AFTER 2 DAYS OF TRAINING PARTICIPANTS WILL BE ABLE TO:

• Discuss information, characteristics, and effects of aging, dementia, and intellectual disability (ID).

• Discuss the importance of specialized care and supports for adults with ID, including screening, working with health care providers, systems challenges, daily health advocacy, and support management.

• Implement practices of quality caregiving for adults with ID and Alzheimer’s and related dementias.
### Day One AM Objectives

**Introduction to NAPA and the NTG**

Participants will be able to:

- The intent of National Alzheimer’s Planning Act
- The function of the National Plan to Address Alzheimer’s Disease
- The activities of the National Task Group

**ID and Healthy Aging**

Participants will be able to:

- Identify the normal changes of the body related to aging
- Identify the importance of prevention activities across the lifespan
- Distinguish between normal aging and pathological aging
- Define “intellectual disability”
- Identify aging patterns particular to Down syndrome

**Culturally Sensitive Dementia Care**

Participants will be able to:

- Understand that people have different backgrounds and cultures.
- Understand that seeking help, assessment, and treatment will be directly impacted by the culture of the adult and the adult’s caregivers.
- Recognize that ethnically diverse communities define ID and dementia differently depending on the culture and the cultural belief systems definition of disability and disease.

**Introduction to Dementia & ID**

Participants will be able to:

- Identify how to recognize the symptoms of dementia.
- List how dementia may be different in adults with ID.
- Describe the different stages of dementia.
- Describe different dementias
- Recognize the symptoms of various dementias
Down Syndrome and Dementia

Participants will be able to:

• Explain premature aging in people with DS.
• Describe why Alzheimer’s is more prevalent in adults with DS.
• Explain how Alzheimer’s disease presents differently in adults with DS.

Diagnosing Dementia

Participants will be able to:

• Explain accepted procedures for a differential diagnosis.
• Name three reasons why early diagnosis is important.
• List three conditions that can mimic dementia.
• Explain the concept of diagnostic overshadowing.
• Explain how delirium differs from dementia.

Impact on Function

Participants will be able to:

• Describe how damage to brain can impact ability to function.
• Explain why functional loss occurs in dementia.
• List three areas of functional ability that are impacted by dementia.

Alzheimer’s disease

Participants will be able to:

• Explain how Alzheimer’s disease spreads throughout the brain.
• Describe three conditions that could mimic Alzheimer’s disease.
• Understand the difference between Mild Cognitive Impairment and Alzheimer’s.
Day One PM Objectives

Health Care Advocacy

Participants will be able to:

- List steps of health care advocacy.
- Discuss the process of conducting quality observations for health care advocacy.
- Be able to apply this information to a sample case study to make appropriate recommendations for follow-up.
- Understand that while caregivers are not responsible for the assessment and diagnosis their input is essential for an accurate and helpful diagnosis/intervention.

Early Screening and Detection of Dementia in Adults with ID

Participants will be able to:

- Understand the need for an early detection tool for signs and symptoms associated with dementia.
- Be introduced to the *NTG-Early Detection Screen for Dementia (NTG-EDSD)* and its recommended uses.
- Understand how caregivers input into observed signs, symptoms, & changes can be helpful to the early screening.

Shift in Philosophy

Participants will be able to:

- Describe how best practices in dementia care may differ from best practices in DD care.
- Explain the importance of consistent routine in dementia care.
- Understand the concept of “failure free” activity.
Day Two AM Objectives

**Key Concepts in Dementia Care**

Participants will be able to:

- Describe 3 key concepts in dementia care.
- Explain the concept of “distract and divert.”
- Give two examples of situations where “validation” would be important.

**Stages of Dementia**

Participants will be able to:

- Describe the major stages of dementia.
- Explain how dementia progresses.

**Challenging Behaviors**

Participants will be able to:

- Understand the concept of “behavior is communication.”
- Describe the process of figuring out what might be causing a behavior.
- List two strategies each for dealing with sundowning, hallucinations, and repetitive questions.

**Behavioral Triggers**

Participants will be able to:

- Explain how behavior can be triggered.
- List three common behavioral triggers.
- Describe how untreated or undertreated pain can present as behavior.
Dementia Capable Environments

Participants will be able to:

• Briefly discuss the seven senses.
• List specific environmental challenges for adults with ID & dementia.
• Discuss at least three ways to modify the environment to support adults with ID & dementia as well as their caregivers.
• Discuss the relationship of inappropriate or harmful behaviors and the physical environment.
CURRICULUM MODULES & OBJECTIVES: NTG
Two Day Dementia Capable Workshop

Day Two PM Objectives

<table>
<thead>
<tr>
<th>Early Stage Caregiving</th>
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<tr>
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<tr>
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<tr>
<td>• Describe caregiving support needs in early-stage of the disease.</td>
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<tr>
<td>• List at least three strategies or interventions for caregiving support for adults with ID in early stage of dementia.</td>
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<th>Late Stage Caregiving</th>
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<td>• List at least three strategies or interventions for caregiving support for adults with ID in late stage dementia.</td>
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<td>• Discuss the benefits of hospice for adults with dementia.</td>
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<th>End of Life Considerations</th>
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<td><strong>Participants will be able to:</strong></td>
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<tr>
<td>• Discuss the factors to be considered regarding feeding tubes in end stage dementia.</td>
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<td>• List at least three benefits of hospice for adults with dementia.</td>
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<tr>
<td>• List three indicators that a person may be entering end stage.</td>
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