

# GPA 4<sup>th</sup> Edition Module Summary Pages

# AGE

Advanced Gerontological  
Education

AGE Inc. is providing Module Summary pages from GPA 4<sup>th</sup> Edition for use as quick access resources during COVID-19:

Module 1: Introduction to Personhood

Module 2: Brain and Behaviour

Module 3: The Interpersonal Environment

Module 4: Gentle Persuasive Techniques



Gentle  
Persuasive  
Approaches

These summary pages are intended to be used as helpful education resources to support staff and promote reminders of GPA in your daily practice. The principles and practice of personhood are vital components for care of older adults living with dementia and expressing responsive behaviours during the COVID-19 pandemic.

These resources are not intended to replace GPA training. At this time, while in-person GPA Basic education sessions cannot be offered, AGE Inc. recommends that all new staff access [GPA eLearning](#) in order to fulfill orientation training as required.

For more information, or for a group GPA eLearning license, please contact [info@ageinc.ca](mailto:info@ageinc.ca).



## Module 1: Summary

Persons with dementia can experience the loss of:

- ✓ memory
- ✓ judgement
- ✓ attention
- ✓ mood
- ✓ communication abilities
- ✓ ability to complete activities of daily living

### Dementia Bill of Rights

A person with dementia deserves to:

- be informed of one's diagnosis
- have appropriate, ongoing medical care
- be treated as an adult, listened to, and afforded respect for one's feelings and point of view
- be with individuals who know one's life story, including cultural and spiritual traditions
- experience meaningful engagement throughout the day
- live in a safe and stimulating environment
- be outdoors on a regular basis
- be free from psychotropic medications whenever possible
- have welcomed physical contact, including hugging, caressing and handholding
- be an advocate for oneself and for others
- be part of a local, global, or online community
- have care partners well trained in dementia care

(Bell and Troxel, 2013)

### All Behaviour Has Meaning

Behaviours can indicate an unmet need.

- Behaviour can be a response to an experience that a person is having.
- Search for the meaning behind behaviour.
- Pay attention to cues.
- Document the patterns and triggers.
- Use creative approaches to determine the best de-escalation strategy.



### Personhood

Personhood involves the support, respect, and trust given from one person to another in a caring relationship.

(Kitwood, 1997)

#### Personhood-Promoting Interactions

##### Validate

- supporting a person's emotions and feelings

##### Collaborate

- working together to enhance a person's abilities, encouraging control and choice

##### Facilitate

- accommodating a person's disabilities to enable task completion

##### Play & Celebrate

- encouraging spontaneity, self-expression, joyfulness, and celebration—just for fun!

##### Relax

- helping a person relax and feel comfortable without making any intellectual demands

(Adapted from Kitwood, 1998)



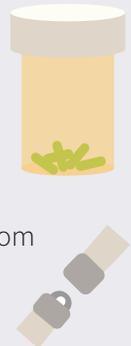
### Threats to Personhood

#### Chemical Restraints

- Medications used to control behaviour or restrict freedom of movement, not treat a medical condition.

#### Physical Restraints

- Equipment or devices that restrict freedom of movement or access to one's body or environment.



#### Malignant Interactions

##### Infantilize

- treating a person like a baby or child

##### Outpace

- providing choices or tasks at a pace too fast for a person to follow

##### Impose

- forcing a person to do something that overrides their choice or desire

##### Ignore

- carrying on a conversation or an action as though a person is not there

##### Label

- describing a person by their behaviour or diagnosis

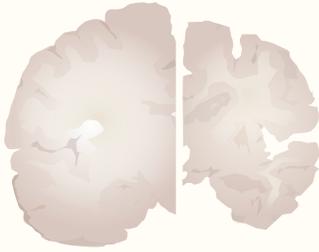
##### Intimidate

- inducing fear in a person through threats or physical power

(Adapted from Kitwood, 1998; Alzheimer Society of Canada, 2017)



## Module 2: Summary



Even though a person with dementia may look physically well, changes in the brain impact their experience and interactions with the world around them.

### The 3 D's

#### Dementia

- progressive cognitive disorder

#### Delirium

- sudden onset, urgent situation

#### Depression

- treatable mental illness

### SPEED

**S**ensation

**P**erception

**E**motion

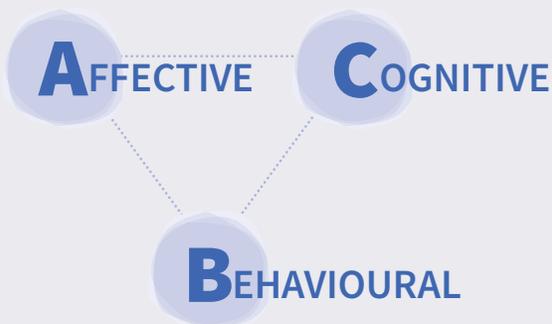
**E**valuation

**D**emonstrated behaviour

Amnesia	Aphasia	Agnosia	Apraxia
loss of memory	loss of language	loss of recognition	loss of purposeful movement
<ul style="list-style-type: none"> <li>▷ keep consistent routines</li> <li>▷ simplify the environment</li> <li>▷ use simple prompts</li> <li>▷ repeat as needed</li> <li>▷ provide visual cues <i>Label drawers or shelves</i></li> <li>▷ use procedural memory <i>"Look at the calendar"</i></li> <li>▷ trial daily agenda or journal</li> <li>▷ find a recognizable photo</li> <li>▷ use a person's life history</li> </ul>	<ul style="list-style-type: none"> <li>▷ use gestures and visuals <i>Trial communication cards</i> <i>Words, icons, or pictures</i> <i>Key translated phrases</i> <i>Large, easy to read font</i></li> <li>▷ one-step directions</li> <li>▷ speak in shorter phrases</li> <li>▷ speak slowly in adult tone</li> <li>▷ remain patient</li> <li>▷ use positive body language <i>Smiling, relaxed face</i></li> </ul>	<ul style="list-style-type: none"> <li>▷ always introduce yourself</li> <li>▷ use other functional senses</li> <li>▷ guide with hand-over-hand</li> <li>▷ place way-finding signs</li> <li>▷ provide ample lighting</li> <li>▷ use contrasting colours</li> <li>▷ cover mirrors, if needed</li> <li>▷ demonstrate use of objects</li> <li>▷ offer one item at a time</li> </ul>	<ul style="list-style-type: none"> <li>▷ simplify the task</li> <li>▷ focus on one step at a time <i>Lift up your right arm</i></li> <li>▷ demonstrate actions</li> <li>▷ guide with hand-over-hand</li> <li>▷ break down instructions</li> <li>▷ lay out clothes in order</li> <li>▷ use signs to guide activities <i>"Socks - pick out one pair"</i></li> <li>▷ use previous routines</li> </ul>
Altered Perceptions	Apathy	Anosognosia	Attention Deficits
loss of perceptual abilities	loss of motivation	loss of self awareness	loss of attention abilities
<ul style="list-style-type: none"> <li>▷ contrast to draw attention <i>Highlight bathroom doors</i></li> <li>▷ similar colours to diminish <i>Blend utility doors with wall</i></li> <li>▷ provide natural light</li> <li>▷ keep lights on</li> <li>▷ use a dimmer switch</li> <li>▷ minimize glare with blinds</li> <li>▷ eliminate shadows</li> <li>▷ visible, large print signage</li> <li>▷ ensure sensory aids used</li> <li>▷ be aware of visual barriers</li> </ul>	<ul style="list-style-type: none"> <li>▷ assist task initiation <i>Put cup in the person's hand</i> <i>Guide cup to their mouth</i></li> <li>▷ start tasks for the person <i>Bring to a favourite activity</i> <i>Initiate a conversation</i></li> <li>▷ engage in an activity <i>Use life history, interests, music, art, Montessori, pets</i></li> <li>▷ keep activity props nearby</li> <li>▷ offer verbal cues</li> <li>▷ utilize remaining strengths</li> </ul>	<ul style="list-style-type: none"> <li>▷ validate concerns or feelings</li> <li>▷ avoid challenging a person</li> <li>▷ listen and understand</li> <li>▷ enlist care partners <i>Know likes, dislikes, habits</i></li> <li>▷ use personal safety devices <i>Bed, chair, or door sensors</i></li> <li>▷ know when to back off</li> <li>▷ use creative strategies</li> <li>▷ trial visual reassurance <i>Whiteboards, agendas</i></li> </ul>	<ul style="list-style-type: none"> <li>▷ only one person speaking</li> <li>▷ minimize outside noises <i>Quiet team communication</i> <i>Use quiet areas</i></li> <li>▷ reduce distractions <i>Close the door or blinds</i> <i>Face away from distractions</i></li> <li>▷ present one item at a time</li> <li>▷ avoid unnecessary objects</li> <li>▷ use smaller visitor groups</li> <li>▷ provide verbal cues</li> <li>▷ simplify the environment</li> </ul>

### ABC of Brain Function

Our behaviours relate to our thoughts and feelings at any time.



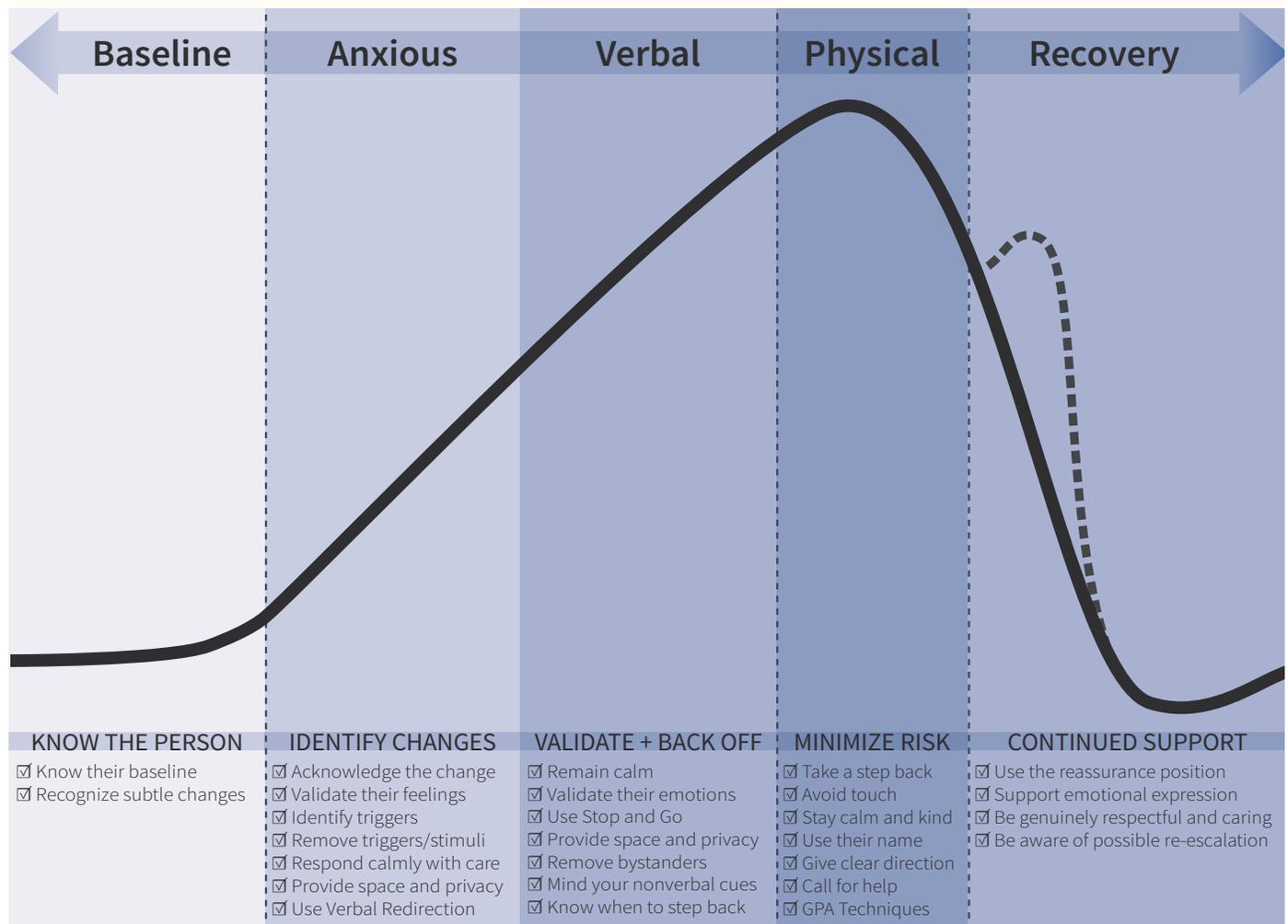
### Reflex Grasp Strategies

1. Remain calm
2. Let your arm go limp
3. Use the person's name
4. Ask them to let go
5. Gently tap back of hand
6. Stroke knuckles to wrist



1. Grasp the person's thumb joint at each side between your own thumb and forefinger
2. Slide the person's thumb towards their index finger without forcing movement

## Module 3: Summary



**Touching a person who is physically protective should only be used as a last resort.**

Adapted from:  
 Breakwell, G. M. (1997). *Coping with Aggressive Behaviour*. Leicester, U. K.: BPS Blackwell.  
 Kaplan, S. G. and Wheeler, E.G. (1983). Survival skills for working with potentially violent clients. *Social Casework*, 64(6), 339-346.

### Prevent and Defuse Responsive Behaviours

- Look for triggers and/or unmet needs
- Keep the person physically active
- Use positive verbal and body language
- Address the person by their preferred name
- Give the person space and offer control
- Communicate honestly with care partners



Adapted from:  
 Hall, E. T. (1966). A System for the Notation of Proxemic Behavior. *American Anthropologist*, 68(1), 1003-1026.  
 Hall, E. T. (1966). *The Hidden Dimension*. Garden City, N. Y.: Doubleday.

**Stop** - whatever you are doing can wait  
**Think** - give full undivided attention  
**Observe** - cues and acknowledge the message  
**Plan** - when and how to resume care

### Stop and Go



#### GO

Apply gentle persuasive approaches:

- ▷ Introduce yourself and use respectful communication
- ▷ Use validation or reality orientation as appropriate
- ▷ Use reminiscence, pets, or art, music, and doll therapy
- ▷ Minimize distractions and noise
- ▷ Use praise and positive body language
- ▷ Connect with the person's past
- ▷ Use visual demonstration or hand-over-hand
- ▷ Give brief directions one step at a time
- ▷ Use the reassurance position with palms open
- ▷ Rule out underlying causes such as pain or delirium
- ▷ Engage care partners in the plan of care

## Module 4: Summary

### Doing nothing is having a plan:

Standing by and supporting the person is a helpful response. Offer reassurance from a safe distance.

### Grabs

Use for pinches, hair pulls, or other grabs.

#### Principles:

- ☑ Remain calm
- ☑ Stabilize the body part
- ☑ Lean in to the force
- ☑ Call for help

### One-handed release

1. Find the weakest point of the grasp
2. Use a quick upward or downward motion to pull out of the grab



### Two-handed release



1. Interlace your fingers
2. Using a quick downward motion; pull down and out of the grab

### Vital Release



**Arms up**  
**Step away**  
**Turn out**

1. Raise your arms straight up over your head, outside of the choke
2. Step away from the person
3. Turn out, quickly moving your shoulders, arms, waist, and hips out of the grasp
4. Turn back to face the person in the reassurance position

### Individual



1. Grasp the person's wrist closest to you, using your outside hand, palm down
  2. Draw your free arm under the person's armpit and prepare to grasp their free hand with the same palm down position
  3. Gently draw both arms downward towards the midline of the body
  4. Hug your hips to secure balance and stability
- Two-handed—apply both hands at the same time

### Reassurance Position



- ☑ Step back and towards the side
- ☑ Use open-faced palms
- ☑ Hold a steady stance
- ☑ Use a calm, kind tone
- ☑ Ensure the person has space
- ☑ Encourage emotional expression

### Strikes



1. Try to duck or move out of the way
2. Use open-palmed hands and arms to shield your face, neck, and chest

### Kicks

Use the bottom of your shoe to shield your body whether you are blocking the kick from the front or side.



### Team

### Gentle Redirection

1. Both team members grasp either wrist with their same-side hands, palms down



2. Loop your opposite arm under the person's armpit to grasp your own wrist, palm-down
3. Gently draw the arms downwards towards the midline of the body
4. Hug your hips to secure balance and stability

*Maintain communication with your partner—let them know if you need to release the grasp.*  
To remember, think 'palms down to calm down'