Training Skills Matter in Dementia Care

6) The ‘Being a Star’™

Learning Programme in Dementia Care

Example exercises, learning messages and themes and course programme review.

1) Who is your favourite ‘Star’ in the world of entertainment

2) What makes someone a ‘Star’ in any area of life/work?

3) What 3 key ingredients make someone a ‘Star’ in dementia care?
# Being a Star™

## Ten key learning messages and themes

<table>
<thead>
<tr>
<th>Workshop outline</th>
<th>Theme</th>
<th>Learning message</th>
<th>Training exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The spirit</td>
<td>It’s all about being not doing</td>
<td>My memory box – Being who I am</td>
</tr>
<tr>
<td>2</td>
<td>The journey</td>
<td>Journey through life together</td>
<td>The balloon – Experiencing the person’s brain journey</td>
</tr>
<tr>
<td>3</td>
<td>The heart</td>
<td>Feelings matter most</td>
<td>The six sentences – Interpreting feelings being words.</td>
</tr>
<tr>
<td>4</td>
<td>The senses</td>
<td>Feel it, see it, hear it</td>
<td>Stop, look listen – Noticing controlling care</td>
</tr>
<tr>
<td>5</td>
<td>The butterfly</td>
<td>Become a butterfly</td>
<td>Being a butterfly – Growing in confidence and changing the moment.</td>
</tr>
<tr>
<td>6</td>
<td>The recipe</td>
<td>Give more than a meal</td>
<td>The chatterbox – Arranging meals with meaning</td>
</tr>
<tr>
<td>7</td>
<td>The door</td>
<td>Well-being is the key to life</td>
<td>The mask – Seeing well being and ill-being</td>
</tr>
<tr>
<td>8</td>
<td>The search</td>
<td>Protect and nurture me</td>
<td>The magnet – Tracking relationships</td>
</tr>
<tr>
<td>9</td>
<td>The highway code</td>
<td>Motion equals emotion</td>
<td>Faulty traffic lights – Appreciating what’s behind behaviours</td>
</tr>
<tr>
<td>10</td>
<td>The autumn</td>
<td>Closeness is what counts</td>
<td>Comfort objects – Reaching and closeness matters.</td>
</tr>
</tbody>
</table>
Being a Star

Workshop 1: Facilitators Notes

Being who I am – memory box

Preparation

For this exercise ask each person to bring in a box – any box, cardboard box, jewellery box, gift box. Indicate that in the box they will need to bring 6 items which represent memories positive or negative in their own personal lives. They will need to be prepared to share these memories with the whole staff team. In particular ask people in choosing their items to think of choosing items which will reveal particular feelings. Ensure as a trainer or coach you also prepare your own memory box.

Running the exercise

1. As a trainer/coach agree confidentiality, need for respect and availability of support from the team for this exercise.
2. Share your memory box as the trainer first.
3. Invite people in turn to share theirs, after each memory box debrief with the individual their feelings, conclusions and actions which have arisen from sharing their memory box.
4. Debrief then the whole group on each person’s memory box – one at a time before moving on to the next person sharing theirs.

Learning outcomes

Supporting people experiencing a dementia, I will

- Be genuine, real and by myself at work
- Search for the spirit inside people
- Enable people to have a purpose in life
- Connect to how people are feeling
- Ensure people feel free inside and not controlled
- Give heartfelt support

Facilitator shares his/her box first. Then asks for volunteers to share their boxes.

‘Share with us what you have brought along and describe why the objects are important to you’

Depending on time and size of group may wish to introduce a break at some point.
Group debrief

What were your thoughts about this exercise beforehand, and what was it like choosing what to bring?

Possible responses – Try to be positive, not negative, didn’t know the purpose, avoid bad memories, too emotional for here (work). May not want to go back. But makes us who we are now. Needs trust, emotions change – might be a different box on a different day. We block out the bad things – self protection.

➢ Link to what it may be like working on your first day with people with dementia

How is it sharing them and the memories with other people? What was it like listening?
Bit difficult to start with, good to let it out, we are all human, life’s not perfect, may be worried what other may think. Easier with experience to share. Still don’t want to go certain places.

➢ Link to what it may be like working with dementia

What did you bring and what does the object represent?

➢ Link to what is important to people with dementia

What do you think they say about you as a person?
I’m quite nice really, we’ve all got feelings, box could be different next week. What we have left out is revealing, we bring our own unique experiences to work.

What do you think they say about you as a team?
All had life experiences, empathise with each other, in touch with emotions, want to wanted and to give. Like a family. It’s not only a job. You have to care.

➢ Link to what should be in a job description for someone supporting people with dementia.

Record on flipchart words that express feelings, emotions.

You’ve brought a box of memories that show aspects of who you are.
Is there a link between the kind of person you are and the work that you do?
What are these links?
Are we able to be ourselves at work?
Are you yourself with the people you support
What makes it difficult to be yourself? Professionalism, control, role.
Why is this important? Being rather than doing...
The links between this and the support of people with dementia?

- Use the messages to bring it together...
- What it’s like to experiences emotional memory
- That understanding the experience of emotional memory for people with dementia is about current feelings?

What are the messages of this exercise?

Talk about the similarities between your feelings and memories and those of people with dementia – make a link between the feelings and the emotional memories of people with dementia being about now and in present (therefore feeling very real to them) and your feelings about the events in your own life.

- It’s about feelings
- Feelings matter more than facts
- We are all individual, but have much in common
- Why we do this everyday
- Our relationship to our work
- Feelings are the most important thing in our work
- It’s all about recognizing how other people feel and reaching out to them

If time, ask participants to complete the Dementia Standards and Yourself questionnaire. If not, use in workshop 2.

Ask:

- How did you feel completing the form?
- Was there anything surprising or revealing in what you wrote down?
- How different would your answers be if you were completing this when you were 18 (or much younger)?
- How might it change in 30 years?
- What do you think will change, what do you think will remain the same?
- How does this exercise relate to what is important to the people with you support?
- How might you use this exercise in your work (care planning, life history etc)
Being a Star

Workshop 2: Facilitator’s notes

Experiencing – the emotional journey of life

The Journey

Timetable

10.00am Welcome back

10.10am Icebreaker – Hand exercise

- Hand out blank out pieces of paper
- Ask people to draw an outline of their hand on the paper
- Ask them then to write in qualities they have
- On the other side of the piece of paper ask people to draw another hand
- Ask them then to write in qualities a person with dementia they know has
- Then ask them to screw the pieces of paper up and throw them into the middle. Ask people to pick one up (not their own) and discuss with someone else what was written.
- Debrief on similarities and differences, can you tell who is a participant? Who is a person with dementia?
- What can you conclude from this?

10.25am Reflecting on session 1 – In pairs discuss the following:

How did you during and after the day?

What has stayed with you from the day?

What was the message of the day?

Debrief as a group

Debrief sheets from session 1
Action planning

- Transfer the learning directly to people with a dementia they are supporting. Repeat the same exercise looking at the emotion, spirit and meaning of life in individual people with a dementia living in the service.
- Allocate staff to share their memory boxes with people with a dementia.
- Allocate staff to support named individuals with their own memory boxes, collages etc.
- Work with the team to look at how emotions and spirit and meaning of life will be central to care plans and how people are occupied. Push hard for practical measurable actions i.e. when, how, with, who, where, when.
- Consider how the material in the room representing spirit could be replicated in the corridors, living rooms of the service.
- Discuss what further work is required to ensure the service grasps BEING not DOING.

11.30 Exercise - Experiencing the person’s brain journey – the balloon

Preparation

For this exercise you will need one blown up balloon, one flipchart pad, pen and stand – enough people to do the exercise, usually 12 are required. A flipchart prepared with up to 12 half completed sentences: My name is ..., I live in ... i.e. the first 6 sentences will be factual ones about yourself, the second 6 sentences will be personal, feelings or experiences you’ve had in life.

Running the exercise

1. Ask the group to sit in a semi-circle with you and the flipchart positioned in the gap between the beginning and end of the semi-circle.
2. Indicate to the group they now represent 1 person’s brain i.e. each person sat in the group is a brain cell.
3. Explain that 12 messages one at a time are going to be passed from one person to another i.e. from one brain cell to another.
4. Draw attention to the balloon and indicate this is a physical representation of the message i.e. the balloon must be passed from one brain cell to the other and as each person does this they must repeat the message to the next person as they hand them the balloon.
5. Emphasise however that only half a message will be given to the first brain cell and only when the half message and balloon has been passed right round to the end of the group will they then be given by you the whole message.
6. Reinforce that the person i.e. the brain cell is fixed to the chair and cannot move.

7. Set off with first example, i.e. hand first person the balloon with verbal half message from you of “My name is” and get each person to pass on to next person repeating this until last person gets balloon and repeats “My name is” and then you complete the message writing it up on the flipchart.

8. Work your way in this manner through all 12 messages but before each message say to one person in the group “You are a dead brain cell” and remove them from the group to stand silently and watch.

9. Create gaps in group so people struggle to pass on balloon – when it drops to the floor i.e. they fail to pass on balloon, say “Now you’ll never know” and put a X on flipchart against the half message never to be completed.

10. As each message goes on it will become harder for group to pass on balloon – ensure always first and last person in semi-circle remain i.e. the last person must be there to still keep trying to get the message but pick out people to remove, to make it harder and harder for the last person to ever get the message.

11. Debrief at end feelings of being a brain cell, of passing on the messages, of being a dead brain cell, of having to stretch, of knowing you’ll never get the message, of the journey this person with dementia in their brain is going through.

12.30 The Journey and lunch

1. Drawing a line of twists and turns on paper for each person and getting them to write in the twist and turns of their life.

2. Using magazine pictures, people doing a collage of pictures of their journey in life.

3. Getting people to describe their destination in life, their most pleasurable journey ever and most difficulty journey ever and why.

4. Enabling people to share journeys in their or someone’s life close to them that involved experiencing a health condition and what this involved.

5. Using material where people experiencing a dementia describe their journey.

6. Mapping out the journeys of people experiencing a dementia who live in the care service i.e. a day in the life of or a year in the life of.

Debriefing tips

- Begin by sharing own emotional life journey as trainer and manager.
- Ensure enough support for people to share their emotional journeys in life.
- Identify what mattered most to people in their journeys.
- Debrief what is relevant in personal journeys to working with people experiencing a dementia.
- Reach conclusions on needs of team going on journey of working together – explore what current journey working in the team is like.
• Push hard on participants grasping relevance of this theme, and their own reflections on life’s journey to their work.
• Help staff describe the destination as a team they want to reach – what would it look, sound and feel like.

**Action planning**

• Plan as a team with particular people with a dementia what would assist, support someone in this whole journey of experiencing their dementia.
• As a team come up with precise actions that could change a day in the life of the care service.
• Allocate staff to listen, observe and write down in care plans people’s emotional journeys living in the care service.
• Agree how as a team that staff’s emotional journeys at work will be a regular part of team meetings.
• Set up relatives’ support meeting to look at families’ and friends’ emotional journeys and how these could be more central to and be supported by the service.
• Think how the theme of journeys, emotional journeys could be physically represented in the service – artwork, hand made pictures, life collages up on walls etc.

**2.00pm Inspiring Checklist**

• In home teams discuss your scores
• What do you agree on, not agree on
• Share the results
• Back in teams to discuss the key areas to improve
• How is this going to happen, where, who, when?

3.00pm Break

3.15pm Journals – How are people getting on with this?

4.00pm Close
Being a Star

Workshop 3: Facilitator notes

Interpreting – feelings in words and actions

Check up on how the group is.

Discuss quickly in groups what you have learnt about each other and yourself on this course so far.

What do you think the messages are about this course so far?

Action planning from workshop 2

Feedback from session 2 handout

Then for people with dementia...

- Plan as a team with particular people with a dementia what would assist; support someone in this whole journey of experiencing their dementia.
- As a team come up with precise actions that could change a day in the life of the care service.
- Allocate staff to listen, observe and write down in care plans people’s emotional journeys living in the care service.

For staff

- Agree how as a team that staff’s emotional journeys at work will be a regular part of team meetings.

For relatives

- Set up relatives’ support meeting to look at families’ and friends’ emotional journeys and how these could be more central to and be supported by the service.

The environment

- Think how the theme of journeys, emotional journeys could be physically represented in the service – artwork, hand made pictures, life collages up on walls etc.
Workshop outline 3

Interpreting – feelings in words and actions

Theme: The Heart

Fill the room with different representations of the heart, feelings and emotions including lots of pictures of people experiencing a dementia showing full panoply of emotions and include lots of staff’s words about their emotions at work.

Key exercise: interpreting feelings behind words the six sentences

Preparation

For this exercise you will need a handout for each person with the six key sentences on, a flipchart stand, pad and pens prepared with a sheet ready prepared with the first two sentences from the handout listed re Mum and Kids in the left hand column and in the right hand column a blank column headed STRATEGIES.

Before the exercise...

Using foreign language films where staff have to get to meaning behind things followed by DVD clips of people with a dementia where interpreting skills needed:

E.g Use Ameile Chapter 2 (five minutes) first without subtitles, debrief on people’s reactions to it and then with subtitles, debrief on how the meaning becomes clear.

Running the exercise

1. Ask people in groups to honestly come up with all the responses the woman with a dementia is likely to get from staff if she said these separate sentences.
2. Once groups finished ask groups to give you responses to the first two sentences i.e. re Mum and kids and chart up all their responses on left hand of prepared flipchart chart with sentences.
3. Also as they give a response re: “Your mum is dead”, “You’re 85 years old”, “She’ll be coming soon”, chart up in the Strategies column what you see as the strategy, i.e. hard truth, maths lesson, lie etc.
4. Complete this with all responses from groups to first 2 sentences and then stop at this point.
5. On separate flipcharts with the words, Mum and Dad, Children, Partner, Work and Home ask participants to write down the words they would associate with these things. Debrief what is written.

6. Then ask what are the things that people with dementia ask, that you find hard to answer? Write these up. Ask what people do. Discuss the pro’s and cons of the strategies offered. Then ask what is the meaning behind these words? Point to the things that people have written on the flipcharts and say ‘Is this what people are asking for?’

7. Debrief impact of this on participants, feelings they now have about their responses to sentences and their strategies and help group to interpret feelings behind the words i.e.

8. feelings why someone wants mum, kids etc.

9. Return to the sentences that participant came up with earlier.

10. Debrief feelings behind all six sentences, learning and conclusions and specific actions now for the team.

**Lunchtime**

- Difficulty in finding the words – handout. Debrief on feelings
- Improving verbal communication – exercise and handout
- Communicating with people with dementia – 10 Do’s and Don’ts – handout
- How to connect with people with dementia - handout
- Tomorrow is another day session on Communication part 1 or There is a Bridge with Naomi Fiel

**Debrief**

**Tea**

**Conclusions from Level 1 of the course – PowerPoint**

**Return to the ‘check up on how the group is’ feedback and discuss**

**Evaluation forms**
Debriefing tips

- Begin with emphasis on exploring what being feeling based means as an individual, as a team and as a service – what would it look, sound and feel like.
- Help participants to links to fact that all people are feeling based but that we learn to select when to show feelings in a way that people with a dementia cannot always select.
- Reinforce why we need to get back to a more ‘inside out’ approach to connect to people who are with a dementia operating on this level.
- Avoid participants seeking prescriptive answers to words and actions but that general direction is to try and interpret feelings.

Action planning

- Provide an opportunity for participants to appraise their own manager and service on having heart.
- Help individual staff to appraise themselves on being person centred Go out directly into lounges to practice interpreting words and actions and return to debrief this in training room.
- Write a schedule as a team on what a staff would be like that is run on feelings and not just tasks and implement it for a trial day.
- Allocate one staff to each person to put together a picture of that person’s reality and ideas the staff member has on how to work with that person’s reality accepting the person as they are.
- Run a support session for families and friends on going with people’s reality. As a manager constantly model a feeling based approach prefacing all your words and actions to staff always with the feeling
Being a Star

Workshop 4: Facilitators Notes

The Senses: Feel it, See it, Hear it

- Fill the room with scented objects
- Senses game
- Observation and debrief
- Flipchart example Positive, Neutral, Negative
- Role Play, Coffee break
- Staff to give examples of when controlled in their lives
- Flipchart ideas to eliminate controlling care
- Role play how to deal with neutral and negative behaviours
- Debrief
- Brief for Workshop 5

Handouts:

- Article – Feel it, See it, Hear it from DCM on chairs
- Session 3 feedback
- Making Toast Example
- QUIS Codes Guidance Sheet
- QUIS Observation Sheets
- Ten Steps to Improving Dementia Care

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00</td>
<td>Welcome Back</td>
<td>Progress since last workshop – Positives, negativesGive out feedback from workshop 3 handout</td>
</tr>
<tr>
<td>10.10</td>
<td>The reality of exclusion</td>
<td>Presentation QUIS Findings, levels of neutral care Different types of interaction Positive – sharing tea/biscuitsNeutral care – The experience. Ask one person to time a minute of nothing going on in the room How did you feel? What was going on? Welcome to the rest of your life – that’s the deal, that’s the reality for most people living with dementia in care homes</td>
</tr>
</tbody>
</table>
What if this was the experience for the rest of the day in this room – what would start to happen
Link behaviours that we may find challenging likely to be the result of experiencing neutral care

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.45</td>
<td>Prepare group 1 to audit</td>
</tr>
<tr>
<td></td>
<td>Ensure that they have copies of the observation sheets</td>
</tr>
<tr>
<td></td>
<td>Need to focus on the group experience</td>
</tr>
<tr>
<td></td>
<td>Not to judge – staff are doing the best they can with the resources available</td>
</tr>
<tr>
<td></td>
<td>Due respect to the home for having us</td>
</tr>
<tr>
<td>11.00</td>
<td>Coffee and Group to begin audit</td>
</tr>
<tr>
<td></td>
<td>Ensure that people are paired to visit the audit areas</td>
</tr>
<tr>
<td>12.30</td>
<td>Group 2 lunch</td>
</tr>
<tr>
<td>1.00</td>
<td>Group 1 return and lunch Group 2 begin audit</td>
</tr>
<tr>
<td>1.30</td>
<td>Group 1 debrief</td>
</tr>
<tr>
<td></td>
<td>Ask people in pairs to talk for a few minutes about what you experienced and felt</td>
</tr>
<tr>
<td></td>
<td>What was the experience like of observing?</td>
</tr>
<tr>
<td></td>
<td>What were your feelings?</td>
</tr>
<tr>
<td></td>
<td>What did you observe?</td>
</tr>
<tr>
<td></td>
<td>How was it filling in the forms?</td>
</tr>
<tr>
<td></td>
<td>Go over QUIS presentation</td>
</tr>
<tr>
<td></td>
<td>Points 1 to 10 of improving care</td>
</tr>
<tr>
<td>3.00</td>
<td>Group 2 return and break</td>
</tr>
<tr>
<td>3.15</td>
<td>Group 2 debrief</td>
</tr>
<tr>
<td>3.45</td>
<td>Actions from today</td>
</tr>
<tr>
<td></td>
<td>What have you learnt from this experience?</td>
</tr>
<tr>
<td></td>
<td>How can you apply it to your workplace</td>
</tr>
<tr>
<td></td>
<td>What recommendations will you be making?</td>
</tr>
</tbody>
</table>
Being a Star

Workshop 5: Facilitator’s notes

The Butterfly – Skills in Occupying

• Dolly Parton – Love is like a butterfly
• Room full of Butterflies
• Icebreaker – Draw butterflies – Mark out of 10
• Flipchart – characteristics of a butterfly
• How relate to carers/nurses
• Read out a Positive & Poor Qualitative observation to help group grasp key differences
• 6 Items piled in training room and discuss how can be a butterfly using items
• Explain key skills in creating positive social interaction in learning to be a butterfly.
• Split into 2 groups
  o Group 1 – Go out and practice in units
  o Group 2 – List 30 second activities
• Then swap groups
• Debrief
• Set project that staff talk to Resident’s friends & family about being a butterfly & encourage them to bring in “stuff”.

Handouts

• Characteristics of a Butterfly
• 30 second activities
• Activities – what works and what doesn’t
• Ideas from the US and Canada
• Skills is occupying

Ideas for supporting material

• Asking prior to training for staff to each bring in six items of junk i.e. household items, ornaments, clothing etc that they would be throwing out and for staff to pile these in the middle of training room and discuss how they could be a butterfly using this material.
• Helping staff to create extensive lists of 30 second activities they could introduce every hour of the day i.e. at least 30 activities x 30 seconds per hour.
• Planning how each person living in a care service would be guaranteed a minimum of 30 minutes per day of being individually meaningfully occupied and implementing this. Thinking of how to supplement the existing care staff team with everyone available in the building to increase the butterfly approach.
• Planning how to train and get on board families, friends and visitors in collecting rummage and engaging in the butterfly approach when visiting.
• Creating a project to fill up the environment and letting the butterfly theme really take hold around the building involving people living in the service in this project.

Debriefing tips

• Find the natural butterflies first and help them to lead on this approach.
• Realise this is far from a natural skill for many staff and they will need lots of modelling directly ‘on the floor’.
• Enlist everyone in the building in their understanding of this approach particularly domestic, maintenance and kitchen staff.
• Further work may be needed first on freeing up people’s inhibitions equally some staff may be over the top in this approach and need more skills in being still.

Action planning

• Practice the butterfly approach during mealtimes to increase the level of conversation and connection of the mealtime into a social occasion.
• Help staff think of ways they can look like butterflies injecting colour, interest into what they wear, filling up their pockets with things to produce and talk about.
• Believe in the power of this theme to affect and brighten the environment, to create a team identity, and a focus on how to occupy people and the theme can really flourish throughout the service.
• Ensure this approach is incorporated into recruitment and selection of staff i.e. their capacity to be a butterfly testing this out with applicants directly in lounges.
• Keep evidencing how this approach is growing by understanding periods of qualitative observation in group living areas.
Being a Star

Workshop 6: Facilitator’s notes

Positive Mealtime Experiences

- Fill the room with kitchen/dining items & recipes
- Pictures of food/dining
- Gift – Recipe card & cake or fruit
- Feedback from Workshop 5 (20 mins)

Icebreaker – Chatterbox game (30 mins)
Each participant is to speak for up to 2 mins about an item/subject selected from a list. Winner given a prize. Debrief/Linking when this skill could be useful.

Exercise 1 – Participants to sit at bare tables not interacting for 10 minutes. Debrief experience & record on flip chart why bad experience (45 mins)

Exercise 2 – Participants to select from props items to make a dining experience more positive. Debrief why better & record on flip chart (45 mins).

Observation of dining experience (if possible depending on numbers) (or prior exp before session).

Lunch

Exercise 3 – Brainstorm experience good/bad – Individually create plan to improve then discuss in group coming up with action plan. (45 mins).

Action Planning Homework
- Implement a selection of good ideas
- Feedback to next session the impact of this good/bad.
Being a Star

Workshop 7: Facilitator’s notes

Seeing - Evidence of well/ill being

(10-2) (30 Mins Lunch)

- Feedback Session 6 (15 Mins)
- Theme – The Door
- Fill room with – Empty/full memory boxes – full/empty open/exit pictures etc., Door shut empty – face mask
- Gift – Kinder Egg – Surprise inside – make people feel good
- Ice Breaker – Spread many magazines on floor, ask participants to choose a picture of a person in well/ill being – discuss – debrief (30 Mins)

Exercise 1
Give picture of a person (themselves)

+ve -ve

On one side 10 features of well being

On one side 10 features of ill being
How people present/show generally (60 Mins)

Debrief flip chart

Exercise 2.
What impacts on people well & ill being = brainstorm = share.

Debrief what about people with dementia (45 Mins)

15 Minutes break

Introduce Bruce Tool – Well being and Ill-being

Complete on self and on same resident for all

Debrief (60 Mins)

Action planning/Homework

• Choose one resident (all different) complete Bruce tool.

• Complete 1 hour observation with Resident

• Complete own picture of +ve/-ve picture of that resident as with exercise (1). (30 Mins)
Being a Star

Workshop 8: Facilitator’s notes

Tracking – fear in group living

5 -6 People
Music: Bridge over Troubled Water
Exercise – Jungle Book (edit parts of the movie)
Describe what people think of people. Look at their behaviours – what is different?
Descriptions of people – described animals and link to film – talk about matching residents.
Finish – Bear necessities music from the Jungle Book.

IDEAS FOR SUPPORTING MATERIAL

1. Purchase games involving magnets attracting objects enabling debrief of what attracts people to each other.
2. Identify in participants people or groups that they are individuals actively plan to avoid in their own lives.
3. Introduce Naomi Feels’ work on validation in relation to different points of dementia.
4. Draw a line on flipchart paper and ask group to plot on the line from the person in the setting with the earliest experience of dementia to the person with the most advanced point of dementia and debrief the mix of people.
5. Divide people in the care setting on paper into 4 magnet groups who are drawn more to spend time with one another.
6. Identify people who are not wanting to spend time together or who seem fearful, anxious or wanting not to be in the present of some people.
7. Bring into workshop also theme of needing intimacy and relationships and policy on positive approaches to sexuality and dementia.
**Being a Star**

**Workshop 9: Facilitator’s notes**

**Appreciating – emotions are in behaviour**

Fill the room with road signs, traffic lights, maps, triggers for accidents, crossroads etc., entry, no entry signs etc to use as metaphors for following guidance on a code for behaviours i.e. learning the code is looking behind behaviours to feelings.

Play music with a theme of driving, which can be linked to being driven to certain behaviours by feelings.

**Learning outcomes**

Supporting people experiencing a dementia I will

- stop, look and listen to the meaning in every behaviour.
- search for triggers to behaviours.
- remember the amber light is faulty.
- acknowledge signs of needs and feelings.
- see in all motion there is an emotion
- follow a problem solving approach

**Music – Road to Hell**

- Use exercise in ‘Growing’ – Traffic lights
- Brainstorm no 1 (below) from ideas for supporting material on flipchart – list all difficult behaviour in us and then list behaviours in people experiencing a dementia – play spot the difference
- No 4 – why people walk (below)
- No 6 – Highway code (below)

**Debrief all exercises**

Ask people to bring in a comfort object for session 10
### Ideas for supporting material

- Listing difficult behaviours in all of us and in people experiencing a dementia and playing spot the difference.
- Using puzzles, lateral thinking games for staff to search for meaning behind words and linking this to skills in dementia care.
- Creating cards with lots of example behaviours in people experiencing a dementia and problem solving.
- Focus on why people walk, list all reasons, then why people with a dementia walk, and how motion in us all has usually purpose and an attached emotion.
- Enable staff to share behaviours in their own lives they would avoid and how it feels facing these at work.
- Help participants to draw a highway code with road signs helping staff with their understanding and responses to behaviour.
- Share environmental practical solutions that sometimes work and feeling based advanced solutions i.e. mirroring a skill to express empathy.

### Appreciating What’s Behind Behaviours – The Faulty Traffic Lights

#### Preparation

Prepare one sheet with coloured red, amber, green traffic lights in for each participant. Prepare a second sheet the same with word ‘Feel’ next to red traffic light, ‘Think’ next to amber traffic light and ‘Do’ next to green light for each participant. Prepare acetate slides/PowerPoint also of the above.

#### Running the exercise

Give participants the first sheet with just traffic lights on and ask people in pairs to agree what sequence the lights follow.

- Split participants into 2 groups to create a debate. The motion is “People experiencing a dementia cannot be deliberately difficult” and ask one group to come back with arguments that support the motion and one group to return with arguments against the motion and then run the debate.
- Give participants the second sheet with words attached to the lights and explain this is how our brain works in same sequence to traffic lights: FEEL THINK DO THINK FEEL.
- Now ask participants in pairs to debate how people with a dementia’s brain works in relation to these lights and for them to come up with examples.
- Debrief exercise on conclusions re amber light THINKING not working and implications of this.
Being a Star

Workshop 10: Facilitator’s notes

Reaching – an end of life with comfort

The Autumn

- Music – Yesterday when I was young
- Draw, describe or bring in a comfort item – describe what this object means and why
- Self awareness – own preparations for death
- What things do we draw comfort from now and what things do we envisage we will draw comfort from at end stage of life?
- Discuss celebration of life – how will we do this?
- Feelings of staff when residents die – support systems
- Music – Now the light is slowly beckoning me to the shore/

Key exercise: reaching and closeness matters – comfort objects

Preparation
Bring to the session either a doll, teddy bear, toy blanket or picture or memory of something that was really important and that you were attached to as a child. Provide paper and pens for participants to draw their own childhood comfort object.

Running the exercise
Describe your comfort object as a child, its meaning, the feelings it evoked, why needed
1. and how it now feels if it is or it’s no longer in your possession.
2. Ask participants to draw their own picture of a childhood comfort object.
3. Divide participants into groups of three people to share their pictures and feelings.
4. Debrief whole group on this exercise and then on its relevance to people with a dementia facing the end stage of life.
5. Ask people to list all the comfort objects or not that people always have with them in the care setting.
6. Create a debate on how participants feel about the use of comfort objects and their need to enhance this approach.
Supporting Material

- Look at participants’ own plans for dying and death – funerals, wills etc. Debrief on relevance of this to working with people in later stages of a dementia.
- Explore need for attachment now in our own lives and how this manifests itself.
- Introduce Christine Kovachs’ work on Later Stage Dementia Care particularly re the use of assessment material.
- Consider work on pain and dementia and the Liverpool Care pathway on Palliative Care and Dementia.
- Explore skills in advanced mirroring, Killick and Allan’s work on advanced dementia care.
- Focus material on needs currently of someone with later stage dementia care for a specialist approach.

Debriefing tips

- Allocate enough time to explore with participants’ own feelings about death and dying.
- Explore how end of life is seen in terms of emotions at work.
- Prepare for staff who did not have childhood experiences of comfort or who have no comfort in their life at the moment.
- Push hard on how close staff feel they can be, have permission to be to reach someone at end of life i.e. cradling on the bed.
- Create debate
Being a Star™ Review – Key Questions

- How does this model of learning compare to dementia awareness training?
- In what way does beginning focus on concept of self in participants and parallels in their emotional journey create a solid foundation for ‘getting it’?
- What evidence is there that this model of training from self to specialist skills development leads to more action in improving care?
- What provides or not that this model can increase quality of life?
- How proficient are current dementia care trainers to delivering and facilitating this model?
- To what degree has the organisation grasped strategically what real action based and self development training and learning in dementia care needs in terms of organisation support, leadership and management ownership?
- What evidence would people living with dementia and their families and friends have in being able to see, hear and feel positive impacts on their lives?

Being a Star™ Review

- What has been your brightest moment so far in this project?
- What feels a long way off – far away and unreachable – to achieve in this project?
- What star participant has twinkled brightly in this project and why?
- What in this project feels in danger of burning out?
- How close are you to creating a galaxy of stars?
- In your project so far is it a night sky full of stars, a sky with the occasional star, or a starless sky and why?
## Being a Star™ Review

**Practical / setting up experiences of trainers re:**
- Material
- Participant reaction
- Setting up training
- Follow through into workplace
- Manager support
- Co-training
- Creating teams
- Time Factor
- Spread and length of sessions

**Skills requirement re trainers**
- Sufficient prep / familiarisation
- Ability to design additional material
- Sophistication in training skills
- Shift from dementia awareness to ‘self’ learning

**Specifics re Level One material**
- On self awareness
- Feelings, emotions and ability to link to parallels re people living with a dementia
- Grasping relevance back in setting
- Appraising participants

**Comparability re Awareness Training**
- Impact on participants greater or less than D.A.T
- Getting it re ‘self’ and impact on peoples practice
- Ability of this training to create more naturals and learners
- Evidence it leads to culture change
- Can it be seen, heard and felt more in direct care
Future planning re next modules

- Skills in trainers to increase action based training
- Skills in trainers on specific skills development
- How measuring increase in quality of life i.e. re observation linked to training

Returning to full review in December

- Evidence needed to be collated
- Role of evaluator: Mo

KEY QUESTIONS

- How does this model of learning compare to dementia awareness training?
- In what way does beginning focus on concept of self in participants and parallels in their emotional journey create a solid foundation for ‘getting it’
- What evidence is there that this model of training from self to specialist skills development leads to more action in improving care?
- What proves or not that his model can increase quality of life?
- How proficient are current dementia care trainers to delivering and facilitating this model?
- To what degree has the organisation grasped strategically what real action based and self-development training and learning in dementia care needs in terms of organisation support, leadership and management ownership?
- What evidence would people living with dementia and their families and friends have in being able to see, hear and feel positive impacts on their lives?
Being a Star

Verbal debrief by David of Trainers reflections on the Being a Star Programme

Positives

- I see less controlling care and staff comfortable to challenge each other
- Observations instrumental re home to watch and do seem to be getting message better
- No calling out no distress calling out staff everywhere being used, team better does look like friends now
- It’s made people aware of each other as people that people don’t just come to work to do but to be someone
- Doing the observation been a real eye opener and need to change practice
- If things have to change they have to be the people that change
- Great feedback from Regional Directors and they’ve noticed that those who had ‘Yesterday, Today, Tomorrow’ (YTT) they think it’s very positive and they think it’s the way to go compared to YTT.
- Running workshops good fun, still learning yourself running – feel can take part a lot more – staff feel they’ve more responsibility – more.
- Feel really good relationship in group.
- Committed as well and nothing in way of good work yet.
- It’s changed my relationship with them and feel more responsible for them as really trying hard and definitely seeing difficulties of what they’ve learnt.
- Wanted a session postponed as they wanted to make sure they had completed previous action.
Difficulties

- Prep hard so quick tough getting everything ready but easier next time but prep getting better takes a lot of time re purchasing, prepping the room.
- Adapting it to actual people in group not just one size fits all and what will work for that group – purchasing etc.
- Fitting in obs sometimes in timescales and speaking to group there in not sure how to cascade what they’ve learnt so adding coaching and leadership.
- Staff shortages and sickness can be difficult its not staff doesn’t want to come.
- What’s been amazing in our group is a participant saying not touchy feely person and it has improved her marriage – being honest, true, being real.
- One person felt being on course able to say purely from being on course I’ve got a drink problem.
- Manager being off sick same time so that’s been missed re having Manager to de-brief.
- Difficult to find a day to see everybody re the results of the audit.
- Difficult with a destructive Manager for staff to back with it.
- Feeling an increasing pressure that they are hitting buffers of staff constantly depending levels but feel responsible for raising that expectation as making them more anxious.

Comparisons with other dementia care living

- Much much more effective you’re actually seeing the positive results, much more positive social care.
- One of the Homes on the course was rated poor by Inspection and it went straight to good.
- Had interesting conversation when Inspector came to visit – it has improved care with small numbers those 4 people do help – old fashioned view not nurses job to deliver training but to nurse.
- Moving it from a classroom to be real on ‘the floor’ changed it to be real not just learning something but responsibility for something.
- There are some expectations to be made it highlights those who are at ‘Anonymous’
- Feels they are empowered now they understand and able to change – never been done before – they say never noticed before – it’s so powerful.
Being a Star™ Evaluation – Quotes from Courses

Best and Worst Post-Its

“The most person centred training I’ve done in terms of getting to know the team better – this training connects better that on previous occasions”.
“Training is the biggest thing – Yesterday, Today & Tomorrow is outdated, but you need something like Being a Star that staff get into and bring out the best in people”.
“Difference in this is total to YTT – you can feel the difference”
“It’s designed if this hasn’t moved you on you haven’t moved on whereas other training is lip service – you have to see it”
“Team bonding that happens”
“Staff have said it’s the best they’ve done – they’ve learned things they can really do and see things happen”
“They’ve started passing it on to a teaching other staff”
“It feels very relationship centred – it blurs barriers – met some lifelong friends on this training”
“Trust develops – quite surprised how much it grows in the group”

Evidence

“I have jumped straight from poor to good which is unheard of”
“Look at lived experience of people living they’re able to connect – felt able to spread it around”
“Staff well being improved considerably”
“Qualitative observational scores really key in this training”
“Staff turnover reduced on these units. Waiting lists good. Fees going up”
“It’s much more about relationships”
“Evidence of weight gain- reduction in falls”
- Huge increase in peoples weight
- Massive increase in wellbeing
- Staff grasping more about well being / ill being

“To see peoples well being shoot through the roof”

“I would have said that we were doing well before but after this wow!”

“The biggest impact on person centred care of the team and aware of need to look after each other”

“Increased reduction in complaints - from two files of complaints to only two complaints!”