

Delivery Plan 2 – Older People with Dementia

Context	Digital Storytelling workshop for active older people with dementia, taking place at libraries, arts centres, nursing homes or community organisations.
Purpose	Through digital storytelling the purpose is to improve the quality of life of the person with dementia and their care-giver. The purpose is to give the older person with dementia a sense of 'being normal through the workshop.
Aims	The aim is to make people recounting stories from their lives, they thought they had lost, and give them a creative experience with focus on training their memory.
Learning Outcomes	The older people and their care-givers will learn from each other through stories. Older people with dementia will experience that they are being listened to with acceptance and a sense of being normal.
Description	The content will be based on the traditional process but with focus on one-to-one sessions and different creative exercises customized for people with dementia.
Resources	The workshop need more resources than a normal workshop with one trainer for each participants.
Schedule	Twice a week for 3 weeks
Structure	The structure is the same as a normal DS workshop however with less tasks for the participants for each sessions.
Workshop outcomes	One film per participant, however it could also be a voice – over and a few images and the trainers task are to edit the images together.
Evaluation	Images from the workshop and a one-to-one interview after the workshop.
Progression	Can be used as a wider package and method for the healthcare system.
Literature/materials	DS materials and papers, links to materials concerning the disease 'dementia'.

Delivery Plan detailed:

Context:
Digital Storytelling with older people living with dementia, taking place in care homes, or a place where the older people can feel safe and in an environment that supports and appeals for a creative and safe process.
Aims:
<p>The aims of the workshop:</p> <ul style="list-style-type: none"> – The method helps to remember and travel through memories for the person with dementia. – Positive changes in the participants' interactions and mood. – People recounting stories from their lives, they thought they had lost. – Improving the quality of life of the person with dementia and their care-giver. – A DS workshop can help prevent depression and anxiety for both parties. – Improving general functional ability of the person living with dementia. – The older persons stories act as stimuli for staff to reflect and re-evaluate their relationships with dementia and gain a deeper understanding of how they experience the person with dementia. – Use the person centred facilitation and creative process to support self expression and a sense of identity for the older person. – Increase confidence, improve speech and a sense of purpose, and increase connection to the world around. – Give a sense of belonging to the modern society and discover/explore what the digital media and storytelling can help them with.

Learning outcomes:

The workshop participants and the car-giver or related family will both learn from the process.

- Older people with dementia will experience that they are being listened to with acceptance.
- They will learn a way to express themselves in a more easy and safe environment
- The participants will learn to listen to each other's stories.
- The older people and their care-givers will learn from each others through stories.
- They will find that their stories and their knowledge is being given value.
- Older people with dementia and their carers can experience a sense of 'being normal
- The group dynamic might reduce sense of isolation and increases connectedness.

Description:

Using DS techniques in a workshop with older people with dementia should be adapted to the participants mental health and mood.

Its important to find a place that feels comfortable, where the older person with dementia feels in order or in harmony and where relationships and space are familiar.

The have a need for recognition, status, identity and self-worth which can be given through their own memories and stories. It is important for the older person to feel that they are useful and productive.

They have a need to be listened to and respected, and therefore it is crucial that there is one facilitator per participants during the sessions.

Through the creative excercises there should be time and room for them to express their feelings. The relationship between participant and facilitator is a key element during the workshop.

Phase 1 Finding the story

Memory stimulation techniques are important to use in order to strengthening and supporting the short-term memory of people with dementia.

Creative excercises for awaken the memories can be:

- Using old photographies of themself and their childhood to awaken memories and feelings
- Using music or a voicerecorder with sounds from old days
- Taking images of objects / paintings into care settings to ask people living with dementia for their responses to the paintings or drawings.

Tools:

- *Dementia Diary (video diary with special tasks for the older person)*
- *Memory box: A sea shelf, a flower from the garden, a stuff animal or music instrument.*
Have the person with dementia hold each item and encourage that person to share what that object brings to mind. You can talk about how it feels—bumpy, smooth, fuzzy, hard—and what memories the person associates with it.
- *Word association excercises.*

Phase 2 Telling the story - Life story books:

Help engage the individual in meaningful conversations about the past where memories are more vibrant and clear. If they are not able to write - Be their pen – assist them in writing by driving the pen, and let them talk and tell the story.

Let them talk about different topic – for example here are different conversation starters:

1. My life reflections' (Can you tell me about the time you..(first got married, had your first job, your children were small, etc. What did you used to do for work?" What work/job did you enjoy best?" "Do you enjoy sports?

2. 'My Family and Home' ("Can you tell me who this is?" (using an older "long ago" picture)

Tell me about your home, what do like best about it?"
Are you an animal lover? Do you have pets?"
3. *'I look forward to...(hopes and dreams)*

Phase 3: Recording the voice

Record the conversation and let the facilitator/trainer edit the pieces together. Print the script with large font and consider to print one sentence per line, and cut it into strips of paper, enabling them to read their story. If the person is a 'freestyle' storyteller let them talk and record it. Afterwards the trainers task is to edit it to one story.

Phase 4: Images and visual material

Select the images together with the older person and let them listen to the recorded voice-over after it has been edited.

Phase 5: Video editing

The trainer will edit the movie in the video editing program, and let the older person sit next to the computer and tell him/her what you do. Make the participants aware of their role as a film director whilst the facilitator drive the computer. This will give the older person as sense of being part of his own story and the expert.

Resources:

The DS workshop should be arranged in a safe and calm space, where the one- to- one session can be held without any interference from other participants or workers. The older people with dementia might not have their 5 senses intact anymore and they listen to their "inner senses".

According to studies (*Barton & Wright (2003)*) they see with their "mind's eye' and hear sounds from the past which is the reason why DS trainers should use creative methods and objects which are adapted to each participants level.

Make sure to plan the workshop with the staff, care-giver or nurses and give them written information about making digital stories, so they are aware of the content of each sessions and their role in the process.

Space and Technology:

Arrange a space which is not too big, 3 spaces:

One production room and One recording room and One break-out room.

See a description of the used techonology, materials and space/rooms in 'deliver plan 1').

Schedule:

The schedule of the workshop should be 1-2 hours a day on the same time everyday, twice a week for 3-4 weeks.

Structure: (the content for each week have to be discussed)

- The structure of the workshops should start with a session of therapeutic approaches to memory stimulation which are structured techniques to support memory.
- Participants should be supported in overcoming challenges within scriptwriting, IT or general communication through person centred relationships with facilitators, allowing them to negotiate the help required.
- The sessions will need to be engaging for the older people, and it is important that they are short and adaptable to the varying nature of participant's mood, attention and alertness.
- Ensure that they would not become exhausted or disengaged from the process.
- The structure should NOT be so reliant on a finished product., however the sessions should be exploratory and adapted to the day/time and conditions of the participants.

Important features at the workshop:

- Names, where they are, and what they are doing being frequently repeated
- Stories being rehearsed and repeated
- Participants, teachers, and carriers wearing name badges
- The setting of the workshops should be in a safe and (maybe) a non-institutional place
- Use objects to prompt reminiscence
- Make everything failure free
- A number of 'taster'/introductory session should be undertaken
- People might tell fragments of unconnected stories, but try to use this as a creative way.
- Facilitators should be aware of using active listening and reflection skills to gain greater understanding and make connections between the different stories that participants tell.
- All scripts should be printed in a large, clear font.
- Customize the computer screen settings with big letters and bright colours.

Workshop Outcomes:

1 story for each person. This is the goal for the sessions, however if the participants only make a script or record their voice, and choose some images, the trainers can edit the story together and show it to the person.

Evaluation:

Using photographs during the workshop as a means of evaluating the participants engagement. At the end of the workshop engage the group and make them comment on their experience of the workshop through the images.
One-one personal audio or video interview recorded.

Progression:

The creation of digital stories by the participants as part of a wider package is evidence for the healthcare system, care workers, doctors and family to see that people with dementia are able to contribute and engage with a wider audience. The digital stories could be a part of the treatment for older people with dementia, and therefore it is important to document and evaluate with the staff after the workshop in order to see any improvement for the older persons.

Literature/materials: (not finished yet!)

All materials from the partners.

Alumnus of the University of Abertay Dundee:
Dangling Conversations: Reflections on the process of creating digital stories during a workshop with people with early stage dementia

Haigh & Hardy, 2010, Tell me a story - a conceptual exploration of storytelling in healthcare education, Nurse Education Today 31.

Zoë Brown and Bruce Davenport: Research into practice - practice into research: outreach work with people with dementia at Tyne & Wear Archives and Museums
<http://www.newdynamics.group.shef.ac.uk/assets/files/Bruce%20and%20Zoe.pdf>

Hardy, P. and Sumner, T. (2010) 'Humanizing Healthcare' in Lambert, J. (ed) Digital Storytelling: Capturing Lives, Creating Community (3rd edition). Digital Diner Press: Berkely.

Savundranayagam, M.Y., Dilley, L.J. and Basting, A. (2011) StoryCorps' Memory loss initiative: enhancing personhood for storytellers with memory loss Dementia .

Links:

<http://www.scie.org.uk/publications/ictfordementia/files/ictfordementia.pdf>

<http://memoryappsfordementia.org.uk/>

<http://objecthandling.wordpress.com/2012/05/10/digital-storytelling-and-dementia-report/>