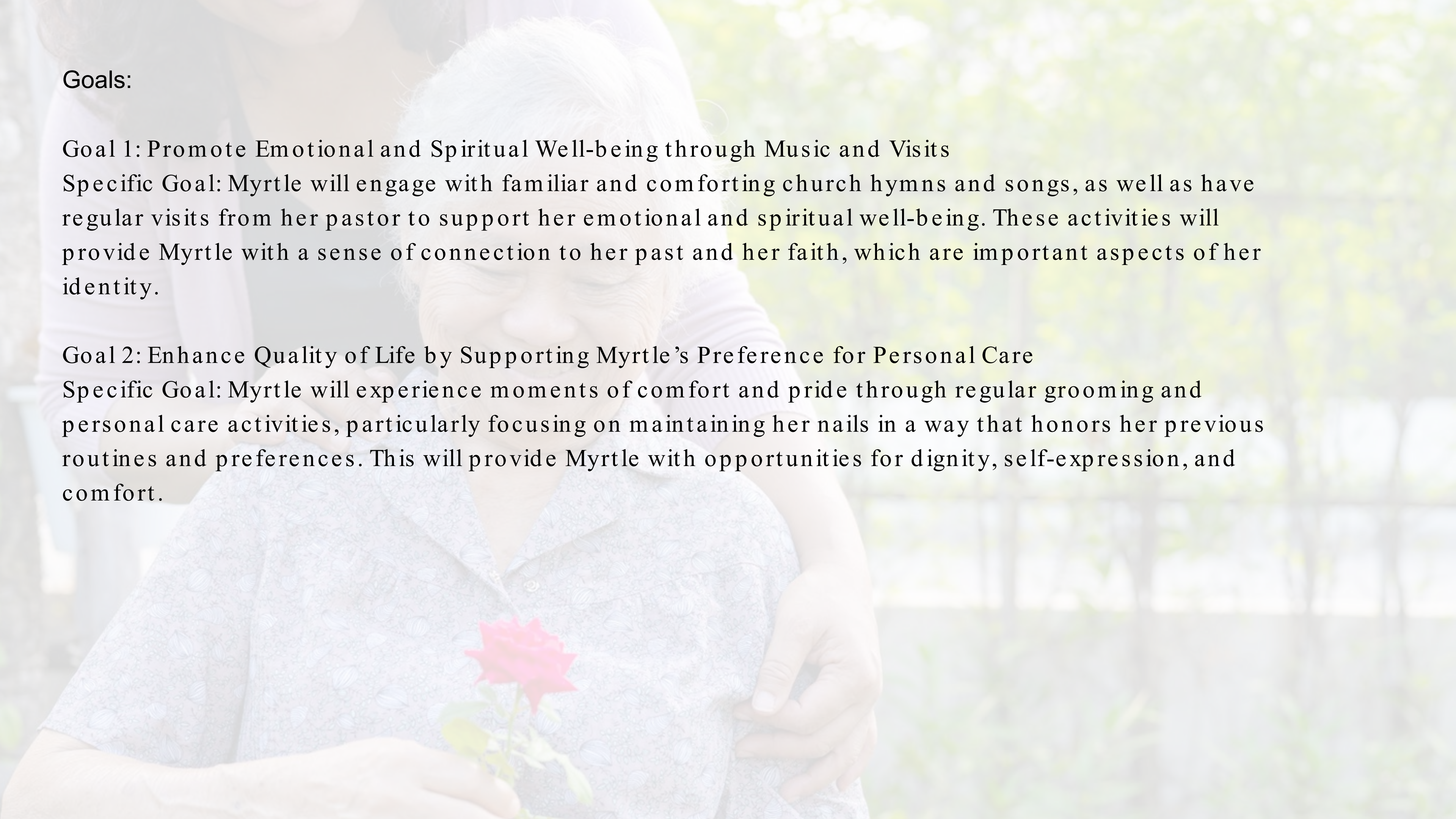
This person-centered care plan ensures that Jerry's unique preferences, past experiences, and natural routines are respected while fostering his emotional well-being, social engagement, and physical activity. By providing activities that honor his past and accommodate his nocturnal routine, Jerry's overall quality of life can be enhanced, and his need for purpose and connection can be supported in meaningful ways.



Focus:

Myrtle is in the end stages of Alzheimer's disease, and her physical and cognitive abilities are severely limited. She has limited mobility and few verbalizations, though she does show engagement through eye contact and hand squeezing. Myrtle was always known for her prim and proper demeanor, with an appreciation for personal care, particularly having her nails done. She finds comfort in hearing old church songs and enjoys visits from her pastor. This care plan will focus on providing sensory and emotional support while respecting Myrtle's dignity and preferences, offering opportunities for spiritual connection, comfort, and meaningful engagement.





Goals:

Goal 1: Promote Emotional and Spiritual Well-being through Music and Visits

Specific Goal: Myrtle will engage with familiar and comforting church hymns and songs, as well as have regular visits from her pastor to support her emotional and spiritual well-being. These activities will provide Myrtle with a sense of connection to her past and her faith, which are important aspects of her identity.

Goal 2: Enhance Quality of Life by Supporting Myrtle's Preference for Personal Care

Specific Goal: Myrtle will experience moments of comfort and pride through regular grooming and personal care activities, particularly focusing on maintaining her nails in a way that honors her previous routines and preferences. This will provide Myrtle with opportunities for dignity, self-expression, and comfort.

Interventions:

Music and Spiritual Engagement

Intervention 1: Play Myrtle's favorite old church hymns and songs regularly, especially when she is awake and alert. Use gentle, soothing music to provide emotional comfort and connect her with her faith.

Intervention 2: Encourage visits from Myrtle’s pastor as often as possible, as these visits bring her joy. Allow for quiet time with the pastor, ensuring that Myrtle's needs are respected during these visits, including opportunities for prayer, blessing, or simply quiet companionship.

Intervention 3: Organize a small group for spiritual reflection or play calming hymns in the background to create a peaceful, nurturing environment, which might foster relaxation and emotional well-being.

Personal Care and Grooming to Honor Myrtle’s Dignity

Intervention 4: Ensure Myrtle’s nails are regularly groomed and manicured, respecting her prior love of personal care. Involve Myrtle in the process, if possible, by holding her hand gently and letting her experience the grooming process, even if she cannot actively participate.

Intervention 5: Provide opportunities for Myrtle to experience soft hand massages or pampering touch during care routines. These moments of touch can provide comfort and promote feelings of relaxation and self-care.

Intervention 6: If Myrtle expresses discomfort with her grooming or appearance, use calming words and gentle touch to reassure her, always respecting her dignity in the process.

Non-Verbal Communication and Engagement

Intervention 7: When Myrtle makes eye contact or squeezes your hand, offer positive reinforcement and use verbal cues to acknowledge her communication. Let Myrtle know you recognize her attempts to engage, and respond with warmth, respect, and patience.

Intervention 8: Use soft, gentle touch and soothing words to create a sense of security. When Myrtle seems to respond, acknowledge those moments and celebrate her ability to connect in her own way, no matter how minimal the response may be.

Creating a Calming and Comfortable Environment

Intervention 9: Keep Myrtle's physical environment calm and peaceful, with familiar elements from her life that may provide comfort. For example, display soft fabrics, personal mementos, or other familiar objects that might evoke positive memories.

Intervention 10: Ensure the room is well-lit but not overly bright, and avoid excessive noise. The environment should be soothing and promote a sense of safety, peace, and relaxation for Myrtle.

Encouraging Sensory Stimulation

Intervention 11: Provide Myrtle with sensory activities such as soft fabrics, gentle hand lotions with pleasant scents, or placing scented flowers near her. These activities can help engage Myrtle’s remaining senses in a non-verbal manner.

Intervention 12: Offer tactile experiences like holding a soft object, such as a blanket or stuffed animal, to give Myrtle sensory comfort. As she responds to touch, this may help create moments of relaxation and connection.

Family and Caregiver Support

Intervention 13: Encourage family members and caregivers to maintain consistent visits and engage with Myrtle in a calm and gentle manner. Even if Myrtle cannot verbalize, familiar voices and faces can provide her with comfort.



Additional Considerations:

Honor Myrtle's Identity: Despite her limited verbal abilities, it is essential to respect Myrtle's identity as a person who valued dignity, order, and personal care. This should be reflected in the way her grooming and care routines are managed.

Support Comfort and Connection: Given Myrtle's limited mobility, her care plan should focus on enhancing her quality of life through sensory stimulation, familiar music, and emotional connection. These interventions aim to maintain her sense of identity and promote comfort.

Family and Spiritual Connections: Continue to offer opportunities for Myrtle to receive pastoral visits and maintain her connection to her faith, as it is likely to bring her comfort. Regular visits from family members and her pastor can provide moments of joy and spiritual nourishment.

This person-centered care plan emphasizes Myrtle's spirituality, dignity, and comfort, incorporating meaningful activities that cater to her emotional needs, respect her personal history, and maintain her connection to the aspects of life that matter most to her. The plan focuses on offering spiritual and sensory engagement, ensuring Myrtle's dignity and comfort are prioritized in her remaining years.





Focus:

Etta has experienced significant trauma in her past, including abuse by a family member and the loss of her young daughter. This history may contribute to her heightened emotional responses and fear, particularly toward male caregivers. Etta's current emotional state is often marked by reliving past trauma, which can manifest through crying, yelling, and expressions of terror. While she enjoys holding dolls, this activity can sometimes trigger feelings of grief and loss, especially related to her daughter's death. Providing Etta with a safe, nurturing environment where she can express her feelings, experience comfort, and connect to soothing memories is essential. Understanding her emotional triggers and providing tailored interventions for her specific needs can help alleviate distress and promote a sense of safety and comfort.

Goal:

Goal 1: Provide Emotional Comfort and Relief from Trauma

Specific Goal: Etta will receive support through non-intrusive methods, such as hand-holding and listening, to alleviate emotional distress and minimize triggers related to past trauma. The goal is to foster trust and comfort, acknowledging her history while ensuring her current needs are met in a respectful, person-centered manner.

Goal 2: Create a Safe Environment for Etta to Relieve Grief

Specific Goal: Etta will have regular opportunities to engage in soothing activities such as holding dolls, particularly when these activities help her express grief. Through these activities, she will be provided with a safe space to process emotions and find comfort. Caregivers will ensure that emotional support is given with sensitivity and awareness of her triggers.

Goal 3: Enhance Emotional Well-being and Reduce Anxiety through Outdoor Experiences

Specific Goal: Etta will have opportunities for outdoor experiences, especially in the garden where she can view the pink roses. These outings will be used as a calming method to reduce anxiety, create moments of tranquility, and provide a connection to her past memories of her daughter.

Interventions:

Creating a Safe and Supportive Environment

Intervention 1: Ensure Etta's care team is aware of her trauma history, including her fear of male caregivers. Male staff members should be instructed to avoid direct caregiving roles and to engage in non-intrusive, respectful interactions. Ensure female caregivers are assigned to Etta for physical care.



Intervention 2: When offering emotional support, always ask Etta first if she would like her hand held. Be mindful of her comfort level and avoid any sudden movements or touch that could trigger anxiety. Gentle, steady hand-holding and reassuring presence can help Etta feel safe and validated.

Intervention 3: Create a calming environment in her room with soft, comforting colors, personal items (e.g., family photos, memorabilia), and gentle background music to help promote a sense of safety and calm.

Supporting Etta During Moments of Distress

Intervention 4: When Etta appears to be reliving past trauma or expressing distress (e.g., yelling or crying), provide emotional comfort by sitting with her in silence. If she seems open to it, gently acknowledge her emotions and offer simple, empathetic statements such as, "I'm here for you," or "I know you're feeling sad." Avoid pushing her to talk or engage if she does not seem ready.

Intervention 5: If Etta seems distressed while holding dolls, offer to sit with her and gently ask if she would like to talk about her daughter. If she becomes upset, simply offer a calm, reassuring presence, and avoid overwhelming her with too many words. Sometimes sitting quietly and listening can be the most soothing form of support.

Intervention 6: When Etta appears to be reliving terror or anxiety, remain calm, offer gentle reassurance, and help her focus on something grounding, such as breathing or squeezing a comforting object (e.g., a soft blanket or stuffed animal).

Promoting Emotional Relief through Sensory Engagement

Intervention 7: Introduce soothing sensory activities, such as aromatherapy (e.g., lavender or rose-scented oils) to create a calming atmosphere. Etta may find comfort in these familiar smells, particularly if they remind her of more peaceful times in her life.

Intervention 8: Provide Etta with an opportunity to interact with the pink rose bush she had planted in memory of her daughter. If possible, bring her outside to view the roses or place a small vase with roses near her room. Let her engage with the flowers at her own pace, offering moments of quiet reflection and connection to her past.



Fostering Emotional Connection through Past Memories

Intervention 9: When Etta expresses distress about her daughter or past, engage her in gentle conversation about her memories of her daughter, using photographs or keepsakes if available.

Avoid pushing her to discuss if she is not ready, but offer gentle cues for her to reflect on positive memories of her child.

Intervention 10: Encourage Etta to share stories about her childhood or other meaningful memories when she seems receptive. These moments of connection can help her feel seen and heard while fostering emotional comfort.

Encouraging Outdoor Engagement and Relaxation

Intervention 11: Offer Etta regular outdoor excursions, particularly in the garden area where the pink roses are located. Spend quiet time with her outdoors, letting her sit and reflect in a safe, calming environment. Keep these outings simple and focused on her enjoyment, avoiding any pressure to engage more than she desires.

Intervention 12: Create a sense of routine with outdoor visits, ensuring that Etta has consistent access to the garden or any other outdoor areas that she enjoys. Ensure the environment is peaceful and free of distractions.

Supporting Etta's Emotional Expression and Grieving Process

Intervention 13: Provide Etta with opportunities to express her grief in a way that is respectful of her emotional state. This may involve spending time with her in quiet reflection, offering comfort through touch, or engaging in light conversation when she is open to it. Let her know that her feelings are valid and that she is supported.

Intervention 14: If Etta is able to engage in art or other forms of self-expression, offer her tools (e.g., a notebook or drawing materials) to help her express her feelings through artwork.

Additional Considerations:

Respect for Trauma: It is critical to respect Etta's history of trauma and her specific emotional responses to certain situations, especially regarding male caregivers. Sensitivity to her needs and a calm, non-intrusive approach are essential for maintaining trust and emotional safety.

Provide a Calm and Reassuring Presence: Etta benefits most from emotional support that is grounded in calmness, consistency, and empathy. Caregivers should be prepared to provide non-verbal emotional support, especially when verbal comfort may not be effective.

Family and Emotional Support: Involving Etta's family members, if they are available, in her care may provide additional comfort and emotional grounding. Family members who understand her trauma history can offer valuable insights into ways to provide comfort and engagement.

This person-centered care plan is designed to address Etta's emotional and psychological needs in a compassionate way, providing comfort and support while honoring her past trauma and current preferences. The plan focuses on creating a safe, nurturing environment that helps alleviate distress and fosters a sense of safety and connection through non-verbal communication, sensory engagement, and spiritual reflection.

