## INTRODUCTION

#### **Purpose of this research**

There is a need for research that focuses specifically on giving assistance to the older person experiencing confusion or cognitive changes associated with dementia, delirium or another condition. The purpose of this project is to develop a set of guidelines that advise how someone (a family member, friend, neighbour, concerned community member or a paid carer without specialist qualifications) can help a confused person.

#### Why have I been selected?

You have been selected as a panel member for this study because you have expertise with dementia and delirium (either as a carer or professional).

#### What do I need to do?

Your task is to rate the statements presented in this questionnaire according to how important you believe they are to assisting a confused older person. When rating the statements, please keep in mind that the guidelines will be used by the general public and as such, the statements need to be rated according to how important each one is for someone, who does not necessarily have a counselling or clinical background, to help an older person with confusion. For example you may be asked to rate the following statement:

# 1. The helper should not hurry the person because this can cause them anxiety.

Essential	Important	Don't know / Depends	Unimportant	Should not be included
0	0	0	0	0

You will need to decide how important, from **'essential'** to **'should not be included'**, you think it is that this statement be included in the guidelines.

For an example of previously developed guidelines go to: <u>First aid guidelines for assisting the person who is suicidal</u>.

# **Introduction (continued)**

#### What if something important is missing or if I have something to add?

There is a place for you to add comments at the end of each page. This is so you can add any missing items or topics you think should be in guidelines. These items will then go into a second round of this survey to be rated by all of the expert panel members.

#### Where do the statements in the questionnaire come from?

The statements in the following questionnaire were derived from information found online, in books and in academic journal articles. Some of the statements may seem contradictory or controversial; however, we have included them because they reflect the wide range of people's beliefs about policy, services and care. It is important to note that we do not necessarily agree with these statements; we have included them because we do not believe that we should decide what the best practice is in this area. Rather, we want an expert panel to decide this.

#### What is the focus of the questionnaire?

The focus of this research is to produce guidelines that will advise someone how to help an older person with confusion. The person providing help may be a family carer, friend, neighbour, concerned community member or a paid carer without specialist qualifications.

The questionnaire will focus on how to help someone developing dementia or delirium. It will also look at how to help a person who is experiencing a worsening of existing dementia symptoms or is in a crisis due to their confusion. These guidelines will not cover topics related to the medical care provided by health professionals, aspects of physical care or care provided in the later stages of dementia.

#### How long will it take to complete the questionnaire?

This questionnaire should take approximately 120 minutes to complete. However, some people may finish it more quickly, while others may take longer, especially if they wish to lodge comments at the end of each section.

#### Can I save my answers and come back to the questionnaire?

If necessary, you can complete the survey in two or more sittings. You can save your answers at any time by completing a page and clicking 'Next' at the bottom. This marks your page as complete and you can begin again at a later date on the next page. Please make sure that you always log back in using the same computer, and that cookies are enabled, otherwise the software will fail to recognise your code and previously saved responses.

#### **Consent to Participate in this Research**

It is important for you to know that participation in this study is completely voluntary. You are not under any obligation to participate and you can withdraw at any time. Submitting your questionnaire is an indication of your understanding of this and your consent to participate in the study.

We would like to thank you for your time and effort and encourage you to provide us with feedback on this process.

Best Wishes.

The Centre for Mental Health, University of Melbourne and Mental Health First Aid Australia Research Team

## **INFORMATION ABOUT YOU**



## **Area of expertise**

- Carer advocate
- O Professional

## **CARERS: INFORMATION ABOUT YOU**

Helping the confused older person
★3.     Participant code
*4. You must be able to answer 'Yes' to the following questions in order to participate in this research.
Do you currently or have you in the past care(d) for a person who experienced dementia or delirium?
☐ Yes
If you do not meet this criteria you are ineligible to participate. Please exit the survey now. Thank you for your interest.
fst5. Are you a member of a carers group or an advocacy organisation
that relates to your carer experience?
Yes
If you do not meet this criteria you are ineligible to participate. Please exit the survey now. Thank you for your interest.
PROFESSIONALS: INFORMATION ABOUT YOU
<b>*6.</b>
Participant code
<b>*</b> 7.
Area of expertise
X0 V
*8. You must be able to answer 'Yes' to the following question in order to participate in this research.
<u></u>
Do you have at least 2-3 years clinical experience treating or caring
for people with dementia or delirium?
Yes
If you do not meet this criteria you are ineligible to participate. Please exit the survey now. Thank you for your interest.
INFORMATION ABOUT YOU (continued)

Helping the confused older person
*9. You must be able to answer 'Yes' to this question in order to
participate in this research.
(If you do not meet this criteria you are ineligible to participate. Please
exit the survey now. Thank you for your interest.)
Do you live and, if applicable, work in one of the following countries:
Australia, Canada, Ireland, New Zealand, the UK or the USA?
C Yes
*10. You must be able to answer 'Yes' to this question in order to
participate in this research.
(If you do not meet this criteria you are ineligible to participate. Please exit the survey now. Thank you for your interest.)
Are you at least 18 years old?
C Yes
*11. What is your gender?
C Female
C Male
C Gender queer
Other Other
*12. What is your age?
*13. If applicable, what is your occupation and title?
¥44 D
*14. Please name all the relevant organisations you are affiliated with and your role within these organisations, e.g. professional organisations, consumer advocacy
groups.
*15. Please provide details of your primary place of work,
study or residence.
City/Town
State/Province Country
,

# **\*16. Consent**

I understand that by submitting this questionnaire I am giving my consent to participate in this study.

0	Yes

# **Overview of Questionnaire**

#### The questionnaire is divided into the following sections:

- 1. General awareness
- 2. Memory and other cognitive problems
- 3. Seeking help
- 4. Encountering someone wandering
- 5. Communication
- 6. Challenges you may encounter during communication
- 7. Discussing sensitive issues and making decisions with the person
- 8. Challenging behaviours
- 9. Delirium

## **Definitions**

These terms may have different meanings for participants. The definitions below are how these terms are used in this survey. When completing the survey, please ensure you use these definitions only.

<u>Person</u> in this survey refers to an **older person who is experiencing confusion** which may be due to dementia, delirium or other conditions. Older person in this survey refers to those aged 65 or older, however it is expected that the resulting guidelines may also be relevant to assisting adults with confusion who are younger.

<u>Mental health first aid for the confused older person</u> is the help offered to a person who may be developing dementia or delirium, is experiencing a worsening of existing dementia symptoms or is in a crisis due to their confusion.

<u>Helper</u> in this survey refers to the individual who provides mental health first aid as defined above. **The helper** may be a family member, friend, neighbour, concerned community member or a paid carer without specialist qualifications.

**Confusion** in this survey is a broad term that refers to a decline in normal cognitive ability, which may vary from mild to severe. The cognitive changes may be associated with dementia or delirium. It may include a number of the following signs and symptoms: lack of alertness, poor attention span, disorientation to time and place, trouble following a conversation, unclear or illogical speech, impaired short-term memory, difficulty in planning and carrying out tasks, inappropriate behaviour, disconnection from reality or delusional beliefs.

**Dementia** is a condition involving progressive decline of cognitive abilities such as short-term memory, language and the ability to plan and carry out tasks. Dementia is an umbrella term for a large group of illnesses that cause this progressive decline. The symptoms appear over months and years. The initial signs of confusion may be mild, or may be only apparent at certain times or in certain situations, but the condition tends to get worse over time.

<u>Delirium</u> is a condition where a sudden and obvious worsening of a person's usual level of functioning appears over hours or days. Delirium can involve problems with attention, awareness, orientation to environment and other areas of cognitive functioning. Delirium is caused by an underlying disease or environmental factors, such as medication.

#### General awareness

This section asks you about what general information the helper should know about confusion, dementia and delirium. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

#### Confusion, dementia and delirium

# \*17. The helper should be aware of the signs and symptoms of confusion.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0

# \*18. The helper should be aware of the signs and symptoms of dementia.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0

symptoms o	f delirium.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0
*20. The he	elper should	be aware tha	at the persoi	n with signs
		may be at ris		
emergency.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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*21. The he	elper should	be aware tha	nt although o	lementia or
delirium mo	re commonl	y occur in an	older perso	n, they can
occur in a yo	ounger pers	on as well.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	O	0	O
*22. The he	elper should	be aware tha	t dementia i	is not a
normal part	of ageing.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	O	0	O
he person				
*23. The he	elper should	be aware tha	t the person	may still
etain much	of their inte	llectual capac	ity.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	O	O	0
*24. The he	elper should	be aware tha	nt the person	may still
nave the des	sire to be a	contributing n	nember of so	ociety.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	O	O	O
*25. The he	elper should	be aware tha	at the persoi	n has a
		y, thoughts a		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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Essential	Important	Don't	Unimportant	Should not be
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$^{k}$ 32. The he	elper should	be aware tha	at the perso	n may have
ifficulty rer	nembering ı	much, or any,	new informa	ation.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	0	O	O
k33. The he	elper should	be aware tha	nt the person	n may forget
-	of an expla	nation by the	time the hel	per finishes
•		Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
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<sup>k</sup> 34. The he erson has f oes not me ere and no	elper should ailing memo an that they w.	be aware tha ory or reduce do not know	at even thou d understan how they fe	gh the ding, it eel in the
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K34. The he erson has foes not me ere and not Essential	elper should failing memoran that they w.  Important  C elper should	be aware that ory or reduce y do not know  Don't know/Depends  C	of even thou d understand how they for Unimportant	gh the ding, it sel in the Should not be included
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*37. If the	person has f	orgotten that	they have d	lone		
something a	nd keeps as	sking to do it (	(e.g. attendi	ng a		
doctor's app	ointment), t	he helper sho	uld distract	them.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
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		not recognis				
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Essential	Important	know/Depends	Unimportant	included		
O	O	0	O	O		
*39. If the	person has r	egressed into	the past, th	ne helper		
		resultant fee				
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	0	© Know/Depends	0	O		
<b>1</b>		_				
	elper should	be aware tha	nt regression			
		4 .				
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Essential	Important	Don't	Unimportant	Should not be
	·	know/Depends	•	included
O	O	0	O	0
*43. The h	elper should	break down t	tasks into sr	nall, simple,
concrete st	eps for the p	erson.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	0	O
*44. The h	elper should	l offer help rat	ther than jus	st doing a
	_	hat the perso	_	_
are being tre	eated like a	child or incap	able.	
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		can increase  Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
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k50. The he	lper should	be aware tha	nt the persor	n may
ecome more	e confused	if they are of	fered too ma	any options
t once.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	O	0	0
*51. When t	he person r	needs to mak	e a decision	, the helper
	-	y choice to t		-
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0
emory loss during	<u>conversation</u>			
_	_	plains that the	ey cannot re	member
*52. If the p	erson comp	plains that the		
*52. If the p nything, the	erson comp helper sho		edge it rathe	
*52. If the p nything, the	erson comp helper sho	ould acknowle	edge it rathe	
*52. If the p nything, the lismiss it (e.	erson comp helper sho g. say "It m	ould acknowle ust be frustra Don't	edge it rathe ting.").	r than Should not be
*52. If the p inything, the lismiss it (e.g Essential	erson comp helper sho g. say "It mu Important	ould acknowle ust be frustra Don't know/Depends	edge it rathe ting."). Unimportant	Should not be included
*52. If the p inything, the lismiss it (e.g Essential	erson comp helper sho g. say "It mu Important C erson want	ould acknowle ust be frustra Don't know/Depends	edge it rathe ting.").  Unimportant  C  It the change	Should not be included
*52. If the p inything, the lismiss it (e.g Essential	erson comp helper sho g. say "It mu Important C erson want are noticin	ould acknowle ust be frustra Don't know/Depends	edge it rathe ting.").  Unimportant  C  It the change	Should not be included
*52. If the p inything, the lismiss it (e.g Essential C *53. If the p nemory they	erson comp helper sho g. say "It mu Important C erson want are noticin	ould acknowle ust be frustra Don't know/Depends	edge it rathe ting.").  Unimportant  C  It the change	Should not be included
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*52. If the panything, the lismiss it (e.g. Essential  *53. If the panemory they isten to them Essential	erson competence helper should be helper	Don't know/Depends  s to talk about the helper  Don't know/Depends  C  Don't know/Depends  C  C  Don't know/Depends  C	edge it rathe ting.").  Unimportant  O  It the change should take  Unimportant	should not be included  co  es in the time to  Should not be included  C
*52. If the panything, the lismiss it (e.g. Essential Commency they isten to them Essential Commency they isten to them Essential Commency they is the paneous	erson competence helper should be helper	buld acknowled ust be frustra  Don't know/Depends  C  as to talk about g, the helper  Don't know/Depends	edge it rathe ting.").  Unimportant  C  It the change should take  Unimportant  C  ey cannot re	should not be included  co es in the time to  Should not be included  co member
*52. If the panything, the lismiss it (e.g. Essential Carrows they isten to them Essential Carrows they isten to them Essential Carrows they in the panything, the	erson compensation in the later and the later are noticing.  Important are noticing.  Important are noticing.  Important are noticing.	Don't know/Depends  s to talk about 19, the helper  Don't know/Depends  C  Don't know/Depends  C  Don't know/Depends  C  Dolains that the	edge it rathe ting.").  Unimportant  C  It the change should take  Unimportant  C  ey cannot re person a cha	should not be included  co es in the time to  Should not be included  Co member ance to talk
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*52. If the panything, the lismiss it (e.g. Essential Commency they isten to them Essential Commency the isten to the panything, the isten the interest in the panything, the isten to their material commency the isten to the panything, the isten to the interest in the panything, the isten to the interest in the panything, the isten to the interest in the panything in the interest in the panything in	erson composite helper should be helper	ould acknowled ust be frustra  Don't know/Depends  Sto talk about g, the helper  Don't know/Depends  C  plains that the ould give the per s, unless it se	edge it rathe ting.").  Unimportant  C  It the change should take  Unimportant  C  ey cannot re person a cha	should not be included  co es in the time to  Should not be included  Co member ance to talk

Helping the	confuse	d older per	son			
*55. If the p	erson talks	about decea	sed people a	as though		
they are alive	e (e.g. a paı	ent who has o	died long ag	o), rather		
than tell ther	m that the p	erson is dead	, the helper	should steer		
the conversa	tion toward	ds something	else (e.g. as	king the		
-	-	ts were like o	r talking abo	out		
something u	nrelated).	D #		01 11 11		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	0	0	0	0		
56. Do vou ha	ave anv cor	nments on th	e above stat	tements? Is t	here anything you wou	ld
_	_	e your sugges				
				•		
			_			
Seeking hel	р					
person to get profess is that each statement When providing first	sional help. Please nt be included in t aid to the confuse	d person, the helper w	rom 'essential' to 'sl	nould not be include	d') you think it a person's	
decline in cognitive a items.	ability may be very	mild or more severe	. Please keep this i	n mind when rating t	he following	
Please also keep the	definitions in min	d when rating the sta	tements.			
*57. The he	lper should	be aware tha	t early detec	ction of		
dementia ha	s benefits f	or the person'	's treatment	and long-		
term manage	ement.					
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	O	O	0	O		
When to see a docto	or					
	_					
	_	be aware tha	_	_		
		toms do not i	-			
treatable hea		entia, but ma	y be relateu	to other		
	-	Don't		Should not be		
Essential	Important	know/Depends	Unimportant	included		
O	O	0	0	0		

ey should keep a record of any behavioural or memory anges that they notice in order to show a doctor later or a seem that they notice in order to show a doctor later or a seem that they notice in order to show a doctor later or a seem that they notice in order to show a doctor later or a seem that they notice in order to show a doctor later or a seem that they notice included the courage the person to see a cotor if:    Should not included to courage the person to see a cotor if:   Essential   Important   Don't know/ depends   Unimportant   Don't know/ depends   Don't	Essential Important know/Depends Unimportant included C C C C C C C C C C C C C C C C C C
A coctor if:    Essential   Important   Im	60. If the helper suspects that the person has dementia, by should keep a record of any behavioural or memory anges that they notice in order to show a doctor later on.  Essential Important Don't know/Depends Unimportant included include
Essential Important know/Depends Unimportant included  C C C C C C C C C C C C C C C C C C C	ey should keep a record of any behavioural or memory anges that they notice in order to show a doctor later on.  Essential Important Don't know/Depends Unimportant Included  C C C C C C C C C C C C C C C C C C C
Essential Important know/Depends Unimportant included  C C C C C  K 61. The helper should encourage the person to see a loctor if:  Essential Important Don't know/ depends Unimportant depends Unimportant depends Unimportant be included the person has any signs or symptoms of dementia.  the person has several signs or C C C C C C C C C C C C C C C C C C	Essential Important know/Depends Unimportant included  C
*61. The helper should encourage the person to see a loctor if:    Essential   Important   Don't know/ depends   Unimportant   Uni	61. The helper should encourage the person to see a sector if:    Essential   Important   Don't know/ depends   Unimportant   be included to the person has any signs or symptoms dementia.   Person has several signs or mptoms of dementia.   Person's memory and functioning.   Person's memory and functioning.   Person's life are worried out changes in the person's emory and functioning.   Person is worried that there have   Person   P
Essential Important Don't know/ depends Unimportant depends Unimportant Don't know/ depends Unimportant Don't Extra Don't	Essential Important Don't know/ depends Unimportant be included a person has any signs or symptoms dementia.  The person has several signs or mptoms of dementia.  The person's memory and functioning.  The person's life are worried out changes in the person's emory and functioning.  The person is worried that there have C C C C C C C C C C C C C C C C C C C
of dementia.  Ithe person has several signs or	dementia.  e person has several signs or
symptoms of dementia.  If there have been ongoing changes in the person's memory and functioning.  If other sin the person's life are worried about changes in the person's memory and functioning.  If the person is worried that there have the person is worried that there have the person is worried that there have the person shows worsening of the person shows worse	mptoms of dementia.  ere have been ongoing changes in caperson's memory and functioning.  there in the person's life are worried cout changes in the person's emory and functioning.  ere person is worried that there have caperson's control of the person is worried that there have caperson is worried that the c
the person's memory and functioning.  others in the person's life are worried	e person's memory and functioning.  there in the person's life are worried OOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO
about changes in the person's memory and functioning.  The person is worried that there have C C C C C C C C C C C C C C C C C C C	out changes in the person's emory and functioning.  e person is worried that there have C C C C
been changes in their memory and functioning.  If the person shows worsening of C C C C C C C C C C C C C C C C C C	
challenging behaviour.  62. Do you have any comments on the above statements? Is	
-	- Francisco Marchael
	-

Helping the of When providing first aid decline in cognitive abilitems.	to the confused	person, the	helper will	need to use the			-		
Please also keep the <b>de</b>	<b>finitions</b> in mine	d when rating	n the staten	nente					
Talking with the person			g the staten	iiciita.					
-	-		4.41			45			
*63. If the he	_			_					
helper should		Don'		-		ıld not be			
Essential	Important	know/Dep	pends	Unimportant	ine	cluded			
0	O	0		O		0			
*64. During a	conversa	tion abo	out the	person's	memo	ory and			
functioning, th	ne helper s	should:							
		Essential	Important	Don't know/ depends	nimportant	Should not be included			
*discuss the changes to observed in the person functioning.		O	O	O	0	0			
*explain that they are because they care.	concerned	0	O	0	0	O			
*ask the person how the about their memory.	ney are feeling	O	0	0	0	0			
*make a plan with the doctor.	person to see a	0	0	O	0	0			
*try not to be upset if to refuses to accept what saying.	•	O	0	0	0	0			
*try to make the person and reassure them that problems are not their	t their memory	0	0	0	0	O			
*try to keep the conver by focusing on the ber treatment for retaining strengths.	nefits of early	С	0	С	0	О			
65. Do you hav like to add? Pl	_						_	thing you w	ould
Seeking help	(continu	ed)							
This section asks you w person to get professior is that each statement t	nal help. Please	rate how imp	oortant (fror			· ·			

elping the	confuse	d older per	son	
		d person, the helper v mild or more severe		
Please also keep the	definitions in min	d when rating the sta	itements.	
ssisting the perso	n to get professio	nal help		
*66. The he	elper should	be aware tha	at the perso	n may be
		or because th		
insight to re	alise somet	hing is wrong	or, if they d	o, they may
be afraid of l	naving their	fears confirm	ned.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	©	0	0
*67 The be	lnor chauld	be aware tha	at the nevee	. may ba
	•	or because th	-	•
ipset about			cy are emba	iiassca oi
Essential	Important	Don't	Unimportant	Should not be
C	(important	know/Depends	© Onliniportant	included
		O	O	O
f * 68. The he	elper should	assist the pe	erson to mak	e a doctor's
		assist the peop		
appointment	t and accom		the appoint	
appointment	t and accom	pany them to erns with the	the appoint	tment in
ppointment rder to rais	t and accome their conc	pany them to erns with the	the appoint doctor.	tment in
ppointment rder to rais Essential	t and accome their conc	erns with the  Don't  know/Depends	o the appoint doctor.  Unimportant	Should not be included
Essential  C  *69. If the particular of the part	t and accome their concomment of the concomment	pany them to erns with the Don't know/Depends	the appoint doctor.  Unimportant  C  loctor's appoint	Should not be included
ppointment rder to raise Essential C k 69. If the phe he helper sl	t and accome their concommers of their concommers of the their concommers of the their concommers of the their concommers of the their concommers of their concommers	pany them to erns with the Don't know/Depends	the appoint doctor.  Unimportant  C  loctor's appoint	Should not be included
ppointment rder to rais Essential  C  69. If the page the later states and the control of the page the page the control of the page	t and accome their concommers of their concommers of the their concommers of the their concommers of the their concommers of the their concommers of their concommers	pany them to erns with the Don't know/Depends  a scheduled dependent of the contract of the co	the appoint doctor.  Unimportant  C  loctor's appoint	Should not be included  Cointment, ise their  Should not be
Essential  C  69. If the part of the part	t and accome their concomment.  Important  Concomment accomment accomment accomment the doctors.	pany them to erns with the Don't know/Depends	o the appoint doctor.  Unimportant  C loctor's appoint n order to rai	Should not be included  C  cointment, ise their
ppointment rder to rais  Essential  C  69. If the phe helper sl oncerns wi  Essential	t and accome their concordant  Important  Cocordant accome the the doctordant  Important  Cocordant	pany them to erns with the Don't know/Depends  a scheduled danpany them in Don't know/Depends  C Don't know/Depends	o the appoint doctor.  Unimportant  C  loctor's appoint order to rain  Unimportant	Should not be included Cointment, ise their Should not be included
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Essential  *69. If the particular concerns with the documents of the particular concerns with the particula	t and accome their concomportant  Concomportant accomportant accomport	pany them to erns with the Don't know/Depends  a scheduled danpany them in Don't know/Depends  C	the appoint doctor. Unimportant C loctor's appoint order to rai Unimportant C e person's appoint citizents this, the	Should not be included  Cointment, ise their  Should not be included  Copointment e helper
*69. If the particular concerns with the documents	t and accome their concomportant  Concomportant accomportant accomport	pany them to be the pany them to be the pon't know/Depends a scheduled do pany them in the person quest	the appoint doctor. Unimportant C loctor's appoint order to rai Unimportant C e person's appoint citizents this, the	Should not be included  Cointment, ise their  Should not be included  Copointment e helper

\*71. If the person does not want the helper to attend the doctor's appointment with them, the helper should call or send a letter to the person's doctor advising them of any concerns.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
$\odot$	0	0	0	$\odot$

# \*72. If the person is rejuctant to get help, the helper should:

			Dank!	;	Should not
	Essential	Important	Don't know/ depends	Jnimportant	be included
*discuss the matter with the person and try to identify the reason behind their reluctance.	О	0	0	0	0
*discuss the matter with the person and help them overcome any of their worries and fear by providing care and reassurance.	0	O	0	0	О
*suggest that the person go for a general medical check-up.	0	0	0	0	0
*suggest that it is time that both the person and themselves have a medical check-up.	O	0	O	0	0
*find a physical reason for a visit to a doctor, preferably for a health problem that the person willingly acknowledges, e.g. headaches, failing eyesight.	0	O	0	0	O
*inform the person that they and the family would worry less knowing that the person has the most up-to-date information on their health.	0	O	0	0	O
*acknowledge any fear the person expresses.	0	0	O	0	0
*enlist whoever has the greatest influence on the person to encourage them to get help, e.g. a family member or good friend.	O	O	0	O	0
*encourage a health appointment to find out how to avoid memory loss, even if the person already shows signs of memory problems.	0	0	0	O	O
*find a doctor or medical practice that might appeal to the person's interests or preferences.	O	0	O	O	O
*call a dementia or Alzheimer's helpline for assistance.	0	0	0	0	0
*find out if there are options for house calls by health professionals who specialise in dementia.	O	O	O	0	O

Helping	the confuse	d older per	son		
	he person refu	<del>-</del>		salth ar	
	at risk, the hel				
_	involved.	<b>per</b>			
Essential	Important	Don't	Unimportant	Should not be	
O	O	know/Depends	0	included O	
74 Do ye	kaya any aa		- chava ctai	tomonto? le 1	there envithing you would
_	dd? Please writ				there anything you would d.
					_
					$\forall$
Seeking	help (continu	ued)			
This section as	sks you what information	the helper should kno	w about when and	how the helper can a	assist the
person to get p	orofessional help. Please	e rate how important (f		•	
	atement be included in t g first aid to the confuse	-	vill need to use their	riudgement because	a nercon's
-	nitive ability may be ver	•			·
Please also ke	ep the <b>definitions</b> in min	nd when rating the stat	tements.		
Preparing to s	ee the doctor				
<b>≭</b> 75. Be	fore the person	attends the in	nitial appoin	tment with	
	or, the helper s				
members	s about their in	dividual conc	erns.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	0	O	О	
<b>≭</b> 76. Be	fore the person	attends the in	nitial appoin	tment with	
	or, the helper s				
	ion would be us				
and fami	ly history, a lis	t of changes y	ou have not	iced in the	
person, o	questions for th	ne doctor.			
Essential	I Important	Don't know/Depends	Unimportant	Should not be included	
O	0	0	0	0	
*77. If t	he helper atten	ıds a doctor's	appointment	t with the	
	he helper shou				
referral t	o a specialist c	linic or social	services.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	O	©	0	©	

ike to add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add? Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and add. Please write your suggestions in the box provide and your		_		_	
piven confidential information.  Essential Important Don't Know/Depends Unimportant Should not be included included.  **79. The helper should find out about support groups for he person with early stage dementia and their family and riends.  Essential Important Don't Know/Depends Unimportant Should not be included.  **80. The helper should find out about organisations that provide resources or services to people with dementia and heir carers.  Essential Important Don't Know/Depends Unimportant Should not be included included.  **81. If the person is reluctant to accept community health services, the helper should ask the doctor to persuade the person to do so.  Essential Important Don't Know/Depends Unimportant Should not be included included.  **31. If the person is reluctant to accept community health services, the helper should ask the doctor to persuade the person to do so.  Essential Important Don't Unimportant Should not be included.  **32. Do you have any comments on the above statements? Is a like to add? Please write your suggestions in the box provide.  **34. Is a dementia-related behaviour that sees a disoriented individual move about, sometim petitive pacing or lapping in one area, and other times leaving their usual environment. A wander any become lost, leave a safe environment or intrude in inappropriate places.					
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*80. The helper should find out about organisations that rovide resources or services to people with dementia and heir carers.    Essential   Important   Don't   Now!/Depends   Unimportant   Should not be included   Important   Now!/Depends   Unimportant   Now!/Depends   Now!	Essential	Important		Unimportant	
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*81. If the person is reluctant to accept community health services, the helper should ask the doctor to persuade the person to do so.  Essential Important Don't Unimportant Should not be included C C C C C C C C C C C C C C C C C C	Essential	Important		Unimportant	
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ike to add? Please write your suggestions in the box provided incountering someone who is wandering  his section asks you what information the helper should know in order to assist a person who is wan a landering is a dementia-related behaviour that sees a disoriented individual move about, sometime apetitive pacing or lapping in one area, and other times leaving their usual environment. A wander may become lost, leave a safe environment or intrude in inappropriate places.  The lease rate how important (from 'essential' to 'should not be included') you think it is that each state.	0	0		0	
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lease rate how important (from 'essential' to 'should not be included') you think it is that each statem	ncounterii	ng someoi	ne who is w	andering	
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	ndering is a demetitive pacing or ly become lost, lead ase rate how imp	entia-related beha lapping in one area ave a safe environ ortant (from 'essen	viour that sees a diso a, and other times lea ment or intrude in ina	riented individual m ving their usual env opropriate places.	ove about, sometim

When providing first aid to the confused person. When providing first aid to the confused person, the helper will need to use their judgement because decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating teems.  **83. The helper should be aware of any ID systems in their local area for identifying and helping people who are confused and lost, e.g. Australia (Safe Return Home), Canada (Safely Home), United Kingdom (Medic Alert), United States (Safe Return).  **Essential Important Don't Know/Depends Unimportant Should not be included inclu					
Please also keep the definitions in mind when rating terms.  **83. The helper should be aware of any ID systems in their local area for identifying and helping people who are confused and lost, e.g. Australia (Safe Return Home), Canada (Safely Home), United Kingdom (Medic Alert), United States (Safe Return).    Essential   Important   Don't know/Depends   Unimportant kn	Helping the	confused	d older pers	son	
*83. The helper should be aware of any ID systems in their local area for identifying and helping people who are confused and lost, e.g. Australia (Safe Return Home), Canada (Safely Home), United Kingdom (Medic Alert), United States (Safe Return).  Essential Important Ronow/Depends Unimportant Important Ronow/Depends Unimportant Included Inclu	•		·		
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Safe Return   Essential   Important   Don't   know/Depends   Unimportant   Colored	confused and	l lost, e.g. <i>l</i>	Australia ( <mark>Saf</mark> e	e Return Ho	<mark>me</mark> ), Canada
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*84. The helper should be aware of local organisations that provide identification cards for people who wander.  Essential Important Don't know/Depends Unimportant Included Important Research Don't know/Depends Unimportant Don't COCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC	( <u>Safe Return</u> )	).	Don't		Should not be
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Essential Important Now/Depends Unimportant Unimportant Now/Depends Important Now/Depends Unimportant Now/Depends	<b>≭84.</b> The he	lper should	be aware of I	ocal organis	sations that
*85. The helper should not assume that a person who appears to be wandering is necessarily confused, e.g. the person may want exercise.  Essential Important Don't know/Depends Unimportant Should not be included included  *86. The helper should be aware of signs that can help them recognise that a person is lost and needs help, e.g. inappropriate clothing, an unsteady gait, unsafe or inappropriate behaviour.  Essential Important Don't know/Depends Unimportant Should not be included  *87. The helper should be aware that the person who is wandering may become frightened which could further reduce their ability to cope.  Essential Important Don't know/Depends Unimportant Should not be included	provide ident	ification ca	ards for peopl	e who wand	er.
*85. The helper should not assume that a person who appears to be wandering is necessarily confused, e.g. the person may want exercise.  Essential Important Don't know/Depends Unimportant included included  *86. The helper should be aware of signs that can help them recognise that a person is lost and needs help, e.g. mappropriate clothing, an unsteady gait, unsafe or mappropriate behaviour.  Essential Important Don't know/Depends Unimportant Should not be included  *87. The helper should be aware that the person who is wandering may become frightened which could further reduce their ability to cope.  Essential Important Don't know/Depends Unimportant Should not be included	Essential	Important		Unimportant	
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*86. The helper should be aware of signs that can help them recognise that a person is lost and needs help, e.g. inappropriate clothing, an unsteady gait, unsafe or inappropriate behaviour.  Essential Important Don't know/Depends Unimportant Should not be included included included included included ware that the person who is awandering may become frightened which could further reduce their ability to cope.  Essential Important Don't know/Depends Unimportant Should not be included included included Should not be included includ	appears to be	e wanderin	g is necessari ise.	-	, e.g. the
*86. The helper should be aware of signs that can help them recognise that a person is lost and needs help, e.g. inappropriate clothing, an unsteady gait, unsafe or inappropriate behaviour.  Essential Important Don't Unimportant Should not be included  *87. The helper should be aware that the person who is wandering may become frightened which could further reduce their ability to cope.  Essential Important Don't Unimportant Should not be included		Important	know/Depends	Unimportant	
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nappropriate clothing, an unsteady gait, unsafe or nappropriate behaviour.  Essential Important Don't know/Depends Unimportant included included  **Now/Depends Unimportant Should not be included	<b>*</b> 86. The he	lper should	be aware of	signs that ca	an help
nappropriate behaviour.  Essential Important Don't know/Depends Unimportant Should not be included  **87. The helper should be aware that the person who is wandering may become frightened which could further reduce their ability to cope.  Essential Important Don't know/Depends Unimportant Should not be included	hem recogni	ise that a p	erson is lost a	and needs h	elp, e.g.
Essential Important Don't know/Depends Unimportant Should not be included  **Now/Depends Unimportant Should not be included		•		ait, unsafe	or
*87. The helper should be aware that the person who is vandering may become frightened which could further educe their ability to cope.  Essential Important Don't know/Depends Unimportant Should not be included	nappropriate	e behavioui			Should not be
k 87. The helper should be aware that the person who is vandering may become frightened which could further educe their ability to cope.  Essential Important Don't Unimportant Should not be included	Essential	Important		Unimportant	
vandering may become frightened which could further educe their ability to cope.  Essential Important Don't Unimportant Should not be included	O	0	0	0	0
vandering may become frightened which could further educe their ability to cope.  Essential Important Don't Unimportant Should not be included	k 87. The he	lper should	be aware tha	nt the person	n who is
Essential Important Don't Unimportant Should not be included		-		-	
Essential Important Unimportant included	educe their a	ability to co	pe.		
·	Essential	Important		Unimportant	
	0	0	•	0	0

\*88. The helper should be aware that the person who is wandering may be doing so for a variety of reasons, e.g. they've set off to go somewhere and forgotten where it was they were going, searching for a place from their past, believe that they have a job to do or they are bored.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	$\circ$	0	0

# \*89. If the helper encounters a person who is wandering, the helper should:

	Essential	Important	Don't know/ depends	Inimportant	Should not be included
*always introduce themselves to the person and offer help.	0	O	0	O	0
*adopt a caring attitude and an approach that communicates warmth and respect to the person because this will confirm that the helper is not a threat and they have the person's best interests at heart.	0	0	0	0	0
*ask the person if they can contact a family member or friend.	0	0	0	0	0
*advise the person if the helper plans to contact the person's family member or a friend.	0	0	O	0	0
*check if the person has any identification on them that will provide the helper with useful information.	0	0	O	0	0
*check whether the person is injured because they may be unable to communicate that information effectively.	O	0	O	0	O
*keep in mind that the person may have health problems affecting their movement and orientation, e.g. moving is painful or their eyesight is poor.	O	O	O	O	0
*try to understand the person's perspective about why they are wandering, because this may assist the helper to respond in an appropriate way.	O	0	0	0	0
*not be afraid to try any approach that may help them connect with the person and gain their trust.	О	0	0	0	0
*see if the person has any needs that they could help them meet, e.g. they may be thirsty, hungry or need to go to the toilet.	O	O	O	0	O

elbina the	confused	older per	son			
*be aware that the p			0	0 0		
impaired judgemen own safety.	t regarding their					
*90. In a sit	tuation where	e the helper	encounters	someone		
confused or	wandering a	nd knows w	here they liv	e, the		
-	d quietly join	-	•	•		
, ,	age in light o you going?" ‹		, ,			
_	the helper sl	_	5 0	•		
•	of the walk,					
making a tur	n.					
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	O	0	0	0		
*91. If the h	nelper encou	nters a pers	on who is wa	andering,		
	er cannot fin	-		•		
emergency c	ontact infor	mation, the	helper shoul	d suggest		
hat they tog	ether call the	-	ielp.	2:		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	O	O	0	O		
*92. If the h	nelper encou	nters a pers	on who is w	andering		
and looks sc	ared or anxi	ous, the hel	per should e	ngage the		
	nversation a	nd attempt f	to calm then	ı down and		
gain their tru	st.	Don't		Should not be		
Essential	Important	know/Depends	Unimportant	included		
0	O	0	0	0		
93. Do you ha	ave any com	ments on th	e above sta	tements? Is t	here anything you wou	ıld
_	_			tements? Is t box provided		ıld
_	_					ıld
_	_					ıld
ike to add? I	Please write					ıld
like to add? I	Please write					ıld
ike to add? I	Please write	e your sugges	ow in order to comm	box provided	d.	ıld
ommunica This section asks you confused person. Ple	Please write	he helper should knot ant (from 'essential'	ow in order to comm	box provided	d.	ıld
ommunica This section asks you onfused person. Ple	Please write	he helper should knot ant (from 'essential'	ow in order to comm	box provided	d.	ıld

Helping the	e confused	d older pers	son		
•		person, the helper w mild or more severe.			-
Please also keep th	he <u>definitions</u> in mine	d when rating the stat	ements.		
Creating a suitable	e environment for ge	ood communication			
*94. The h	elper should	be aware tha	t busv. clutt	ered or	
	_	distress for t			
make comn	nunication mo	ore difficult.	_	_	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	O	O	O	
*95. To ga	in the comple	ete attention	of the nerso	n. the helner	,
		ce distractin			
		er people's vo	•		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	O	O	O	
*96 The h	alnar should	be aware tha	t the nersor	n mav	
	_	of their envir	_	_	
	-	ustration, e.g.		_	
person thin	k there is so	mebody else	in the room.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	O	0	O	O	
*97. The h	elper should	be aware tha	t an unfamil	iar	
		ely to increas			
confusion.			-		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	О	0	0	0	
<b>≭</b> 98. To ga	in the comple	ete attention	of the perso	n, the helper	,
		s are bright b			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	O	©	0	O	
How to approach	the person for a disc	cussion			
*99. When	the helper a	pproaches th	e person, th	ney should	
		person their fu			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	

Helping the	confused	d older per	son		
	nt so that th	d approach t ey can be eas	-	_	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	0	0	0	
*101. The h	nelper shoul	d avoid sudd	en movemei	nts so that	
the person is	not startle	d.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	O	0	0	0	
102. Do you	have any co	mments on t	he above sta	atements? Is	there anything you would
_	-	e your sugges			
					_
					<b>v</b>
C	4: /4	: al\	_		
Communica	ition (cont	inuea)			
•	ease rate how impo	the helper should know rtant (from 'essential' s.		•	
		d person, the helper w mild or more severe.			·
Please also keep the	e <b>definitions</b> in min	d when rating the sta	tements.		
Getting and retainin	g attention				
*103. Befor	e starting a	conversation	with the pe	rson, the	
	•	ey have the p	-	·	
approaching	them slow	y and giving t	them time to	focus.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	O	O	0	0	
*104. If the	nerson doe	s not appear t	to notice the	helner the	
		hemselves so			
-	-	person is sea	-		
crouch dowr	n in front of	their chair.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	© C	O	O	

Helping the	contuse	a older pers	son	
<b>*</b> 105. The h	nelper shoul	d try to be at o	eye level wh	en talking
to the perso	n.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	0	0	0
*106. In ord	der to make	the person fe	el comfortal	ole. the
		at the same		•
lower.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	O	O	O
*107. To ga	ain the perso	on's attention	, the helper	should
_	<del>-</del>	or hand gently	-	
name severa	al times.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	O	O
*108. The h	nelper shoul	d not interrup	t the persor	ı if thev are
		r a conversat		
them.				_
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
*109. The h	nelper shoul	d set the tone	for an adul	t interaction
		offering a har		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
*110. The h	nelper shoul	d establish fri	iendly eve c	ontact when
	_	to assure ther		
helper's full	attention.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	0	O	0
*111. The I	nelper shoul	d not loom ov	er the perso	on or talk
	_	ht be interpre	_	
threatening.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	0	0	0

Helping the	confused	d older pers	son			
*112. The h	elper shoul	ld avoid stand	ing too clos	e to the		
person whils	t talking as	this can be in	timidating.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	О	O	O	О		
*113. If other	ers are pres	sent in the dis	cussion, the	helper		
should speak	k directly to	the person a	nd avoid ex	cluding		
them from co	onversation					
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	O	0	0	O		
*114. While	talking to t	the person, the	e helper sho	uld stay still		
		son can see th				
gestures to n	nake it easi	ier for the pers	son to follow	/ the		
conversation	ı and keep f	the person's a	ttention.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	O	O	O	O		
*115. If the	helper can	not get the pe	rson's atten	tion, they		
		es and try aga		, -		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	0	0	0	O		
116. Do you l	have any co	mments on t	he above sta	atements? Is	there anything you wo	ould
like to add? F	Please write	e your sugges	stions in the	box provided	d	
Communica	tion (cont	inued)				
-		the helper should kno		•		
statement be include	•	ortant (from 'essential' i	to snould not be in	Cluded ) you tillik it i	s that each	
		d person, the helper w mild or more severe.			•	
Please also keep the	definitions in min	d when rating the stat	tements.			
Where the person do	pesn't consistently	y recognise the peop	<u>le in their life</u>			

¥ 4 4 —				
	•	d be aware the the the	-	
know and tru	•	tilo lioipoi di		noy unoutly
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	0	О
*118. The h	elper shoul	ld introduce t	hemselves v	when
approaching	the persor	n, and not ass	sume the pe	rson knows
who they are	<b>).</b>			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	O	0	0
<b>*</b> 119. The h	elper shoul	d reintroduce	themselves	each time
they approac	ch the pers	on because tl	he person m	ay forget
the names of	f people and	d their relatio	nships to the	em.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	O
*120. The h	elper shou	ld use orienti	ng names w	henever
possible, e.g	-		_	
		Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
Essential	Important	know/Depends	Unimportant ©	
O	0	•	0	included
C Where the person is	Sometimes confi	C used about time and	place	included C
© Where the person is *121. The h	sometimes confu	used about time and	place ng to the per	included  C  rson by
© Where the person is  *121. The h  providing ori	sometimes confi nelper shoul enting info	used about time and ld begin talking rmation, e.g.	p <sub>lace</sub> ng to the per they should	included  C rson by be told
Where the person is *121. The h providing ori where they a	sometimes confi nelper shoul enting info	used about time and	p <sub>lace</sub> ng to the per they should	included  C rson by be told
™here the person is  *121. The h providing ori where they a	sometimes confi nelper shoul enting info	used about time and Id begin talking rmation, e.g. to t, who they are	p <sub>lace</sub> ng to the per they should	rson by be told ne time of
で Where the person is * 121. The h providing ori where they a day.	sometimes confu nelper shoul enting info	used about time and ld begin talking rmation, e.g. to y, who they are	place ng to the per they should e with and th	rson by be told ne time of
Where the person is *121. The h providing ori where they a day.  Essential	sometimes confunctions and why	used about time and Id begin talking rmation, e.g. for the control y, who they are  Don't know/Depends	place  ng to the per they should e with and the	included  rson by be told ne time of  Should not be included
Where the person is  *121. The h providing ori where they a day.  Essential	sometimes confused in the confuser in the conf	used about time and Id begin talking rmation, e.g. for they are  Don't know/Depends  C  son may not k	place  ng to the per they should e with and the  Unimportant	rson by be told ne time of  Should not be included  o time, the
Where the person is  *121. The h providing ori where they a day.  Essential   *122. Because the person is	sometimes confineling information and why limportant the personal adjust the	Issed about time and ld begin talking rmation, e.g. of the part of	place  ng to the per they should e with and the  Unimportant  Co  oe oriented to ation to reference	rson by be told ne time of  Should not be included  C  o time, the r to daily
Where the person is  *121. The h providing ori where they a day.  Essential  C  *122. Because the person is	sometimes confined per should enting informate and why the limportant are the personal adjust the result of the should enting informate and why the limportant are should enting the limportant are should enting the limbor than dates are the limbor than dates are should entitle the limbor than the limbor t	Don't know/Depends  son may not keir communicates or times, e.g.	place  ng to the per they should e with and the  Unimportant  Co  oe oriented to refer the perior to refer the period to refer the perior to refer	rson by be told ne time of  Should not be included  o time, the r to daily saying,
Where the person is  *121. The h providing ori where they a day.  Essential  *122. Becau helper should events rathe	sometimes confined per should enting informate and why the limportant are the personal adjust the result of the should enting informate and why the limportant are should enting the limportant are should enting the limbor than dates are the limbor than dates are should entitle the limbor than the limbor t	Issed about time and ld begin talking rmation, e.g. of the part of	place  ng to the per they should e with and the  Unimportant  Co  oe oriented to refer the perior to refer the period to refer the perior to refer	rson by be told ne time of  Should not be included  o time, the r to daily saying,
Where the person is  *121. The h providing ori where they a day.  Essential  *122. Becau helper should events rather "John will be	sometimes confined per should enting informate and why the limportant are the personal adjust the result of the should enting informate and why the limportant are should enting the limportant are should enting the limbor than dates are the limbor than dates are should entitle the limbor than the limbor t	Don't communication of coolers, sa	place  ng to the per they should e with and the  Unimportant  Co  oe oriented to refer the perior to refer the period to refer the perior to refer	included  C  rson by be told ne time of  Should not be included  C  o time, the r to daily saying, be here  Should not be
Where the person is  *121. The h providing ori where they a day.  Essential  *122. Becau helper should events rathe "John will be after lunch".	sometimes confined in the conf	Don't know/Depends communication or times, e.g.	place  ng to the per they should e with and the  Unimportant  C  De oriented to refer ation to refer y, instead of	rson by be told ne time of  Should not be included  o time, the r to daily saying, be here

is section asks you what information the helper should know in order to communicate effectively on fused person. Please rate how important (from 'essential' to 'should not be included') you think it atement be included in the guidelines.  Then providing first aid to the confused person, the helper will need to use their judgement because cline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the second of the confused person in the helper will need to use their judgement because the confused person in the helper will need to use their judgement because the confused person.	_	_	omments on t		
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Essential Important Don't know/Depends Unimportant Should not be included  K 125. The helper should talk to the person in a warm, easyoing, pleasant manner.  Essential Important Don't know/Depends Unimportant Should not be included  C C C C C C C C C C C C C C C C C C C	Manner of communi	<u>cation</u>			
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Essential Important Don't know/Depends Unimportant Should not be included  **Table 1. Important Now/Depends Unimportant Included  **Table 1. If the helper feels they have done something wrong when communicating with the person (e.g. acted impatiently) then they should apologise to demonstrate their respect.  **Essential Important Don't know/Depends Unimportant Should not be included	0	0		O	
Essential Important Don't know/Depends Unimportant Should not be included  **Table 1. Important Now/Depends Unimportant Included  **Table 1. If the helper feels they have done something wrong when communicating with the person (e.g. acted impatiently) then they should apologise to demonstrate their respect.  **Essential Important Don't know/Depends Unimportant Should not be included	*125. The h	elper shoul	d talk to the r	person in a v	varm, easy-
Kanow/Depends Unimportant included  Kanow/Depends Unimportant Should not be included				- · ·	, - ,
k 126. If the helper feels they have done something wrong when communicating with the person (e.g. acted impatiently) then they should apologise to demonstrate their respect.  Essential Important Don't Unimportant Should not be included	Essential	Important		Unimportant	
when communicating with the person (e.g. acted impatiently) then they should apologise to demonstrate their respect.  Essential Important Don't Unimportant Should not be included	0	0	0	0	0
hen they should apologise to demonstrate their respect.  Essential Important Don't Unimportant Should not be included		-	-		•
Essential Important Don't Unimportant Should not be included		•	•	, •	,
Essential Important Unimportant included	-				-
	Essential	Important		Unimportant	
	0	0	0	0	0
k 127. The helper should be positive, optimistic and eassuring, e.g. by using expressions such as, "Everything	reassuring, (		rm, " "Wo'ro o	loing great.'	' "We're
		." "Don't wo	rry. Wered		
eassuring, e.g. by using expressions such as, "Everything	will be okay		-		••
eassuring, e.g. by using expressions such as, "Everything vill be okay." "Don't worry." "We're doing great." "We're	will be okay, going to see	this throug	h." "I'm here  Don't	to help you.	Should not be

	-	d avoid nega	-	
-	-	er should lim	it the numb	er of 'don'ts'
and avoid gi	ving harsh (			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	0	O	0
*129. The h	elper shou	ld offer option	ns instead o	f commands
	_	on a greater s		
their life.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	O
*130. The h	elper shoul	d be aware th	nat the perso	on may not
	_	scussion or t	_	_
		ns of frustrati	_	J
				01 11 11
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Essential	0	know/Depends	0	included
Essential  C  *131. The h	elper shouldis will make	know/Depends	ାilst talking t	included C to the ofollow
Essential  C  *131. The h person as thi	elper shouldis will make	know/Depends  C  d stay still wh	ାilst talking t	included  C  to the
Essential  The hat you are	elper should is will make saying.	know/Depends  c  d stay still whe it easier for to	ilst talking the person to	included  cothe ofollow Should not be
*131. The h person as thi what you are  Essential	elper should is will make saying.	know/Depends  d stay still whe it easier for to the bon't know/Depends	cilst talking the person to	included C to the ofollow Should not be included C
*131. The h person as thi what you are  Essential	elper should is will make saying.  Important	know/Depends  d stay still where it easier for the contract of	cillst talking the person to Unimportant C at it may tal	included C to the ofollow Should not be included C
*131. The h person as thi what you are  Essential	elper should is will make saying.  Important	know/Depends  d stay still where it easier for the stay stay still where it easier for the stay stay stay stay stay stay stay stay	cillst talking the person to Unimportant C at it may tal	included C to the ofollow Should not be included C Ke time for Should not be
Essential  * 131. The had beer son as this what you are Essential  * 132. The had beer son to the person to the pe	elper should is will make a saying.  Important  Concepted should be sense that	know/Depends  d stay still where it easier for the stay still where the stay still where it easier for the stay still where it easier for the stay still where it is stay still where it is stay at the stay of th	cilst talking to the person to Unimportant  C  at it may take friendly.	included  to the ofollow  Should not be included  C  xe time for
Essential  *131. The h person as thi what you are Essential  *132. The h the person to	elper should is will make a saying.  Important  elper should be sense that	know/Depends  d stay still where it easier for the stay still where it is stay stay stay stay stay stay stay sta	Unimportant  The person to the	included  to the ofollow  Should not be included  C  Should not be included  C
*131. The h person as thi what you are Essential   *132. The h the person to Essential	elper should is will make a saying.  Important  elper should be sense that a limportant  Conceiper should be sense that a limportant	know/Depends  d stay still where it easier for the stay stay still where it easier for the stay stay still where it easier for the stay stay stay stay stay stay stay stay	cilst talking to the person to	included  to the ofollow  Should not be included  C  Should not be included  C  Should not be included  C  The person by
*131. The h person as thi what you are Essential   *132. The h the person to Essential    *133. The h drawing upo	elper should is will make a saying.  Important  elper should be sense that a sense	know/Depends  d stay still where it easier for the pooling of the stay of the pooling of the poo	cilst talking to the person to	included  cothe cofollow  Should not be included  cothe Should not be included  cothe coth
*131. The h person as thi what you are Essential   *132. The h the person to Essential   *133. The h drawing upo	elper should is will make a saying.  Important  elper should be sense that a sense	know/Depends  d stay still where it easier for the stay still where it easier for the stay of the stay	cilst talking to the person to	included  cothe cofollow  Should not be included  cothe Should not be included  cothe coth

Helping the	confused	d older per	son		
*134. The h	elper shoul	d explain to t	he person ea	ach step of	
_	_	oing in a soft,	_		
am going to	help you sit	down now. T	hen we can		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	O	
135. Do you	have any co	mments on t	he above sta	tements? Is there	anything you would
like to add?	Please write	e your sugges	stions in the	box provided.	
					<u>*</u>
Communica	tion (cont	inued)			
•	ease rate how impo	rtant (from 'essential'		unicate effectively with a cluded') you think it is that eac	ch
•		•		judgement because a person mind when rating the followi	
Please also keep the	definitions in min	d when rating the sta	tements.		
Language and conv	ersation content				

# \*136. When talking to a person the helper should:

	Essential	Important	Don't know/ depends	Inimportant	Should not be included
*use short words.	0	0	0	0	0
*use short sentences.	0	0	0	0	0
*use concrete words (words you can picture), rather than abstract words that may be difficult to understand.	0	0	0	0	0
*focus on one main idea at a time.	0	0	0	0	0
*stress words that are most important in a sentence, e.g. 'Here is your coffee.'	0	O	0	О	0
*pause between sentences to allow time for the information to be understood by the person.	O	0	O	O	O
*try to use positively framed instructions, such as "stay here" rather than "don't go away".	O	0	0	O	0
*avoid using idioms, metaphors, slang and other speech variations because these may be difficult for the person to interpret.	O	0	O	O	0
*avoid using expressions that can be taken too literally, e.g. "shake a leg".	0	0	0	0	0
*avoid discussing too many things at once.	0	0	0	0	0
*avoid using pronouns, e.g. instead of saying "Here it is," say, "Here is your hat."	0	O	O	0	0
*avoid using third person pronouns (e.g. "he" or "she") and instead identify people by their actual names.	O	0	O	O	O

# \*137. After the person responds to a question, the helper should repeat what the person said to show them they have understood.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0

# \*138. The helper should accept that pauses in the conversation do not need to be filled with words.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	$\circ$	0	O

Holping the	confucci	l older per	con			
Helping the		•		-11-01-	4141	·
_	_				_	ing you would
iike to add? i	riease write	e your sugges	suons in the	box provide	u.	<u> </u>
						<u> </u>
Communica	tion (cont	inued)				
This section asks you confused person. Ple statement be include	ase rate how impo	rtant (from 'essential'		•		
When providing first a decline in cognitive a items.					-	
Please also keep the	definitions in min	d when rating the sta	tements.			
Asking the person q	uestions	-				
*140 The h	alner shoul	d ask simple	augstions th	nat require		
		no' answer, ra				
questions.	,			<b>P</b> • • • • • • • • • • • • • • • • • • •		
- Essential	Important	Don't	Unimportant	Should not be		
0	0	know/Depends	0	included		
	-	d be aware th	-	_		
•	-	ded questior	is and so the	e helper		
should not a	voia using t	nem. Don't		Should not be		
Essential	Important	know/Depends	Unimportant	included		
O	0	O	0	O		
<b>*</b> 142. The h	elper shoul	d use either o	pen- or clos	sed-ended		
questions de	epending on	the purpose	of the conv	ersation		
with the pers	son, e.g. clo	sed-ended qւ	estions ma	y be useful		
for helping th	ne person ir	an everyday	task, where	eas open-		
-	_	courage con	versation w	ith the		
person abou	t feelings.			<u>.</u>		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	0	0	0	0		

orgotten?", o be helpfu		may upset the	e person and	d is unlikely
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	©	O	O
*144. The	helper shoul	ld only ask th	e person on	e question
t a time.	-	-	-	-
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
<b>*</b> 145. Whe	n offering th	e person a ch	oice, the he	lper should
ist the avail	able options	s so that the p	erson can u	ise the
	·	e.g. "Would yo		r coffee?"
ather than	"What would	d you like to d	lrink?"	
		Dank		Should not be
Essential	Important	Don't know/Depends	Unimportant	included
ິ <sup>K</sup> 146. The l ⁄here possi	nelper shoul ble, becaus		ents over qu	o uestions,
* 146. The l where possi nake decisi	nelper shoul ble, becaus ons.	know/Depends  d use stateme e they do not  Don't know/Depends	ents over qu call upon th	uestions, ne person to Should not be included
<sup>≮</sup> 146. The l vhere possi nake decisi	nelper shoul ble, becaus ons.	know/Depends  d use stateme e they do not	ents over qu call upon th	uestions, ne person to
*146. The livhere possinake decisi	nelper shoul ble, becaus ons. Important	know/Depends  d use stateme e they do not  Don't know/Depends  C  Id avoid 'why'	ents over que call upon the Unimportant	Should not be included
*146. The livhere possinake decisi	nelper shoul ble, becaus ons. Important	know/Depends  d use stateme e they do not  Don't know/Depends  C  Id avoid 'why' efensive, e.g.	ents over que call upon the Unimportant	Should not be included  which may bu do that?"
K 146. The light the possion of the	nelper shoul ble, becaus ons. Important	know/Depends  d use stateme e they do not  Don't know/Depends  C  Id avoid 'why'	ents over que call upon the Unimportant	Should not be included
K 146. The law there possionake decision Essential  C K 147. The law the pers	nelper should ble, because ons.  Important  Chelper should on on the december.	know/Depends  d use stateme e they do not  Don't know/Depends  C  Id avoid 'why' efensive, e.g. Don't	ents over questions very did you	Should not be included  which may bu do that?" Should not be
* 146. The leave the possion of the	nelper should ble, because ons.  Important  helper should on on the delegation of th	know/Depends  d use stateme e they do not  Don't know/Depends  C  Id avoid 'why' efensive, e.g. Don't know/Depends  C  d not ask que	ents over questions very did years over questions that it	should not be included which may bu do that?" Should not be included
*146. The livere possionake decisionake de	nelper should ble, because ons.  Important  Chelper should on on the delegation of t	know/Depends  d use stateme e they do not  Don't know/Depends  C  Id avoid 'why' efensive, e.g. Don't know/Depends	ents over que call upon the Unimportant Call	should not be included which may bu do that?" Should not be included corequire a lot you do
*146. The leave there possionake decisionake decisiona	nelper should ble, because ons.  Important  Chelper should son on the declarate on the decl	know/Depends  d use stateme e they do not  Don't know/Depends  Don't know/Depends  O  d not ask que e.g. don't ask,	ents over que call upon the Unimportant C questions very grow Unimportant C estions that it was address of the call upon the cal	should not be included which may bu do that?" Should not be included corequire a lot you do
*146. The leave there possionake decisionake decisiona	nelper should ble, because ons.  Important  Chelper should son on the declarate on the decl	know/Depends  d use stateme e they do not  Don't know/Depends  d avoid 'why' efensive, e.g. Don't know/Depends  d not ask que e.g. don't ask, the question	ents over que call upon the Unimportant C questions very grow Unimportant C estions that it was address of the call upon the cal	should not be included which may bu do that?" Should not be included corequire a lot you do

49. The l	_	ay not reflect	what they n	neant to sav.
	-	Don't	_	Should not be
Essential	Important	know/Depends	Unimportant	included
0	O	0	O	0
150. If the	person doe	sn't respond	to a questio	n, the
elper shou	ld wait a mo	ment and rep	eat the que	stion using
xactly the	same words.	•		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
151 If tha	helper has	repeated a qu	lastian lising	ı avaatlu tha
	<del>-</del>	-	_	_
	-	rson still does	-	•
•	a try to get	the message	across in a (	unterent
ay.		Death		Chauld
Essential	Important	Don't know/Depends	Unimportant	Should not be included
e answer	seems out o	sn't directly a f context, the m and encou	helper sho	uld show
<sup>k</sup> 152. If the ne answer	e person doe seems out o ve heard the	sn't directly a f context, the em and encou	answer a que helper sho	estion, or uld show o say more
152. If the eanswer so at they ha cout their a	e person doe seems out o ve heard the answer.	esn't directly a f context, the em and encou	answer a que e helper shou grage them t	estion, or uld show o say more Should not be included
152. If the ne answer shat they ha bout their answer answer and their and	e person doe seems out o ve heard the answer.	sn't directly a f context, the em and encou	answer a quo helper sho irage them t	estion, or uld show o say more
\$152. If the ne answer s nat they ha bout their a Essential	e person doe seems out o ve heard the answer. Important	esn't directly a f context, the em and encou	answer a quo e helper shoo rage them t	estion, or uld show o say more Should not be included
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152. If the see answer see at they had bout their at Essential	e person doe seems out o ve heard the answer. Important	sn't directly a f context, the em and encou  Don't know/Depends  C	answer a quo e helper show trage them t Unimportant	estion, or uld show o say more Should not be included
e answer sat they had bout their answer sat they had bout their answer sat their answer sat their answer sat their answer sat their sat	e person doe seems out o ve heard the answer. Important	sn't directly a f context, the em and encou  Don't know/Depends  C  Id avoid testin barrassing ar  Don't	e helper shown answer a quot the helper shown and the person and hurtful.	estion, or uld show o say more  Should not be included  C  n's memory  Should not be
152. If the se answer se at they had bout their a Essential	e person doe seems out o ve heard the answer. Important	psn't directly as f context, the sem and encount pon't know/Depends context barrassing ar pon't know/Depends context pon't know/D	answer a que helper shou rage them t  Unimportant  O  ng the perso hd hurtful.  Unimportant	estion, or uld show o say more  Should not be included  on's memory  Should not be included
152. If the ne answer shat they had bout their a Essential  153. The lecause this Essential	e person doe seems out o ve heard the answer.  Important  C helper shoul s can be em  Important  C	sn't directly a f context, the em and encou  Don't know/Depends  O  dd avoid testin barrassing ar  Don't know/Depends  C  Id avoid quiza	answer a que helper shou rage them t  Unimportant  Ong the person d hurtful.  Unimportant  C  zing the person	estion, or uld show o say more  Should not be included  On's memory  Should not be included  Conson and
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k 152. If the he answer shat they ha bout their a Essential  k 153. The lecause this Essential	e person doe seems out o ve heard the answer.  Important  Chelper should be can be em  Important  Chelper should be them by processor to be processor to be the by t	sn't directly a f context, the em and encou  Don't know/Depends  O  dd avoid testin barrassing ar  Don't know/Depends  C  Id avoid quiza	answer a que helper shou rage them t  Unimportant  ong the person d hurtful.  Unimportant  cing the person priate inform	estion, or uld show o say more  Should not be included  C  Should not be included  C  Should not be included  C  Soon and mation for a
k 152. If the he answer shat they ha bout their a Essential  K 153. The lecause this Essential  C  K 154. The lestead help ituation, e.	e person doeseems out of ve heard the answer.  Important  Chelper should be can be employed them by progression introduced by them by progression introduced by them by progression introduced by the second control of the	sn't directly a f context, the em and encou  Don't know/Depends  On't know/Depends  C  Id avoid testin barrassing ar  Don't know/Depends  C  Id avoid quizz oviding appro	e helper shown answer a que to helper shown arage them to the unimportant to the person of the person at the perso	estion, or uld show o say more  Should not be included  Con's memory  Should not be included  Conson and mation for a say,
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k 152. If the he answer shat they had bout their a Essential  K 153. The lecause this Essential  C K 154. The lestead help ituation, e. Here's your	e person doeseems out of ve heard the enswer.  Important  Chelper should seem important  Chelper should seem important  Chelper should seem important  Chelper should seem interest them by progressing the body progressing them by progressing the by progressing	sn't directly a f context, the em and encou  Don't know/Depends  C  d avoid testin barrassing ar  Don't know/Depends  C  ld avoid quiza oviding appro oducing peop ohn and his w	answer a que helper shou rage them t  Unimportant  O  ng the perso hd hurtful.  Unimportant  O  zing the perso priate informate, you mightife Sharon."	estion, or uld show o say more  Should not be included  Con's memory  Should not be included  Conson and mation for a say,

Helping the	confused	d older per	son		
*155. The h	elper should	d ask questio	ns that call	for short	
answers, as	this may ma	ike the perso	n feel succe	ssful	
		and frustrate		inability to	
form and kee	ep in mind a	lengthy answ	ver.	01 11 11	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	
156. <b>D</b> o you	have any co	mments on t	he above sta	atements? Is	there anything you would
like to add?	Please write	e your sugges	stions in the	box provide	d.
					<u></u>
Communica	ntion (cont	inued)			
	•	,			
This section asks yo confused person. Ple statement be include	ease rate how impor	rtant (from 'essential'		•	
When providing first decline in cognitive a items.					•
Please also keep the	definitions in mind	d when rating the sta	tements.		
Encouraging comm	unication and com	<u>prehension</u>			
<b>*</b> 157. The h	nelper shoul	d aid the per	son's compr	ehension	
_	-	the start of a			
	-	fics. This will	help the pe	rson link the	
content and	the details.	Don't		Chauld not be	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	O	0	0	
<b>*</b> 158. The h	elper should	d initially ass	ume that the	e person	
understands	what the he	elper is sayin	g.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	0	0	0	
*159. The h	elper needs	to make sure	that what t	hev are	
	-	the person a		_	
5 0	_	ands because			
giving a sup	erficial resp	onse.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	0	0	0	

*160. The helper should encourage the person to continue to express themselves, even if they are having trouble making themselves understood.
Don't Should not be
know/Depends included  C C C C
*161. The helper should acknowledge the feelings the
person is experiencing.
Essential Important Don't Unimportant Should not be know/Depends included
0 0 0 0 0
*162. The helper should provide validation and acknowledgement to the person by reflecting back what the person has said.
Essential Important Don't Unimportant Should not be know/Depends included
0 0 0 0
*163. The helper should provide validation and
acknowledgement to the person by listening with interest
and nodding their head appropriately.
Essential Important Don't Unimportant Should not be know/Depends included
0 0 0 0
*164. The helper should validate the person's beliefs or
feelings, no matter how outlandish these might be, because this might help the person stay calm or feel good.
Don't Should not be
Essential Important Unimportant included
*165. The helper should be aware that humour may help
them communicate effectively with the person.
Essential Important Don't Unimportant Should not be know/Depends included
0 0 0 0
*166. The helper should try using visual cues to help the
person understand what they mean, e.g. point towards the
sandwich if you are asking if they would like one.

rief, as it is iscussion.	<i>y y</i> -	•		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	O	0
<sup>k</sup> 168. The I	nelper shoul	d speak at th	eir normal p	ace,
	-	er means tak	-	•
needs to be	said, makin	g it harder fo	r the person	to follow.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	O	O	0
<sup>≮</sup> 169. The I	nelper shoul	d do their bes	st to keep a	
onversatio	n on track b	ecause the p	erson may to	end to get
ost in a flur	ry of words	and thoughts	<b>).</b>	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
		•		
hould reas	sure the pe	es their train or rson by using y," "Don't wo	expression	s such as
*170. If the should reas	person lose sure the pe	es their train or rson by using y," "Don't wo Don't know/Depends	of thought, to expression rry" and "Yo	ne helper s such as u're doing Should not be included
170. If the hould reas Everything rell."	person lose sure the per will be oka	es their train or rson by using y," "Don't wo	of thought, to expression rry" and "Yo	he helper s such as u're doing
*170. If the should reas Everything vell."  Essential  C  *171. The language of the second se	e person lose sure the per will be oka Important C	es their train or rson by using y," "Don't wo Don't know/Depends	of thought, the pression of thought, the pression of the press	he helper s such as u're doing  Should not be included  C  day-to-day
k 170. If the hould reas Everything vell."  Essential  C k 171. The language the same that the same	e person lose sure the per will be okay Important  C nelper should d feelings water are value	es their train or rson by using y," "Don't wo Don't know/Depends C Id continue slavith the personed.	of thought, the pression of thought, the pression of the press	he helper s such as u're doing  Should not be included  C  day-to-day he person  Should not be
k 170. If the hould reas Everything vell."  Essential  C k 171. The language the houghts and the essential  Essential	e person lose sure the per will be okay  Important  Chelper should d feelings whey are value  Important	es their train or rson by using y," "Don't wo Don't know/Depends C Id continue slavith the person ed.  Don't know/Depends	of thought, the perfect of thought, the perfect of	he helper s such as u're doing  Should not be included  C  day-to-day he person  Should not be included
*170. If the should reas Everything vell."  Essential  *171. The language and the Essential  Communicating with the Essential	e person lose sure the per will be okay  Important  Chelper should d feelings when Important  Chelper should ch	Don't know/Depends  The person by using the person by using the person bed.  Don't know/Depends  Don't know/Depends  C	of thought, the perfect of thought, the perfect of	he helper s such as u're doing  Should not be included  C  day-to-day he person  Should not be included
*170. If the should reas Everything vell."  Essential  *171. The language the communicating with the language that the communicating with the language that	e person lose sure the per will be okay  Important  Chelper should deelings when Important  Chelper should chelper should chelper should chelper should	Don't know/Depends  The person by using the person by using the person bed.  Don't know/Depends  The person bed.  Don't know/Depends  Continue slow the person bed.  Don't know/Depends  Continue slow the person bed.	of thought, the perfect of thought, the perfect of	he helper s such as u're doing  Should not be included  C  day-to-day he person  Should not be included
*170. If the should reas Everything vell."  Essential  *171. The land the same constant the sential  communicating with the person as the same constant the sential communicating with the	e person lose sure the per will be okay  Important  Conelper should defeelings water value Important  Conelper should defeelings water value Important  Conelper should defeelings water value Important  Conelper should desone-on-on-on-on-on-on-on-on-on-on-on-on-on-	Don't know/Depends Continue sleed.  Don't know/Depends Continue sleed.  Don't know/Depends Continue sleed.  Don't know/Depends Continue sleed.  The others are present sleed try and keep the person continue sleed.	of thought, the perfect of thought, the perfect of thought, the perfect of the pe	he helper s such as u're doing  Should not be included  C  day-to-day he person  Should not be included  C  ions with cause even d anxious.
*170. If the should reas Everything vell."  Essential  *171. The land the same constant the sential  communicating with the person as the same constant the sential communicating with the	e person lose sure the per will be okay  Important  Conelper should defeelings water value Important  Conelper should defeelings water value Important  Conelper should defeelings water value Important  Conelper should desone-on-on-on-on-on-on-on-on-on-on-on-on-on-	Don't know/Depends C Don't know/Depends C Non't kno	of thought, the perfect of thought, the perfect of thought, the perfect of the pe	he helper s such as u're doing  Should not be included  C  day-to-day he person  Should not be included  C

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Essential Important Now/Depends Unimportant Should not be included C C C C C C C C C C C C C C C C C C	<b>*</b> 173. ln a ថ្	roup situat	ion where a o	ne-on-one c	onversation
Essential Important Non't know/Depends Unimportant Should not be included C C C C C C C C C C C C C C C C C C	-	-	•	-	l try to
K-174. When someone else is trying to communicate with the erson, the helper should let the person respond and not nswer questions for them, e.g. at medical appointments.  Essential Important Don't know/Depends Unimportant Should not be included void talking about the person when the person is within earing range.  Essential Important Don't know/Depends Unimportant Should not be included to included the person when the person is within earing range.  Essential Important Don't know/Depends Unimportant Should not be included to include the person by addressing the person directly not through body language.  Essential Important Don't know/Depends Unimportant Should not be included the person, the helper should say, "I'm sorry, but (name) elates best when you talk to them in a normal adult manner Essential Important Now/Depends Unimportant Should not be included to the person, the helper should say, "I'm sorry, but (name) elates best when you talk to them in a normal adult manner Essential Important Now/Depends Unimportant Should not be included to the included the person the above statements? Ke to add? Please write your suggestions in the box provided.	ensure that	only one pe	-	nt a time.	
K174. When someone else is trying to communicate with the erson, the helper should let the person respond and not inswer questions for them, e.g. at medical appointments.    Essential   Important   Don't   Know/Depends   Unimportant   C   C   C   C   C   C   C   C   C	Essential	Important		Unimportant	
erson, the helper should let the person respond and not inswer questions for them, e.g. at medical appointments.    Essential   Important   Don't know/Depends   Unimportant know/Depen	0	0	0	O	0
erson, the helper should let the person respond and not inswer questions for them, e.g. at medical appointments.    Essential   Important   Don't know/Depends   Unimportant know/Depen	*174. Wher	n someone e	else is trying t	o communic	ate with the
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Kanow/Depends Unimportant Included Incl	nswer ques	stions for th	em, e.g. at me	edical appoi	ntments.
K175. The helper should remind others that they should void talking about the person when the person is within earing range.  Essential Important Row/Depends Unimportant Should not be included C C C C C C C C C C C C C C C C C C	Essential	Important		Unimportant	Should not be included
void talking about the person when the person is within earing range.  Essential Important Room/Depends Unimportant Should not be included C.  K 176. In a group situation, the helper should show others ow to include the person by addressing the person directly and through body language.  Essential Important Room/Depends Unimportant Should not be included C.  K 177. If the helper observes someone using baby-talk with the person, the helper should say, "I'm sorry, but (name) elates best when you talk to them in a normal adult manner.  Essential Important Don't Know/Depends Unimportant Should not be included C.  C C C C C C C C C C C C C C C C C C	O	O	·	0	O
void talking about the person when the person is within earing range.  Essential Important Room/Depends Unimportant Should not be included C.  K 176. In a group situation, the helper should show others ow to include the person by addressing the person directly and through body language.  Essential Important Room/Depends Unimportant Should not be included C.  K 177. If the helper observes someone using baby-talk with the person, the helper should say, "I'm sorry, but (name) elates best when you talk to them in a normal adult manner.  Essential Important Don't Know/Depends Unimportant Should not be included C.  C C C C C C C C C C C C C C C C C C	<b>≭</b> 175. The !	nelper shoul	ld remind oth	ers that the	/ should
Essential Important know/Depends Unimportant Should not be included  **Now/Depends**  **Now/Depends**  **Now/Depends**  **Now to include the person by addressing the person directly addressed and through body language.  **Essential**  **Important**  **Now/Depends**  **Included**					
Kanow/Depends Unimportant included included Company Structured Company	າearing ranç	je.	•	•	
**176. In a group situation, the helper should show others ow to include the person by addressing the person directly nd through body language.  **Essential Important Now/Depends Unimportant Should not be included on the included of the i	Essential	Important		Unimportant	Should not be
ow to include the person by addressing the person directly and through body language.  Essential Important Don't Unimportant Should not be included on the inc	0	0		0	
*177. If the helper observes someone using baby-talk with he person, the helper should say, "I'm sorry, but (name) elates best when you talk to them in a normal adult manner between the limportant bon't know/Depends Unimportant Should not be included on the limportant bon't know/Depends Unimportant bon't know/Depends bon't know/Depend	_		Don't	Unimportant	Should not be included
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he person, the helper should say, "I'm sorry, but (name) elates best when you talk to them in a normal adult manner	* 177. If the	helper obs	erves someo	ne using bab	ov-talk with
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Essential Important know/Depends Unimportant included  C C C C  78. Do you have any comments on the above statements?  ke to add? Please write your suggestions in the box providence.	elates best	when you ta	alk to them in	a normal ad	lult manner."
78. Do you have any comments on the above statements? ke to add? Please write your suggestions in the box provid	Essential	Important		Unimportant	Should not be included
ke to add? Please write your suggestions in the box provid	0	0		0	0
	_	_			

lelping the	confused	d older per	son	
	ase rate how impo	the helper should known trant (from 'essential' s.		
•		d person, the helper w mild or more severe.		
Please also keep the	definitions in min	d when rating the stat	tements.	
Awareness of body	<u>language</u>			
*179. The h	elper shoul	d be aware th	nat visual cu	es, props,
gestures, an	d other form	ns of body lar	nguage are a	ilso helpful
in reinforcing	g verbal me	ssages.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	О	0	0
*180. The h	elner shoul	d be aware th	at communi	cating with
	•	anguage may		•
spoken word	•			
Essential	Important	Don't	Unimportant	Should not be
•	0	know/Depends	0	included ©
*404 The b	alman ahaud	lal albaamsa 4bs	4-	una af valaa
	-	ld observe the elp understar	-	
feeling.	iguage to in	oip understar	ia novi the p	7C1 3011 13
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0
Jnderstanding the p	person's body lang	<u>juage</u>		
*182. The h	elper shoul	ld look for and	d respond to	the
	-	cues that may	-	
needs or fee	lings.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	know/Depends	0	C
*400 The L	ا-دعام سماره	d be swere 4	of the news	an who is
		d be aware the		
		nnay use non no appears an		•
, ,	-	the toilet or l	•	_
something g	_			-
Essential	Important	Don't	Unimportant	Should not be included
		know/Depends		included

gauge how they are feeling, e.g. faster breathing may indicate distress, while slower breathing may show they are calm.  Essential Important Renow/Depends Unimportant Included C C C C C C C C C C C C C C C C C C		_	ld observe the	_	_
Essential Important Don't know/Depends Unimportant Should not be included or communicate meanings to the person because these may be more readily understood.  *189. The helper should be aware that if the person breaks off eye contact, this may mean they have not understood what the helper is saying, but do not want to admit it.    Essential		•	<b>.</b> .	•	-
*185. The helper should be aware that if the person breaks off eye contact, this may mean they have not understood what the helper is saying, but do not want to admit it.  Essential Important Essential Important know/Depends Unimportant Important Essential Essential Important Essential	calm.				
*185. The helper should be aware that if the person breaks off eye contact, this may mean they have not understood what the helper is saying, but do not want to admit it.    Essential   Important   Don't know/Depends   Unimportant   Should not be included   C   C   C   C   C   C   C   C   C	Essential	Important		Unimportant	
what the helper is saying, but do not want to admit it.  Essential Important Non/Depends Unimportant Should not be included  The helper's body language  *186. The helper should be aware of the facial expressions they are conveying to the person.  Essential Important Non/Depends Unimportant Should not be included  'C C C C C C C C C C C C C C C C C C C	0	O	O	0	O
what the helper is saying, but do not want to admit it.  Essential Important Don't know/Depends Unimportant included inc	<b>*</b> 185. The h	elper shoul	d be aware th	nat if the per	son breaks
Essential Important know/Depends Unimportant included included C C C C C C C C C C C C C C C C C C	off eye conta	act, this ma	y mean they h	nave not und	lerstood
Essential Important know/Depends Unimportant included included  C C C C C C C C C C C C C C C C C C C	what the hel	per is saying	g, but do not v	want to adm	it it.
*186. The helper should be aware of the facial expressions they are conveying to the person.  Essential Important Don't know/Depends Unimportant included included  *187. The helper should try to keep their facial expressions and gestures positive.  Essential Important Don't know/Depends Unimportant included  *188. The helper should use facial expressions to communicate meanings to the person because these may be more readily understood.  Essential Important Nnow/Depends Unimportant included  Don't know/Depends Unimportant included  Should not be included  The helper should be aware that their behaviour may send a message to the person, e.g. their behaviour may indicate that they are frustrated with the person.  Essential Important Don't know/Depends Unimportant Should not be included	Essential	Important		Unimportant	
*186. The helper should be aware of the facial expressions they are conveying to the person.  Essential Important Don't know/Depends Unimportant included included included included included  *187. The helper should try to keep their facial expressions and gestures positive.  Essential Important Don't know/Depends Unimportant included included  *188. The helper should use facial expressions to communicate meanings to the person because these may be more readily understood.  Essential Important Don't know/Depends Unimportant included included  *189. The helper should be aware that their behaviour may send a message to the person, e.g. their behaviour may indicate that they are frustrated with the person.  Essential Important Don't know/Depends Unimportant Should not be included included included Should not be included Should not Shou	•	O	•	O	
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*188. The helper should use facial expressions to communicate meanings to the person because these may be more readily understood.  Essential Important Don't know/Depends Unimportant Should not be included  *189. The helper should be aware that their behaviour may send a message to the person, e.g. their behaviour may indicate that they are frustrated with the person.  Essential Important Don't know/Depends Unimportant Should not be included			a try to keep	tileli laciai e	*xpressions
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communicate meanings to the person because these may be more readily understood.  Essential Important Don't know/Depends Unimportant Should not be included  *189. The helper should be aware that their behaviour may send a message to the person, e.g. their behaviour may indicate that they are frustrated with the person.  Essential Important Don't know/Depends Unimportant Should not be included	and gestures  Essential	s positive.	Don't know/Depends	Unimportant	Should not be included
Essential Important Don't know/Depends Unimportant Should not be included  *189. The helper should be aware that their behaviour may send a message to the person, e.g. their behaviour may indicate that they are frustrated with the person.  Essential Important Don't know/Depends Unimportant Should not be included	Essential	Important	Don't know/Depends	Unimportant	Should not be included
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indicate that they are frustrated with the person.  Essential Important Don't Unimportant Should not be included	* 188. The hocommunicatemore readily	Important  C nelper shoul se meanings understood	Don't know/Depends  C  Id use facial esto the person d.  Don't know/Depends  C	Unimportant  C expressions n because the component of the	Should not be included  to hese may be  Should not be included
Essential Important Unimportant included	* 188. The h communicat more readily Essential	Important  C nelper shoul se meanings understood Important  C nelper shoul	Don't know/Depends  C  Id use facial esto the person d.  Don't know/Depends  C  Id be aware the	Unimportant  C expressions n because the control of	Should not be included  to hese may be Should not be included  C aviour may
·	* 188. The had been to be a more readily  Essential  C  * 189. The had been to be a messend a messential	Important  C nelper shoul te meanings understood Important  C nelper shoul teage to the p	Don't know/Depends  Id use facial esto the person d.  Don't know/Depends  C  Id be aware the person, e.g. the	Unimportant  Expressions n because the comportant  Unimportant  Compatitude the composition of the compositi	Should not be included  to hese may be Should not be included  C aviour may
	* 188. The homographicate more readily  Essential  C  *189. The homographicate send a messindicate that	important  celper shoul melper shoul meanings understood important  celper shoul melper shoul	Don't know/Depends  Id use facial est to the person d.  Don't know/Depends  C  Id be aware the person, e.g. the ustrated with the pon't was a second or the person of the	Unimportant  Expressions In because the Unimportant  Conat their behineir behavior the person.	Should not be included  to hese may be  Should not be included  C aviour may ur may Should not be
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	Essential  C  *188. The h communicate more readily  Essential  C  *189. The h send a mess indicate that	Important  Concelper should be meanings of understood important  Concelper should be age to the part of the part o	Don't know/Depends  C  Id use facial esto the person d.  Don't know/Depends  C  Id be aware the person, e.g. the ustrated with to Don't know/Depends	Unimportant  C expressions n because the control of the person. Unimportant Unimportant	Should not be included  to  hese may be  Should not be included  C  aviour may ur may  Should not be included

Не	elping the	confused	d older pers	son		
*	<sup>k</sup> 190. The h	elper shoul	d use a non-t	hreatening t	one of	
		-	e in order to	_		
C	onfidence ir	the helper	's ability to as	ssist.		
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
	0	0	0	0	0	
*	<sup>K</sup> 191. The h	elper should	d try to make	sure that th	eir non-	
V	erbal comm	unication m	atches their	verbal comn	nunication.	
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
	0	0	0	0	0	
	_	•	mments on t			there anything you would d.
N	on-verbal o	communic	ation (cont	inued)		
co sta Wi de	nfused person. Pleatement be include	ase rate how impo d in the guidelines aid to the confused	the helper should kno rtant (from 'essential' s. I person, the helper w mild or more severe.	to 'should not be in	cluded') you think it	is that each a person's
		A. Co. Maria	d do			
	•		d when rating the stat	ements.		
	ing touch to comn					
		-	d be aware th	•		
а	rm or hand	can commu	nicate to the	person that	the helper	
is	interested	and really c	ares.			
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
	0	0	O	0	0	
*	<sup>k</sup> 194. The h	elper should	d be aware th	at a simple	touch of the	
		-	alm the perso	-		
0	r upset.	_	-		, 00	
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
	•	O	© Know/Depends	0	included •	

~195. I ne n	elper shoul	d be aware th	at if they ha	ve a close
		rson, touch c		
way of conne	ecting with	them.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	0	O
<b>*</b> 196. The h	elper shou	ld use touch t	o comfort a	nd reassure
the person.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
*197. Befor	e using tou	ch to provide	comfort, the	e helper
should ask th	ne person if	it is alright to	touch then	1.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	O	0	O
<b>≭198.</b> The h	elper shoul	ld pay attentio	on to non-ve	rbal cues
	-	t want to be t		
Essential	Important	Don't	Unimportant	Should not be
		know/Depends	-	included
0	0	c C	O	included ©
Cone and pitch	O	•	O	
Tone and pitch		©		O
Fone and pitch *199. The h	elper shoul	•	at their tone	e of voice is
Fone and pitch *199. The h	elper shoul as the wor	d be aware the say to	at their tone the person	e of voice is Should not be
*199. The has important	elper shoul	d be aware th	at their tone	o of voice is
*199. The has important  Essential	elper shoul as the wor Important	d be aware the condition of the conditio	o the person  Unimportant	e of voice is Should not be included
*199. The has important  Essential	elper shoul as the wor  Important  C  elper shoul	d be aware the book they say to bon't know/Depends	o the person Unimportant	Should not be included C e of voice or
*199. The has important  Essential  *200. The h	elper shoul as the wor  Important  C  elper shoul motion may	d be aware the Don't know/Depends	o the person Unimportant  o  at their tone by the person	Should not be included C e of voice or on, e.g. the
*199. The has important  Essential  *200. The has displays of ehelper's anxi	elper shoul as the wor  Important  C  elper shoul motion may	d be aware the book they say to bon't know/Depends	Unimportant  O  The person  Unimportant  O  That their tone by the person  Kiety in the person	Should not be included C e of voice or on, e.g. the
*199. The has important  Essential  *200. The has displays of ehelper's anxions	elper shoul as the wor  Important  C  elper shoul motion may ous tone m	d be aware the documents of the document	uat their tone of the person  Unimportant  of  at their tone by the person  kiety in the person	Should not be included C e of voice or on, e.g. the person. Should not be included
*199. The has important  Essential  *200. The has displays of ehelper's anxi	elper shoul as the wor  Important  C  elper shoul motion may	d be aware the Don't know/Depends  d be aware the y be mirrored by the day trigger and Don't	Unimportant  O  The person  Unimportant  O  That their tone by the person  Kiety in the person	Should not be included C e of voice or on, e.g. the person. Should not be
*199. The has important  Essential  *200. The has displays of each the helper's anxion	elper shoul as the wor  Important  C  elper shoul motion may ous tone m  Important	d be aware the documents of the document	their tone of the person Unimportant  C  nat their tone by the person kiety in the person Unimportant	Should not be included  of voice or on, e.g. the person.  Should not be included
*199. The has important  Essential  *200. The has helper's anxion Essential  **201. The has helper's anxion Essential	elper shoul as the wor Important C elper shoul motion may ous tone m Important C	d be aware the Don't know/Depends d be aware the bear of the bear	their tone of the person Unimportant  contact their tone by the person kiety in the person Unimportant  contact their tone contact their their tone contact their tone contact their tone contact their tone contact their their tone contact their th	Should not be included  of voice or on, e.g. the person.  Should not be included  of voice or on, e.g. the or
*199. The has important  Essential  *200. The has helper's anxion Essential  **201. The has helper's anxion Essential	elper shoul as the wor  Important  C elper shoul motion may ous tone m Important  C elper shoul use people	d be aware the Don't know/Depends d be aware the bear of the bear	their tone of the person Unimportant  contact their tone by the person kiety in the person Unimportant  contact their tone contact their their tone contact their tone contact their tone contact their tone contact their their tone contact their th	Should not be included  of voice or on, e.g. the person.  Should not be included  of voice or on, e.g. the or
*199. The has important  Essential  *200. The has displays of ehelper's anxion	elper shoul as the wor  Important  C elper shoul motion may ous tone m Important  C elper shoul use people	d be aware the Don't know/Depends d be aware the bear of the bear	their tone of the person Unimportant  contact their tone by the person kiety in the person Unimportant  contact their tone contact their their tone contact their tone contact their tone contact their tone contact their their tone contact their th	Should not be included  of voice or on, e.g. the person.  Should not be included  of voice or on, e.g. the or

202. Do you have any comments on the above statements? Is there anything you would like to add? Please write your suggestions in the box provided.  Challenges you may encounter during communication  This section asks you what information the helper should know in order to respond to challenges that may occur whilst communicating with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.  When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.  Please also keep the definitions in mind when rating the statements.  When the helper doesn't understand what the person is saying  *203. If the helper does not understand what the person is trying to say, the helper should ask the person to point, gesture or touch.
Challenges you may encounter during communication  This section asks you what information the helper should know in order to respond to challenges that may occur whilst communicating with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.  When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.  Please also keep the definitions in mind when rating the statements.  When the helper doesn't understand what the person is saying  *203. If the helper does not understand what the person is trying to say, the helper should ask the person to point, gesture or touch.
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whilst communicating with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.  When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.  Please also keep the definitions in mind when rating the statements.  When the helper doesn't understand what the person is saying  *203. If the helper does not understand what the person is trying to say, the helper should ask the person to point, gesture or touch.  Don't Should not be
decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.  Please also keep the definitions in mind when rating the statements.  When the helper doesn't understand what the person is saying  *203. If the helper does not understand what the person is trying to say, the helper should ask the person to point, gesture or touch.  Don't Should not be
*203. If the helper does not understand what the person is trying to say, the helper should ask the person to point, gesture or touch.  Don't Should not be
*203. If the helper does not understand what the person is trying to say, the helper should ask the person to point, gesture or touch.  Don't Should not be
trying to say, the helper should ask the person to point, gesture or touch.  Don't Should not be
Don't Should not be
Essential Important Unimportant included
© © C © C
*204. If the helper does not understand what the person is
saying then the helper should apologise and ask the person
to repeat it.
Essential Important Don't Should not be Unimportant included
*205. When communication is difficult, the helper should
not give up trying to understand the person.
Essential Important Don't Should not be Unimportant included
When the person can't find the right words
*206. The helper should be aware that the person may need
to 'talk around' a topic before finding the right word or
phrase.
Essential Important Don't Should not be Unimportant included

Helping the				
	_	d be aware th ain silent and		
own way to c	ope with di	ifficulties in c	onversation	, e.g. finding
a word to use	€.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	O	O
<b>*</b> 208. The h	elper shoul	ld not finish tl	ne person's	sentences
for them or 'f	ill in the bla	nks' too quic	kly.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	O	0	O
*209. If the	person is u	nable to find t	the right wo	rd, but the
		vhat they are		
should not co	orrect the p	erson as this	may cause	
unnecessary	frustration			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
<b>*210.</b> The h	elper shou	ld avoid point	ing out any	word errors
		this can be di		
	le mamani	loss.		
someone wit	n memory			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
	_	Don't	Unimportant	
Essential  C  *211. Althoughthey are haviously the should be a sho	Important  C  ugh the hel  ng difficult	Don't know/Depends  per should he y finding the temptation to	elp the personing the person of the person o	included C on when r phrase, the r speak for
Essential  C  *211. Althougher are having the should be	Important  C  ugh the hel  ng difficult	Don't know/Depends  C  per should he y finding the i	elp the perso	included  on when r phrase, the
*211. Althor they are having helper should the person.	Important  C  ugh the hel  ng difficult d avoid the	Don't know/Depends  per should he y finding the temptation to	elp the personing the person of the person o	included  On when r phrase, the r speak for  Should not be
*211. Althorhelper should the person.  Essential  C *212. If the	Important  C  ugh the hel  ng difficult d avoid the  Important  C  person is to	Don't know/Depends  per should he provided the provided temptation to the provided temptation temptation to the provided temptation t	elp the personight word of interrupt of Unimportant	included  on when r phrase, the r speak for  Should not be included  o  but is
*211. Althorathey are having the person.  Essential  C  *212. If the becoming fruits.	Important  C  ugh the hel  ng difficult d avoid the  Important  C  person is to	per should he pe	elp the personight word of interrupt of Unimportant	included  on when r phrase, the r speak for  Should not be included  o  but is
*211. Althor they are havi helper should the person.  Essential	Important  C  ugh the hel  ng difficult d avoid the  Important  C  person is to	per should he pe	elp the personight word of interrupt of Unimportant	included  on when r phrase, the r speak for  Should not be included  o  but is

*242 A	46-6-1	haa alisaa 41	nevers 41	to find the
		has given the he words are		
		gest what th		•
say.	<b></b>	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		<b>J</b>
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	О	O	O
*214. The h	elper shoul	d help the pe	rson who ca	annot
		se the more t		
searching fo	r the word, t	the more likel	y that the po	erson will
lose the thou	ight altoget	her.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	O	0
<b>*215.</b> If the	person's w	ords are mixe	ed up and se	em
	_	ords are mixe should smile	_	
nonsensical,	the helper		and say, "I	am having a
nonsensical, problem und	the helper erstanding"	should smile '. This implies	and say, "I	am having a erson is not
nonsensical, problem und	the helper erstanding"	should smile	and say, "I	am having a
nonsensical, problem und the problem.	the helper erstanding"	should smile '. This implies	and say, "I as that the pe	am having a erson is not
nonsensical, problem und the problem. Essential	the helper erstanding" Important	Should smile  '. This implies  Don't  know/Depends	and say, "I as that the pe	am having a erson is not  Should not be included
nonsensical, problem und the problem.  Essential  C  *216. When	the helper erstanding"  Important	should smile '. This implies  Don't  know/Depends	and say, "I as that the pe	am having a erson is not  Should not be included  C ense, the
nonsensical, problem und the problem.  Essential  C  *216. When helper should	the helper erstanding"  Important  the person d focus on t	Don't know/Depends	and say, "I as that the pe	should not be included  conse, the on is trying
nonsensical, problem und the problem.  Essential   *216. When helper should to convey be	Important  the person d focus on tecause this	Don't know/Depends  's words arer the emotion to	and say, "I as that the person feel of	should not be included  conse, the on is trying
nonsensical, problem und the problem.  Essential   *216. When helper should to convey be	Important  the person d focus on tecause this	Don't know/Depends  's words arer the emotion to will help the parts.	and say, "I as that the person feel of	should not be included  conse, the on is trying
nonsensical, problem und the problem.  Essential  C  *216. When helper should convey be even if they converse.	Important  C  the person of focus on the cause this cannot find	Don't know/Depends  's words arer the emotion to will help the pon't	and say, "I as that the person feel of the words."	should not be included  ense, the on is trying understood
nonsensical, problem und the problem.  Essential  C  *216. When helper should to convey be even if they convey be even if the even if the even if they convey be even if they convey be	Important  the person of focus on the cause this cannot find	Don't know/Depends C  's words aren the emotion the appropriation of the property of the control	unimportant  Unimportant  O  I't making so hat the person feel of the words.  Unimportant	should not be included  C ense, the on is trying anderstood  Should not be included
nonsensical, problem und the problem und the problem.  Essential  A 216. When helper should to convey be even if they convey be even if they convey be a 217. If the	Important  the person of focus on the cause this cannot find important  person is h	Don't know/Depends  C  S words aren the emotion to will help the paper bon't know/Depends	unimportant  Unimportant  On't making so hat the person feel of the words.  Unimportant  C  expressing	should not be included  conse, the on is trying anderstood  Should not be included  Conse, the on is trying anderstood  Should not be included  Conse, the one included
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nonsensical, problem und the problem und the problem.  Essential  A 216. When helper should to convey be even if they convey be even if they convey be a 217. If the the helper should the helper should be a 217. If the 217. If the the helper should be a 217. If the 217.	Important  C  the person d focus on tecause this cannot find Important  C  person is head	Don't know/Depends  's words aren the emotion to will help the pon't know/Depends  O aving trouble em know it is	and say, "I as that the person feel words.  Unimportant  O  The making so that the person feel words.  Unimportant  O  expressing alright and expressing alright and expressing the same series.	should not be included  conse, the on is trying anderstood  Should not be included  Conse, the on is trying anderstood  Should not be included  Conse, the one included

-		the area you	•	be hurting	
nd ask the	person to no	od if it hurts t	here.	Observed made by	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	O	
l9. Do vou	have any co	omments on t	he above sta	ntements? Is there ar	nythina you woul
-	-			box provided.	
					<u>~</u>
allenges	you may e	encounter d	uring com	munication (contin	nued)
uded') you think en providing first	it is that each state	ement be included in	the guidelines.	essential' to 'should not be judgement because a person's mind when rating the following	
ase also keep th	e <b>definitions</b> in min	d when rating the sta	tements.		
blems with con	<u>ıprehension</u>				
	-	d check that	the person v	/ith	
<sup>2</sup> 220. The l	helper shoul	d check that ns is not being	-		
ommunica	helper shoul tion problen		g affected by	something	
<sup>5</sup> 220. The lommunication in the second seco	helper shoul tion problen	ns is not being ring aid may	g affected by	something	
220. The lommunica	helper shoul tion problem .g. their hea	ns is not being ring aid may i glasses.  Don't	g affected by	y something ng or they  Should not be	
220. The lommunicate related, ere wearing	helper shoul tion problem .g. their hea the wrong g	ns is not being ring aid may l plasses.	g affected by	y something ng or they	
220. The land ammunication of the lated, experience the lated in the l	helper shoul tion problem a.g. their hea the wrong g	ns is not being ring aid may i glasses.  Don't know/Depends	g affected by not be worki Unimportant	something ng or they  Should not be included	
220. The land arelated, experience wearing  Essential	helper shoul tion problem a.g. their hea the wrong g Important	ring aid may ing aid may ing aid may ing aid may ing	g affected by not be worki  Unimportant  C  rson for feed	something ng or they  Should not be included  C  back on	
220. The land and a second and a second	helper shoul tion problem .g. their hea the wrong g Important	ring aid may in plasses.  Don't know/Depends  C  Id ask the per sunderstood to	g affected by not be working Unimportant  C rson for feed them and local controls the control the controls the control the controls the control the c	something ng or they  Should not be included  back on ok for signs	
220. The land and a minimum ican related, exercised Essential  221. The land and a minimum ican related, exercised Essential  21. The land and a minimum ican related ican rel	helper shoul tion problem .g. their hea the wrong g Important C helper shoul e person has nding, e.g. tl	ring aid may ing aid may ing aid may ing aid may ing	g affected by not be working Unimportant  Son for feed them and local controls.	something ng or they  Should not be included  back on ok for signs	
220. The land and a second and a second	helper shoul tion problem .g. their hea the wrong g Important C helper shoul e person has nding, e.g. tl	ring aid may ing aid may ing aid may ing aid may inglesses.  Don't know/Depends  Cold ask the person is being aid may inglesses.	g affected by not be working Unimportant  Son for feed them and local controls.	something ng or they  Should not be included  back on ok for signs e and facial	
220. The land are lated, experience wearing  Essential  C  221. The land are the la	helper shoul tion problem .g. their hea the wrong g Important C helper shoul e person has nding, e.g. tl	ring aid may in plasses.  Don't know/Depends  C  Id ask the per sunderstood to	g affected by not be working Unimportant  Son for feed them and local controls.	something ng or they  Should not be included  back on ok for signs	

	_	esn't understa ouder as this v	_	
make commi			···· upoot tiiv	poroon and
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0
*223. If the	person is h	naving trouble	understand	ling, then
	-	ng written con		•
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	O	0
<u>Arguments</u>				
<b>*224.</b> The h	elper shou	ld avoid argui	ng with the	person
because this	is likely to	cause the pe	rson to beco	ome angry,
anxious, frus	strated or m	nore confused	<b>l.</b>	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0
mmediate re	esistance, t	ng questions t he helper sho rather than a	uld tell the p	erson what
immediate re is going to ha have your sh	esistance, t appen, e.g. ower now?	he helper sho rather than a ", the helper	uld tell the p sking "Do ye	erson what ou want to 'It's time for
mmediate re is going to ha have your sh	esistance, t appen, e.g. ower now?	he helper sho rather than a	uld tell the p sking "Do ye	erson what ou want to
mmediate res s going to ha nave your sh your shower	esistance, t appen, e.g. ower now? now".	he helper sho rather than a ", the helper	uld tell the p sking "Do ye should say "	person what ou want to 'It's time for Should not be
mmediate residence solves to have your shower  Essential	esistance, t appen, e.g. lower now? now". Important	he helper sho rather than a ", the helper a Don't know/Depends	uld tell the pasking "Do yo should say " Unimportant	erson what ou want to 'It's time for Should not be included
mmediate resistance your shower  Essential  C  * 226. If an a	esistance, t appen, e.g. lower now? now". Important	he helper sho rather than a ", the helper  Don't know/Depends	uld tell the pasking "Do yo should say " Unimportant O	erson what ou want to 'It's time for Should not be included
mmediate residence solves and solves when the solves with the	esistance, t appen, e.g. lower now? now". Important	he helper sho rather than a ", the helper  Don't know/Depends  C evelops, the l	uld tell the pasking "Do yo should say " Unimportant O	erson what ou want to 'It's time for Should not be included
mmediate residence solved in the second seco	esistance, tappen, e.g. lower now? now". Important Cargument deconversatio	he helper sho rather than a ", the helper  Don't know/Depends  C evelops, the len or begin a n Don't	uld tell the pasking "Do yo should say " Unimportant C helper shoul ew activity.	erson what ou want to 'It's time for Should not be included C d change Should not be
mmediate resistance your shower Essential C * 226. If an atthe topic of contents Essential	esistance, tappen, e.g. lower now? now". Important Cargument deconversation	he helper sho rather than a ", the helper  Don't know/Depends  evelops, the len or begin a n  Don't know/Depends	uld tell the pasking "Do ye should say "  Unimportant  Chelper should ew activity.  Unimportant  C	erson what ou want to 'It's time for  Should not be included  C  d change  Should not be included  C
immediate reis going to have your shower  Essential  C  *226. If an athe topic of control  Essential  C  *227. If an athe	esistance, tappen, e.g. lower now? now". Important conversatio Important	he helper sho rather than a ", the helper  Don't know/Depends  C  evelops, the len or begin a n Don't know/Depends  C	uld tell the pasking "Do ye should say "  Unimportant  Chelper should ew activity.  Unimportant  Chelper should evactivity.	erson what ou want to 'It's time for Should not be included C d change Should not be included C
mmediate resists going to have your shower shower sessential  *226. If an athe topic of control  *227. If an athe person a	esistance, tappen, e.g. lower now? now". Important conversatio Important conversatio argument dand then try	he helper sho rather than a ", the helper s  Don't know/Depends  evelops, the len or begin a n Don't know/Depends  c  evelops, the helper s	uld tell the pasking "Do ye should say "  Unimportant  Chelper should ew activity.  Unimportant  Chelper should evactivity.	erson what ou want to 'It's time for Should not be included C d change Should not be included C
immediate reis going to have your shower  Essential  C  *226. If an athe topic of of the topic o	esistance, tappen, e.g. lower now? now". Important conversatio Important conversatio argument dand then try	he helper sho rather than a ", the helper s  Don't know/Depends  evelops, the len or begin a n Don't know/Depends  c  evelops, the helper s	uld tell the pasking "Do ye should say "  Unimportant  Chelper should ew activity.  Unimportant  Chelper should evactivity.	erson what ou want to 'It's time for Should not be included C d change Should not be included C

Helping the	confused	d older per	son			
<b>*228.</b> The h	nelper shoul	d be aware th	at silence c	an be a way		
to connect w	vith the pers	son.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	O	O	O	O		
*229. The h	nelper shoul	d be aware th	at silence is	not		
necessarily a	a negative t	hing.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	O	O	O	O		
*230. The h	nelper shoul	d be aware th	at they may	have more		
of a problem	with silenc	e than the pe	rson does.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	O	0	0	0		
*231. The h	elper should	d not automat	tically interp	ret the		
	_	er or depress				
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	0	© C	0	O		
<b>≭232.</b> The b	nelner shoul	d be aware th	nat if the ner	son does		
	_	not mean tha	_			
feelings are			•	,		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	O	© C	O	O		
233. Do vou	have any co	omments on t	he above st	atements? Is	there anything you wou	uld
_	_	e your sugges				
					_	
					V	
Challanges					(a a m4: mus d)	
Challenges	you may e	incounter d	uring com	munication	(continued)	
whilst communicating	g with a confused p	the helper should kno person. Please rate ho ement be included in t	ow important (from	-	•	
•		d person, the helper was mild or more severe.			·	
Please also keep the	definitions in mine	d when rating the stat	tements.			
Responding to inco	herence, unrespor	nsiveness or agitatio	<u>)n</u>			

Telping the		•	_	
		d not blame t		
	-	on's lack of ab	onty or their	
misundersta	naing of the	Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
O	0	0	O	0
*235. If the	person beg	jins rambling,	the helper s	should avoid
		distracted bed		
sense the lac	k of intere	st and this ma	ay close dow	'n
communicati	on.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	©	0	© .
*226 154b-		.4a 4all:!!		leges 4k s!=
	•	rts talking inc per should rep	•	
_		per snould rep the person pi		
conversation		ane person p	ion ap tile til	I SUU VI
Essential	· ·	Don't	Unimportant	Should not be
	Important	know/Depends	Unimportant	included
O	O	0	O	O
<b>*237.</b> If the	helper has	to repeat wha	t they have	said
	-	forgetfulnes	-	
avoid paraph	rasing bec	ause this may	y confuse th	_
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
*238 That	alnar skard	d paraphrase	rather then	evactly
		o parapnrase has said to th		
-	-	e more cohere		
	-	Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
0	0	0	O	O
			oherently, th	e helper
*239. If the	person stai	rts talking inc	o, t.	
	_	rts talking inc erstood words		ion as this
should phras	e any unde	_	s as a quest	
should phras	e any unde	erstood words	s as a quest	
should phras	e any unde	erstood words y, e.g. "What v	s as a quest	<b>ying</b> Should not be
should phras might encour about?".	ee any unde rage a reply	erstood words y, e.g. "What v	s as a quest were you say	ying
should phras might encour about?".	ee any under rage a reply	erstood words y, e.g. "What v Don't know/Depends	s as a quest were you say	Should not be included

Helpir	ng the c	onfused	older pers	on			
*240	). If the po	erson is tal	lking in a con	fused way, f	he helper		
shoul	d show th	ne person f	they are liste	ning by mai	ntaining		
-	•	•	talking in a ge	•			
encou	ırage the	person to	continue con	nmunicatin			
Esse	ential	Important	Don't know/Depends	Unimportant	Should not be included		
(	<b>①</b>	0	O	O	0		
*241	. If the pe	erson does	not respond,	, or if it look	s like the		
			ntion, the hel				
after a	a break w	vhen the po	erson may be	more focus	ed.		
Esse	ential	Important	Don't know/Depends	Unimportant	Should not be included		
(	9	0	C C	О	C		
*242	) If the no	orean dags	not want to t	talk turns a	way or cave		
			e helper shou				
_	ach after		o noipe. one.	nia ti y aga	· With 6. 11011		
	ential	Important	Don't know/Depends	Unimportant	Should not be included		
(	9	O	© C	O	O		
*242	if the ne	araan daac	not want to t	4-lle furne e			
	_		s not want to the helper shou				
talk.	,tui	01 111011 111	o noiper ener	MIM IIO LIGICI	, 1110111 13		
Esse	ential	Important	Don't	Unimportant	Should not be		
(	<b>3</b>	0	know/Depends	0	included ©		
244 [	Sa way ba	287 601		chove etc	tomonte? le	there enything	···o··· would
	_	_	mments on the your suggest			there anything	you woulu
IIIO C	, audi i i	FASC WIILS	your sugges	tions in the	DOX PIOTIUS.	A.	_
Discu	ssing se	ensitive is	ssues and n	naking dec	cisions witl	h the person	
symptoms section, 'a	s of dementia, a conversation'	stopping driving of refers to a conve	ut sensitive issues wh or the need for a cha ersation about a sensi s that each statement	ange in level of care itive issue. Please r	e or living arrangeme ate how important (f	ents. In this	
•	-	•	person, the helper wil mild or more severe. I			-	
Please als	so keep the <b>de</b>	finitions in mind	when rating the state	ements.			
How to d	liscuss sensiti	<u>ive issues</u>					

o.p.i.g a.io	Cornacc	d older per	50H	
	_	d choose a pl		
-	•	n conversation Inication and		-
•		Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
O	O	0	0	0
*246. The h	elper shou	ld have a one	-on-one con	versation
with the pers	son in a quie	et setting, as t	this will incr	ease the
_	etting and ı	maintaining th	ne attention	of the
person.		D #		01 11 11
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	0	0
*247. If it is	possible, t	he helper sho	uld wait unt	il the person
		efore trying t		
them, e.g. th	e person m	ay be more ti	red or confu	sed in the
evening and	more respo	nsive after th	ey have res	ted.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	0	O	0
*248. The h	elper shoul	ld approach ti	he person in	a calm.
		ntal manner b		
mood for the	subseque	nt conversation	on.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	O	0
*240 Thab	alner skoul	d begin the c	onversation	with noutral
	_	t and help the		
-	-	eather, family.	-	· OIGAOG
Essential	Important	Don't	Unimportant	Should not be
	·	know/Depends		included
O	O	0	O	O
*250. When	starting th	e conversatio	on, the helpe	er should
state the pu	pose of the	conversation	1.	
		Don't	Unimportant	Should not be included
Essential	Important	know/Depends		IIIGIUU <del>c</del> u

Helping the	Comusec	doluer pers	SULL		
<b>*</b> 251. The h	elper shoul	d be aware th	at there is n	o need to	
be embarras	sed at displ	ays of negati	ve emotion l	by the	
person (e.g. 1	tearful, ang	ry), because i	t is good for	the person	
to express th	eir emotion	IS.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	
<b>*252.</b> If the	person sho	ws negative e	emotions (e.g	g. tearful,	
angry), the h	elper should	d not attempt	to stop or a	void this.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	O	0	O	O	
*253. When	discussing	topics whicl	n evoke a st	rong	
emotional re	sponse fror	n the person,	the helper	should not	
reject or disn	niss what tl	ne person say	s about thei	r feelings,	
e.g. 'Oh, you	don't need	to worry abou	ıt that'.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	O	© C	0	C	
254 Do you b	10V0 2BV 60	mmonts on t	ho abovo str	ntomonte? le tha	re anything you would
_	_			box provided.	ie anything you would
inc to add 1	icase wiit	c your sugges		box provided:	_
					$\overline{\vee}$
Discussing s		ssues and ı	making de	cisions with th	e person
symptoms of dement	ia, stopping driving on' refers to a conv	g or the need for a ch versation about a sens	ange in level of car sitive issue. Please	when to see a doctor about e or living arrangements. I rate how important (from 'e e guidelines.	n this
				judgement because a per n mind when rating the foll	
Please also keep the	definitions in mine	d when rating the sta	ements.		
Discussing the diag	<u>nosis</u>				

_	e implicatio	e truth about ns.	alagil	Jio Alia Gall
Essential	- Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	O	O
ecommend	ed that a pe	d be aware th	nentia be tol	d of their
•	-	son has a righ		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	©	O	O
	_	d be aware the wing their dia  Don't know/Depends	_	Should not be included
O	0	0	O	0
diagnosis ca	an enable th	d be aware the e person to ta	_	
diagnosis ca	_	e person to ta	_	
diagnosis ca planning for Essential	an enable th their future Important	e person to ta  Don't know/Depends	Unimportant	Should not be included
diagnosis caplanning for  Essential  C  *259. If the	an enable the their future Important Correct person has	e person to ta  Don't know/Depends	Unimportant	Should not be included
diagnosis can blanning for Essential  * 259. If the dementia by	an enable the their future Important Correct person has	Don't know/Depends	Unimportant	Should not be included
lagnosis callanning for  Essential  C  K 259. If the ementia by hem.	an enable the their future  Important  coe person has a health pro-	Don't know/Depends  not been tole ofessional, the	Unimportant  C d their diagnee helper sho	Should not be included  cosis of build tell  Should not be
diagnosis caplanning for  Essential  * 259. If the dementia by them.  Essential  * 260. The Idiagnosis so	e person has a health pro-  Important  Important  Important  c a health pro-  chelper should they know	Don't know/Depends  onot been tole ofessional, the know/Depends	Unimportant  C d their diagn e helper sho Unimportant  C the person e experienci	Should not be included  Cosis of buld tell  Should not be included  Cosis of tell  Should not be included  Cosis told their ng changes
diagnosis caplanning for  Essential  *259. If the dementia by them.  Essential  *260. The ladiagnosis so in functionir	e person has a health pro-  Important  Important  Important  c a health pro-  chelper should they know	Don't know/Depends of essional, the how/Depends  Don't know/Depends  Od ensure that why they are	Unimportant  C d their diagn e helper sho Unimportant  C the person e experienci	Should not be included  Cosis of buld tell  Should not be included  Cosis of tell  Should not be included  Cosis told their ng changes

Helping the	confuse	d older pers	son	
	-	not been told	•	
•	•	ofessional and	•	
	•	the helper sho cause it may		-
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	O	О	O
*262 If the	nerson has	not been told	l their diann	nsis of
	_	ofessional and	_	
_	-	l asking what	-	
helper shoul	d tell the pe	erson about th	neir diagnos	is.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	0	0	O
<b>*</b> 263. The h	elper shoul	d be aware th	at the perso	on may not
	_	nosis and this	_	_
inability to u	nderstand o	or a self-prote	ctive mecha	nism to help
them cope.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	0	O	O
*264. If the	person doe	es not acknow	ledge their	diagnosis.
	_	to force the	_	
•	Important	Don't know/Depends	Unimportant	Should not be included
O	0	0	0	O
<b>≭</b> 265. The h	elner shoul	d choose how	v thev exnla	in to the
	-	ng based on t		
-		ghtforward ex	-	-
•	•	'You have a m	-	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	0	0	O
*266 If noo	ded the ho	lper should ge	at advice fro	m the
	•	iper snould ge ionals on how		
about their d	-		to ti	Pa.aa
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	0	0
•	()	Û	O	()

		d older pers			
<b>≭267.</b> The h	elper shoul	d make sure t	that the pers	on reaches	
some unders	tanding ab	out the diagn	osis becaus	e they need	
to know that	anyone car	ing for them v	will sometim	es need a	
break.					
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	
*269 If the	norcon doo	s not understa	and all that t	hoir	
	_	, deny it, the l			
•	_	further detail	-	-	
disease.					
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	
*269. While	t discussin	g the diagnos	is, the helne	er should	
		let them kno			
supported ar	-		•		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	O	
*270 The h	alnar shaul	d use the terr	m 'memory l	nee' to	
	_	the word 'der	_		
name will up	•				
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	
271. Do vou l	nave anv co	mments on t	he above sta	atements? Is	there anything you woul
_	_	e your sugges			
				<u> </u>	_
					▼
		iccups and r	making de	cisions wit	h the person
Discussing s	sensitive i	issues allu i			
Discussing s		issues allu i			
		issues allu I		-	
		issues allu I			
		issues allu I			
		issues allu I			
		issues allu I			
		issues allu I			

### Helping the confused older person

This section concerns conversations about sensitive issues which might include when to see a doctor about symptoms of dementia, stopping driving or the need for a change in level of care or living arrangements. In this section, 'a conversation' refers to a conversation about a sensitive issue. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

#### **Discussions post-diagnosis**

## \*272. The helper should remain open to the person's need to talk about their diagnosis, increased limitations and negative feelings as their dementia progresses.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0

# \*273. The helper should be aware that discussions at diagnosis can provide a basis for more detailed discussions later on, e.g. discussions about dementia progression, advice on topics that may be discussed later.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	Know/Depends	_	iliciadea
· ·	O	O	U	· ·

#### **Advance Directive**

An advance directive is a document describing how the person wants to be treated when they are unable to make their own decisions due to their present state of illness. Advance directives should specify the circumstances under which they will be used and who will take the various actions specified, e.g. when the person is becoming unwell or when they are acutely unwell.

# \*274. After diagnosis, the helper should discuss an advance directive with the person on the relevant topics, e.g. care preferences, management of finances and arrangements after death.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0

#### **Power of attorney**

A power of attorney is where another person is appointed to carry out specified or all legal or financial matters for someone.

## \*275. After diagnosis, the helper should discuss assigning a power of attorney, e.g. management of finances and health care decisions.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0

he futur	-	shes, concer		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	©	O	O
<sup>5</sup> 277. The I	helper shoul	d tell the per	son that any	decisions
		an be revisite		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
278. If the	e person has	concerns ab	out facing th	e future.
	-	ure the perso	•	·
-		be scared of		•
ake life mi	ıch easier in	the future."	_	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
		KIIOW/Depends		iliciadea
th follow- nd the nee	up informati d for increas	the helper sh on about the sing assistance	symptoms oce, e.g. the h	f dementia elper might
<sup>5</sup> 279. After with follow-tend the need ay, "becau	diagnosis, up informati d for increas se of your m	the helper sh on about the sing assistand nemory and o you more tha	ould provide symptoms o ce, e.g. the h ther probler	the person f dementia elper might ns, you may n the past".
<sup>2</sup> 279. After ith follow-t nd the need ay, "becau	diagnosis, up informati d for increas se of your m	the helper sh on about the sing assistand nemory and o	ould provide symptoms o ce, e.g. the h ther probler	the person f dementia elper might ns, you may
<sup>&lt;</sup> 279. After ith follow- nd the need ay, "becau eed to let p	r diagnosis, up informati d for increas se of your n people help	the helper sh on about the sing assistand nemory and o you more tha	ould provide symptoms o ce, e.g. the h ther probler n you have i	e the person f dementia elper might ns, you may n the past". Should not be
Caracteristics of the control of the need ay, "becaused to let public essential of the caracteristics of th	r diagnosis, up informati d for increas se of your m people help y Important	the helper sh on about the sing assistand nemory and o you more tha Don't know/Depends	ould provide symptoms o ce, e.g. the h ther problem n you have i	e the person f dementia elper might ns, you may n the past". Should not be included
C 280. The	r diagnosis, up informati d for increas se of your m people help y Important	the helper sh on about the sing assistand nemory and o you more tha Don't know/Depends	ould provide symptoms of ce, e.g. the h ther problem n you have in Unimportant	e the person f dementia elper might ns, you may n the past". Should not be included
\$279. After ith follow-rend the need ay, "becaused to let public to let	r diagnosis, up informati d for increas se of your m people help y Important	the helper shon about the sing assistance nemory and one than a pon't know/Depends	ould provide symptoms of ce, e.g. the h ther problem n you have in Unimportant	e the person f dementia elper might ns, you may n the past". Should not be included
279. After ith follow-ind the need ay, "becaused to let publication of the secondary of the	r diagnosis, up informati d for increas se of your m people help; Important  helper should	the helper shon about the sing assistance memory and one was a substance of the sing assistance of the sing assistance of the sing assistance of the sing as a substance of the sing as	ould provide symptoms o ce, e.g. the h ther problem n you have i Unimportant	e the person f dementia elper might ns, you may n the past". Should not be included  C ble about  Should not be
\$279. After with follow-tend the need ay, "becaused to let public Essential Cost 280. The lementia are Essential Cost 280.	r diagnosis, up informati d for increas se of your m people help; Important  c helper shoul and the perso	the helper shon about the sing assistance memory and one don't know/Depends  Id learn as much bon's diagnosis Don't know/Depends	ould provide symptoms of ce, e.g. the hather problem n you have in Unimportant	e the person f dementia elper might ns, you may n the past". Should not be included  C ble about  Should not be included
\$279. After ith follow-th	r diagnosis, up informati d for increas se of your m people help; Important  C helper shoul mortant  C helper shoul	the helper shon about the sing assistant nemory and one you more that the bon't know/Depends  On's diagnosis Don't know/Depends  C	ould provide symptoms of ce, e.g. the hather problem n you have in Unimportant	e the person f dementia elper might ns, you may n the past". Should not be included  C ble about  Should not be included  C helpful for
\$279. After ith follow-the follow-the need the need ay, "becaused to let public Essential Comments and Essential C	r diagnosis, up informati d for increas se of your m people help; Important  C helper shoul mortant  C helper shoul	the helper shon about the sing assistant nemory and or you more that Don't know/Depends On's diagnosis Don't know/Depends Control of the aware the selves to shade	ould provide symptoms of ce, e.g. the hather problem n you have in Unimportant	e the person f dementia elper might ns, you may n the past". Should not be included  C ble about  Should not be included  C helpful for
\$279. After ith follow-the follow-the need the need ay, "becaused to let public Essential Comments and Essential C	r diagnosis, up informati d for increas se of your m people help y Important  chelper should the person Important	the helper shon about the sing assistant nemory and or you more that Don't know/Depends On's diagnosis Don't know/Depends Control of the aware the selves to shade	ould provide symptoms of ce, e.g. the hather problem n you have in Unimportant	e the person f dementia elper might ns, you may n the past". Should not be included  C ble about  Should not be included  C helpful for

Helping the	confused	l older pers	son			
<b>*</b> 282. The h	elper should	d give the pe	rson the opp	ortunity to		
talk about th						
they lose son	ne of their fu	unctioning an	d capabilition	es.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	O	0	0	0		
*283. The h	elper should	d give the pe	rson informa	ntion about		
counselling k						
coming to te	rms with the	new situation	n and accep	oting the		
limitations th	e illness im	poses.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	O	0	0	O		
*284. The h	elper should	d give the pe	rson's family	<i>ı</i> and		
friends infor	-		_			
more they lea		-				
the person.						
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	0	0	O	0		
285. Do vou l	nave anv co	mments on t	he above sta	atements? Is the	ere anvthing v	ou would
_	-			box provided.		
						~
Discussing (	driving and	d making de	ecisions w	ith the person	1	
This section concerns	s conversations and	d decisions about stop	pping or restricting	driving. In this section, the	e helper	
will generally be a far think it is that each si	-	•	nt (from 'essential'	to 'should not be included	d') you	
		-	.:	industrial bases and		
				judgement because a pent in mind when rating the fo		
Please also keep the	definitions in mind	I when rating the stat	ements.			
Awareness about de	mentia and driving	g ability				

Helping the	confuse	d older pers	son	
		d be aware thearly on, their		
cognitive abi	ilities means	s a time will c	ome when t	hey will be
at high risk o	of causing a	n accident.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	О	О	О	O
*287. The h	elper shoul	d be aware th	at although	the person
		g safely, they	-	•
	•	and may be u	nable to res	pond
appropriately	y to a new s			Charlet Ll
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	O	О	O
*288. The h	elper shoul	d be aware th	at even if th	e person
		ving trouble d		
not be safe t	o drive beca	ause they mig	ht not be ca	pable of
reacting qui	ckly to an u	nexpected pro	oblem or ma	king a
decision nee	eded to avoi	d an accident		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	0	0
*289. The h	elper shoul	d be aware th	at the perso	on may
forget unsafe	e driving inc	idents and th	erefore hav	e a false
sense of con	fidence abo	out their drivin	ng ability.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	O	0	O
*290. The h	elper shoul	d be aware th	at an early	diagnosis
and medicat	ions may he	elp the person	with deme	ntia drive for
longer.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0
*291. The h	elper shoul	d be aware th	at stopping	driving can
be a sensitiv	e issue bec	ause it may b	e linked to	
independend	ce for the pe	erson.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0

<b>≭292.</b> The I	helper shoul	d talk to the	nerson ahou	t driving
	safety and li		person abou	t diriving
Essential	Important	Don't	Unimportant	Should not be
O	O	know/Depends	O	included
		V		
*293. The I	helper shou	ld encourage	the person	to begin to
		driving, e.g. \	<del>-</del>	-
, .	up automat	ic bill payme	nt online and	delivery
services.		Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
0	0	0	0	0
*294. The I	helper shoul	ld suggest th	at the perso	n have some
	_	they become	_	
transport alt	ternatives fo	or when they	will no longe	r be able to
drive.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	©	O	0
*295 The I	helner shoul	d help the pe	rson nut a w	ritton
	_	arding under v	_	
•	-	on's driving s		stricted.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	•	0	0	0
<sup>k</sup> 296. The I	helper shou	ld begin disc	ussing and r	olanning
	_	ns <u>with the pe</u>		_
liagnosis of	•			
Essential	Important	Don't	Unimportant	Should not be
0		know/Depends	0	included
		ld begin disc		
		ns <u>with the pe</u>	erson's famil	<u>y</u> shortly
arter diagno	sis of deme	<b>ntia.</b> Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
	<u>-</u>	0	$\odot$	0

heir d	•		ile with the	person
son decid		and often, be	•	•
	le on a cou	rse of action b	before an ac	cident
curs.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	0	O	O
<b>299. The</b> h	elper shou	ld encourage	the person t	to express
	_	means to the	_	_
elp the tran	sition to no	t driving in the	e future.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	O	0
300. Even	if the perso	n is currently	safe to drive	e, the helper
	-	erson diagno		-
adually sta	rt making t	he transition	from being a	driver to
• •	enger beca	use this may	help ease th	ne
ljustment.		Donli		Chauld not be
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	0	O	•
301. Even	if the perso	n is currently	safe to drive	e, the helper
ould enco	urage the p	erson diagno	sed with de	mentia to
adually mo	dify their d	riving, e.g. dri	ive only on fa	amiliar
•	long distar	nces, avoid dr	iving at nigh	it or in bad
eather.		Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
0	0	0	0	

lelping the	confused	d older pers	son	
will generally be a fa	amily caregiver. Ple	d decisions about stop ease rate how importa ded in the guidelines.		-
		d person, the helper w mild or more severe.		, ,
Please also keep the	e <u>definitions</u> in min	d when rating the stat	tements.	
How to know when	the person should	d stop driving		
<b>*</b> 303. The h	nelper shoul	d be aware th	at no exami	ination or
single indica	ator exists t	o determine v	vhen the pe	rson poses a
danger to th	emselves o	r others by dr	iving.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	O
	-	know/Depends  O  d be aware the	•	
dementia is to drive.	not automat	ically a reaso	n to take aw	ay the right
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	O	O	O
	_	iagnosed with	•	_
Essential	Important	Don't	Unimportant	Should not be
O	©	know/Depends	O	included
*307. If the	person is d the person t	iagnosed with to decide whe	n dementia,	the helper
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	know/Depends	0	included

lelping the			•							
	nelper should									
_	ing, as this i	is likely	/ to be a	a good p	redictor	of				
actual safety	<b>'-</b>	_								
Essential	Important	Don know/Dep		Unimportan	t	d not be luded				
0	O	0		0		0				
	helper is cor			the safe	ety of the	•				
•		•		- ". I/		Should not				
		Essential	Important	Don't know/ depends	Unimportant	be included				
*share observations unsafe driving with the family members and providers.	the person, other	0	O	O	С	0				
*ask the person's he to raise questions a with the person.	•	O	0	0	O	O				
*contact your local of authority to discuss	-	0	0	0	0	0				
*encourage the pers driving assessment, therapy driving asse	t, e.g. occupational	O	0	O	O	O				
*encourage the pers regular driving reass months.		O	0	0	0	O				
*monitor the person frequently, at least	•	0	O	0	O	0				
310. Do you l like to add? I	-							nnything	) you woul	d
Discussing (	driving and	l maki	ng dec	isions	with th	e pers	on (co	ntinue	d)	
This section concerns will generally be a far think it is that each s	amily caregiver. Plea	ase rate hov	w important	-	-		-	r		
When providing first a decline in cognitive a tems.		-	-				•			
Please also keep the	definitions in mind	when ratin	g the staten	nents.						

How to know when the person should stop driving

### Helping the confused older person

### \*311. The helper should determine when the person should stop driving by:

	Essential	Important	Don't know/ depends	nimportant	Should not be included
*considering whether they or others feel uncomfortable driving with the person.	0	0	O	0	0
*considering whether they would want a child or grandchild to be driven by the person.	O	0	0	0	O
*asking family and friends about the person's driving performance.	0	0	0	0	0
*finding out if the person has been involved in any recent accidents whilst driving.	O	0	0	0	O
*finding out if the person is more frequently becoming lost while driving.	O	0	O	0	O
*asking the person to have a driving assessment, e.g. occupational therapy driving assessment.	0	0	0	O	0
*documenting the dates and incidents which indicate the person's driving ability has declined, e.g. failing to signal when changing lanes, driving too fast or too slow, braking late or early.	0	©	0	0	©
*observing if the person is modifying their driving behaviour to accommodate changes in skill, e.g. driving shorter distances, driving only on familiar roads, avoiding night driving.	O	O	0	O	O

\*312. The helper should not try to keep the person driving longer by acting as a 'co-pilot' (e.g. by giving instruction and directions to the person when they drive), because in an emergency situation there is rarely enough time for instructions to be given and acted upon to avoid an accident.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	O

•	_	y having the p ing them to gi		
bout how to	o drive.		_	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	O	0	O
<sup>&lt;</sup> 314. The h	elper shoul	d inform the p	person that i	if thev have
	-	ondition that		-
bility they i ccident.	may not be o	covered by ins	surance if th	ney have an
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
<sup>¢</sup> 315. The h	elper shoul	d be aware of	relevant lo	cal laws
	iving after a	diagnosis of	dementia.	
egarding dr	•			
egarding dr	Important	Don't know/Depends	Unimportant	Should not be included
Essential  C  4316. The hossible, in	Important  C nelper shoul	Don't know/Depends  C  Id include the aking regarding	person, as	included  C  far as
Essential  C  4316. The I	Important  C nelper shoul	know/Depends  C  d include the	person, as	included  C  far as
Essential  C  316. The hossible, in estrictions.	Important  C nelper shoul decision ma	know/Depends  C  Id include the aking regarding	person, as f	included  C  far as  Ig  Should not be
Essential  C  316. The hossible, in estrictions.  Essential  C  317. If it is	Important  C nelper shoul decision ma  Important  C s clear that t	know/Depends C  Id include the aking regarding Don't know/Depends C  the person cal	person, as fing any driving Unimportant  C  n no longer of	included  C  far as  19  Should not be included  C  drive safely,
Essential  C  S 316. The hossible, in estrictions.  Essential  C  S 317. If it is ne helper s	Important  C nelper should decision material important  C s clear that the could have a	know/Depends  c  d include the aking regarding Don't know/Depends  C	person, as fing any driving Unimportant  C  n no longer of	included  C  far as  19  Should not be included  C  drive safely,
Essential  C  Sale. The hossible, in estrictions.  Essential  C  Sale. The hossible in estrictions.  Essential  C  Sale. The hossible in estrictions.	Important  C nelper should decision material important  C s clear that the could have a	know/Depends C  Id include the aking regarding Don't know/Depends C  the person cal	person, as fing any driving Unimportant  C  n no longer of	included  C  far as  19  Should not be included  C  drive safely,
Essential  316. The hastrictions.  Essential  C  317. If it is the helper stopping dri	Important  C nelper shoul decision ma  Important  C s clear that the	know/Depends  Id include the aking regarding Don't know/Depends  Che person call a discussion value of the p	person, as to any driving any driving the contract of the cont	included  far as  Ig  Should not be included  C  drive safely, son about  Should not be
Essential  C  316. The hossible, in estrictions.  Essential  C  317. If it is the helper stopping drift tessential	Important  C nelper should decision material important  C clear that the clear th	know/Depends C  Id include the aking regarding Don't know/Depends C  the person call a discussion value book book book book book book book boo	person, as ing any driving any driving Unimportant  on no longer of with the personal Unimportant  Unimportant	included  C  far as  Ig  Should not be included  C  drive safely, son about  Should not be included
Essential  C  316. The hossible, in estrictions.  Essential  C  317. If it is ne helper stopping dri  Essential  C  318. If it is	Important  C nelper should decision material important  C clear that thould have a ving.  Important  C clear that the color is	know/Depends  Id include the aking regarding pon't know/Depends  The person call a discussion of the pon't know/Depends  Don't know/Depends	person, as ing any driving any driving any driving the person of the per	included C far as  Ig Should not be included C drive safely, son about Should not be included C drive safely, son about
Essential  C  316. The hossible, in estrictions.  Essential  C  317. If it is ne helper stopping dri  Essential  C  318. If it is ne helper me	Important  C nelper should decision material important  C clear that thould have a ving.  Important  C clear that the color is	know/Depends  Don't know/Depends  the person call a discussion volume  bon't know/Depends  Con't know/Depends  Con't know/Depends  Con't know/Depends  Con't know/Depends	person, as ing any driving any driving any driving the person of the per	included C far as  Ig Should not be included C drive safely, son about Should not be included C drive safely, son about
Essential  C  316. The hossible, in estrictions.  Essential  C  317. If it is ne helper stopping dri  Essential  C  318. If it is ne helper me	Important  C nelper should decision material important  C clear that thould have a ving.  Important  C clear that thould have a ving.	know/Depends  Don't know/Depends  the person call a discussion volume  bon't know/Depends  Con't know/Depends  Con't know/Depends  Con't know/Depends  Con't know/Depends	person, as ing any driving any driving any driving the person of the per	included C far as  Ig Should not be included C drive safely, son about Should not be included C drive safely, son about

Helping the	e confused	d older per	son		
*319. If the	e person has	had an incre	ase in frequ	ency of	
unsafe drivi	ing incidents	, the helper s	hould have	a	
discussion v	with them ab	out restrictin	g their drivi	ng.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	O	0	O	
*320. If the	e person has	had an incre	ase in frequ	encv of	
	-	, the helper s	-	-	
person's dr	iving.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	O	0	O	
321. Do you	have any co	mments on t	he ahove et	atements? Is	there anything you would
_	_	e your sugges			
		, ,		•	A
					<b>y</b>
Discussing	driving an	d making de	ecisions w	ith the pers	son (continued)
will generally be a think it is that each	family caregiver. Ple statement be includ	d decisions about sto ase rate how importa led in the guidelines.	ant (from 'essential'	to 'should not be inc	luded') you
•		I person, the helper v mild or more severe			·
Please also keep th	ne <b>definitions</b> in min	d when rating the sta	tements.		
How to broach the	subject of driving s	safety with the perso	<u>on</u>		
<b>*322.</b> If the	e helper is co	ncerned abo	ut the perso	n's driving	
ability, they	should have	a frank disc	ussion with	the person	
about these	concerns.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	O	0	O	O	
*323. If the	e helper is ha	ving a frank (	discussion w	vith the	
person abou	ut concerns	over their dri	ving ability,	they should	
ask others t	to be present	who can len	d further su	pport to the	
case.					
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	O	0	O	

*324. If the helper is having a frank discussion with the person about concerns over their driving ability, they should bring any records of the person's driving that indicate the decline in the person's driving ability.    Essential	Helping the		•		
bring any records of the person's driving that indicate the decline in the person's driving ability.  Essential Important Don't know/Depends Preactions, e.g.  *325. If the helper is going to have a frank discussion with the person about concerns over their driving ability, they should be prepared for a wide range of reactions, e.g. sadness, relief, anger, defensiveness.  Essential Important Don't know/Depends Preactions, e.g. Should not be included be includ	*324. If the	helper is ha	ving a frank (	discussion v	vith the
decline in the person's driving ability.  Essential Important Don't know/Depends Preactions, e.g.  * 325. If the helper is going to have a frank discussion with the person about concerns over their driving ability, they should be prepared for a wide range of reactions, e.g. sadness, relief, anger, defensiveness.  Essential Important Don't know/Depends Preactions, e.g. sadness, relief anger, defensiveness.  Essential Important Don't know/Depends Preactions Pr	-				•
Essential Important Renow/Depends Unimportant Should not be included C C C C C C C C C C C C C C C C C C	•		-	•	icate the
*325. If the helper is going to have a frank discussion with the person about concerns over their driving ability, they should be prepared for a wide range of reactions, e.g. sadness, relief, anger, defensiveness.  Essential Important Don't know/Depends Unimportant dincluded included or concerns about when to limit or stop driving, the helper should use this document to initiate a conversation about driving restrictions.  Essential Important Don't know/Depends Unimportant Should not be included or concerns about driving restrictions.  *327. The helper should have the discussion about driving safety each time there is a change in the person's medications or health status.  Essential Important Don't know/Depends Unimportant Should not be included or concerns about driving safety each time there is a change in the person's medications or health status.  Essential Important Don't know/Depends Unimportant Should not be included or concerns about driving in a way that will not lead the person to be defensive about their abilities, e.g. Rather than saying, "Your driving is terrible, you are getting lost, and you're just not safe", the helper should say "You are getting absent-minded about stop lights."  Essential Important Don't know/Depends Unimportant Should not be included or concerns a few parts and safe", the helper should say "You are getting absent-minded about stop lights."		e person's d			Should not be
*325. If the helper is going to have a frank discussion with the person about concerns over their driving ability, they should be prepared for a wide range of reactions, e.g. sadness, relief, anger, defensiveness.  Essential Important Don't know/Depends Unimportant included COOCOCOCOCOCOCOCOCOCOCOCOCOCOCOCOCOCOC	Essential	Important		Unimportant	
the person about concerns over their driving ability, they should be prepared for a wide range of reactions, e.g. sadness, relief, anger, defensiveness.    Essential   Important   Don't   Numportant   Should not be included	0	0	0	0	0
the person about concerns over their driving ability, they should be prepared for a wide range of reactions, e.g. sadness, relief, anger, defensiveness.    Essential   Important   Don't know/Depends   Unimportant   Should not be included	<b>*</b> 325. If the	helper is go	oing to have a	frank discu	ssion with
Sadness, relief, anger, defensiveness.  Essential Important Don't know/Depends Unimportant Should not be included includ					
Essential Important know/Depends Unimportant Concluded Important know/Depends Unimportant Concluded Conclu	should be pr	epared for a	wide range	of reactions	, e.g.
*326. If the person has made a prior written agreement about when to limit or stop driving, the helper should use this document to initiate a conversation about driving restrictions.    Essential   Important   Don't   Know/Depends   Unimportant   Should not be included	sadness, rel	ief, anger, d	efensiveness		
*326. If the person has made a prior written agreement about when to limit or stop driving, the helper should use this document to initiate a conversation about driving restrictions.    Essential   Important   Don't   Unimportant   Should not be included	Essential	Important		Unimportant	
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*327. The helper should have the discussion about driving safety each time there is a change in the person's medications or health status.  Essential Important Don't know/Depends Unimportant included included  *328. The helper should initiate a discussion about driving in a way that will not lead the person to be defensive about their abilities, e.g. Rather than saying, "Your driving is terrible, you are getting lost, and you're just not safe", the helper should say "You are getting absent-minded about stop lights."  Essential Important Don't know/Depends Unimportant Should not be included	restrictions.				
*327. The helper should have the discussion about driving safety each time there is a change in the person's medications or health status.  Essential Important Don't know/Depends Unimportant Should not be included  *328. The helper should initiate a discussion about driving in a way that will not lead the person to be defensive about their abilities, e.g. Rather than saying, "Your driving is terrible, you are getting lost, and you're just not safe", the helper should say "You are getting absent-minded about stop lights."  Essential Important Don't know/Depends Unimportant Should not be included	Essential	Important		Unimportant	
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*328. The helper should initiate a discussion about driving in a way that will not lead the person to be defensive about their abilities, e.g. Rather than saying, "Your driving is terrible, you are getting lost, and you're just not safe", the helper should say "You are getting absent-minded about stop lights."    Essential     Don't     Don't   Should not be included   Important   Don't   Continued   Continued	*327. The h	nelper shoul time there is	d have the di s a change in	scussion ab	out driving
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### \*329. When discussing driving restrictions, the helper should:

	Essential	Important	Don't know/ Ur depends	important	Should not be included
*acknowledge how difficult it may be for the person to give up driving.	0	0	О	0	O
*look for ways to help the person save face and maintain their self esteem, because giving up driving can mean the person admitting their increasing limitations.	0	O	C	O	O
*listen to the concerns of the person because it will be helpful for them to feel as if their concerns and feelings are being recognised and heard.	0	0	0	0	O
*make the point that everyone will have to stop driving at some point.	O	0	O	0	0
*focus on the nature of the disease, i.e. that many people with dementia have safe past driving records, but this does not mean they will be safe as a driver with dementia in the future.	О	O	С	0	0

## \*330. The helper should use appeals about safety when talking to the person about driving in the earlier stages of their cognitive decline.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	$\odot$	0

# \*331. When the helper uses appeals to safety when talking to the person about driving, they should cite specific driving incidents because this may help convince the person to restrict their driving.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0

### \*332. The helper should avoid making a rational argument with the person who has been advised not to drive.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	0	0	О

Helping	the co	nfused	older pers	on		
*333.	Once the	decision	is made that	t the person	should	
stop dri	iving, the	helper s	hould stand l	by the decis	ion.	
Essent	ial In	nportant	Don't know/Depends	Unimportant	Should not be included	
0		0	O	0	O	
334. Do	you have	any con	nments on th	e above sta	itements? Is	there anything you would
like to a	add? Plea	se write	your sugges	tions in the	box provide	d.
Discus	sing driv	ring and	making de	cisions wi	th the pers	son (continued)
will generally	y be a family ca	aregiver. Pleas	decisions about stop se rate how importar d in the guidelines.		•	•
•	-	-	person, the helper wi hild or more severe.			•
Please also	keep the <b>defini</b>	tions in mind	when rating the state	ements.		
What to do i	f the discussion	on doesn't go	<u>well</u>			
<b>*</b> 335.	If the pers	son is rel	uctant to talk	about drivi	ng, the	
helper	should as	k the pe	rson's health	profession	al to bring	
up the	subject of	f driving (	during an ap <sub>l</sub>	oointment.		
Essent	ial In	nportant	Don't know/Depends	Unimportant	Should not be included	
0		O	0	O	O	
<b>*</b> 336.	If the disc	cussion v	vith the perso	on does not	go well, the	
helpers	should re	nain pati	ent, firm and	empathetic	<b>,</b>	
Essent	ial In	nportant	Don't know/Depends	Unimportant	Should not be included	
0		0	0	O	0	
<b>*</b> 337.	If the disc	cussion v	vith the perso	on does not	go well, the	
helpers	should no	t blame t	hemselves a	nd rememb	er that the	
-	-	•	may be mak	_	It to	
underst	and that	their driv	ing is no long	ger sate.	Should not be	
Essent	ial In	nportant	know/Depends	Unimportant	included	
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		d older per		
	-	es not agree to	-	
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and respect	-	prodon that it	oto tile perot	on icer neara
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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low to help the pe	rson give up drivii	ng		
<b>*</b> 339. The l	nelper shoul	d help the pe	rson to redu	ce their
driving grad	ually over ti	me rather tha	n all at once	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	©	0	O
*340 Once	the decision	on is made tha	ot the nerso	n should
		er should be	_	
	-	n adheres to		•
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
*341. If the	person is a	ble, the helpe	er should en	courage
	_	heir new trans		_
by getting d	etails of loca	al transport s	ervices, arra	inging
transport wi	th friends o	family.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	0	0
<sup>k</sup> 342. The I	helper shou	ld help the pe	erson give u	p driving by
		g. "I'll drive to		
the scenery	".			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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	h - l l	ld help the pe	erson give u	o drivina bv
<b>≭343.</b> The l	neiper snou		9	
	-	rom feeling th	e need to go	o out
	-	rom feeling th	e need to go	
distracting t	-		ue need to go	Should not be included

	-	ld ask the per person that th		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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*345 The k	alner shoul	d try to minim	nisa tha imn	act of any
	_	ed upon the p	_	_
_	-	person, arrai	, -	-
of medicatio	n and groce	eries.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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*216 The H	olnor choul	d be aware th	ov mov noo	d to romind
	_	ould not be dr		
orget or dec	_		Tring Doodu	oo tiioy iiiay
Essential	Important	Don't	Unimportant	Should not be included
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		on transition to		-
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*347. To he should ask t neighbours to ractically, o ransportatio	elp the person's he person's to support t e.g. by visiti	on transition to family memb he person em	to not driving pers, friends notionally, so n and helping	g, the helper and ocially and
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*350. If the person has recently moved home, the helper should use the unfamiliarity of the surroundings as an opportunity to encourage the person to limit or stop driving.  Essential Important Know/Depends Unimportant Should not be included  *351. The helper should build a case for selling the person's car by itemising the costs of maintaining and operating a car.  Essential Important Know/Depends Unimportant Should not be included  *352. If the person wants to keep driving when it is not safe for them to do se  *352. If the person is not convinced they should no longer drive, the helper should enlist the help of the person's doctor to write a 'prescription' to stop driving.  Essential Important Know/Depends Unimportant Should not be included  *353. If the person and the helper should agree to abide by the results of a driving assessment, e.g. an occupational therapy driving assessment.  Essential Important Know/Depends Unimportant Should not be included  *354. If the person is insistent on driving, the helper should find ways to make driving impossible for the person, e.g. disabling the car in some way, hiding the keys.  Essential Important Know/Depends Unimportant Should not be included  *355. Do you have any comments on the above statements? Is there anything you woullike to add? Please write your suggestions in the box provided.		Comuse	d older per	SON		
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person's car by itemising the costs of maintaining and operating a car.  Essential Important Row/Depends Unimportant Should not be included include	<b>≭</b> 351. The h	elner shoul	d huild a case	e for selling	the	
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is section concerr	ns conversations ar	d older per		g arrangements. In t
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<sup>&lt;</sup> 356. The I	nelper shoul	ld be aware tl	hat a diagno	sis of
ementia do	es not auto	matically mea	an that the p	erson is
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hem.		Don't		Should not be
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<b>≭</b> 362. The h	nelper shoul	d be aware th	nat a move to	residential
		t they must c	ompletely gi	ve up any
caring role t	hey have.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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<sup>k</sup> 363. The l	nelper shoul	d be aware th	hat if the per	son moves
		may improve		
etween the	person and	the helper be	ecause time	together
nay be less	stressful an	d free from th	ne worries of	practical
care.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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⊀364. The h	nelper shoul	d be aware th	at the earlie	r the option
	_	olored, the be		_
he person's	preference	s for their fut	ure care can	be taken
nto account	t.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
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Kage That	olner skard	d be aware th	at it is best	practice to
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	nelper shoul	d be aware th	hat the perso	on may not
*366. The I				
	mpact that t	heir care nee	as nave on o	
	mpact that t	heir care nee  Don't  know/Depends	Unimportant	Should not be included

Н	elping the	confused	l older pers	son			
	_	_	mments on the			there anything y	ou would
							<b>Y</b>
C	are discus	sions and	decisions (	continued)			
h	elper will generally	be a family caregiv	d decisions about leve er. Please rate how in cluded in the guidelin	mportant (from 'ess	ŭ		
d			person, the helper w mild or more severe.		, ,	•	
Р	lease also keep the	definitions in mind	d when rating the stat	ements.			
<u> P</u>	lanning for future o	care decisions afte	er a diagnosis				
	<b>*</b> 368. The h	elper shoul	d include the	person in d	iscussions		
		-	d living arran	-			
ı	oossible.						
	Essential	Important	Don't know/Depends	Unimportant	Should not be included		
	O	O	O	O	0		
	*369. The h	elper should	d make sure t	he person fo	eels		
		-	making and p	-			
I	nelp the tran	sition, e.g. t	ouring a resid	lential care	home		
1	ogether.						
	Essential	Important	Don't know/Depends	Unimportant	Should not be included		
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	*370. The h	elper shoul	d encourage	the person v	who has		
		_	lementia to m	_			
4	advance abo	ut their futu	re care, e.g. v	what the per	son would		
		en if their c	urrent living a	arrangement	became		
1	too difficult.		Don't		Should not be		
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H	elping the	confused	d older pers	son		
;	*371. In pla	nning for fu	ture care dec	isions with	the person,	
t	he helper sh	ould consid	der and discu	ss with the	person the	
r	ange of fact	ors that ma	y impact upo	n care and l	iving	
ŧ	arrangement	s during the	e course of th	e disease, e	e.g. the	
ŀ	nealth of fam	ily members	s, financial ma	atters, the d	ifferent	
S	stages of the	decline.				
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
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;	*372. The h	elper shoul	d include oth	er kev peop	le (e.a. the	
		-	Ith profession	5	, ,	
-		•	the person's	· -		
		_	an help and s		•	
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t	ransition to	residential (	care, if there i	S an eventu	Should not be	
		·	know/Depends	·	included	
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;	*374. The h	elper shoul	d remember t	hat their ow	n physical	
E	and emotion	al health is	as important	as that of th	e person.	
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
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	*375 If the	nerson has	impaired insi	aht ahout ti	ne need for a	
		_	er should limi	_		
-		•	ning process.	-	- <del>-</del>	
-		-	Don't		Should not be	
	Essential	Important	know/Depends	Unimportant	included	
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:	*376. As the	e dementia	progresses, t	he helper sl	hould	
r	monitor the p	erson's livi	ng situation o	carefully for	risks to	
S	afety.					
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
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*377. The helper should be aware of the range of care services offered in the person's community that may be useful at different stages of the person's dementia, e.g. respite, day centres, supported residential care.    Essential   Important   Don't   Important   Essential   Important   Don't   Essential   Important   Essential   Essential   Important   Essential   Essential   Essential   Important   Essential   Essential					
useful at different stages of the person's dementia, e.g. respite, day centres, supported residential care.  Essential Important Roow/Depends Unimportant Included Cook Cook Cook Cook Cook Cook Cook Coo		•		•	
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*378. The helper should make early contact with any local aged care assessment services to learn about what levels of care may be available to the person in the future.  Essential Important Don't know/Depends Unimportant included CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC	respite, day	centres, su	ported reside	ential care.	
*378. The helper should make early contact with any local aged care assessment services to learn about what levels of care may be available to the person in the future.    Essential   Important   Don't know/Depends   Unimportant   Should not be included   C   C   C   C   C	Essential	Important		Unimportant	
aged care assessment services to learn about what levels of care may be available to the person in the future.  Essential Important Provide Company of the included of the included of the person in the future.  *379. The helper should familiarise themselves with any eligibility criteria for residential care or other services that the person may need in the future.  Essential Important Provide Company of the included of the incl	O	O	0	O	0
Care may be available to the person in the future.  Essential Important Roow/Depends Unimportant Included Important Roow/Depends Unimportant Roow/Depends Resential Care or other services that the person may need in the future.  Essential Important Roow/Depends Unimportant Roow/Depends Roow/	<b>≭</b> 378. The h	elper shoul	d make early	contact witl	h any local
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*379. The helper should familiarise themselves with any eligibility criteria for residential care or other services that the person may need in the future.  Essential Important Don't know/Depends Unimportant Important Important Important Ronow/Depends Unimportant Unimportant Important Important Ronow/Depends Unimportant Important Important Ronow/Depends Unimportant Important Ronow/Depends Unimportant Important Ronow/Depends Unimportant Important Ronow/Depends Unimportant Unimportant Important Ronow/Depends Unimportant Unimportant Ronow/Depends Unimportant Ronow/Depends Unimportant Ronow/Depends Unimportant Unimportant Ronow/Depends Rono	care may be	available to	the person i	n the future.	
*379. The helper should familiarise themselves with any eligibility criteria for residential care or other services that the person may need in the future.  Essential Important Don't know/Depends Unimportant included in	Essential	Important		Unimportant	
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*380. The helper should familiarise themselves with any eligibility criteria for residential care or other services that the person may need in the future.  Essential Important Don't know/Depends Unimportant included in	Essential	Important		Unimportant	
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available in the event that they have their own health problem and the person needs to temporarily get care elsewhere.  Essential Important Don't know/Depends Unimportant included included  *382. The helper should ensure they have a plan for the person's care in the event that something happens to them and they can no longer provide care.  Essential Important Don't know/Depends Unimportant Should not be included  O O O O O	person may	need in the	future.  Don't		Should not be
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Living alone, respite care and other support services	*381. The havailable in tand the pers  Essential  *382. The have a serial the person's care and they care	need in the Important  C nelper shoul the event th on needs to Important  C nelper shoul e in the event th	Don't know/Depends  d know what at they have to temporarily gon't know/Depends  d ensure they ent that something that something the provide care.  Don't	Unimportant  C  respite opti their own he get care else  Unimportant  C  y have a planthing happen	Should not be included  ons are ealth problemewhere. Should not be included  on for the ons to them
	person may be seem tial  *381. The had available in to and the person to be seem tial  *382. The had person's carrand they	need in the Important  C nelper shoul the event th on needs to Important  C nelper shoul e in the event th	Don't know/Depends  d know what at they have to temporarily of tem	Unimportant  C  respite opti their own he get care else Unimportant  C  y have a plai thing happer	Should not be included  Ons are alth problem ewhere.  Should not be included  On for the ns to them  Should not be included
	*381. The havailable in tand the person's carrand they carressential	need in the Important  celper should the event the on needs to important  celper should the event the even	Don't know/Depends C C C C C C C C C C C C C C C C C C C	Unimportant  C  respite opti their own he get care else Unimportant  C  y have a plai thing happer	Should not be included  Ons are alth problem ewhere.  Should not be included  On for the ns to them  Should not be included

Helping the	confused	older pers	son		
*383. The h	elper should	l consider in	troducing o	ıtside help	
or support se	rvices to he	lp care for th	ne person in	the early	
stages of the	person's de	mentia, beca	ause it may l	e accepted	
more easily a	t this stage	than later on			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	O	O	0	O	
*384. The h	elper should	l be aware th	at the perso	n needs to	
live in enviro	nments that	best suppor	t their safety	and quality	
of life and thi	s may mean	living at hor	ne with supp	ort	
services, eve	n if there is	some risk.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	
<b>*</b> 385. The h	elper should	l identify any	risks to the	person's	
living arrange	_			_	
professionals	s to lessen t	hem where p	ossible, e.g	using meal	
delivery serv	ices if cook	ing becomes	unsafe.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	O	
386. Do vou k	nave anv coi	mments on t	he above sta	itements? Is the	re anything you would
_	_			box provided.	io any amig you mount
		, ,		•	A
					$\overline{}$
Care discus	sions and	decisions (	continued)		
	pe a family caregive	er. Please rate how i	important (from 'ess	arrangements. In this sectential' to 'should not be in	
•		•		judgement because a per	
Please also keep the	definitions in mind	when rating the stat	tements.		
How to know when t	the person needs a	higher level of car	e or a more suppo	rted living arrangement	

ilies.		Don't		Should not be	
Essential	Important	know/Depends	Unimportant	included	
0	O	0	O	0	
88. The h	nelper shoul	d be aware th	nat when the	person can	
_	_	ome, residen	tial care is ι	sually the	
t solutio	1.	D 11		01 11 11	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	

## Helping the confused older person

# \*389. When deciding whether it is time to change to a higher level of care or a more supported living arrangement for the person, the helper should consider whether:

	Essential	Important	Don't know/ Ui depends	nimportant	Should not be included
*the person's values, views, history or preferences would be consistent with the proposed change.	0	0	0	0	0
*the person's communication has changed, e.g. phone calls have slowed or ceased, non-emergency calls are made at unreasonable hours.	0	O	O	0	0
*there are signs in the person's house that show they are not managing e.g. refrigerator has expired food or is empty, unopened mail, unclean.	0	O	0	0	0
*there are changes in the person's social life, e.g. disengaged from previous social activities or relationships, forgetting appointments.	O	0	C	0	0
*there are changes in the person's self-care, e.g. inexplicable weight change, altered grooming standards.	0	O	O	0	O
*the person cannot maintain their personal hygiene.	O	0	0	0	0
*the person is not getting an adequate diet.	0	0	О	O	0
*the person cannot manage their medication	0	0	0	0	0
*there have been particular incidents or problems, e.g. robbery because a stranger was let in or a door was left unlocked.	0	O	O	•	0
*there is risk to the safety of the person or others, e.g. because the person is forgetting to turn off the stove, falling on stairs, unresponsive to emergencies.	0	O	©	0	O
*there are challenging behaviours that require greater supervision, e.g. wandering, aggression.	0	0	О	0	O
*the person cannot handle their day-to-day financial transactions.	0	0	O	0	0
*the risks of the current living arrangement (e.g. safety issues) outweigh the benefits (e.g. independence, familiar location)	O	C	С	0	С
*the strain on caregivers or family has become too great, e.g. night time restlessness is keeping others from getting a good night's sleep, around-	0	O	O	O	O

elping the c	onfused	older_r	oe <u>rs</u>	on		
he-clock care is too stre						
he family carergivers' celings about being wi ave begun to outweigl celings.	th the person	0	O	0	0	O
*the person is no longe recognise or interact wi environment.		O	O	O	O	О
*the person is missing c	out on social	0	0	0	0	0
the cost of alternative faffordable.	orms of care is	0	0	0	0	O
*there are others who c caregiving in the persor living situation.	•	О	0	O	O	0
there are suitable alter		0	0	0	0	0
<sup>&lt;</sup> 391. The help	per should	discuss	the o	decision w	ith the	<b>e</b>
*391. The help erson's health give their profe someone need	care professional op	essional	ls bed	cause they	can o	often
erson's health ive their profe	care professional op	essional inion on Don't	ls bed the t	cause they	can o e that	often
erson's health ive their profe omeone need	care professional op	essional inion on	ls bed the t	cause they type of car	can o e that Shoul	often
erson's health ive their profe omeone need:  Essential	care professional op  Important	essional inion on Don't know/Deper	Is bed the t	cause they sype of car  Unimportant	can o e that Shoul	often
person's health give their profe someone need:	care professional op  Important	essional inion on  Don't know/Deper	Is bed the t	cause they type of car  Unimportant	can o e that Shoul inc	often
person's health give their profe comeone need:  Essential  Cow to broach the subject  *392. The help eactions to the	care professional op  Important  cet of residentia  per should	Don't know/Deper	Is bed the t	cause they type of car  Unimportant  On for a rang	can of ca	often
person's health give their profe comeone need:  Essential  Our to broach the subject  * 392. The help	care professional op  Important  cet of residentia  per should	Don't know/Deper	Is bed the t	cause they type of car  Unimportant  On for a rang	can o e that Shoul inc	often
erson's health live their profe comeone need  Essential  Out to broach the subject  * 392. The help eactions to the accusations.  Essential	m care professional opes.  Important  cet of residential per should edecision,	Don't know/Deper	the to the to the person to th	Unimportant  for a rang itterness,	should sh	often
erson's health live their profe comeone need  Essential  Out to broach the subject  # 392. The help eactions to the accusations.	n care professional op s. Important  cet of residential per should e decision,	Don't know/Deper	the to the to the person to th	Unimportant  On  for a rang itterness,	shoul inc	often  Id not be cluded  C  ess and
erson's health ive their profe omeone need:  Essential  Count to broach the subjections to the eactions to the eccusations.  Essential	care professional op s. Important  cet of residential per should e decision, Important	Don't know/Deper C Don't know/Deper C Don't know/Deper C C C C C C C C C C C C C C C C C C C	the to the to the person of th	Unimportant  On  Unimportant  On  Itterness,	shoul inc	often  Id not be cluded  C  ess and  Id not be cluded  C
erson's health live their profe comeone need:  Essential  Comeone the subject  *392. The help eactions to the accusations.  Essential  C	care professional opes.  Important  cet of residential per should edecision,  Important  Characteristic per should edecision,  Important  Characteristic per should edecision,	Don't know/Deper C Don't know/Deper C Don't know/Deper C t difficult	the to	Unimportant  On  for a rang itterness,  Unimportant	can of the sadne	often  Id not be cluded  C  ess and  Id not be cluded  C  at they
erson's health give their profe comeone need:  Essential  O  ow to broach the subject  * 392. The help eactions to the accusations.  Essential  O  * 393. If the he need to change enlist someone	care professional ops.  Important  cet of residential per should edecision,  Important  cliper finds if their current to help the	Don't know/Deper C Don't know/Deper C Don't know/Deper C t difficulent livin em, e.g.	the to to the personal to the	Unimportant  Unimportant  On  for a rang itterness,  Unimportant  Output  ell the persuation, the person's he	shouling  shouling  shouling  shouling	often  Id not be cluded  C  ess and  Id not be cluded  C  at they
erson's health give their profe comeone need:  Essential  Out to broach the subject  * 392. The help eactions to the accusations.  Essential  C  * 393. If the healed to change	care professional ops.  Important  cet of residential per should edecision,  Important  cliper finds if their current to help the	Don't know/Deper C  I care with the prep e.g. and book to difficule ent livin em, e.g. else the	the to to the personal to the	Unimportant  Unimportant  On  for a rang itterness,  Unimportant  Output  ell the persuation, the person's he	should income should income sadne should income should income should be alth	often  Id not be cluded  C  ess and  Id not be cluded  C  at they  Ild
erson's health give their profe comeone need:  Essential  O  ow to broach the subject  * 392. The help eactions to the accusations.  Essential  O  * 393. If the he need to change enlist someone	care professional ops.  Important  cet of residential per should edecision,  Important  cliper finds if their current to help the	Don't know/Deper C Don't know/Deper C Don't know/Deper C t difficulent livin em, e.g.	the to to to the person to the	Unimportant  Unimportant  On  for a rang itterness,  Unimportant  Output  ell the persuation, the person's he	son that Shoul inc Shoul inc Shoul inc Shoul	often  Id not be cluded  C  ess and  Id not be cluded  C  at they

Helping the	confused	l older pers	son		
How to handle diffic	culties on the decis	sion for residential ca	<u>are</u>		
<b>*</b> 394. If the	person is re	sistant to the	idea of a ch	ange in	
their living s	ituation, the	helper shoul	d be firm ab	out the	
decision tha	t has been n	nade.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	O	
<b>*</b> 395. If the	helper is di	stressed abou	ut having ma	de the	
decision to d	change the p	erson's livin	g situation,	hey should	
seek counse	elling suppor	rt.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	O	O	
396. Do you	have any co	mments on tl	he above sta	ntements? Is the	ere anything you would
<del>-</del>	_			box provided.	
					▼
Challenging	j Behaviou	rs			
This section asks you finding challenging.		he helper should knov	w in order to assist a	a person whose behaviou	they are
		viours which are difficetive, aggressive or		undesirable or unaccepta ours.	able. For
Please rate how imp	•	ial' to 'should not be i	included') you think	it is that each statement	be
•				judgement because a pent in mind when rating the fo	
Please also keep the	definitions in mind	d when rating the stat	ements.		
General challenging	g behaviours				
*397. The h	elper shoul	d be aware th	at the perso	n may	
	_	attentive or i	_	_	
confusion a	nd is not bel	naving this w	ay on purpo	se to annoy	
or irritate.					
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	©	0	O	

Essential	Important	Don't	Unimportant	Should not be
C	(C)	know/Depends	© Onliniportant	included
		ehaving inapp		
		neir illness ca Don't	•	Should not be
Essential	Important	know/Depends	Unimportant	included
0	0	0	O	0
<b>*</b> 400. The l	nelper shoul	d be aware th	nat challeng	ing
oehaviour b	y the persoi	n may not be	meaningles	s or random
		he person has	s a need tha	t they
cannot com	municate.	5 :		06-11
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	0	0
	helper is fi	nding the pers	son's behavi	iour
*401. If the		nding the pers		
*401. If the	they should		fy any need	underlying
*401. If the	they should	d try to identi help the pers	fy any need	underlying the need. Should not be
≭401. If the challenging, the behavior	, they should ur and try to	d try to identi help the pers	fy any need son to meet	underlying the need.
*401. If the challenging, the behavior	they should ur and try to Important	d try to idention help the person Don't know/Depends	fy any need son to meet  Unimportant	underlying the need. Should not be included
*401. If the challenging, the behavior	they should ur and try to Important © emotionally	try to identice the person of	fy any need son to meet to Unimportant	underlying the need. Should not be included  C the person,
*401. If the challenging, the behavior  Essential  C  *402. In an where the he	they should ur and try to Important C emotionally	d try to idention help the person Don't know/Depends	fy any need son to meet  Unimportant  O  nation with these control, to	the need. Should not be included  he person,
*401. If the challenging, the behavior  Essential  C  *402. In an where the he	they should ur and try to Important C emotionally	d try to identice the person Don't know/Depends  y charged situes they will lo	fy any need son to meet  Unimportant  O  nation with these control, to	the need. Should not be included  he person,
*401. If the challenging, the behavior  Essential  C  *402. In an where the here	they should ur and try to Important C emotionally	d try to identic help the pers Don't know/Depends c y charged situ es they will lo ossible, and r	fy any need son to meet  Unimportant  O  nation with these control, to	the need. Should not be included  he person,
*401. If the challenging, the behavior  Essential	they should ur and try to Important  c  emotionally elper believe nselves, if p	try to identice the person of	fy any need son to meet son with the se control, the secontrol, the secontrol of the second of	underlying the need. Should not be included C the person, they should they feel Should not be
*401. If the challenging, the behavior  Essential  *402. In an where the here the here then calmer.  Essential	they should ur and try to Important  emotionally elper believed inselves, if purportant	d try to identice the person Don't know/Depends  C  y charged situles they will loossible, and reconstruction Don't know/Depends  C	fy any need son to meet son with the secontrol, for eturn when the son to meet	the need. Should not be included  Che person, they should they feel  Should not be included
*401. If the challenging, the behavior  Essential  *402. In an where the here there almer.  Essential  *403. The least section of the section	they should ur and try to Important  emotionally elper believed a selves, if purportant  [mainly elper should be the selves of t	try to identical the personal try to identical the personal try to identical try to restrict the personal try	fy any need son to meet son with the secontrol, for eturn when son with the second with the second son to meet so the second son with the second son to meet so the second son with the second son to meet so the second son to meet so the second son to meet so the second son with the second son to meet so the	the need. Should not be included  Che person, they should they feel  Should not be included
*401. If the challenging, the behavior Essential  *402. In an where the here there is a limer.  Essential  *403. The lithey no long	they should ur and try to Important  emotionally elper believed anselves, if purportant  melper should er have the	d try to identice the person Don't know/Depends  C  y charged situles they will loossible, and reconstruction Don't know/Depends  C	fy any need son to meet son with the secontrol, the secontrol, the secontrol son with the secontrol son with the secontrol son with the secontrol son with the secontrol son to meet son the secontrol son to meet son the secontrol son the secontrol	the need. Should not be included  Che person, they should they feel  Should not be included
*401. If the challenging, the behavior  Essential  *402. In an where the here there almer.  Essential  *403. The least section of the section	they should ur and try to Important  emotionally elper believed a selves, if purportant  [mainly elper should be the selves of t	try to identical the personal try to identical the personal try to read the personal try	fy any need son to meet son with the secontrol, for eturn when son with the second with the second son to meet so the second son with the second son to meet so the second son with the second son to meet so the second son to meet so the second son to meet so the second son with the second son to meet so the	underlying the need. Should not be included  he person, they should they feel  Should not be included  C  the person if

Helping the	confuse	d older per	son			
*404. The l	helper shoul	ld not argue v	vith the pers	son		
	-	g behaviours.	-			
Essential	Important	Don't	Unimportant	Should not be included		
O	0	know/Depends	•	O		
¥405 = 1			4 4 11 1 14	11 4 41		
		d not hesitate		e lies to the		
•	ake a dimicu	I <b>It situation m</b> Don't	J	Should not be		
Essential	Important	know/Depends	Unimportant	included		
O	0	0	O	0		
*406. If the	person is d	lisplaying cha	Illenging bel	naviour that		
		o, the helper s				
person is do	ing or distra	act the persoi	n, e.g. ask th	ne person a		
question abo	out their ear	ly life.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	0	0	0	0		
¥ 407 1641		4.1.		4 4		
	-	ot doing what	-			
, ,	ating their m	neal), the help	er should m	odel the		
action.		<b>-</b>		0		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	0	0	•	0		
408 Do you	have any co	omments on t	he shove st	atomonte? le	there anyth	ing you wou
_	_	e your sugge:			_	nig you wot
ine to auu:	ricase wiit	e your sugges		BOX PIOVIUE	A1	
						~
Challonging	r Rohaviou	ırs (continu	od)			
Onanenging	g Deliaviou	irs (Continu	euj			
This section asks yo	ou what information	the helper should kno	w in order to assist	a person whose beh	aviour they are	
finding challenging.						
		aviours which are diffi petitive, aggressive o			ceptable. For	
Please rate how imp	•	ntial' to 'should not be	included') you thin	k it is that each state	nent be	
•		d person, the helper v / mild or more severe			•	
Please also keep the	e <b>definitions</b> in mir	nd when rating the sta	tements.			
		J : 21				

$^{4}$ 409. The helpe	r should	l be aw	are tha	t loud noi	ses, a	n over-
timulating enviro	onment,	or phy	sical cl	utter ofte	n caus	se .
ıgitated behaviοι	ur.					
Essential Imp	oortant	Don know/De		Unimportant		ıld not be cluded
0	0	0		O		0
<sup>k</sup> 410. If the pers	on beco	omes a	gitated.	. the helpe	er sho	uld:
•		`		_		Should not
		Essential	Important	Don't know/ Un depends	important	be included
react calmly.		0	0	0	0	C
reassure the person that the	•	0	0	0	0	0
apologise to the person evictions in the service of the person is a service of the service of th		0	0	O	0	O
promise the person that th	-	0	0	0	0	0
try using music to help the	•	0	0	O	0	O
avourite song.  *411. If the pers	on beco					
calm down, e.g. singing the favourite song.  * 411. If the pers he helper should conversation their he agitation.	on beco	e to and	other ac	ctivity or t	opic o	f
k 411. If the pers he helper should onversation the	on beco change reby rer	e to and noving	other ac	ctivity or t	opic o t is ca	of nusing
411. If the pers the helper should conversation their the agitation.  Essential Imp	on beco change reby rer	e to and moving	other ac the situ	ctivity or t uation tha	opic o t is ca	f iusing
*411. If the pers he helper should conversation ther he agitation.  Essential Imp  *412. If the pers should be careful person might inte	change reby rer	Don know/De C ghtene touchir	other active the situate of the situate of the pends or aging the phase a feature of the situate of the pends	Unimportant  C tated, the person becomes	opic o t is ca Shou ind helpe cause traint	ild not be cluded
k 411. If the pershe he helper should conversation them he agitation.  Essential Imp  K 412. If the pershould be careful person might interpresented angry.	change reby rer	Don know/De	other active situate the situa	Unimportant  C tated, the person becomes	Should be cause traint	and not be cluded
k 411. If the pershe he helper should conversation then he agitation.  Essential Imp  C  k 412. If the pershould be careful erson might interecome angry.  Essential Imp	change reby rer	Don know/De C ghtene touchir	other active situation of the situation of the pends of t	Unimportant  C tated, the person become of res	Should be cause traint	id not be cluded  or  the and
*411. If the pers he helper should conversation ther he agitation.  Essential Imp  *412. If the pers should be careful person might inte pecome angry.  Essential Imp  C  *413. The helpe	con become contant con is frigurated the contant conta	Don know/De couchir te touch know/De	other activity of the situation of the pends	Unimportant  C tated, the person become of res  Unimportant  C unimportant  C vy restrain	should be traint	and ald not be cluded cr the and ald not be cluded creen
*411. If the pershe he helper should conversation theme agitation.  Essential Imp  *412. If the personal become angry.  Essential Imp  *413. The helper should because they may	con become contant con is frigurated the contant conta	Don know/De couchir te touch know/De	other activity of the situation of the pends	Unimportant  C tated, the person become of res  Unimportant  C unimportant  C vy restrain	should be presented the presen	and ald not be cluded cr the and ald not be cluded creen

· + 1 +. 1 11 E 1	nelper shoul	d be aware th	at agitation	can occur
every day at	around the	same time fo	or a person (	e.g. around
sunset) and	that this agi	itation will pa	SS.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	O	0	O
*415. If the	person apr	ears anxious	about some	thina. the
		fort and reas		
responding t	to the speci	fics of what t	he person is	trying to
say.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	0
*416. If the	person bed	comes angry o	or upset in p	ublic. the
		ther back to g		
and wait it o	ut.	_	-	-
Essential	Important	Don't know/Depends	Unimportant	Should not be included
		•		
0	0	0	O	0
*417. If the	e person is a elper need n	angry and ups	et but isn't (	doing any
*417. If the	e person is a elper need n	ngry and ups	et but isn't (	doing any
*417. If the harm, the he pass quickly	e person is a elper need n /.	angry and ups ot do anything	et but isn't d g, as this wi	doing any
*417. If the harm, the he pass quickly  Essential  C  *418. If the misundersta	e person is a elper need n /- Important C e person see anding, in wi	angry and ups ot do anything  Don't know/Depends  c ems angry it m hich case the e sentences v	Unimportant  O  nay be becau	doing any Il generally  Should not be included  Cuse of a alld take the ening.
*417. If the narm, the he pass quickly  Essential  C  *418. If the misundersta	e person is a elper need n /- Important C e person see anding, in wi	angry and ups ot do anything Don't know/Depends C ems angry it m	Unimportant  O  nay be becau	doing any Il generally  Should not be included  Cuse of a alld take the
*417. If the harm, the he pass quickly  Essential	e person is a elper need not not need not not need need not need need not need need need need need need need nee	nngry and ups ot do anything  Don't know/Depends  C  ems angry it m hich case the e sentences w  Don't	Unimportant  O  nay be becau helper show	Should not be included  Cuse of a alld take the ening. Should not be
*417. If the harm, the he pass quickly  Essential    *418. If the misunderstatime to explanation with the large services and the services are assons for e.g. situation.	e person is a elper need now.  Important  e person see anding, in what in simple important  helper should anger or agons where the iliated or he	ems angry it me hich case the sentences we bon't know/Depends  To bo	Unimportant  Onay be because helper show what is happed Unimportant  Confirmed the con	should not be included  use of a alld take the ening. Should not be included  c as e common dementia, entrolled, e changes in
*417. If the harm, the he pass quickly  Essential    *418. If the misunderstatime to explanation with the harm of the harm, the harm of the harm of the harm, the harm of the harm o	e person is a elper need now.  Important  e person see anding, in what in simple important  helper should anger or agons where the iliated or he	ems angry it me hich case the esentences we bon't know/Depends  Don't know/Depends  Ems angry it me hich case the esentences we bon't know/Depends  Id be aware of gression in a pe person feels elpless, or whe	Unimportant  Onay be because helper show what is happed Unimportant  Confirmed the con	Should not be included  Should not be included  Should not be included  Should not be included  C  e common dementia, ontrolled,

Helping the	confused	older pers	son		
*420. If the	person bec	omes angry o	r upset, the	helper	
should rema	in calm and	, if possible, r	move the pe	rson	
elsewhere in	ı a quiet, unl	hurried way.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	O	0	0	
*421. If the	person is a	ngry or upset	, the helper	should not	
argue, expla	in or restrai	n, as this mig	ht make thin	gs worse.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	
•	-	mments on tl			there anything you would d.
Challenging	Behaviou	rs (continu	ed)		
This section asks you finding challenging.	u what information t	the helper should know	w in order to assist a	a person whose beha	aviour they are
		viours which are diffic petitive, aggressive or			ceptable. For
Please rate how implincluded in the guide	,	tial' to 'should not be i	included') you think	it is that each state	ment be
•		d person, the helper w mild or more severe.			·
Please also keep the	definitions in mind	d when rating the stat	ements.		
Repetitive behaviou	<u>ur</u>				
Repetitive behaviou	ı <b>r</b> includes the repe	tition of questions, ph	nrases, movements	or actions, e.g. paci	ng.
<b>*423.</b> If the	person say	s the same th	ing over and	over, the	
helper shoul	d encourage	e the person t	to say more	about the	
subject.					
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	O	0	0	

lelping the	confuse	a olaer per	son	
<b>*424.</b> If the	person rep	eats the same	e words ove	r and over,
-		nange the topi		
	this might	break the con	nmunication	efforts of
the person.		D 11		01 11 11
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	0	O
<b>*425.</b> If the	person ask	s the same q	uestion ove	and over,
	_	ly answer the		•
use distracti	on to chang	je the topic.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	© Know/Depends	O	O
*426 If the	navaan van	eatedly asks t	the same au	aatian tha
		eatedly asks ( ess what the p		
-		them about t		5 0
		might be bec	, ,	-
they will mis		9		
Essential	Important	Don't	Unimportant	Should not be
0	0	know/Depends	0	included
¥ 407 1641		4 41	_	
	-	eats the same	-	
•	-	l listen politel; and then try	- '	•
•	<u>.</u>	Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
O	O	O	O	0
<b>*428.</b> If the	person rep	eats somethi	ng over and	over again,
the helper sl	nould avoid	expressing a	nnoyance a	s this may
upset the pe	rson.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	0	O
*429. The h	elper shoul	d listen to the	e person eve	n if thev are
		ensical word		
		g for the pers	-	•
Essential	Important	Don't	Unimportant	Should not be
	-l	know/Depends	·	included
0	0	0	0	0

Helping the	confused	older per	son		
<b>*</b> 430. The h	elper shoul	d answer rep	etitive ques	tions	
because this	can be rea	ssuring to the	e person.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
O	0	0	O	0	
*431. If the	person is pa	acing and it is	s safe to do s	so. the	
helper should		_		Je,	
<b>-</b> Essential	- Important	Don't	Unimportant	Should not be	
O	0	know/Depends	0	included	
432 Do you l	have any co	mments on t	he ahove st	atomonte? le	there anything you would
_	_	e your sugges			
				- DOX promac	<u> </u>
					<b>y</b>
Challenging	Behaviou	rs (continu	ed)		
This section asks you finding challenging.	ı what information t	he helper should know	w in order to assist	a person whose beha	aviour they are
Challenging hehavid	<b>nurs</b> refers to heha	viours which are diffi	cult inappropriate	undesirable or unac	centable For
• •		petitive, aggressive or			ceptable. I of
Please rate how impo	ortant (from 'essen	tial' to 'should not be	included') you think	it is that each stater	ment be
included in the guide	elines.				
, ,		I person, the helper w mild or more severe.		, 0	•
Please also keep the	definitions in min	d when rating the stat	tements.		
Aggressive behavio					
		siah aanun favaaful sii		Amusakiusa Assaura asiusa	
••		nich seem forceful, vid erbal (e.g. abusive lai			behaviours may include being abusive or hing).
*433. If the	helper is co	oncerned abo	ut the perso	n becomina	
		remove pote			
objects from	the environ	ment.			
Essential	Important	Don't	Unimportant	Should not be	
0	0	know/Depends	О	included ©	

*434. If the	person bed	omes aggres	sive, the he	per should
	-	the person th	•	-
calm down.	•	-		-
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	O	О	O
<b>*435.</b> If the	person bed	omes aggres	sive, the he	per should
use touch an	d calming	words, makin	g sure to do	this in a
way that will	not make t	he person fee	l as if the he	lper is
trying to rest	rain them.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	0	O
*436. If the	person bed	omes physica	ally aggress	ive the
		y and say, 'Pl		
'Please stop'	and remov	e all other pe	ople from th	e room until
the person c	alms down	•		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	О	O
	d remove th			se from the
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	0	0	O
		d only physic self or other		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	O	0	O
		comes aggres		y help.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	0	O
Disinhibited behavio	ours			
<b>Disinhibited behavio</b> about what or where		hich seem tactless, ru thing.	ude or offensive. Th	ey occur when peop

Helping the	e confuse	d older per	son	
*440. If the	e person sta	rts behaving i	n a disinhibi	ted way, the
helper shou	ld ignore thi	s behaviour.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	0
*441. If the	e person stai	rts behaving i	n a disinhibi	ted way, the
helper shou	ld gently cor	rect or divert	them.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	O	O	0
*442. If the	e person stai	rts behaving i	n a disinhibi	ted way, the
		s behaviour a		
then, if nece	essary, gentl	y correct or d	ivert them.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	О	O	0
*443. The	helper shoul	d react with p	atience and	l aentleness
	_	ırs, even thou		_
embarrassii	ng.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	O	O
*444. The	helper shoul	d not correct	or confront	any
disinhibited	behaviour b	y the person	because th	e behaviour
is not delibe	rate.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	0	O	O
<b>*</b> 445. The	helper shoul	d not make fu	ın of any dis	sinhibited
behaviour.	-		-	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	©	O	O
*446. If the	e person star	ts swearing i	nappropriate	elv. the
		ame swear w		
conversatio	n so the per	son will beco	me unintere	sted in the
swear word	S.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	O	0	O

Helping the	confused	l older pers	son		
*447. If the	person eng	ages in inapp	ropriate sex	ual	
•	•	ould remind t	•		
behaviour is	inappropria	te and guide	them to a pr	-	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	0	0	0	
448. Do you	have any co	mments on tl	he above sta	atements? Is	there anything you would
like to add?	Please write	e your sugges	stions in the	box provide	d.
Challenging	<b>Behaviou</b>	rs (continue	ed)		
This section asks you finding challenging.	u what information t	he helper should know	w in order to assist	a person whose beha	aviour they are
		viours which are diffi etitive, aggressive or			ceptable. For
Please rate how imp	· ·	ial' to 'should not be	included') you think	it is that each stater	ment be
•		person, the helper w mild or more severe.			•
Please also keep the	definitions in mind	d when rating the stat	ements.		
Different realities, h	allucinations and	<u>delusions</u>			
<b>Hallucinations</b> are fathere.	alse perceptions. A	person who is exper	riencing an hallucin	ation might hear, se	e, feel or taste things that are not actually
<b>Delusions</b> are fixed	false beliefs. Althou	ugh the delusions mig	ght seem bizarre, th	ey are very real to th	he person experiencing them.
Confabulation is the	filling in of gaps in	a person's memory v	with fabrications tha	at they believes to be	e true.
*449. The h	elper should	d be aware th	at the perso	n may	
		n the confusio		•	
experiencing	j.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
0	0	O	0	0	
*450. If the	nerson is ex	periencing a	different res	ility (e.a.	
		ferent time or			
should not tr			, ,	• '	
Essential	Important	Don't	Unimportant	Should not be	
O	О	know/Depends	О	included	

Helping the	confused	older per	son	
*451. If the	person is ex	operiencing a	different rea	ality, the
helper shoul	ld go along v	vith their rea	lity so as no	t to provoke
anxiety.				
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	O	0	O	0
*452. If the	person is ex	periencing a	different rea	ality, the
	_	by first going		
with empath	y and sensit	ivity, and the	n trying to d	livert the
person's att	ention back	to the presen	it.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	O	O	O	O
<b>*</b> 453. Inste	ad of arguin	g with the pe	rson about v	whether
their experie	ence is real,	the helper sh	ould respon	d to the
-		(e.g. fear, an	•	•
-		ssurance, e.ç		e person
-	·	ell them they  Don't		Should not be
Essential	Important	Don't know/Depends	Unimportant	included
_	·	Don't		
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included
Essential	Important	Don't know/Depends	Unimportant	included

#### Helping the confused older person \*454. If the person is hallucinating, the helper should: Don't know/ Unimportant Should not Important be depends included \*not argue about whether the voices or sights are there because the hallucination is real to the person who experiences it and reasoning will not make the hallucination go away. \*respond in a calm, supportive manner and offer reassurance. \*approach them cautiously, trying not to startle or frighten them. \*ask about the feelings behind the hallucinations and empathise with the person. \*provide a distraction because the person may be able to "tune out" the hallucination by focusing on something else. 0 \*distract the person by getting them to focus on the helper, e.g. hold their hand or tap them on the shoulder. \*distract the person, e.g. start a conversation, take them into a well-lit \*should try to reduce factors that may be contributing to the hallucination, e.g. unclear background noises, darkness, being alone. \*455. If the person is hallucinating but not bothered by it, the helper does not need to take any action. Should not be Don't Unimportant Essential Important included know/Depends 0 0 0 0 \*456. If the person has been hallucinating, the helper should check if the person has had enough to eat and drink and had enough sleep. Should not be Don't Unimportant Essential Important know/Depends included C 0 0 0 0 \*457. If the person is having a disturbing hallucination, the helper should give all the comfort they would give if their experience was real. Should not be Essential Important Unimportant

included

0

know/Depends

0

0

0

0

eally happe situation wo	•	easing the per	son's anxie	ty.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
O	0	0	O	0
<b>≭</b> 459. If the	e person is f	rightened by t	he hallucina	ations and
lelusions th	ey are expe	eriencing, the	helper shou	ıld
cknowledg	e the perso	n's fears.		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	0	O	O
*460. If the	e person has	hallucination	ns or delusio	ons, and the
erson is ve	ry distresse	ed and cannot	be calmed	down, the
elper shou	ld contact t	he person's d	octor.	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Locomia				
O	0	0	0	O
0		O		
ົ *461. If the	person has	•	hallucination	on, the
○ *461. If the nelper shou	e person has	a delusion or	hallucination but should	on, the avoid
<sup>★</sup> 461. If the selper shou confrontation	e person has ld not collud on, e.g. "I did	a delusion or de with them,	hallucination but should thing, but I k	on, the avoid now you are
○ <sup>★</sup> 461. If the nelper shou confrontatio	e person has ld not collud on, e.g. "I did	a delusion or de with them, In't hear anyt	hallucination but should thing, but I k	on, the avoid now you are
K 461. If the elper shou on frontation is the electric field. It is a second to the electric field. It is a second to the electric field to the electric field to the electric field to the electric field. It is a second to the electric field to the electric fiel	e person has ld not collud on, e.g. "I did l'Il look arou	a delusion or de with them, dn't hear anyt and to make so	hallucination but should a hing, but I k ure everythi	on, the avoid now you are ng is okay."
*461. If the nelper shou confrontation rightened. I	e person has Id not colluct on, e.g. "I dic I'll look arou  Important	a delusion or de with them, dn't hear anyt and to make so Don't know/Depends	hallucination but should thing, but I know the but	on, the avoid now you are ng is okay." Should not be included
*461. If the nelper shou confrontation rightened. In Essential	e person has Id not colluct on, e.g. "I did I'll look arou  Important  C helper shoul	a delusion or de with them, dn't hear anyt and to make so Don't know/Depends	hallucination but should thing, but I know the everything the Unimportant Contact the personal the personal but the personal the personal but	on, the avoid now you are ng is okay." Should not be included
*461. If the selper shous confrontation rightened. In the sessential to be septembered. The lappear to he	e person has Id not colluct on, e.g. "I did I'll look arou Important  C helper shoul ave a delusion	a delusion or de with them, dn't hear anyt and to make so Don't know/Depends	hallucination but should thing, but I known the everythin the personer mey misident	on, the avoid now you are ng is okay." Should not be included
*461. If the elper shou confrontation rightened. In the land of th	e person has Id not colluct on, e.g. "I did I'll look arou Important  C helper shoul ave a delusion	a delusion or de with them, dn't hear anyt and to make so Don't know/Depends  d be aware the on because the sand feel thr	hallucination but should thing, but I known the everythin the personer mey misident	on, the avoid now you are ng is okay." Should not be included  on may tify people Should not be
*461. If the nelper shou confrontation rightened. In Essential  *462. The Impress to have remisinter points.	e person has Id not colluct on, e.g. "I did I'll look arou  Important  C helper shoul ave a delusion	a delusion or de with them, dn't hear anyt and to make so Don't know/Depends  C  d be aware the on because the sand feel thr	hallucination but should thing, but I know the personey misident eatened.	on, the avoid now you are ng is okay."  Should not be included  on may tify people
*461. If the selper shou confrontation rightened. It is sential to the selection of the sel	e person has Id not colluct on, e.g. "I did I'll look arou  Important  C helper shoul ave a delusion tet situation Important	a delusion or de with them, dn't hear anytond to make so Don't know/Depends  d be aware the on because the sand feel three bon't know/Depends  C	hallucination but should a hing, but I know the person the person to t	on, the avoid now you are ng is okay." Should not be included C on may tify people Should not be included
*461. If the nelper shou confrontation rightened. It is sential to the proper to have misinterp to the proper to t	e person has Id not colluct on, e.g. "I did I'll look arou  Important  C helper shoul ave a delusion the situation Important  C e person is designed.	a delusion or de with them, dn't hear anythind to make strong the make strong because the sand feel through the mon't know/Depends	hallucination but should a hing, but I know the person the person the person the person that the person the person that the person the person that the person	on, the avoid now you are ng is okay." Should not be included C on may tify people Should not be included C tealing from
*461. If the nelper shou confrontation rightened. It is sential to the new to have misinterpulate to have the new the hem, the hem, the hem.	e person has Id not colluct on, e.g. "I did I'll look arou Important  C helper should ave a delusion Important  C e person is deleper should	a delusion or de with them, dn't hear anythind to make sign Don't know/Depends  d be aware the on because the sand feel three bon't know/Depends  collected that soffer to locate Don't	hallucination but should a hing, but I know	on, the avoid now you are ng is okay." Should not be included C on may tify people Should not be included C tealing from g items. Should not be
*461. If the nelper shou confrontation rightened. It is sential to the proper to have misinterp to the proper to t	e person has Id not colluct on, e.g. "I did I'll look arou  Important  C helper shoul ave a delusion the situation Important  C e person is designed.	a delusion or de with them, dn't hear anythind to make so Don't know/Depends  d be aware the on because the sand feel three bon't know/Depends  c deluded that so offer to locate	hallucination but should a hing, but I know the person the person the person the person that the person the person that the person the person that the person	on, the avoid now you are ng is okay." Should not be included  on may tify people  Should not be included  C  tealing from g items.

He	elping the	confused	d older pers	son		
*	<sup>k</sup> 464. If the	person is m	aking unfoun	ded accusa	tions, the	
h	elper should	l immediate	ely agree with	the person	's version of	
е	vents.					
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
	0	O	O	O	0	
*	<sup>k</sup> 465. If the	person is m	aking unfoun	ded accusa	tions. the	
		_	re acceptable		•	
р	erson's cond	cerns, e.g. 1	to the accusa	tion, "You s	tole my	
s	pecial coat,'	" the helper	might answe	r, "I forgot t	o tell you	
ti	nat I put it in	storage fo	r the summer,	" even if the	coat was	
S	old twenty y	ears ago.				
	Essential	Important	Don't know/Depends	Unimportant	Should not be	
	0	0	Know/Depends	0	included	
			, ,,			4. 4.
	_	_				there anything you would
- 11	Ke to add r	riease write	e your sugges	tions in the	box provide	u.
						<u></u>
D	elirium					
de		how important (fro	he helper should know om 'essential' to 'shoul			
	linione in a new ditio			ina afa naman'a		nin n
ov	er hours or days. D	elirium can involv	and obvious worsen e problems with attent is due to illness or en	tion, awareness, or	ientation to environn	ment and other
de			person, the helper w mild or more severe.			•
Ple	ease also keep the	definitions in mind	d when rating the stat	ements.		
<u>Hc</u>	w to assist the pe	rson with suspec	ted delirium			
*	<sup>k</sup> 467. If the	helper susp	ects the pers	on is experi	encing	
			iour is a serio	-	_	
а	nd the safet	y of others,	the helper sh	ould take th	ne person to	
h	ospital or ca	all an ambul	ance.			
	Essential	Important	Don't know/Depends	Unimportant	Should not be included	
	0	O	c know/Depends	•	included •	

lelping the	confused	d older per	son	
*468. If the	helper susp	ects the pers	on is experi	iencing
delirium, the	helper shou	ıld contact a	doctor imme	ediately to
		en changes i	n the persoi	n and
arrange an a	ppointment	■ Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
0	O	0	O	0
<b>*</b> 469. If the	helper susp	ects the pers	on is experi	iencing
delirium, the	helper sho	uld write dow	n their obse	rvations
	_	jes in behavio		
, ,		confusion/oth	•	• ,,
	-	oful information	on for medic	al
professional		Don't		Should not be
Essential	Important	know/Depends	Unimportant	included
0	0	O	O	O
*470. When	the helper	takes the per	son with su	spected
delirium to n	nedical help	, the helper s	hould be pre	epared to
provide infor	mation abo	ut the person	's changes	in
behaviour or	physical fu	nction, past r	nedical hist	ory and
	•	ting any new	medications	s or
changes in d	losage.			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
0	0	O	0	O
low to interact witl	n the person who l	has delirium		
*471. The h	elper should	d be aware th	at it can be	comforting
		ing delirium (		
-	-	person is in h		
Essential	Important	Don't	- Unimportant	Should not be
0	0	know/Depends	0	included
_				
	_	d be aware th	_	
-		er past distre	•	
<del>-</del>	-	son and these	may be exp	perienced as
Essential	Important	amlike state.  Don't	Unimportant	Should not be
Loscittai	portant	know/Depends	- I	included

# Helping the confused older person

# \*473. If the helper is caring for a person with delirium, they should:

	Essential	Important	Don't know/ depends	Inimportan	Should not t be
		6	·	0	included
*talk clearly and slowly.	0	0	0	0	0
*ensure the person gets adequate food and fluids.	0	O	O	0	O
*orientate the person to their environment, i.e. remind them where they are, what time of day it is and who you are.	O	O	O	C	O
*only allow visits from those the person knows well.	0	0	O	0	O
*inform any visitors of what to expect.	0	0	0	0	0
*diminish distracting loud noises such as radio and television.	0	0	0	0	0
*ensure there is adequate lighting.	0	0	0	0	0
*ensure a person has their comfort items such as familiar blankets, photos and favourite music or clothing.	0	O	O	0	O
*check that the person is wearing their hearing aids or glasses.	0	0	O	0	0
*protect the person from falls and dangerous objects.	0	0	O	0	0
*not restrain a person.	0	0	$\circ$	0	0
*try placing a mattress on the floor for night time waking.	0	0	0	0	0
*discourage day time sleeping.	0	$\odot$	$\odot$	0	0
*avoid sudden movements that may frighten them.	O	0	0	0	0
*not take it personally if the person fails to recognise the helper. *introduce themselves each time, if necessary.	O	0	O	0	O
*try not to over-excite the person with too much activity.	0	0	O	0	0
*use nicknames or other familiar phrases that are likely to be reassuring.	O	0	0	O	0
*let staff know if there is anything they could say or do that will make the person feel more at ease or reassured.	0	0	O	O	0

Helping the	confused	older per	son			
*474. If the	helper knov	vs that the pe	erson experi	encing		
delirium has	had previou	ıs experience	s of trauma	(e.g. being		
, .		ery ill), the hel	lper should t	ell the		
health profes	ssional.	Donk		Chauld not be		
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	0	O	0	О		
<b>*</b> 475. The h	nelper shoul	d monitor the	person exp	eriencing		
delirium, bed	cause they a	re more at ris	k of falls tha	an other		
older people	·.					
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
0	0	0	0	О		
*476. To re	duce the ris	k of falls, the	helper shou	ld assist the		
		irium with wa				
a sitting or ly	ying position	) <b>.</b>				
Essential	Important	Don't know/Depends	Unimportant	Should not be included		
O	0	©	0	O		
477. Do you	have any co	mments on t	he above sta	atements? Is the	re anything you wo	ıld
_	_			box provided.	i o amy aming you mo	
					_	
					~	
Feedback a	nd thank y	ou				
478. 1. Did a	nvthina in th	nese survevs	cause vou t	o feel distressed	l?	
© Yes	,g	1000 041 1040		- 1001 WIOII 0000W		
© No						
- NO						

### Helping the confused older person

If something in these surveys caused you to feel distressed or upset then we advise you to talk to a supportive person about these feelings. You might wish to talk to someone using the relevant helpline listed below.

#### Australia

National Dementia Helpline 1800 100 500

#### **New Zealand**

Local Alzheimers New Zealand organisations 0800 004 001

#### Canada

Alzheimer Society of B.C. Dementia Helpline

Province-wide: 1-800-936-6033 Lower Mainland: 604-681-8651

#### Ireland

Alzheimer National Helpline 1800 341 341

#### **United Kingdom**

National Dementia Helpline 0300 222 1122

#### **United States**

Alzheimer's Association 24/7 Helpline 1.800.272.3900

That is the end of the first round survey!

#### Thank you very much for your contribution.

By pressing the "next" button your final responses will be registered with our survey software. Once all panel members have lodged their responses, we will collate the data and send you a report on the findings and the second survey.

We are extremely grateful for your contribution.

Best Wishes,

The Centre for Mental Health, University of Melbourne and Mental Health First Aid Australia Research Team

#### Helping the confused older person - Round 2

#### INTRODUCTION

#### How this questionnaire was developed

The statements in this questionnaire were derived from the results of the Round 1 survey. You will note that each statement is marked as either a new or rerate item. New items were derived from the comments provided in the first survey. An item is rerated when 80% or more of the panel members from one of the groups rated it as essential or important **AND** if 70%–79% of panel members from the other panel rated it as essential or important.

#### Instructions

Please complete the questionnaire by rating each statement according to how important you believe it is for inclusion in the guidelines for helping a confused older person. Please keep in mind that the guidelines will be used by the general public and as such, the statements need to be rated according to how important each one is for someone, who does not necessarily have a counselling or clinical background, to help an older person with confusion.

This questionnaire should take approximately 60 minutes to complete. You can complete the survey in two or more sittings. Your answers are saved when you click 'Next' at the bottom of a page. This marks your page and you can begin again at a later date on the next page. Please be aware that once you have logged on and started responding you must complete the questionnaire on the same computer.

Please provide your name so I	I can verify who is eligible to complete Round 3.	
rea of expertise		
Carer advocate		
Professional		

Helping the confused older person - Round 2

Overview of Questionnaire

#### The questionnaire is divided into the following sections:

- 1. General awareness
- 2. Memory and other cognitive problems
- 3. Seeking help
- 4. Encountering someone wandering
- 5. Communication
- 6. Challenges you may encounter during communication
- 7. Discussing sensitive issues and making decisions with the person
- 8. Challenging behaviours
- 9. Delirium

#### Helping the confused older person - Round 2

#### **Definitions**

These terms may have different meanings for participants. The definitions below are how these terms are used in this survey. When completing the survey, please ensure you use these definitions only.

<u>Person</u> in this survey refers to an **older person who is experiencing confusion** which may be due to dementia, delirium or other conditions. Older person in this survey refers to those aged 65 or older, however it is expected that the resulting guidelines may also be relevant to assisting adults with confusion who are younger.

<u>Mental health first aid for the confused older person</u> is the help offered to a person who may be developing dementia or delirium, is experiencing a worsening of existing dementia symptoms or is in a crisis due to their confusion.

<u>Helper</u> in this survey refers to the individual who provides mental health first aid as defined above. The helper may be a family member, friend, neighbour, concerned community member or a paid carer without specialist qualifications.

<u>Confusion</u> in this survey is a broad term that refers to a decline in normal cognitive ability, which may vary from mild to severe. The cognitive changes may be associated with dementia or delirium. It may include a number of the following signs and symptoms: lack of alertness, poor attention span, disorientation to time and place, trouble following a conversation, unclear or illogical speech, impaired short-term memory, difficulty in planning and carrying out tasks, inappropriate behaviour, disconnection from reality or delusional beliefs.

<u>Dementia</u> is a condition involving progressive decline of cognitive abilities such as short-term memory, language and the ability to plan and carry out tasks. Dementia is an umbrella term for a large group of illnesses that cause this progressive decline. The symptoms appear over months and years. The initial signs of confusion may be mild, or may be only apparent at certain times or in certain situations, but the condition tends to get worse over time.

<u>Delirium</u> is a condition where a sudden and obvious worsening of a person's usual level of functioning appears over hours or days. Delirium can involve problems with attention, awareness, orientation to environment and other areas of cognitive functioning. Delirium is caused by an underlying disease or environmental factors, such as medication.

Canaral	awareness
General	awareness

		-	ation the helper should know ab- ncluded') you think it is that eac		
			he helper will need to use their eep this in mind when rating the	_	a person's decline in cognitive
	Please also keep the definiti	ions in mind when ra	ating the statements.		
	3. The helper should be (New)	aware that sign	s and symptoms of deme	ntia can differ froi	n person to person.
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	4. The helper should be and long-term manager		y detection of dementia haition. (New)	as benefits for the	family's acceptance
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	Helping the confuse	ed older perso	on - Round 2		
	Memory and other co	ognitive probler	ms		
		with these limitations	r should know about memory ar s. Please rate how important (fro ines.	-	
	_		he helper will need to use their eep this in mind when rating the	-	a person's decline in cognitive
	Please also keep the definiti	ons in mind when ra	ating the statements.		
	Understanding changes in	memory			
*	5. The helper should no	ot assume that th	e person cannot learn and	d enjoy new thing	s. (New)
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
			miliar place, the helper sh chance of confusion. (Nev		the person has some
	Essential	Important	Don't know/Depends	Unimportant	Should not be included

#### Helping the confused older person - Round 2

#### Memory and other cognitive problems (continued)

This section asks you what information the helper should know about memory and other cognitive problems. It also asks how the
helper can assist the person with these limitations. Please rate how important (from 'essential' to 'should not be included') you think
it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

			-	
Please also keep the define	nitions in mind when ra	ating the statements.		
Completing tasks and m	aking decisions			
7. The helper should they used to. (New)	allow time for the p	erson to complete a task	, because they m	ay take longer than
Essential	Important	Don't know/Depends	Unimportant	Should not be included
8. If the person appearstress becomes over		by a task, the helper sho	uld divert their att	ention before the
Essential	Important	Don't know/Depends	Unimportant	Should not be included
•	•	make whatever decision ne person or others. (New Don't know/Depends	,	e of making, as long  Should not be included
options. (Rerate)		lecision, the helper can a		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
11. When the person number of options. (N		ecision, the helper can a	ssist by limiting ar	ny choice to a small
Essential	Important	Don't know/Depends	Unimportant	Should not be included

				nelper can assist by limiting any choice to options				
	Essential	Important	Don't know/	Depends Un	important	Should not be included		
	2. When the person needs to make a decision, the helper can assist by limiting any choice to options hat are safe and mutually beneficial. (New)  Essential Important Don't know/Depends Unimportant Should not be included  3. If the person has memory problems, the helper should be aware of a range of strategies they can use to assist the person. (New)  Essential Important Don't know/Depends Unimportant Should not be included  Helping the confused older person - Round 2  Wemory and other cognitive problems (cont.)  This section asks you what information the helper should know about memory and other cognitive problems. It also asks how the eleper can assist the person with these limitations. Please rate how important (from 'essential' to 'should not be included') you think is that each statement be included in the guidelines.  When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive billity may be very mild or more severe. Please keep this in mind when rating the following items.							
			s, the helper sh	ould be aware of	a range of stra	tegies they can		
	Essential	Important	Don't know/	Depends Un	important	Should not be included		
			C					
	Helping the confus	ed older pers	on - Round 2	2				
	Memory and other co	ognitive proble	ems (cont.)					
i	helper can assist the person it is that each statement be in When providing first aid to the	with these limitation or the guide of the gu	ns. Please rate how elines. , the helper will nee	v important (from 'ess	ential' to 'should r ent because a pe	ot be included') you think		
,	ability may be very mile of me	ole severe. Flease	keep tilis iii iiiliid t	when rating the follow	ing items.			
	Please also keep the <u>definiti</u>	ions in mind when	rating the statemer	nts.				
	Completing tasks and mak	ing decisions (co	<u>nt.)</u>					
*	14. If the person has for	rgotten that the	y have done so	mething and keep	os asking to do	it (e.g. attending		
i	a doctor's appointment)	, the helper sho	ould consider us	sing the following	strategies:			
		Facantial	lus us subsumb	Don't	l lucius a utaust	Should not be		
	distracting the person.	Essential	Important	know/Depends	Unimportant	included		
	(New)							
	acknowledging the emotions behind the person's concerns. (New)	$\bigcirc$						
	showing them the evidence that they have done it. (New)			0	$\circ$	0		
	repeating the answer, in a kind and reassuring tone of voice. (New)							
	patiently accepting the repetition, if the above strategies do not help.							

\* 15. If the person does not recognise what an object is for, the helper should consider using the following strategies:

	Essential	Important	Don't know/Depends	Unimportant	Should not be included
acknowledging any frustration the person may be experiencing. (New)				0	
explaining what it is for in a sensitive manner to avoid the person feeling a sense of failure (New)					
using step-by-step prompts. (New)					
demonstrating use of the item. (New)					
using hand-over-hand guidance. (New)					
miming use of the object. (New)					

strategies:					
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
acknowledging the person's frustration. (New)					
distracting them for a few minutes and then helping them start again. (New)	$\bigcirc$	$\bigcirc$			
explaining how to do it in a sensitive manner to avoid the person feeling a sense of failure. (New)					
using step-by-step prompts. (New)					
demonstrating how to do it. (New)					
using hand-over-hand guidance. (New)			$\bigcirc$		$\bigcirc$
miming how to do it (New)					
help the person at the point at which they have become stuck. (New)		$\bigcirc$			
intervening and completing the task for them (New)	0	0		0	
17. If the person is stru	ney want help. (l	New)			
Essential	Important	Don't know/[	Depends Uni	important Sh	ould not be included
18. The helper should them, so as to maintain			=	_	n, not doing 'for'
Essential	Important	Don't know/[	Depends Uni	important Sh	ould not be included

\* 16. If the person is struggling with a task (e.g. dressing), the helper should consider using the following

19. If the person talks ago) and they are distr					o nas died long
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
gently explain that the person has passed away. (New)					
do not correct them. (New)					$\bigcirc$
engage in a conversation about the deceased person. (New)				0	
try to understand why they are talking about the person, in case it references a need that can be addressed. (New)					
20. If the person talks ago) and they are <u>not</u>				= -	_
gently explain that the person has passed away. (New)	$\circ$	$\circ$		$\circ$	$\circ$
do not correct them. (New)					
engage in a conversation about the deceased person. (New)				0	
try to understand why they are talking about the person, in case it references a need that can be addressed. (New)					
Helping the confused older person - Round 2					
. 3					

This section asks you what information the helper should know about when and how the helper can assist the person to get professional help. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the <u>definitions</u> in mind when rating the statements.

21. If the helper is wor consult with someone			=	nis with them, the	helper should	
Essential	Important	Don't know/De	, ,	nimportant Sh	nould not be included	
22. During a conversa	tion about the pe	rson's memory ar	nd functioning,	the helper should	d: Should not be	
	Essential	Important	depends	Unimportant	included	
explain that they are concerned because they care. (Rerate)					0	
make a plan with the person to see a doctor. (Rerate)						
reassure them that they care for or love the person regardless of their memory and functioning, as this will provide a sense of security for the person. (New)						
23. The helper should encourage the person to see a doctor if the person has any signs or symptoms of dementia. (Rerate)						
Essential	Important	Don't know/De	pends Ur	nimportant Sh	nould not be included	
Helping the confused older person - Round 2						
Seeking help (contir	nued)					
This section asks you what professional help. Please ra						

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the <u>definitions</u> in mind when rating the statements.

included in the guidelines.

## If the person does not want to seek help

\* 24. If the person is reluctant to get help, the helper should:

	Essential	Important	Don't know/ depends	Unimportant	Should not be included
discuss the matter with the person and try to identify the reason behind their reluctance. (Rerate)					
suggest that the person go for a general medical check-up. (Rerate)		$\bigcirc$	$\bigcirc$	$\bigcirc$	
tell the person that a doctor's visit will help to rule out any physical or temporary conditions causing their signs or symptoms. (New)					
call a dementia or Alzheimer's helpline for assistance. (Rerate)			$\bigcirc$		
find out if there are options for house calls by health professionals who specialise in dementia. (Rerate)			0		
make an appointment with the person's doctor for the helper to discuss their concerns without the person present. (New)					
identify another individual who has a good relationship with the person to support them to seek help. (New)					
suggest to the person that the helper will monitor the person's memory problems for a month and then revisit the topic of seeking help. (New)					
respect the person's wishes. (New)					

	stop the conversation. (Ne	w)			
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	26. If the person refuses to		eir health or safety is at ı	risk, the helper sh	ould get aged care
	assessment services invol	,			
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	Helping the confused	older person	- Round 2		
	Seeking help (continued	d)			
	This section asks you what informulation professional help. Please rate horizontal in the guidelines.				-
	When providing first aid to the coability may be very mild or more  Please also keep the definitions	severe. Please keep	this in mind when rating the f		person's decline in cognitive
	Professional and other suppor	<u>rts</u>			
*	27. In order to act as an ac	•	erson, the helper should	go with them to a	any doctor or health
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	28. If the helper attends th permission to be given cor	• •	•	he helper should Unimportant	ask the person's  Should not be included
	29. If the helper attends a for a referral to a dementia		•	e helper should d	irectly ask the doctor
	Essential	Important	Don't know/Depends	Unimportant	Should not be included

\* 25. If the person gets distressed by a conversation about seeking professional help, the helper should

*	* 30. The helper should find out about support groups for the person with early stage dementia and their family and friends. (Rerate)					ementia and their
	Essential	Important	Don't know/[	Depends Ur	nimportant	Should not be included
	Helping the confus	ed older pers	on - Round 2			
	Encountering someo	ne who is war	ndering			
	This section asks you what in	nformation the help	er should know in o	rder to assist a pers	on who is wande	ring.
	<b>Wandering</b> is a dementia-re lapping in one area, and other environment or intrude in ina	er times leaving the				
	Please rate how important (figuidelines.	rom 'essential' to 'sl	hould not be include	ed') you think it is the	at each statemen	be included in the
	When providing first aid to th ability may be very mild or m					erson's decline in cognitive
	Please also keep the definit	ions in mind when	rating the statemen	ts.		
*	31. If the helper encour	nters a person w	vho is wandering	, the helper sho	uld:	
		Essential	Important	Don't know/ depends	Unimportan	Should not be t included
	advise the person if the helper plans to contact					
	the person's family member or a friend. (Rerate)					
	check if the person has some form of tracking					
	device that they could use to contact the person's home or carer. (New)					

* 3	* 32. If the helper encounters a person who is wandering, and the helper cannot find out any of the					
İI	ndividual's emergency	contact informa	tion, the helper	should:		
		Essential	Important	Don't know/Depends	Unimportant	Should not be included
	suggest that together they call the police for help. (Rerate)					
	suggest that they sit and have a chat together, while the helper quietly calls emergency services. (New)					
	3. The helper should n nelp. (New)	ot leave the pe	rson who is wa	ndering alone, ev	en if the persor	n declines their
	Essential	Important	Don't know/	Depends Un	important S	Should not be included
	34. The helper should n leclines their help. (Nev	•	rson who is wa	ndering <u>and distre</u>	<u>essed</u> alone, e	ven if the person
	Essential	Important	Don't know/	Depends Un	important	Should not be included
	35. If the helper encoun person's health or safet	•			•	about the
	Essential	Important	Don't know/	Depends Un	important S	Should not be included
				)		
	86. If the person gets up in the vicinity to make th		to contact eme	rgency services, t	the helper shou	ıld ask someone
	Essential	Important	Don't know/	Depends Un	important	Should not be included
			C	)		
	87. When emergency se juietly with the person t		•		ervices officer s	hould sit and talk
	Essential	Important	Don't know/	Depends Un	important	Should not be included
	88. The helper should a hemselves in danger. (l		de assistance to	o the person who	is wandering w	rithout putting
	Essential	Important	Don't know/	Depends Un	important S	Should not be included
			C	)		

## Helping the confused older person - Round 2

### Communication

This section asks you what information the helper should know in order to communicate effectively with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

Getting and retaining atte	ention			
39. To gain the comple	ete attention of the	person, the helper shoul	d join in on the pe	erson's activity. (New)
Essential	Important	Don't know/Depends	Unimportant	Should not be included
<sup>*</sup> 40. If the helper canno (Rerate)	ot get the person's	attention, they should wa	ait a few minutes a	and try again.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
leave it for another tim	e. (New)	attention and the convers		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
person can look down chair. (Rerate)	at them, e.g. if the	ce the helper, the helper e person is seated the helper	lper could crouch	down in front of their
Essential	Important	Don't know/Depends	Unimportant	Should not be included
43. Unless necessary, as this may confuse the	·	not interrupt the person i	in the middle of a	task or conversation,
Essential	Important	Don't know/Depends	Unimportant	Should not be included

# Helping the confused older person - Round 2

Communication (continued)

This section asks you what information the helper should know in order to communicate effectively with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

#### Where the person doesn't consistently recognise the people in their life

\* 44. The helper should reintroduce themselves each time they approach the person because the person may forget the names of people and their relationships to them. (Rerate)

Essential	Important	Don't know/Depends	Unimportant	Should not be included

## Helping the confused older person - Round 2

### Communication (continued)

This section asks you what information the helper should know in order to communicate effectively with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the  $\underline{\text{definitions}}$  in mind when rating the statements.

### **Manner of communication**

15. When talking to a p	erson the helpe	er should:			
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
use short sentences. (Rerate)					
avoid using expressions that can be taken too literally, e.g. "shake a leg". (Rerate)		$\bigcirc$			
tailor their use of language and vocabulary to be similar to the person's own. (New)					
adjust the pace of their speech depending on how well the person appears to be understanding them. (New)					
speak at their normal pace, because speaking slower may come across as condescending and patronising. (New)					
avoid standing too close to the person whilst talking as this can be intimidating. (Rerate)	$\bigcirc$	$\bigcirc$			$\bigcirc$
stay still whilst talking to the person as this will make it easier for the person to follow what you are saying. (Rerate)					
16. The helper should be			• •	e skilled commun	ication and they
Essential	Important	Don't know/I		important Sho	ould not be included
17. The helper should r ou forgotten?", becaus	-			=	per?" and "have
Essential	Important	Don't know/[	Depends Un	important Sho	ould not be included

* 48. The helper should you do that?" (Rerate)		ions which may put the p	erson on the defe	nsive, e.g. "Why did
Essential	Important	Don't know/Depends	Unimportant	Should not be included
•	· · · · · · · · · · · · · · · · · · ·	that require a lot of thou uestion to address currer	-	=
Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 50. The helper should (Rerate)	avoid testing the	person's memory becaus	e this can be emb	parrassing and hurtful.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Essential	Important	Don't know/Depends	Unimportant	Should not be included
respond, the helper sh	nould try to get the	message across in a diff	ferent way. (Rerat	e)
Essential	Important	Don't know/Depends	Unimportant	Should not be included
the person has said. (	Rerate)	and acknowledgement t	, ,	-
Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 53. After the person re them they have under		tion, the helper should pa	araphrase what th	e person said to show
Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 54. The helper should the person know that		their day-to-day thoughts Rerate)	and feelings with	the person, as it lets
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Helping the confu	sed older perso	on - Round 2		
Communication (co	ntinued)			

This section asks you what information the helper should know in order to communicate effectively with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the  $\underline{\text{definitions}}$  in mind when rating the statements.

Advocating for the person when they are communicating with other
------------------------------------------------------------------

• .		one conversation with the n speaks at a time. (Rera		ssible, the helper			
Essential	Important	Don't know/Depends	Unimportant	Should not be included			
56. The helper should remind others that they should avoid talking about the person when the person is within hearing range. (Rerate)							
Essential	Important	Don't know/Depends	Unimportant	Should not be included			
but (name) relates bes	st when you talk to	g baby-talk with the personal adult n	nanner." (Rerate)				
Essential	Important	Don't know/Depends	Unimportant	Should not be included			
·		g baby-talk with the personerson in an adult manne		ould take them aside			
Essential	Important	Don't know/Depends	Unimportant	Should not be included			
59. Where possible, the helper should prepare others before they visit with the person so they know what to expect and how to communicate with the person. (New)							
Essential	Important	Don't know/Depends	Unimportant	Should not be included			
Helping the confus	sed older perso	on - Round 2					
Non-verbal commur	nication						

This section asks you what information the helper should know in order to communicate effectively with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the <u>definitions</u> in mind when rating the statements.

Essential	Important	Don't know/Depends	Unimportant	Should not be included
•	•	on's breathing to gauge h ower breathing may shov	•	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
			turaa paaitiya (D	(erate)
2. The helper should	I try to keep their fa	Don't know/Depends	Unimportant	Should not be included
Essential  3. The helper should	Important  use facial express	Don't know/Depends	Unimportant	Should not be included
Essential	Important  use facial express	Don't know/Depends	Unimportant	Should not be included
Essential  33. The helper should nay be more readily to	Important  I use facial expressunderstood. (Rerat	Don't know/Depends  sions to communicate mee)	Unimportant  anings to the per	Should not be included  son because these
Essential  33. The helper should nay be more readily to Essential	Important  Use facial expressunderstood. (Rerating Important  Use aware that a g	Don't know/Depends sions to communicate mee) Don't know/Depends entle touch of the arm or	Unimportant  anings to the per  Unimportant	Should not be included  son because these  Should not be included
Essential  33. The helper should nay be more readily to Essential  44. The helper should hat the helper is inter	Important  I use facial express understood. (Rerat Important  I be aware that a grested and really care	Don't know/Depends sions to communicate me e) Don't know/Depends entle touch of the arm or ares. (Rerate)	Unimportant  anings to the per  Unimportant  hand can commu	Should not be included son because these Should not be included unicate to the person

This section asks you what information the helper should know in order to respond to challenges that may occur whilst communicating with a confused person. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

* 65. The helper shou	id try to be patient w	= :		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
·		netimes the best thing the ifficulties in conversation	•	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
When the helper doesn	t understand what the	person is saying		
·	•	nd seem nonsensical, the mplies that the person is	•	· ·
Essential	Important	Don't know/Depends	Unimportant	Should not be included
When the person can't	find the right words			
say, the helper shou	nable to find the rightld clarify the messag	nt word, but the helper ha	e understood. (No	ew)
* 68. If the person is u	nable to find the righ	·		
* 68. If the person is u say, the helper shou	nable to find the rightld clarify the messag	ge to make sure they hav	e understood. (No	ew)
* 68. If the person is usay, the helper shou	Inable to find the right declarify the message important the wrong word, the state of the state	Don't know/Depends  Depends  Depends  Depends  Depends  Depends  Depends  Depends	e understood. (No Unimportant	Should not be included
* 68. If the person is used say, the helper shouse the say, the helper shouse the say, the helper shouse the say, the helper should be say, the help	Inable to find the right declarify the message important es the wrong word, the sing the correct word	Don't know/Depends  Don't know/Depends  Don't know/Depends  Don't know/Depends	e understood. (No Unimportant  t out the error but	Should not be included  t repeat back the
* 68. If the person is used say, the helper shouse the say, the helper shouse the say, the helper shouse the say, the helper should be say, the help	Inable to find the right declarify the message important es the wrong word, the sing the correct word	Don't know/Depends  Don't know/Depends  Don't know/Depends  Don't know/Depends	e understood. (No Unimportant  t out the error but	Should not be included  t repeat back the
* 68. If the person is used say, the helper shouse the say, the helper shouse the say, the helper shouse the say, the helper should be say, the help	Inable to find the right declarify the message Important es the wrong word, the sing the correct word Important	Don't know/Depends  Don't know/Depends  Depended on the point of the p	e understood. (No Unimportant  t out the error but	Should not be included  t repeat back the
* 68. If the person is used say, the helper should be assential.  * 69. If the person used person's message used be assential.  Helping the confidence of th	Inable to find the right declarify the message Important  Sets the wrong word, the sing the correct word Important  Understand Important	Don't know/Depends  Don't know/Depends  Depended on the point of the p	e understood. (No Unimportant  t out the error but Unimportant	Should not be included  t repeat back the

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the  $\underline{\text{definitions}}$  in mind when rating the statements.

## Problems with comprehension

				•	sion. (Rerate)
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 71.	The helper should	ask the person for	feedback on whether the	e person has und	erstood them. (New)
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	The helper should pression. (New)	l look for signs of u	nderstanding, e.g. the pe	rson's body langı	uage and facial
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 73.	If the person does	sn't understand, the	helper should resist the	urge to talk loude	r as this will upset the
pei	rson and make con	nmunication more o	difficult. (Rerate)		
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 74.	If the helper does	not understand wh	at the person is saying th	en the helper sho	ould guess and
	pond accordingly.		, , , ,		Ü
	pond accordingly.		Don't know/Depends	Unimportant	Should not be included
		(New)		Unimportant	
* 75.	Essential  countering resistance  Rather than askin	(New)  Important  g questions that are	Don't know/Depends  Output	ate resistance, the	Should not be included  c helper should tell the
* 75. per	Essential  countering resistance  Rather than asking son what is going	(New)  Important  g questions that are	Don't know/Depends  e likely to trigger immedianer than asking "Do you w	ate resistance, the	Should not be included  c helper should tell the
* 75. per	Essential  countering resistance  Rather than asking son what is going	(New)  Important  g questions that are to happen, e.g. rath	Don't know/Depends  e likely to trigger immedianer than asking "Do you w	ate resistance, the	Should not be included  c helper should tell the
* 75. per	Essential  countering resistance  Rather than asking son what is going per should say "It's	(New)  Important  g questions that are to happen, e.g. rath is time for your show	Don't know/Depends  e likely to trigger immedia ner than asking "Do you w	ate resistance, the	Should not be included  e helper should tell the shower now?", the
* 75. per hel	Essential  Countering resistance  Rather than asking reson what is going a per should say "It's Essential  Rather than asking a shower), the hear	(New)  Important  g questions that are to happen, e.g. rath is time for your show Important  g questions that are elper should break ill give you a hand	Don't know/Depends  e likely to trigger immedia ner than asking "Do you w	ute resistance, the vant to have your  Unimportant  ate resistance (e.gand use statemen	Should not be included  the helper should tell the shower now?", the  Should not be included  g. "Do you want to onts rather than
* 75. per hel	Essential  Countering resistance  Rather than asking reson what is going respectively per should say "It's Essential  Rather than asking a shower), the heastions, e.g. 1. "I waste of the street of t	(New)  Important  g questions that are to happen, e.g. rath is time for your show Important  g questions that are elper should break ill give you a hand	Don't know/Depends  e likely to trigger immedia ner than asking "Do you w ver now". (Rerate)  Don't know/Depends  e likely to trigger immedia the task down into steps	ute resistance, the vant to have your  Unimportant  ate resistance (e.gand use statemen	Should not be included  the helper should tell the shower now?", the  Should not be included  g. "Do you want to onts rather than

\* 70. The helper should ask the person for feedback on whether the person has understood them and

77. Rather than just tel helper should try to giv you are clean and read	e a reason that	it needs to occu			
Essential	Important	Don't know/	Depends U	nimportant S	hould not be included
			)		
Arguments  78. The helper should reflection on the helper		rguments may c	levelop from the	person's frustrat	ion and are not a
Essential	Important	Don't know/	Depends U	nimportant S	hould not be included
			)		
79. If an argument dev	elops <u>over a mi</u> Essential	nor matter, the	helper should:  Don't  know/Depends	Unimportant	Should not be included
acknowledge the person's feelings and frustrations. (New)					
apologise and then let the matter be. (New)			$\bigcirc$		$\bigcirc$
change the topic of conversation or begin a new activity. (New)					
agree with the person and then try to change the subject. (New)					
80. If an argument dev	elops, the helpe		Don't		Should not be
	Essential	Important	know/Depends	Unimportant	included
acknowledge the person's feelings and frustrations. (New)					
apologise and then let the matter be. (New)					
change the topic of conversation or begin a new activity. (New)	$\bigcirc$		$\circ$	$\circ$	
agree with the person and then try to change the subject. (New)	$\bigcirc$	$\bigcirc$			$\bigcirc$
Helping the confus	ed older <u>pers</u>	on - Round 2	2		

Discussing sensitive issues and making decisions with the person

This section concerns conversations about sensitive issues which might include when to see a doctor about symptoms of dementia, stopping driving or the need for a change in level of care or living arrangements. In this section, 'a conversation' refers to a conversation about a sensitive issue. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

### How to discuss sensitive issues

\* 81. When discussing a sensitive topic, the helper should:

	Essential	Important	Don't know/Depends	Unimportant	Should not be included
choose a place familiar to the person as a setting for a conversation because this is likely to help facilitate communication and minimise anxiety. (Rerate)					
begin the conversation with neutral topics to help build trust and help the person feel relaxed, e.g. talking about the weather, family. (Rerate)					
attempt to remain calm and objective. (New)					
consider enlisting the help of another person who can remain calm and objective. (New)					
82. The helper should by the person (e.g. tea					=
Essential	Important	Don't know/l	Depends Uni	important Sh	nould not be included
83. If the person show private where the pers	•	` •			nem somewhere
Essential	Important	Don't know/l	Depends Uni	mportant Sh	nould not be included

	knowledge how th	e a strong emotional respone person is feeling, e.g. "		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Discussing the diagnosis				
* 85. The helper should diagnosis. (New)	be aware that peo	ople with dementia usually	y want to know th	e truth about their
Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 86. The helper should in planning for their future.  Essential		owing the diagnosis can e	nable the person  Unimportant	to take an active role  Should not be included
· · · · · · · · · · · · · · · · · · ·	Important  choose how they  g. A straightforwa	Don't know/Depends  explain to the person what ard explanation versus a record to the person what are the control of the contr		·
Essential	Important	Don't know/Depends	Unimportant	Should not be included
-	t can support thei	helper should reassure the reason memory and maintain the Don't know/Depends	•	• •
Discussing sensitive	issues and ma	king decisions with the	person (contin	ued)

This section concerns conversations about sensitive issues which might include when to see a doctor about symptoms of dementia, stopping driving or the need for a change in level of care or living arrangements. In this section, 'a conversation' refers to a conversation about a sensitive issue. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

### **Discussing plans for the future**

An <u>advance directive</u> is a document describing how the person wants to be treated when they are unable to make their own decisions due to their present state of illness. Advance directives should specify the circumstances under which they will be used and who will take the various actions specified, e.g. when the person is becoming unwell or when they are acutely unwell.

Λ <u>pc</u>	<u>wer of attorney</u> is wh	nere another person is app	pointed to carry out specified o	or all legal or financial	matters for someone.
	The helper should ferences for the f	-	the person to discuss th	e person's wishe	s, concerns and any
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
adv	•		ng the future, the helper cared of planning ahead.		•
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
maı	•	nces and arrangeme	nce care directive on rele nts after death), the help	er should encour	•
	• • •	ii wiiii aii appiopiiait	e professional to develop	one. (New)	
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
				. ,	Should not be included
* 00	Essential	Important	Don't know/Depends	Unimportant	
	Essential  If the person has	Important  a not arranged a power		Unimportant  should encourage	
	Essential  If the person has	Important  a not arranged a power	Don't know/Depends  er of attorney, the helper	Unimportant  should encourage	
	Essential  If the person has the these arranger	Important  s not arranged a powments with an approp	Don't know/Depends er of attorney, the helper	Unimportant  should encouragy	ge or assist them to
mal	Essential  If the person has the these arranged Essential  The helper should be a should b	Important  s not arranged a power ments with an appropriate important  Indianal and the person to the control of the control o	Don't know/Depends er of attorney, the helper	Unimportant  should encourage  Unimportant	ge or assist them to  Should not be included
mal	Essential  If the person has the these arranged Essential  The helper should be a should b	Important  s not arranged a power ments with an appropriate important  Indianal and the person to the control of the control o	Don't know/Depends  er of attorney, the helper priate professional. (New Don't know/Depends	Unimportant  should encourage  Unimportant	ge or assist them to  Should not be included

## Discussing driving and making decisions with the person

This section concerns conversations and decisions about stopping or restricting driving. In this section, the helper will generally be a family caregiver. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the <u>definitions</u> in mind when rating the statements.

Discussing and planning	for future driving dec	<u>iisions</u>		
* 95. The helper should dementia drive for lon		early diagnosis and mana	agement may hel <sub>l</sub>	o the person with
Essential	Important	Don't know/Depends	Unimportant	Should not be included
<sup>*</sup> 96. The helper should	I talk to the person	about driving issues, e.g	. safety and liabili	ty. (Rerate)
Essential	Important	Don't know/Depends	Unimportant	Should not be included
defensive about their	abilities, e.g. Rathe	on about driving in a way or than saying, "Your drivi ay "You are getting abser	ing is terrible, you	are getting lost, and
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Essential	Important	Don't know/Depends	Unimportant	Should not be included
98. The helper should be defensive about th	I initiate a discussion eir abilities, e.g. Ra fe", the helper shou	Don't know/Depends on about driving in a way other than saying, "Your o	that is <u>less likely</u> Iriving is terrible,	to lead the person to you are getting lost,
98. The helper should be defensive about th and you're just not sa	I initiate a discussion eir abilities, e.g. Ra fe", the helper shou	on about driving in a way	that is <u>less likely</u> Iriving is terrible,	to lead the person to you are getting lost,
98. The helper should be defensive about th and you're just not sat about your driving?" (	I initiate a discussion eir abilities, e.g. Ra fe", the helper shou New)	on about driving in a way other than saying, "Your o	that is <u>less likely</u> Iriving is terrible, y about your safety,	to lead the person to you are getting lost, how are you feeling
e 98. The helper should be defensive about the and you're just not sat about your driving?" (In Essential Property of the second	I initiate a discussion eir abilities, e.g. Rafe", the helper shout New)  Important  driving restrictions, mentia have safe para in the future. (Rera	on about driving in a way other than saying, "Your of alld say "I am concerned a Don't know/Depends  the helper should focus ast driving records, but the ate)	that isless likely driving is terrible, yeabout your safety,  Unimportant  on the nature of the is does not mean	to lead the person to you are getting lost, how are you feeling  Should not be included  the disease, i.e. that they will be safe as
* 98. The helper should be defensive about the and you're just not sat about your driving?" (In Essential Property of the second	I initiate a discussion eir abilities, e.g. Rafe", the helper shout New)  Important  driving restrictions, nentia have safe particular in the safe particular in	on about driving in a way other than saying, "Your of alld say "I am concerned a Don't know/Depends  the helper should focus ast driving records, but the	that isless likely driving is terrible, yeabout your safety,  Unimportant	to lead the person to you are getting lost, how are you feeling  Should not be included  the disease, i.e. that

	Important	Don't know/Depends	Unimportant	Should not be included
101. Shortly after diag		should begin discussing a	and planning <u>with</u>	<b>the person</b> about
Essential	Important	Don't know/Depends	Unimportant	Should not be included
		$\circ$		
102. Shortly after diag	-	should begin discussing a	and planning <u>with</u>	the person's family
Essential	Important	Don't know/Depends	Unimportant	Should not be included
circumstances the pe	rson should stop d			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
•	• .	person to begin to plan for atic bill payment online a		
•	• .	• .		
transport they will use	e, setting up autom	atic bill payment online a	nd delivery servic	es. (Rerate)
transport they will use Essential  105. The helper should be a second se	e, setting up autom Important  uld encourage the p	atic bill payment online a	Unimportant  e loss of driving n	es. (Rerate) Should not be included
transport they will use Essential  105. The helper should be a second se	e, setting up autom Important  uld encourage the p	atic bill payment online at Don't know/Depends  Dependent of the Don't know/Depends of the Don't	Unimportant  e loss of driving n	es. (Rerate) Should not be included
Essential  105. The helper show because this may help	Important  Ild encourage the p p the transition to r	Don't know/Depends  Don't know/Depends  Derson to express what the not driving in the future. (Fig. 1)	Unimportant  Unimportant  e loss of driving national delivery service	es. (Rerate) Should not be included neans to them
Essential  105. The helper show because this may help	Important  Ild encourage the p p the transition to r	Don't know/Depends  Don't know/Depends  Derson to express what the not driving in the future. (Fig. 1)	Unimportant  Unimportant  e loss of driving national delivery service	es. (Rerate) Should not be included neans to them
Essential  105. The helper show because this may helper helper show the show the show that the show that the show that the show the show that the show the show the show the show the show the show that the show th	e, setting up autom  Important  Ild encourage the p p the transition to r  Important	atic bill payment online at Don't know/Depends  Derson to express what the not driving in the future. (F	Unimportant  Unimportant  e loss of driving national delivery service	es. (Rerate) Should not be included neans to them
transport they will use Essential  105. The helper show because this may hele Essential  Helping the confu	e, setting up autom  Important  Ild encourage the p p the transition to r  Important	atic bill payment online at Don't know/Depends  Derson to express what the not driving in the future. (F	e loss of driving nate of the Unimportant of the Un	es. (Rerate) Should not be included neans to them

a family caregiver. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

## How to know when the person should stop driving

	ally modify their o	to drive, the helper shoul driving, e.g. drive only on (Rerate)	_	·
Essential	Important	Don't know/Depends	Unimportant	Should not be included
·	ven on familiar roa	to drive, the helper shoul ads, and that methods for		•
Essential	Important	Don't know/Depends	Unimportant	Should not be included
·		o examination or single in r others by driving. (Rerat		determine when the
Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 109. The helper should away the right to drive.  Essential		diagnosis of dementia is  Don't know/Depends	not automatically  Unimportant	a reason to take  Should not be included
Helping the confus	ed older perso	on - Round 2		
Discussing driving a	nd making deci	sions with the person (	continued)	
		ns about stopping or restricting m 'essential' to 'should not be i	-	
	nore severe. Please k	he helper will need to use their eep this in mind when rating the		a person's decline in cognitive
How to know when the pe				

* 110. The helper should	determine when	n the person sho	ould stop driving	g by:	
	Essential	Important	Don't know/ depends	Unimportant	Should not be included
considering whether they or others feel uncomfortable driving with the person. (Rerate)					
asking the person to have a driving assessment, e.g. occupational therapy driving assessment. (Rerate)					
* 111. The helper should restrictions. (Rerate)	include the pers	son, as far as po	ossible, in decisi	ion-making rega	arding any driving
Essential	Important	Don't know/[	Depends U	nimportant	Should not be included
* 112. If the person has be	Important	Don't know/E		nimportant	Should not be included
* 113. If the person has h	Essential	Important	Don't know/Depends	Unimportant	Should not be
have a discussion with them about restricting their driving. (Rerate)					
point out that they may get in trouble with the police or not be covered by insurance if they continue to drive. (New)					
Helping the confus	ed older pers	on - Round 2			
Discussing driving a	nd making dec	isions with the	e person (cont	inued)	

This section concerns conversations and decisions about stopping or restricting driving. In this section, the helper will generally be a family caregiver. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

How to broach the subject of driving safety with the person
-------------------------------------------------------------

stages of their cogniti	ive decline. (Rerate	,		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
•	ues to drive, the he	sion with the person about lper should ask other true		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Essential	Important	Don't know/Depends	Unimportant	Should not be included
·	_	and the helper decides to	o find ways to ma	• .
, , ,	•	ome way, hiding the keys a and take steps to minim Don't know/Depends	, -	
or aggressive behavio	our from the person	and take steps to minim	ise any possible	risk to safety. (New)

This section concerns conversations and decisions about stopping or restricting driving. In this section, the helper will generally be a family caregiver. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the  $\underline{\text{definitions}}$  in mind when rating the statements.

### How to help the person give up driving

* 118. The helper shou you can look at the s		give up driving by offering	g alternatives, e.g	յ. "I'll drive today and
Essential	Important	Don't know/Depends	Unimportant	Should not be included
		$\bigcirc$		
		should no longer drive, the stop driving. (Rerate)	ne helper should e	enlist the help of the
Essential	Important	Don't know/Depends	Unimportant	Should not be included
		$\bigcirc$		
·		should no longer drive, b assessment, e.g. an occ	•	·
Essential	Important	Don't know/Depends	Unimportant	Should not be included
form of identification	to their driver's licer	,		
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Helping the confu	ısed older perso	n - Round 2		
Care discussions a	and decisions			
generally be a family care statement be included in t	giver. Please rate how ir he guidelines.	s about level of care and living mportant (from 'essential' to 'sl	hould not be included	') you think it is that each
ability may be very mild or	more severe. Please ke	eep this in mind when rating th		
Please also keep the define	<u>nitions</u> in mind when ra	ting the statements.		

Planning for future care decisions after a diagnosis

		person's prefere	nces for their future care	can be taken into	account. (Iterate)
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	•	•	on in discussions concern	ning their care and	d living arrangements
W	here possible. (Rerate	•			
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	·	•	erson feels included in the a residential care home to	^	g and preparation, as
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	ecisions in advance a ving arrangement bec		care, e.g. what the person (Rerate) Don't know/Depends	would want to ha	appen if their current  Should not be included
			$\bigcirc$		
th th	ne person the range of	f factors that may	s with the person, the help impact upon care and liv mbers, financial matters,	ing arrangements	during the course of
th th	ne person the range of ne disease, e.g. the he	f factors that may	impact upon care and liv	ing arrangements	during the course of
th th	ne person the range of ne disease, e.g. the he Rerate)	f factors that may ealth of family me	impact upon care and liv mbers, financial matters,	ing arrangements the different stag	s during the course of es of the decline.
th th (I	ne person the range of ne disease, e.g. the he Rerate)  Essential  28. The helper should	f factors that may ealth of family me Important  talk to the person	impact upon care and liv mbers, financial matters,	ing arrangements the different stage Unimportant  urly on about what	s during the course of es of the decline.  Should not be included
th th (I	ne person the range of ne disease, e.g. the he Rerate)  Essential  28. The helper should	f factors that may ealth of family me Important  talk to the person	impact upon care and live imbers, financial matters, imbers, financial matters, import important in the professional earlier impact upon care and live important in the professional earlier impact upon care and live important important in the professional earlier impact upon care and live impact upon care and live important important in the professional earlier impact upon care and live impact upon care and live important important in the professional earlier impact upon care and live important important in the professional earlier important	ing arrangements the different stage Unimportant  urly on about what	s during the course of es of the decline.  Should not be included
th th (I	ne person the range of the disease, e.g. the here reads a second of the disease, e.g. the here reads a second of the disease, e.g. the here reads a second of the disease o	f factors that may ealth of family me Important  Italk to the person residential care,	impact upon care and live imbers, financial matters, impersonant impersonal matters, impers	urly on about whated. (Rerate)	s during the course of es of the decline.  Should not be included  t can be done to
th th (() * 1 s	ne person the range of the disease, e.g. the here are the Rerate)  Essential  28. The helper should mooth the transition to Essential	f factors that may ealth of family me Important  Italk to the person residential care, Important  Important	impact upon care and live imbers, financial matters, imbers, imbers, financial matters, imbers, financial matters, imbers, imbers, financial matters, imbers, imb	unimportant Unimportant urly on about whated. (Rerate) Unimportant	s during the course of es of the decline.  Should not be included  t can be done to  Should not be included
th th (() * 1 s	ne person the range of the disease, e.g. the here reate)  Essential  28. The helper should mooth the transition to Essential	f factors that may ealth of family me Important  Italk to the person residential care, Important  Important	impact upon care and live imbers, financial matters, imbers, imbers, financial matters, imbers, financial matters, imbers, imbers, financial matters, imbers, imb	unimportant Unimportant urly on about whated. (Rerate) Unimportant	s during the course of es of the decline.  Should not be included  t can be done to  Should not be included

\* 123. The helper should be aware that the earlier the option of residential care is explored, the better

in the earl later on. (I		rson's dementia,	because it may be acc	epted more easi	ly at this stage than
Ess	ential	Important E	Oon't know/Depends	Unimportant	Should not be included
Helping	the confused o	lder person - F	Round 2		
Care disc	cussions and de	cisions (continu	ied)		

\* 130. The helper should consider introducing outside help or support services to help care for the person

This section concerns conversations and decisions about level of care and living arrangements. In this section, the helper will generally be a family caregiver. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the  $\underline{\text{definitions}}$  in mind when rating the statements.

How to know when the person needs a higher level of care or a more supported living arrangement

	I31. When deciding wharrangement for the per				e or a more sup	ported living
		Essential	Important	Don't know/ depends	Unimportant	Should not be included
	the person's communication has changed, e.g. phone calls have slowed or ceased, non-emergency calls are made at unreasonable hours. (Rerate)					
	there are changes in the person's social life, e.g. disengaged from previous social activities or relationships, forgetting appointments. (Rerate)					
	the person cannot handle their day-to-day financial transactions. (Rerate)					
	the family carergivers' negative feelings about being with the person have begun to outweigh the positive feelings. (Rerate)					
	the person is no longer able to recognise or interact with their environment. (Rerate)					
	there are others who can help with caregiving in the person's current living situation. (Rerate)		$\bigcirc$		$\bigcirc$	
<u> </u>	low to handle difficulties o	on the decision fo	r residential care			
l	132. The helper should ess time devoted to car checking medications a	ring for the pers	on, as they may	still need to be	involved in their	-
	Essential	Important	Don't know/D	epends Un	important S	hould not be included

•		e into residential care, but professional to take the	•	•
Essential	Important	Don't know/Depends	Unimportant	Should not be included
•	ould discuss the decis support organisation	sion to move the person t . (New)	o residential care	with a helpline or
Essential	Important	Don't know/Depends	Unimportant	Should not be included
distress the person	is feeling about the n	newly made arrangemen ew arrangement, but reir etting that you can't live a Don't know/Depends	force the non-ne	gotiable nature of the
Helping the conf	fused older perso	n - Round 2		
Challenging Beha	aviours			
		should know in order to assist	a person whose beha	aviour they are finding
This section asks you wi challenging. Challenging behaviour	hat information the helper	ich are difficult, inappropriate, t		
This section asks you when challenging.  Challenging behavious may include agitated, re	hat information the helper  rs refers to behaviours whi petitive, aggressive or disi	ich are difficult, inappropriate, t	undesirable or unacce	eptable. For example, this
This section asks you wind challenging.  Challenging behaviour may include agitated, replaced rate how importanguidelines.  When providing first aid	hat information the helper  "s refers to behaviours whi petitive, aggressive or disi ant (from 'essential' to 'sho to the confused person, th	ich are difficult, inappropriate, u nhibited behaviours.	undesirable or unacce it is that each statem judgement because a	eptable. For example, this ent be included in the
This section asks you will challenging.  Challenging behaviour may include agitated, replease rate how importanguidelines.  When providing first aid ability may be very mild	hat information the helper  "s refers to behaviours whi petitive, aggressive or disi ant (from 'essential' to 'sho to the confused person, th	ich are difficult, inappropriate, on this ited behaviours.  uld not be included') you think the helper will need to use their the this in mind when rating the	undesirable or unacce it is that each statem judgement because a	eptable. For example, this ent be included in the
This section asks you will challenging.  Challenging behaviour may include agitated, replease rate how importanguidelines.  When providing first aid ability may be very mild.  Please also keep the degree General challenging beginning.	hat information the helper  rs refers to behaviours white petitive, aggressive or disitant (from 'essential' to 'shout to the confused person, the or more severe. Please kentinitions in mind when rate that it is a series of the confused person in mind when rate that is a series of the confused person in mind when rate that is a series of the confused person in mind when rate that is a series of the confused person in mind when rate that is a series of the confused person in mind when rate that is a series of the confused person in the confused p	ich are difficult, inappropriate, on inhibited behaviours.  uld not be included') you think the helper will need to use their sep this in mind when rating the ting the statements.	undesirable or unacce it is that each statem judgement because a e following items.	eptable. For example, this ent be included in the a person's decline in cognitive
This section asks you wichallenging.  Challenging behaviour may include agitated, replease rate how importanguidelines.  When providing first aid ability may be very mild.  Please also keep the degree General challenging between the degree of the degree	hat information the helper  rs refers to behaviours white petitive, aggressive or disitant (from 'essential' to 'shout to the confused person, the or more severe. Please kentinitions in mind when rate that it is a series of the confused person in mind when rate that is a series of the confused person in mind when rate that is a series of the confused person in mind when rate that is a series of the confused person in mind when rate that is a series of the confused person in mind when rate that is a series of the confused person in the confused p	ich are difficult, inappropriate, on inhibited behaviours.  uld not be included') you think the helper will need to use their eep this in mind when rating the ting the statements.	undesirable or unacce it is that each statem judgement because a e following items.	eptable. For example, this ent be included in the a person's decline in cognitive
This section asks you wichallenging.  Challenging behaviour may include agitated, replease rate how importanguidelines.  When providing first aid ability may be very mild.  Please also keep the degree General challenging between the degree of the degree	hat information the helper  "s refers to behaviours whi petitive, aggressive or disi ant (from 'essential' to 'sho  to the confused person, th or more severe. Please ke finitions in mind when rat ehaviours  puld be aware that the	ich are difficult, inappropriate, on inhibited behaviours.  uld not be included') you think the helper will need to use their eep this in mind when rating the ting the statements.	undesirable or unacce it is that each statem judgement because a e following items.	eptable. For example, this ent be included in the a person's decline in cognitive

dementia that may ca	use challerightig be			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
•		ing behaviour that the help tract the person by doing Don't know/Depends	•	•
cannot work out wha	at needs the pers	ing behaviour that the heleon is trying to communion, e.g. ask the person a q	cate, the helper	should interrupt what
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Helping the confu	sed older perso	on - Round 2		
challenging.	iours (continued) t information the helpe	) r should know in order to assist hich are difficult, inappropriate, o		
Challenging Behaviours in the control of the contro	iours (continued) t information the helpe refers to behaviours will titive, aggressive or dis	) r should know in order to assist hich are difficult, inappropriate, o	undesirable or unacc	eptable. For example, this
Challenging Behaviours of the challenging behaviours.	tiours (continued) tinformation the helpe refers to behaviours wi titive, aggressive or dis (from 'essential' to 'sh	) r should know in order to assist hich are difficult, inappropriate, is sinhibited behaviours.	undesirable or unacce it is that each statem judgement because a	eptable. For example, this ent be included in the
Challenging Behaviors of the challenging behaviours of the challen	t information the helpe refers to behaviours whitive, aggressive or distitive, aggressive or distitive, to 'should be confused person, to more severe. Please keepsiours (from 'essential' to 'should be confused person, to more severe.	r should know in order to assist hich are difficult, inappropriate, usinhibited behaviours.  ould not be included') you think the helper will need to use their keep this in mind when rating the	undesirable or unacce it is that each statem judgement because a	eptable. For example, this ent be included in the
Challenging Behaviours of the challenging behaviours.	t information the helpe refers to behaviours whitive, aggressive or distitive, aggressive or distitive, to 'should be confused person, to more severe. Please keepsiours (from 'essential' to 'should be confused person, to more severe.	r should know in order to assist hich are difficult, inappropriate, usinhibited behaviours.  ould not be included') you think the helper will need to use their keep this in mind when rating the	undesirable or unacce it is that each statem judgement because a	eptable. For example, this ent be included in the

	Essential	Important	Don't know/Depends	Unimportant	Should not be included
politely answer the first few times and then use distraction to change the topic. (Rerate)	0	0		0	0
try to guess what the person's underlying concern is and reassure them about this, e.g. a repeated question about the time might be because they are worried they will miss an event. (Rerate)					
answer them and ask the person to repeat the answer back in order to help them remember it. (New)				0	0
Helping the confus Challenging Behavio	ours (continued	)		n whose behaviour t	they are finding
Challenging Behavion This section asks you what shallenging.	ours (continued	) er should know in c	order to assist a person		
Challenging Behavion  This section asks you what challenging.  Challenging behaviours re	ours (continued information the helpe	) or should know in c	order to assist a person nappropriate, undesira		
	ours (continued information the helpe efers to behaviours we stive, aggressive or di	) er should know in o hich are difficult, ii sinhibited behavio	order to assist a person nappropriate, undesira urs.	ble or unacceptable	. For example, this
Challenging Behavior  This section asks you what challenging.  Challenging behaviours remay include agitated, repeting please rate how important (guidelines.  When providing first aid to the challenging behaviours remay include agitated, repeting the challenging behaviours.	ours (continued information the helpe efers to behaviours witive, aggressive or diffrom 'essential' to 'shine confused person,	er should know in on thich are difficult, in sinhibited behaviould not be included	order to assist a person nappropriate, undesira urs. ed') you think it is that d to use their judgeme	ble or unacceptable each statement be ent because a perso	. For example, this
Challenging Behavion  This section asks you what challenging.  Challenging behaviours remay include agitated, repetion	information the helpe efers to behaviours w itive, aggressive or di from 'essential' to 'sh the confused person, nore severe. Please I	hich are difficult, in sinhibited behavior tould not be included the helper will neek eep this in mind w	order to assist a person nappropriate, undesira urs. ed') you think it is that d to use their judgement	ble or unacceptable each statement be ent because a perso	. For example, this included in the
Challenging Behavior  This section asks you what challenging.  Challenging behaviours remay include agitated, repeting include agitated, repeting include agitated, repeting include in the providing first aid to the ability may be very mild or response.	information the helpe efers to behaviours w itive, aggressive or di from 'essential' to 'sh he confused person, nore severe. Please I	hich are difficult, in sinhibited behavior tould not be included the helper will neek eep this in mind w	order to assist a person nappropriate, undesira urs. ed') you think it is that d to use their judgement	ble or unacceptable each statement be ent because a perso	. For example, this
Challenging Behavion  This section asks you what challenging.  Challenging behaviours remay include agitated, repeting include agitated, repeting include agitated, repeting include agitated ag	information the helpe efers to behaviours witive, aggressive or diffrom 'essential' to 'ship he confused person, more severe. Please I tions in mind when read, angry or upset omes agitated, there not at risk of harman in the confused person, more severe.	hich are difficult, in sinhibited behavior could not be included the helper will need keep this in mind water the statement of the helper should arm. If the person of the person of the helper should arm. If the person of the helper should arm.	order to assist a personal per	ble or unacceptable each statement be ent because a persong items.  the behaviour to itive questions, t	i. For example, this included in the included in the in cognition pass, provider the helper
Challenging Behavior This section asks you what challenging. Challenging behaviours remay include agitated, repeting include agitated, repeting include agitated agitated agitated agitated to the providing first aid to the ability may be very mild or replease also keep the definition. When the person is agitated agita	information the helpe efers to behaviours witive, aggressive or diffrom 'essential' to 'ship he confused person, more severe. Please I tions in mind when read, angry or upset omes agitated, there not at risk of harman in the confused person, more severe.	hich are difficult, in sinhibited behavior could not be included the helper will need keep this in mind water the statement of the helper should arm. If the person of the person of the helper should arm. If the person of the helper should arm.	order to assist a personal per	each statement be each statement be ent because a persong items.  the behaviour to itive questions, the der to help them	i. For example, this included in the included in the in cognition pass, provider the helper

	· ·	_	ing conversation, the help he situation that is causin	=	
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
		_	ed, the helper should be couch as a form of restrain		-
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	44. The helper should	not physically re	strain the person because	e they may feel fe	enced in and <u>become</u>
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	45. The helper should nore agitated. (New)	not physically re	strain the person because	e they may feel fe	enced in anc <u>become</u>
	Essential	Important	Don't know/Depends	Unimportant	Should not be included
	nothing else works. (Re	erate)	estrain the person if there		
	•		estrain the person if there  Don't know/Depends	is risk of harm to	Should not be included
	nothing else works. (Re	erate)			
* 1	Essential  47. If the person appeather than responding	Important ears anxious about to the specifics of	Don't know/Depends  It something, the helper something is trying	Unimportant  hould offer comfog to say. (Rerate)	Should not be included
* 1	Essential  47. If the person appe	Important  ears anxious abou	Don't know/Depends  at something, the helper s	Unimportant  hould offer comfo	Should not be included
* 1	Essential  47. If the person appeather than responding	Important ears anxious about to the specifics of	Don't know/Depends  It something, the helper something is trying	Unimportant  hould offer comfog to say. (Rerate)	Should not be included  ort and reassurance
* 1	Essential  47. If the person appeather than responding Essential	erate)  Important  ears anxious about to the specifics of Important	Don't know/Depends  It something, the helper something is trying	Unimportant  hould offer comfort to say. (Rerate)  Unimportant	Should not be included  ort and reassurance  Should not be included
* 1	Essential  47. If the person appeather than responding Essential	erate)  Important  ears anxious about to the specifics of Important	Don't know/Depends  It something, the helper s  f what the person is trying  Don't know/Depends	Unimportant  hould offer comfort to say. (Rerate)  Unimportant	Should not be included  ort and reassurance  Should not be included
* 1	Essential  47. If the person appeather than responding Essential  48. If the person is pa	erate)  Important  ears anxious about to the specifics of Important  cing and it is safe	Don't know/Depends  It something, the helper s f what the person is trying Don't know/Depends	Unimportant  hould offer comfort to say. (Rerate)  Unimportant  uld let them pace	Should not be included  ort and reassurance  Should not be included  (New)
* 1 rx * 1	Essential  47. If the person appeather than responding Essential  48. If the person is pa	erate)  Important  ears anxious about to the specifics of Important  cing and it is safe Important  emes aggressive,	Don't know/Depends  It something, the helper s f what the person is trying Don't know/Depends  It to do so, the helper should Don't know/Depends  The helper should leave the	Unimportant  hould offer comfort to say. (Rerate)  Unimportant  uld let them pace  Unimportant	Should not be included  ort and reassurance  Should not be included  (New)  Should not be included
* 1 rx * 1	Essential  47. If the person appeather than responding Essential  48. If the person is pates that the person is pates that the person is pates that the person becomes the person become	erate)  Important  ears anxious about to the specifics of Important  cing and it is safe Important  emes aggressive,	Don't know/Depends  It something, the helper s f what the person is trying Don't know/Depends  It to do so, the helper should Don't know/Depends  The helper should leave the	Unimportant  hould offer comfort to say. (Rerate)  Unimportant  uld let them pace  Unimportant	Should not be included  ort and reassurance  Should not be included  (New)  Should not be included

## Challenging Behaviours (continued)

This section asks you what information the helper should know in order to assist a person whose behaviour they are finding challenging.

**Challenging behaviours** refers to behaviours which are difficult, inappropriate, undesirable or unacceptable. For example, this may include agitated, repetitive, aggressive or disinhibited behaviours.

Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

#### **Disinhibited behaviours**

**Disinhibited behaviours** are actions which seem tactless, rude or offensive. They occur when people don't follow the usual social rules about what or where to say or do something.

\* 150. If the person is behaving in a disinhibited way, the helper should:

	Essential	Important	Don't know/Depends	Unimportant	Should not be included
not show shock or disapproval. (New)					
gently correct the person, for example, say 'I don't feel comfortable when you do that. Please stop.' (New)					
guide them to a private place. (New)	$\bigcirc$				

\* 151. If the person engages in inappropriate sexual behaviour (e.g. public masturbation), the helper should:

	Essential	Important	Don't know/Depends	Unimportant	Should not be included
gently correct the person, for example, say 'I don't feel comfortable when you do that. Please stop.' (New)					
try to identify their needs and find other more appropriate ways to meet them, e.g. offering tactile experiences, nicer/more interesting smells, tastes, sounds etc. (New)					
remind the person that the behaviour is inappropriate and guide them to a private place. (Rerate)				$\circ$	

## Helping the confused older person - Round 2

## Challenging Behaviours (continued)

This section asks you what information the helper should know in order to assist a person whose behaviour they are finding challenging.

**Challenging behaviours** refers to behaviours which are difficult, inappropriate, undesirable or unacceptable. For example, this may include agitated, repetitive, aggressive or disinhibited behaviours.

Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the <u>definitions</u> in mind when rating the statements.

#### Different realities, hallucinations and delusions

**Hallucinations** are false perceptions. A person who is experiencing an hallucination might hear, see, feel or taste things that are not actually there.

Delusions are fixed false beliefs. Although the delusions might seem bizarre, they are very real to the person experiencing them.

**Confabulation** is the filling in of gaps in a person's memory with fabrications that they believes to be true.

54. If the person is hallucinating, the helper should:    Don't	Essential	Important	Don't know/	Depends l	Jnimportant	Should not be included
Essential Important Don't know/Depends Unimportant Should not be included  54. If the person is hallucinating, the helper should:    Don't Should not be included				)		
Essential Important Don't know/Depends Unimportant Should not be included  34. If the person is hallucinating, the helper should:    Don't Should not be included						
Essential Important Don't know/Depends Unimportant Should not be included  54. If the person is hallucinating, the helper should:    Don't Should not be included	53. If the person is ma	aking unfounded	accusations, t	he helper shoul	d deny their invo	olvement in the
54. If the person is hallucinating, the helper should:    Don't					•	
Essential Important know/Depends Unimportant included ask about the feelings behind the hallucinations and ampathise with the berson. (Rerate)  sheek if the person has hallucinations or delusions, and the person is very distressed and cannot be almed down, the helper should contact the person's doctor. (Rerate)  Essential Important Don't know/Depends Unimportant Should not be included beling the confused older person - Round 2  elirium  eliping the confused older person - Round 2  elirium  sis section asks you what information the helper should know in order to assist and interact with a person who has delirium.  ease rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the idelines.  elirium is a condition where a sudden and obvious worsening of a person's usual level of functioning appears over hours or delirium can involve problems with attention, awareness, orientation to environment and other areas of cognitive functioning. Elirium is due to illness or environmental factors such as medication.  hen providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cogn.	Essential	Important	Don't know/	Depends l	Jnimportant	Should not be included
Essential Important know/Depends Unimportant included ask about the feelings behind the hallucinations and ampathise with the berson. (Rerate)  sheek if the person has hallucinations or delusions, and the person is very distressed and cannot be almed down, the helper should contact the person's doctor. (Rerate)  Essential Important Don't know/Depends Unimportant Should not be included beling the confused older person - Round 2  elirium  eliping the confused older person - Round 2  elirium  sis section asks you what information the helper should know in order to assist and interact with a person who has delirium.  ease rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the idelines.  elirium is a condition where a sudden and obvious worsening of a person's usual level of functioning appears over hours or delirium can involve problems with attention, awareness, orientation to environment and other areas of cognitive functioning. Elirium is due to illness or environmental factors such as medication.  hen providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cogn.				)		
Essential Important know/Depends Unimportant included ask about the feelings behind the hallucinations and ampathise with the berson. (Rerate)  sheek if the person has hallucinations or delusions, and the person is very distressed and cannot be almed down, the helper should contact the person's doctor. (Rerate)  Essential Important Don't know/Depends Unimportant Should not be included beling the confused older person - Round 2  elirium  eliping the confused older person - Round 2  elirium  sis section asks you what information the helper should know in order to assist and interact with a person who has delirium.  ease rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the idelines.  elirium is a condition where a sudden and obvious worsening of a person's usual level of functioning appears over hours or delirium can involve problems with attention, awareness, orientation to environment and other areas of cognitive functioning. Elirium is due to illness or environmental factors such as medication.  hen providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cogn.						
Essential Important know/Depends Unimportant included ask about the feelings behind the hallucinations and ampathise with the berson. (Rerate)  sheek if the person has hallucinations or delusions, and the person is very distressed and cannot be almed down, the helper should contact the person's doctor. (Rerate)  Essential Important Don't know/Depends Unimportant Should not be included beling the confused older person - Round 2  elirium  eliping the confused older person - Round 2  elirium  sis section asks you what information the helper should know in order to assist and interact with a person who has delirium.  ease rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the idelines.  elirium is a condition where a sudden and obvious worsening of a person's usual level of functioning appears over hours or delirium can involve problems with attention, awareness, orientation to environment and other areas of cognitive functioning. Elirium is due to illness or environmental factors such as medication.  hen providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cogn.	54. If the person is ha	llucinating, the h	nelper should:			
Essential Important know/Depends Unimportant included ask about the feelings sehind the national	•	٥,	'	Don't		Should not be
penind the nallucinations and adaptive with the person. (Rerate)  sheck if the person has had enough to eat and drink and had enough beliep. (Rerate)  55. If the person has hallucinations or delusions, and the person is very distressed and cannot be almed down, the helper should contact the person's doctor. (Rerate)  Essential Important Don't know/Depends Unimportant Should not be included.  Eliping the confused older person - Round 2  elirium  dis section asks you what information the helper should know in order to assist and interact with a person who has delirium. ease rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the idelines.  elirium is a condition where a sudden and obvious worsening of a person's usual level of functioning appears over hours or delirium can involve problems with attention, awareness, orientation to environment and other areas of cognitive functioning. elirium is due to illness or environmental factors such as medication.  Then providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive function in cognitive f		Essential	Important		Unimportant	
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	drink and had enough sleep. (Rerate)  55. If the person has halmed down, the helpe Essential  eliping the confus delirium  his section asks you what in lease rate how important (fuidelines.	er should contact Important  ed older personners and obvers with attention, aw	Don't know/  Don't know/  On - Round 2  er should know in concould not be included vious worsening of vareness, orientation	preder to assist and led') you think it is to a person's usual led on to environment a	Inimportant  interact with a personal part of the statement ovel of functioning approximately approx	on who has delirium.  be included in the
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How to assist the person with suspected delirium

* 156. The helper should help. (New)	nmediate medical			
Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 157. The helper should	l be aware that a	person with dementia is r	more likely to dev	elop delirium. (New)
Essential	Important	Don't know/Depends	Unimportant	Should not be included
·		ny sudden cognitive deter s immediate attention. (Ne	•	rson is likely to be a
Essential	Important	Don't know/Depends	Unimportant	Should not be included
·	ety of others, the	experiencing delirium ar helper should take the pe Don't know/Depends		
Essentiai	Important	Don't know/Depends	Unimportant	Should not be included
·	·	experiencing delirium, the changes in the person	•	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
* 161. If the helper is car (Rerate)	ing for a person v	vith delirium, they should	inform any visito	rs of what to expect.
Essential	Important	Don't know/Depends	Unimportant	Should not be included
and moving from a sitti	ng or lying position	,		· ·
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Helping the confus	ed older perso	n - Round 2		
Thank you				

If something in these surveys caused you to feel distressed or upset then we advise you to talk to a supportive person about these feelings. You might wish to talk to someone using the relevant helpline listed below.

#### Australia

National Dementia Helpline 1800 100 500

#### **New Zealand**

Local Alzheimers New Zealand organisations 0800 004 001

#### Canada

Alzheimer Society of B.C. Dementia Helpline

Province-wide: 1-800-936-6033 Lower Mainland: 604-681-8651

#### Ireland

Alzheimer National Helpline 1800 341 341

### **United Kingdom**

National Dementia Helpline 0300 222 1122

#### **United States**

Alzheimer's Association 24/7 Helpline 1.800.272.3900

That is the end of the Round 2 survey!

## Thank you very much for your contribution.

By pressing the "next" button your final responses will be registered with our survey software. Once all panel members have lodged their responses, we will collate the data and send you a report on the findings and the third and final survey.

We are extremely grateful for your contribution.

Best Wishes,

The Centre for Mental Health, University of Melbourne and Mental Health First Aid Australia Research Team

## Helping the confused older person - Round 3

### INTRODUCTION

#### Instructions

The statements in this questionnaire were derived from the results of the Round 2 survey.

Please complete the questionnaire by rating each statement according to how important you believe it is for inclusion in the guidelines for helping a confused older person. Please keep in mind that the guidelines will be used by the general public and as such, the statements need to be rated according to how important each one is for someone, who does not necessarily have a counselling or clinical background, to help an older person with confusion.

This questionnaire should take approximately 20 minutes to complete. You can complete the survey in two or more sittings. Your answers are saved when you click 'Next' at the bottom of a page. This marks your page and you can begin again at a later date on the next page. Please be aware that once you have logged on and started responding you must complete the questionnaire on the same computer.

* 1. Please provide your nar	me.	
* 2. <u>Area of expertise</u>		
Carer advocate		
Professional		

## Helping the confused older person - Round 3

### Overview of Questionnaire

The questionnaire is divided into the following sections:

- 1. Memory and other cognitive problems
- 2. Seeking help
- 3. Encountering someone wandering
- 4. Communication
- 5. Challenges you may encounter during communication
- 6. Discussing sensitive issues and making decisions with the person
- 7. Challenging behaviours

## Helping the confused older person - Round 3

#### **Definitions**

These terms may have different meanings for participants. The definitions below are how these terms are used in this survey. When completing the survey, please ensure you use these definitions only.

<u>Person</u> in this survey refers to an **older person who is experiencing confusion** which may be due to dementia, delirium or other conditions. Older person in this survey refers to those aged 65 or older, however it is expected that the resulting guidelines may also be relevant to assisting adults with confusion who are younger.

<u>Mental health first aid for the confused older person</u> is the help offered to a person who may be developing dementia or delirium, is experiencing a worsening of existing dementia symptoms or is in a crisis due to their confusion.

<u>Helper</u> in this survey refers to the individual who provides mental health first aid as defined above. The helper may be a family member, friend, neighbour, concerned community member or a paid carer without specialist qualifications.

<u>Confusion</u> in this survey is a broad term that refers to a decline in normal cognitive ability, which may vary from mild to severe. The cognitive changes may be associated with dementia or delirium. It may include a number of the following signs and symptoms: lack of alertness, poor attention span, disorientation to time and place, trouble following a conversation, unclear or illogical speech, impaired short-term memory, difficulty in planning and carrying out tasks, inappropriate behaviour, disconnection from reality or delusional beliefs.

<u>Dementia</u> is a condition involving progressive decline of cognitive abilities such as short-term memory, language and the ability to plan and carry out tasks. Dementia is an umbrella term for a large group of illnesses that cause this progressive decline. The symptoms appear over months and years. The initial signs of confusion may be mild, or may be only apparent at certain times or in certain situations, but the condition tends to get worse over time.

<u>Delirium</u> is a condition where a sudden and obvious worsening of a person's usual level of functioning appears over hours or days. Delirium can involve problems with attention, awareness, orientation to environment and other areas of cognitive functioning. Delirium is caused by an underlying disease or environmental factors, such as medication.

### Helping the confused older person - Round 3

### Memory and other cognitive problems

This section asks you what information the helper should know about memory and other cognitive problems. It also asks how the helper can assist the person with these limitations. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the **definitions** in mind when rating the statements.

\* 3. If the person is going to be in an unfamiliar place, the helper should ensure that the person has some familiar people with them to reduce the chance of confusion. (Rerate)

Essential	Important	Don't know/Depends	Unimportant	Should not be included

4. If the person does rethe helper should cons	=	-			
Essential	Important	Don't know/l	Depends	Unimportant	Should not be included
5. If the person is structure strategies:	ggling with a task	(e.g. dressing)	, the helper sh	ould consider u	sing the following
	Essential	Important	Don't know/Depends	s Unimportar	Should not be included
acknowledging the person's frustration. (Rerate)					
using step-by-step prompts. (Rerate)					
demonstrating how to do it. (Rerate)					
ago) and they are dist deceased person. (Re	•	Don't know/l		Unimportant	Should not be included
•	•	Don't know/l	Dononde	Unimportant	Should not be included
			_ 0,00		
7. If the person talks a ago) and they are <b>not</b> deceased person. (Re	distressed, the h		onsider engagir		<u> </u>
Helping the confus	sed older perso	on - Round 3	3		
Seeking help					
This section asks you what	information the helpe	er should know abo	out when and how	the helper can assi	ist the person to get

This section asks you what information the helper should know about when and how the helper can assist the person to get professional help. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the <u>definitions</u> in mind when rating the statements.

	* 8. If the person is reluctant to get help, the helper should identify another individual who has a good relationship with the person to support them to seek help. (Rerate)							
	Essential	Important Don't know/Depends Unimporta		Unimportant	Should not be included			
	Helping the confused	older persor	า - Round 3					
	Encountering someone	who is wand	ering					
	This section asks you what infor	rmation the helper s	should know in order to assist	a person who is wan	dering.			
	<b>Wandering</b> is a dementia-relate lapping in one area, and other to environment or intrude in inapport	imes leaving their u						
	Please rate how important (from guidelines.	n 'essential' to 'shou	uld not be included') you think	it is that each statem	ent be included in the			
	When providing first aid to the cability may be very mild or more			-	a person's decline in cognitive			
	Please also keep the <u>definition</u>	<u>s</u> in mind when rati	ng the statements.					
	* 9. The helper should not leave the person who is wandering alone, even if the person declines their help (Rerate)							
*	9. The helper should not le help. (Rerate)	eave the persor	n who is wandering alone	e, even if the pers	son declines their			
*	•	eave the persor	n who is wandering alone  Don't know/Depends	e, even if the pers	son declines their  Should not be included			
*	help. (Rerate)	·	-	·				
*	help. (Rerate)	·	-	·				
*	help. (Rerate)	Important	Don't know/Depends	·				
*	help. (Rerate)  Essential	Important	Don't know/Depends	·				
*	help. (Rerate)  Essential  Helping the confused	Important	Don't know/Depends	·				
*	help. (Rerate)  Essential  Helping the confused	Important  Older persor	Don't know/Depends  1 - Round 3	Unimportant	Should not be included  th a confused person. Please			
*	help. (Rerate)  Essential  Helping the confused  Communication	Important  older person  rmation the helper stial' to 'should not be	Don't know/Depends  n - Round 3  should know in order to commoe included') you think it is that the helper will need to use their	Unimportant  unicate effectively with each statement be injudgement because a	Should not be included  th a confused person. Please included in the guidelines.			
*	Helping the confused  Communication  This section asks you what informate how important (from 'essential of the confused)  When providing first aid to the confused of the con	Important  older persor  rmation the helper stall to 'should not be confused person, the severe. Please ker	Don't know/Depends  1 - Round 3  Should know in order to commoe included') you think it is that the helper will need to use their pep this in mind when rating the	Unimportant  unicate effectively with each statement be injudgement because a	Should not be included  th a confused person. Please included in the guidelines.			
	Essential  Helping the confused  Communication  This section asks you what informate how important (from 'essential when providing first aid to the cability may be very mild or more	Important  older person  mation the helper settial' to 'should not be confused person, the severe. Please kees in mind when ration the person's a	Don't know/Depends  The Round 3  Should know in order to common included') you think it is that the helper will need to use their ep this in mind when rating the larget the statements.	unicate effectively with a each statement be injudgement because a following items.	should not be included  th a confused person. Please included in the guidelines.  a person's decline in cognitive			
	Essential  Helping the confused  Communication  This section asks you what informate how important (from 'essential when providing first aid to the cability may be very mild or more Please also keep the definition 10. If the helper cannot get	Important  older person  mation the helper settial' to 'should not be confused person, the severe. Please kees in mind when ration the person's a	Don't know/Depends  The Round 3  Should know in order to common included') you think it is that the helper will need to use their ep this in mind when rating the larget the statements.	unicate effectively with a each statement be injudgement because a following items.	should not be included  th a confused person. Please included in the guidelines.  a person's decline in cognitive			

* 11. When talking to a p to the person's own. (R	•	should tailor the	eir use of languaç	ge and vocab	oulary to be similar	
Essential	Important	Don't know/De	epends Unir	mportant	Should not be included	
Helping the confus	ed older perso	on - Round 3				
Challenges you may	encounter dur	ing communic	ation			
This section asks you what i communicating with a confuse each statement be included.  When providing first aid to the ability may be very mild or more please also keep the definite.  * 12. If the person uses the definite in the communication is a communication of the communication in the communication is also because the communication is a communication of the communication in the communication is a communication of the communication is a communication of the communication is a communication of the communic	sed person. Please r in the guidelines. he confused person, hore severe. Please k ions in mind when ra	ate how important ( the helper will need teep this in mind whating the statements the helper shoul	from 'essential' to 'sh to use their judgeme nen rating the followin	nould not be incl ent because a pr ng items.	luded') you think it is that erson's decline in cognitiv	⁄/e
person's message usin	g the correct wor	d. (Rerate)				
Essential	Important	Don't know/Do	epends Unir	mportant	Should not be included	
* 13. If an argument deve	elops <u>over a min</u> Essential	or matter, the h	nelper should: Don't know/Depends	Unimportan	Should not be t included	
apologise and then let	Loscitual	mportant -	(Niow/Beperius	Onimportan	moladed	
the matter be. (Rerate)						
change the topic of conversation or begin a new activity. (Rerate)		$\bigcirc$				
* 14. If an argument deve (Rerate)	elops, the helper	should change	the topic of conv	ersation or b	egin a new activity.	
Essential	Important	Don't know/Do	epends Unir	mportant	Should not be included	
Helping the confus	ed older perso	on - Round 3				
Discussing sensitive	issues and ma	aking decisions	with the perso	on		

This section concerns conversations about sensitive issues which might include when to see a doctor about symptoms of dementia, stopping driving or the need for a change in level of care or living arrangements. In this section, 'a conversation' refers to a conversation about a sensitive issue. Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.

When providing first aid to the confused person, the helper will need to use their judgement because a person's decline in cognitive ability may be very mild or more severe. Please keep this in mind when rating the following items.

Please also keep the  $\underline{\text{definitions}}$  in mind when rating the statements.

* 15. When discussing	a sensitive tonic th	ne helper should consider	enlisting the heli	af anathar naraan	
who can remain calm			ormoung are non	o or another person	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
		ns (e.g. tearful, angry), th		ake them somewhere	
•	•	is without feeling embarra	,		
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
<ul> <li>17. If the person does accept their reaction.</li> </ul>		I that their diagnosis mea	ns or they deny it	, the helper should	
Essential	Important	Don't know/Depends	Unimportant	Should not be included	
		Don't know/Bopondo	Onimportant	Chicala flot be included	
_	_	_		_	
Halping the confu					
neiping the comus	sed older perso	on - Round 3			
		on - Round 3 sions with the person	_		
		_			
Discussing driving a	and making deci	sions with the person			
Discussing driving a	and making decisor	_	~		
This section concerns conva family caregiver. Please included in the guidelines.  When providing first aid to	and making decision versations and decision rate how important (from the confused person, the confused person is the confused person and the confused person is the c	sions with the person	ncluded') you think it judgement because a	is that each statement be	
This section concerns conva family caregiver. Please included in the guidelines.  When providing first aid to	versations and decision rate how important (from the confused person, to more severe. Please k	sions with the person  as about stopping or restricting as about stopping or restricting as about stopping or restricting be tessential' to 'should not be in the helper will need to use their eep this in mind when rating the	ncluded') you think it judgement because a	is that each statement be	
This section concerns convariantly caregiver. Please included in the guidelines.  When providing first aid to ability may be very mild or Please also keep the definition	versations and decision rate how important (from the confused person, the more severe. Please kalitions in mind when rate	sions with the person  as about stopping or restricting an 'essential' to 'should not be in the helper will need to use their eep this in mind when rating the sting the statements.	ncluded') you think it judgement because a e following items.	is that each statement be	
This section concerns convariantly caregiver. Please included in the guidelines.  When providing first aid to ability may be very mild or Please also keep the definition	versations and decision rate how important (from the confused person, to more severe. Please kelitions in mind when rathosis, the helper shape and mosis, the helper shape and mosis, the helper shape and mosis, the helper shape and mosis.	sions with the person  as about stopping or restricting as about stopping or restricting as about stopping or restricting be tessential' to 'should not be in the helper will need to use their eep this in mind when rating the	ncluded') you think it judgement because a e following items.	is that each statement be	
Discussing driving a  This section concerns convariant a family caregiver. Please reincluded in the guidelines.  When providing first aid to ability may be very mild or Please also keep the definerable.	versations and decision rate how important (from the confused person, to more severe. Please kelitions in mind when rathosis, the helper shape and mosis, the helper shape and mosis, the helper shape and mosis, the helper shape and mosis.	sions with the person  as about stopping or restricting an 'essential' to 'should not be in the helper will need to use their eep this in mind when rating the sting the statements.	ncluded') you think it judgement because a e following items.	is that each statement be	

	cides to stop driving, n to their driver's licer	the helper should arrang nce. (Rerate)	ge for the person t	o get an alternate
Essential	Important	Don't know/Depends	Unimportant	Should not be included
	0	0		O
Helping the conf	used older perso	n - Round 3		
Care discussions	and decisions			
generally be a family car statement be included in	egiver. Please rate how ir the guidelines.	s about level of care and living nportant (from 'essential' to 'sl	nould not be included	) you think it is that each
		ne helper will need to use their eep this in mind when rating th		a person's decline in cognitive
Please also keep the <u>de</u>	<u>finitions</u> in mind when ra	ting the statements.		
	ies on the decision for r		ntial agra may no	t nagagarily maan
less time devoted to	caring for the perso	ving the person to reside n, as they may still need aily needs are being met	to be involved in	
Essential	Important	Don't know/Depends	Unimportant	Should not be included
		$\bigcirc$		
distress the person	is feeling about the n	ewly made arrangements ew arrangement, but rei etting that you can't live	nforce the non-ne	gotiable nature of the
Essential	Important	Don't know/Depends	Unimportant	Should not be included
Helping the conf	used older perso	n - Round 3		
Challenging beha	viours			

This section asks you what in challenging.	formation the help	er should know in ord	der to assist a pers	son whose beha	aviour they are finding			
<b>Challenging behaviours</b> refers to behaviours which are difficult, inappropriate, undesirable or unacceptable. For example, this may include agitated, repetitive, aggressive or disinhibited behaviours.								
Please rate how important (from 'essential' to 'should not be included') you think it is that each statement be included in the guidelines.								
When providing first aid to the ability may be very mild or mo					a person's decline in cognitive			
Please also keep the definition	ons in mind when	rating the statements	s.					
When the person is agitated	l, angry or upset							
22. If the person become the person the time and		-	d leave the roo	m, if it is safe	e to do so, and give			
Essential	Important	Don't know/De	epends U	nimportant	Should not be included			
23. If the person is beha	-	·	Don't		Should not be			
not show shock or disapproval. (Rerate)	Essential	Important	know/Depends	Unimport	ant included			
guide them to a private place. (Rerate)			$\bigcirc$					
24. If the person engage consider ways to modify public at times when the showering. (New item - We thought that it was in endorsed. This item will	the environme problem beha this item came mportant to incl	ent to reduce the viour is more like from a book that lude it given only	triggers for this ly to occur, hav was published	behaviour, e ving a differe since our in	e.g., not going out in nt person help with itial literature search.			
Essential	Important	Don't know/De	epends U	nimportant	Should not be included			
0					0			
Helping the confuse	d older pers	on - Round 3						

If something in these surveys caused you to feel distressed or upset then we advise you to talk to a supportive person about these feelings. You might wish to talk to someone using the relevant helpline listed below.

#### Australia

National Dementia Helpline 1800 100 500

#### **New Zealand**

Local Alzheimers New Zealand organisations 0800 004 001

#### Canada

Alzheimer Society of B.C. Dementia Helpline

Province-wide: 1-800-936-6033 Lower Mainland: 604-681-8651

#### Ireland

Alzheimer National Helpline 1800 341 341

### **United Kingdom**

National Dementia Helpline 0300 222 1122

#### **United States**

Alzheimer's Association 24/7 Helpline 1.800.272.3900

That is the end of the Round 3 survey!

### Thank you very much for your contribution.

By pressing the "next" button your final responses will be registered with our survey software. Once all panel members have lodged their responses, we will collate the data and send you a report on the findings of this final survey.

We are extremely grateful for your contribution.

Best Wishes,

The Centre for Mental Health, University of Melbourne and Mental Health First Aid Australia Research Team