



# Changed behaviours – basics

## FACILITATOR GUIDE

### RUNNING THIS SESSION

#### **i** Key information

This session:

- consists of a simple video presentation (15-minutes)
- includes **optional** discussion activities for a longer session (allow 30 mins if including the activities)
- introduces changed behaviours and outlines how a proactive approach can help the person living with dementia to feel comfortable and may reduce changed behaviours associated with dementia.
- introduces PIECES™ to help you structure your approach

You will need:

- an internet-connected tablet or computer with a screen viewable by all in the group (e.g. projector for a larger group)
- pens and paper for participant use *and optional* whiteboard or butcher's paper.

### Introduction

**i** Introduce the session and explain what will be covered.

***If you are going to do the optional activities:***

- *explain that you'll be pausing the video to briefly discuss or reflect on a question as you watch*
- *do Activity 1 – before you play the video. (1 Min)*

We're going to watch a video presentation about changed behaviours. We'll learn more about why they occur and approaches we can take to help reduce changed behaviours and help people living with dementia to lead more comfortable and enjoyable lives.

**i** **Play Video** (15 min)

## Optional discussion activities

### Activity 1 What 'changed behaviours' means to me

- i** Before you start the video ask the group to reflect on the following question and share their thoughts:

**What comes to mind when you hear the term 'Changed Behaviours'?** (2-3 mins)

### Activity 2 How would I feel?

- i** Pause video after the question: **Think about how you would feel if you could not express yourself and how frustrating that would be?**

Ask the group to think about how they would feel in this situation. Write responses down – on paper or whiteboard. (2 mins)

### Activity 3 The impacts of Changed Behaviours

- i** Pause video after the statement: **Pause for a moment and think about how these Changed Behaviours could significantly impact on the person living with dementia.**

Ask the participants to write down at least 3 responses. Briefly discuss. (3 mins)

### Activity 4 Depression, grief and loss

- i** Pause video after the question: **Can you think of all the losses that someone has experienced moving from their home to a residential aged care home?**

*Split the group into two.* Ask one group to list as many losses as they can think of. Ask the other group to list what losses they might experience, themselves, if they moved into residential care. Briefly share. (3 mins)

### Activity 5 Individual likes, dislikes and habits

- i** Pause video after the question: **Think about your own personal habits and preferences and what you feel like when things aren't the way you like them to be.**

Ask the group to discuss in pairs and write responses down – on paper or whiteboard. (3 mins)

## Activity 6 Individual likes, dislikes and habits

**i** Pause video after the statement: **On some days these interventions may work well, but on other days they may not, so we need to be creative and try something different.**

Ask the group to briefly discuss and share examples of trying a different approach or adapting a strategy. (3 mins)

**i** End the session with the conclusion and take-home messages. (1.5 mins)

### Conclusion

Hopefully you now have a better understanding of what changed behaviours are, why they occur and what **we can do** to reduce or eliminate them.

### Take home messages

Changed behaviours:

- can be any behaviour that is distressing to the person living with dementia or the people that support them.
- may result from the person having difficulty making sense of their environment or communicating a need or desire.

Understand the person:

- find out what and who is important to them, what they prefer, likes and dislikes
- focus on what they **CAN** do and achieve

PIECES™ can help you:

- understand the person and why they might be behaving in a certain way
- find ways to help the person feel more comfortable, which may reduce changed behaviours

### FOLLOW-UP

**i** Reinforce learning in a week or two by having the same group of staff reflect on this session. For example:

- Ask participants to do this activity and report back in the follow-up session – Pause for a moment when they are next on shift and observe the surroundings. Can they easily see the toilet, garden, lounge room and dining room from where they are standing? Is there signage to these areas?
- Ask if they have made any changes in how they communicate with people living with dementia. Encourage staff to share their experiences and outcomes.

## FOR MORE INFORMATION

Resource	How to access
Responsive Behaviour Quick Reference Cards and Lanyard checklist cards	Available to download from DTA website <a href="https://dta.com.au/resources/responsive-behaviours-quick-reference-cards/">https://dta.com.au/resources/responsive-behaviours-quick-reference-cards/</a>
Responsive Behaviours app	<a href="https://dta.com.au/resources/responsive-behaviours-app/">https://dta.com.au/resources/responsive-behaviours-app/</a>
Learn more about changed behaviours by completing a DTA online course, such as: <ul style="list-style-type: none"> <li>· Understanding Responsive Behaviours</li> </ul>	Access a free course at: <a href="https://dta.com.au/online-dementia-courses/">https://dta.com.au/online-dementia-courses/</a>
DTA Responsive Behaviours Consultancy	<a href="https://dta.com.au/responsive-behaviours-consultancy/">https://dta.com.au/responsive-behaviours-consultancy/</a>
For more information on the PIECES™ approach	<a href="https://pieceslearning.com/">https://pieceslearning.com/</a>