

# **COMMUNICATION TOOLS TO ENHANCE CARE**

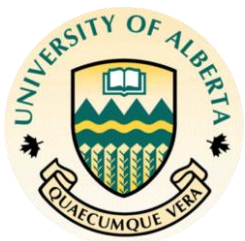
**JEFF SMALL, PHD**

**UNIVERSITY OF BRITISH COLUMBIA**

**MARK MARCYNUK, BSC PT, PCC**

**UNIVERSITY OF ALBERTA**

**INTERNATIONAL COACHING FEDERATION**



ICCER Responsive Behaviours Symposium 2017  
February 23, 2017



# **OUTLINE FOR THE DAY**

- 1. Introductions**
- 2. Opening activity (Formula for Change)**
- 3. Overview of communication & health models**
- 4. The TRACED approach to enhancing communication**
  - Rationale
  - Connecting & Compensating
  - Application of Connecting & Compensatory strategies to responsive behaviours
- 5. Wrap-up, Q & A**

# LEARNING OBJECTIVES

## Knowledge:

1. Explain why engaging in good communication habits is so important to personal well-being and to effective and respectful interpersonal interaction
2. Describe the complementary roles of “Connecting” and “Compensating” (C & C) communication strategies in averting, or responding to, challenging behaviours
3. Develop a greater awareness of what you already do as a communicator in relation to the ideas presented in this symposium

## Skills/Actions:

1. Select two or three TRACED communication strategies that resonate most with the communication challenges you face in your work environment
2. Create a cue (e.g., acronym, word association, behavioural, environmental) that will help you be mindful of those strategies in your daily communication
3. Apply that cue, and those strategies, in a symposium learning activity, and beyond

## Attitudes:

1. Recognize and value your own, and others', abilities as communicators
2. Embrace the idea that communication is a skill that continues to develop over the life span
3. Become motivated to try out new ways of communicating in your workplace, and beyond

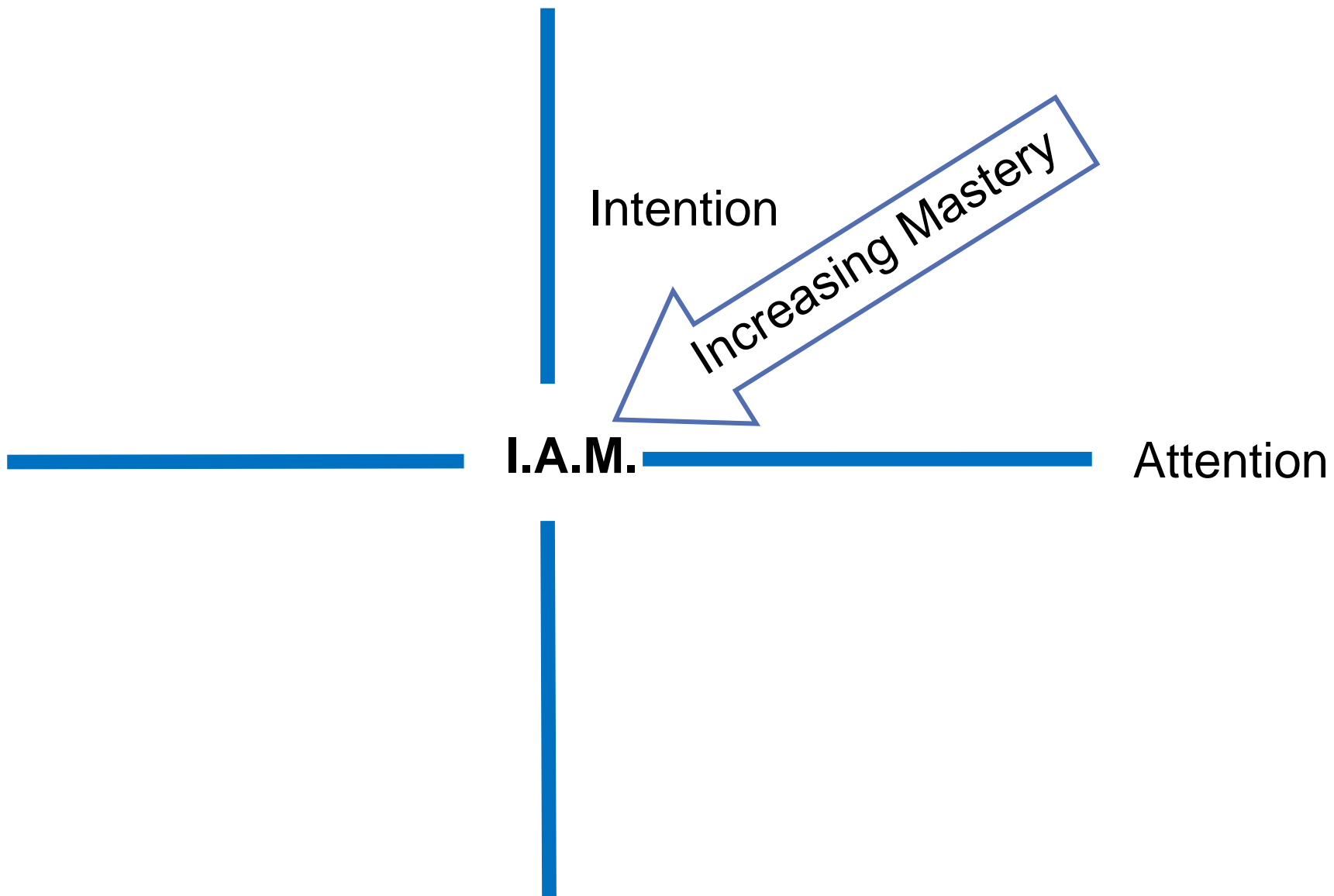
# JEFF'S RESEARCH

- Communication strategies and training for carers of people with dementia (TRACED)
- Memory training for persons with dementia (Spaced Retrieval technique)
- Use of technology to support communication in long-term residential care (cApps)

## **2. OPENING ACTIVITY (FORMULA FOR CHANGE)**

**Why Are You Here?**

**Why Do You Want To Improve  
Your Communication?**



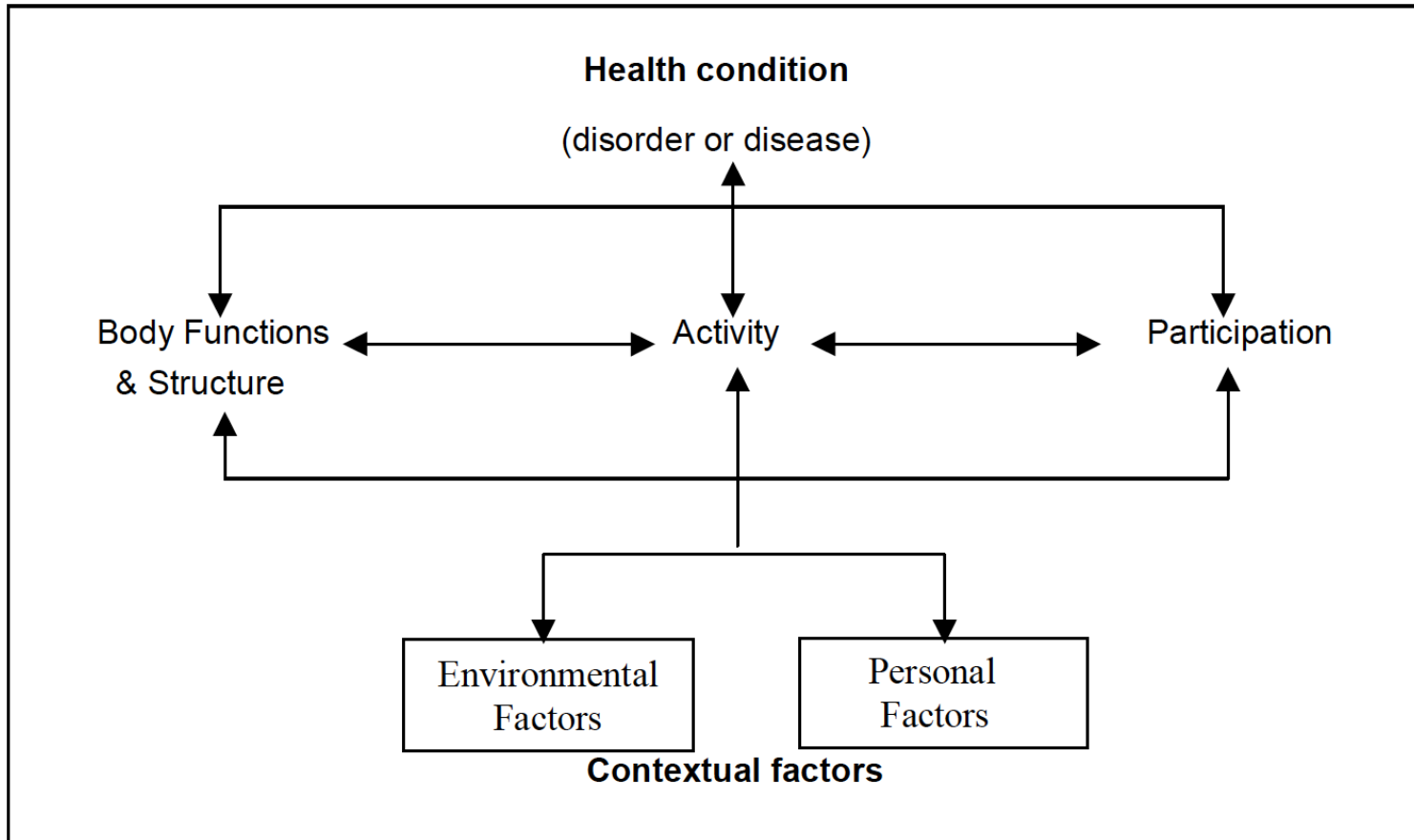


# **YOUR WORLD VIEW**

**WWW\_\_\_\_\_EBI**



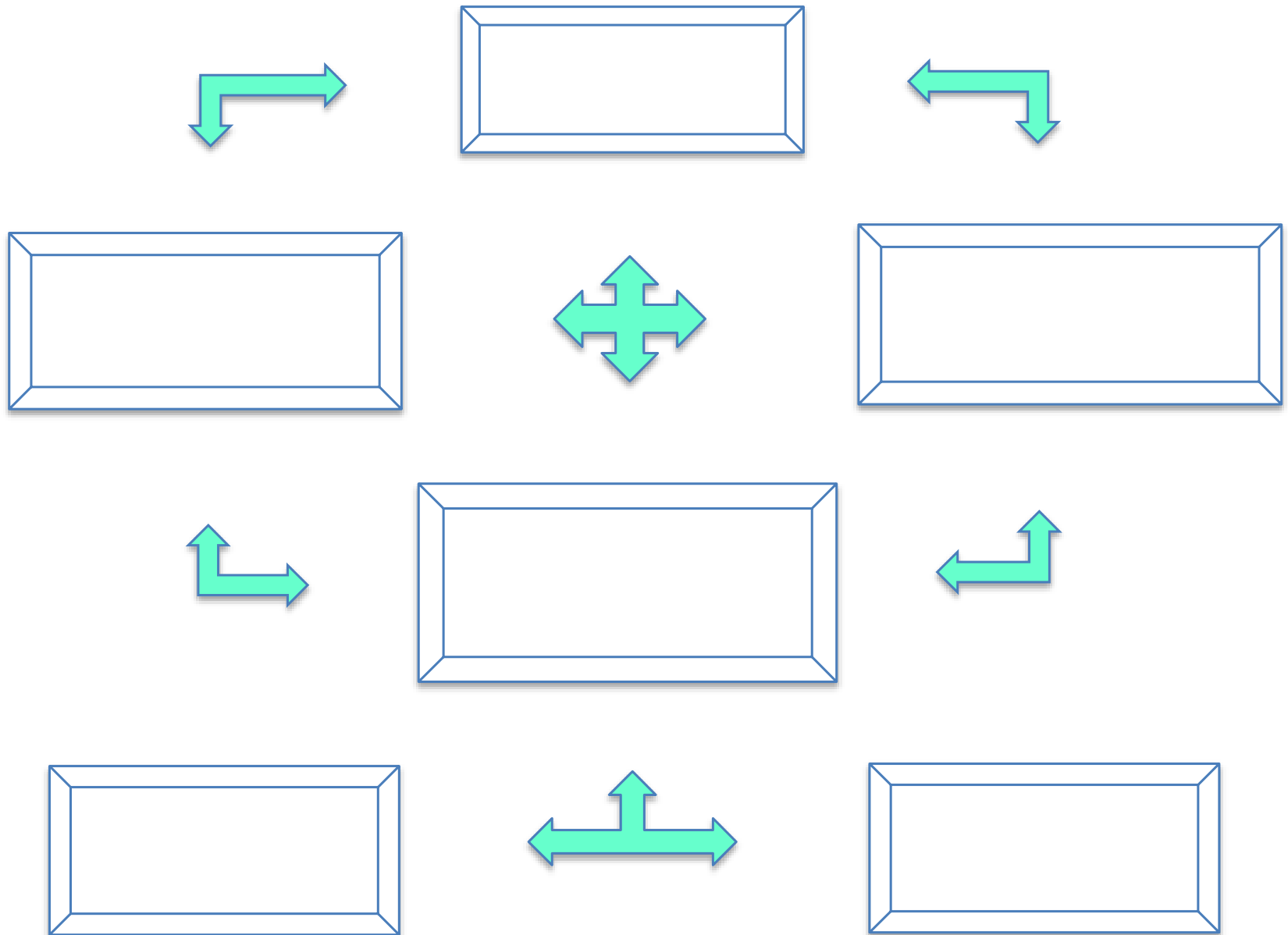
# 3. OVERVIEW OF COMMUNICATION & HEALTH MODELS



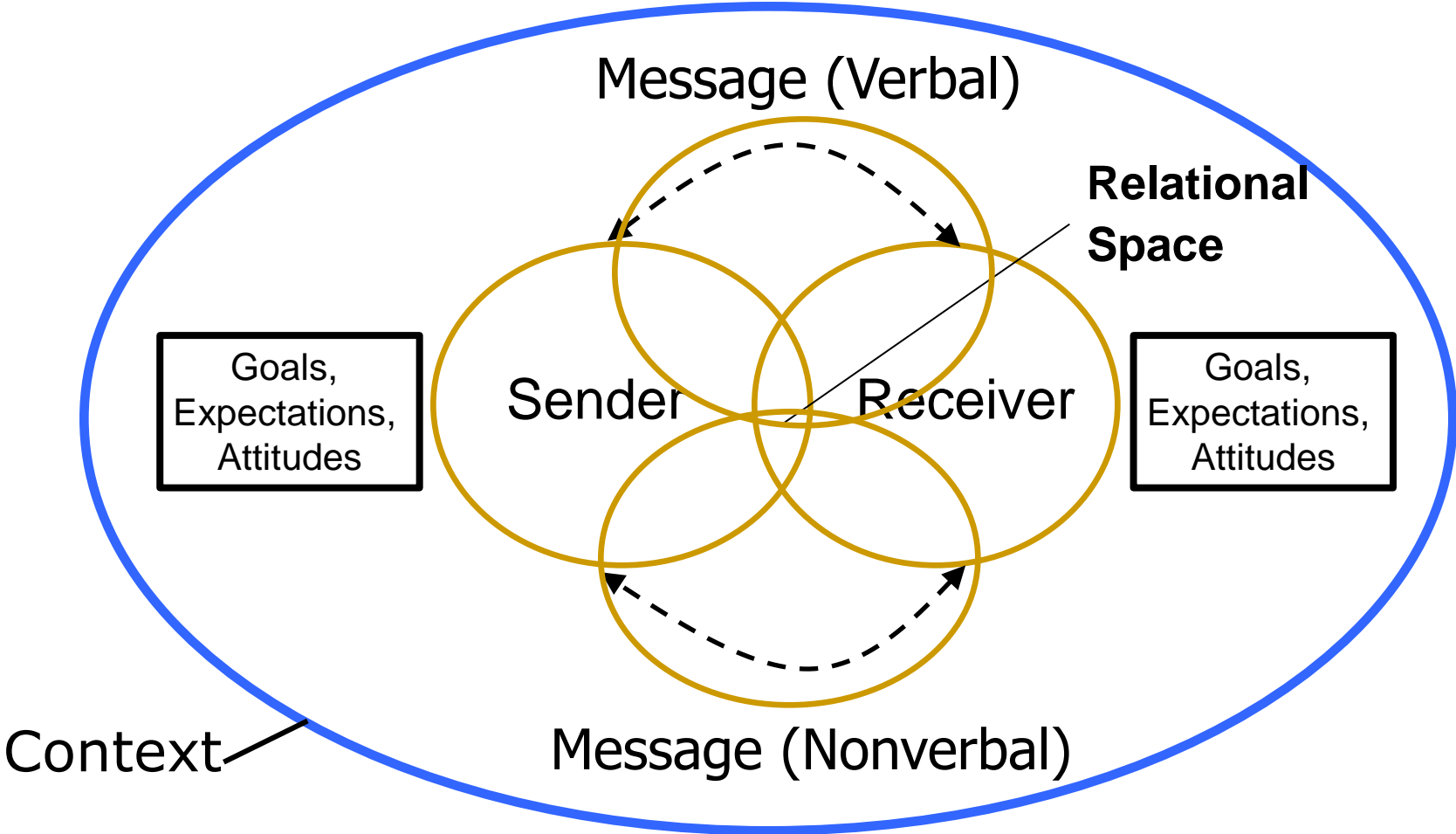
**ICF-WHO framework for health and disability**

<http://www.who.int/classifications/drafticfpracticalmanual2.pdf?ua=1>

# ICF Applied to Dementia



# INTERPERSONAL COMMUNICATION



# Communication is an interpersonal collaboration toward meeting mutually reinforcing personal goals\*

- Information giving/receiving (“What”)
- Interpersonal sensitivity (“How”)
- Partnership building (“Why”)

\*Street, R. L., Jr. (2003). Interpersonal communication skills in health care contexts. In J. O. Greene & B. R. Burlison (Eds.), *Handbook of communication and social interaction skills*. (pp. 909-933). Mahwah, NJ, US: LEA Publishers.

# THE DANCE





- **Why are you here?**
- **What is your Intention?**
- **Why do you want to improve your communication skills?**

**You Care**

# **SENDER & RECEIVER**

*r ESP oNsi VebE ha v IOU rs*

*two 0 one 7*

*Co Mm U nl CAT Ion to Ols too*

*eN ha nC E CaR e*

*tHurSday feBruAry 2 three*

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# **SENDER & RECEIVER**

**7% Words**

**38% Tone**

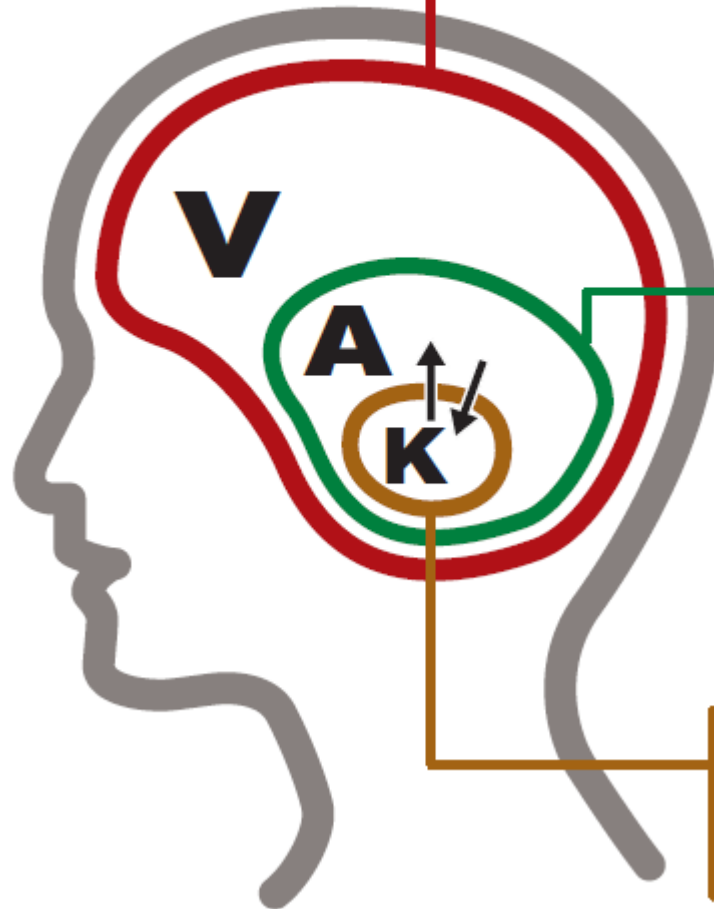
**55% Body Language**

**In other words we can communicate with as little as 7% content and as much as 93% presence**

**The presence you bring to the dance will be absolutely critical in your ability to connect with your communication partner!**



# THE BRAIN



## Cerebral Cortex Brain

- 1½–2 Million yrs old
- Dissociated Images
- Visual
- Relaxed
- OEQ

## Emotional/ Limbic/ Mammalian Brain

- 50 Million yrs old
- Associated
- Auditory

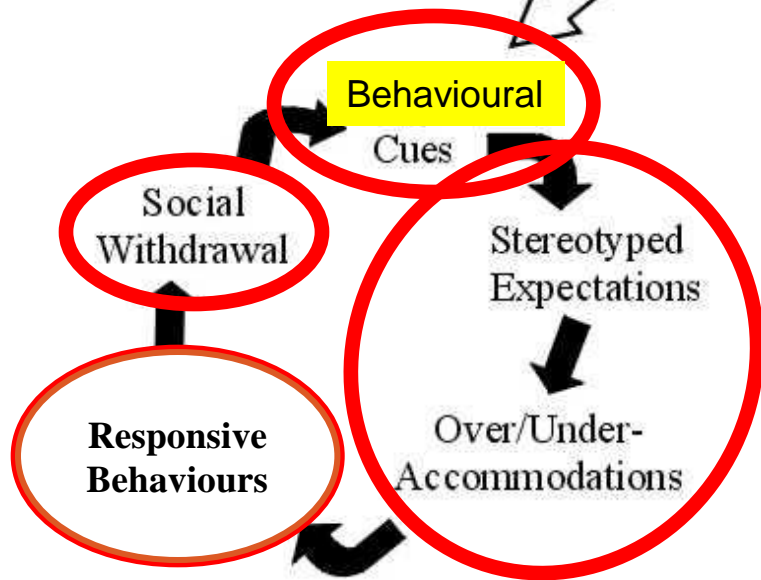
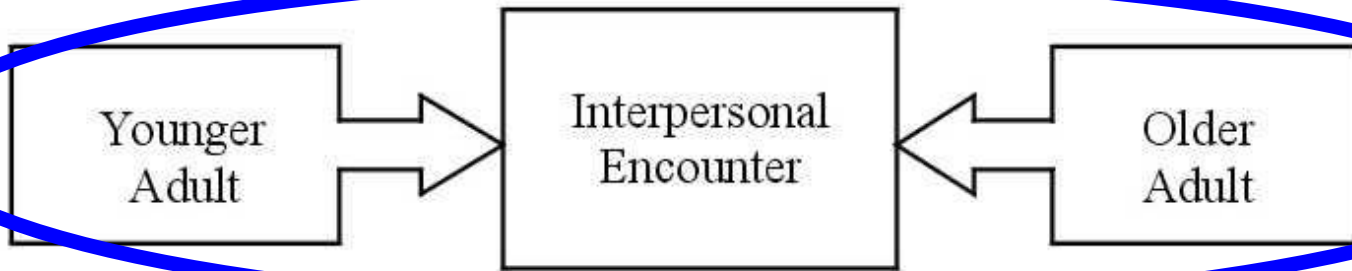
## Reticular/ Reptilian Brain

- 100 Million yrs old
- “Fight or Flight”
- “Yes or No”
- Lizard Brain
- Kinaesthetic

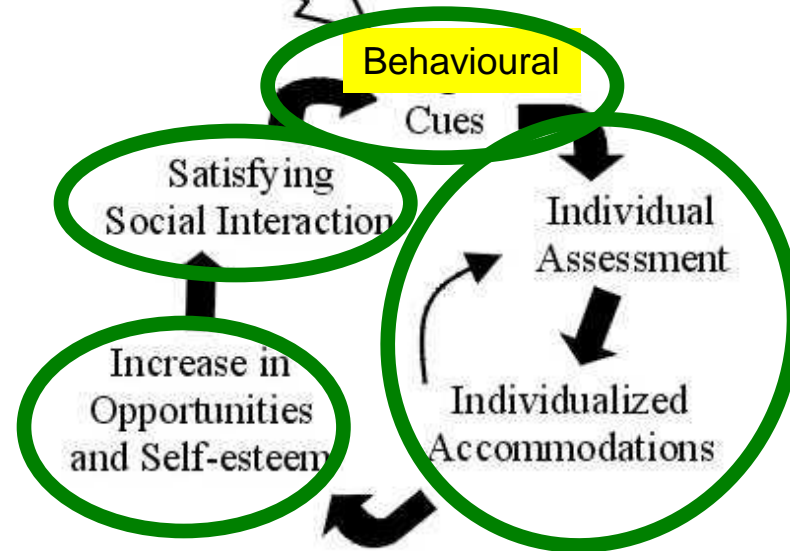
# Personal & Contextual Factors

Status History Behavior  
Roles Health Appearance

Resources Setting Topic  
Age-saliency Social Support



Predicament



Enhancement

Ryan et al., 1995;  
Small, 2006

# 4. THE TRACE(D) APPROACH TO ENHANCING COMMUNICATION

**Connecting Strategies** affirm a person's abilities, acknowledge a need for meaningful communication, and support the expression of self, and mutuality, in everyday interactions. **Connecting** is the feeling one has when one shares a meaning or understanding with another person.

**Compensatory Strategies** help reduce the information processing demands on a person who is experiencing reduced capacity

# Connecting & Compensating

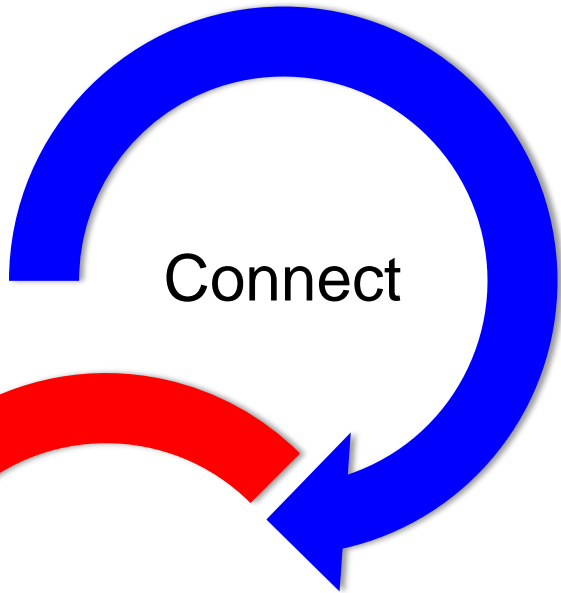
1. Value and Respect: Assume competence until or unless shown otherwise (connecting)
2. Reduce background noise and distractions (compensating)
3. Approach slowly; show your face when speaking (connecting and compensating)
4. Become aware of your own verbal and nonverbal behaviours (connecting, compensating)
5. Invite: Identify topic initiators (e.g., photos, objects) in the environment (connecting)

# Connecting & Compensating

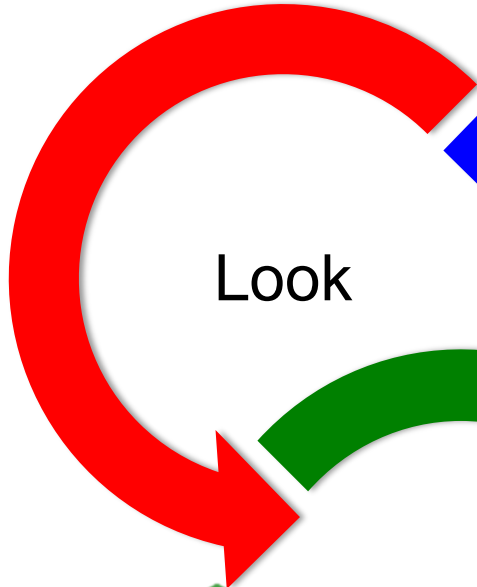
6. Facilitate and Orchestrate: Provide context before and during an activity; Guide without controlling (connecting and compensating)
7. Validate and Encourage: Observe and affirm the person's feelings, verbal and nonverbal behaviours; Be supportive, and rescue when necessary (connecting, compensating)
8. Speak clearly, but not slowly (compensating)
9. Monitor task difficulty and sentence complexity (compensating)
10. Re-direct, withdraw, or repair (compensating)

# THE DANCE CONTINUES

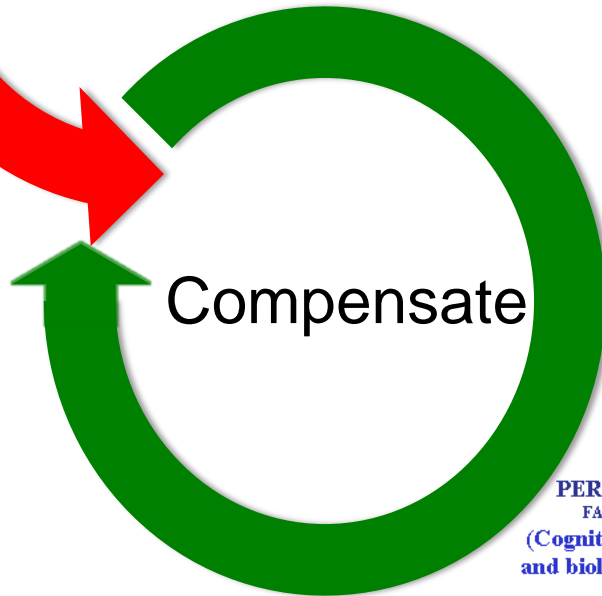




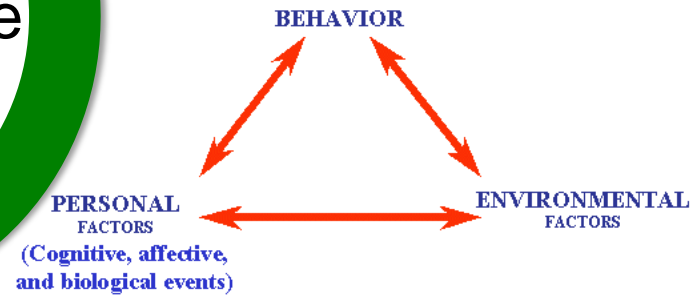
Connect



Look



Compensate



# **APPLICATION: YOUR SCENARIOS**

**How could you alter your communication behaviour to help turn this challenging interaction into a positive experience?**



## **5. WRAP-UP, Q & A**

1. What are you taking away that is most valuable today?
2. How will you keep your learning alive?
3. What are you still unsure of and how can you double click on that after today to continue to improve your skill in that area?

# ACKNOWLEDGEMENTS

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