

# Adapting Services to Preserve Quality of Life



Questions? Contact: [CDDERTraining@umassmed.edu](mailto:CDDERTraining@umassmed.edu)

## Audience

**Family Caregivers**

## Learning Objectives

- Understand what the term *good quality of life* means.
- Understand how to adapt services and care in order to preserve a person's quality of life.

## Action Strategies for the Trainer

### **Introduce the course.**

*We're going to watch a video that gives you an overview of ways to adapt the way you care for your family member with IDD and dementia that ensures they have a good quality of life as their dementia worsens and until their passing.*

*After each section, there are review questions, and we'll pause to discuss these and any questions you have so far.*

### **Play Section 1. Pause after the slide Dementia Does Not End Rights.**

*We've just learned about the areas in a person life where we need to watch out for people's dignity and quality of life. In the next section, we'll learn some strategies and ways to plan to help you do this. Before we move on, are there questions or terms you need clarified?*

*Does anyone want to share their thoughts on what quality of life means for the person you care for?*

□ Please remember to respect the privacy of the person you care for by maintaining confidentiality outside this group.

### **Introduce Section 2:**

*In this next section you'll learn about ways to adapt services and care in order to preserve your family member's quality of life. It's a long section, so we'll break it up. First, we'll learn about protecting right and ways to be proactive about doing this as the person's dementia worsens.*

### **Play Section 2. Pause after the slide: The Importance of Emotional Connections.**

*There was a lot of information covered here, from rights and dignity, to guardianship and health care proxy. We also heard about the importance of connections with others. Are there any questions?*

*What are some ways that you honor the dignity of your family member?*

*How does that contribute to their quality of life?*

*How do you work to keep the person involved in the community? What supports do you find helpful, or would you need to encourage their membership in the community?*

**Resume Section 2 starting with Adapting Personal Goals and Accomplishments. Play to the end.**

*This next section will tie together strategies we've learned in previous modules for adapting care. It offers reminders of ways in which you can and should encourage as much independence as possible.*

**Wrap Up:**

*Are there any questions about what you've heard in this section or in the course?*

*How have you managed risks vs protecting someone's rights and dignity? Do you know who you can talk to about these types of questions?*

## Discussion and Activities

Activities for further discussion and understanding.

### **Activity One**

We've just heard, just because your family member stops participating in work or in day program, it doesn't mean that they should stop activities.

The task for any caregiver is to create a meaningful day for the person by providing activities that they enjoy and makes them happy.

Brainstorm engaging pleasant activities that allow the person you care for to share experiences, and also provides mental stimulation.

### **Activity Two**

Discussion (or if people are comfortable, role play)

How might you adapt the way you speak to someone in order to show respect?

- What are some things you might NOT say to the person?
- What tone of voice would you use?

### **Wrap up**

Any other questions or comments

## Resources

- [Purple Tables](#)
- Guardianship Webinars

- [Part 1](#)
- [Part 2](#)
- [Adapting to Age-Related Changes](#)
- [Aging Information and Webinars](#)
- [MA DDS, Family Support Center](#)
- [Dementia Friendly America – MA](#)
- [Mass Council on Aging \(MCOA\)](#)
- [JFCS Family Resources](#)

*NB: Web Links are current as of July 2023*