

CONVERSATION AND DEMENTIA

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CONTEXT & PRESENTATION TODAY

- ◎ Dementia care 1992+
 - Memory clinic - early to mid
 - Community mental health team - mid to later - complex
 - Home visits - focus on everyday life

- ◎ Research
 - Mclin Res 2009-2011
 - PhD: Qualitative - developing and exploring intervention
 - Post PhD writing & analysis

- ◎ Today share my journey
 - Learnt along the way - changed/shaped my thinking
 - Implications for my clinical dementia practice

QUALITATIVE: CONCEPTS & VOCABULARY

- ◎ Provide in-depth understanding of complex experience necessary for:
- ◎ Describing experience to each other/students
- ◎ Discussing issues within therapy with service users
 - Are we talking the same language?
- ◎ Developing appropriate interventions
 - Targeting areas important to service users/family

Resources

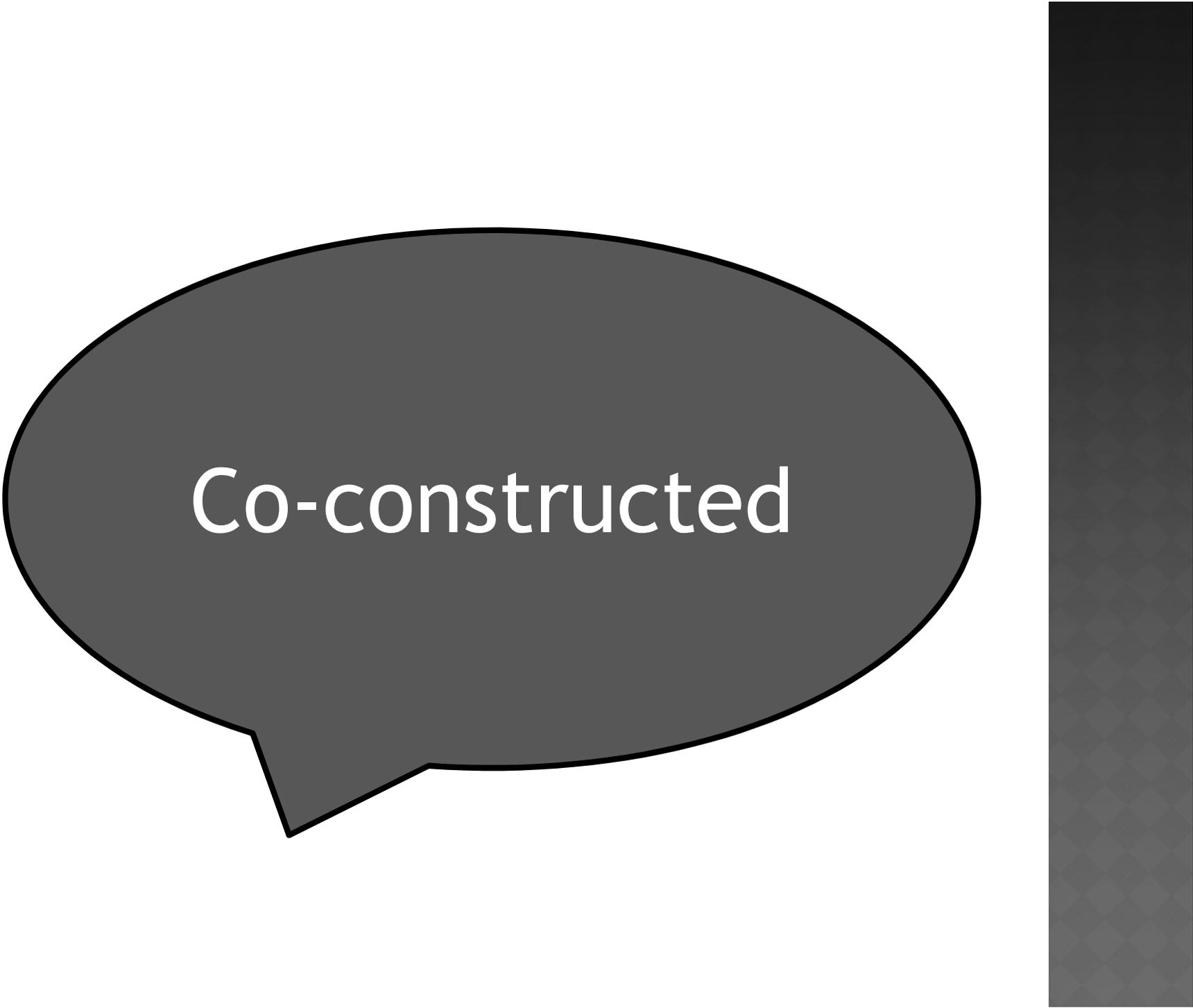
Choices and
consequences

adaptation

identity

Co-constructed

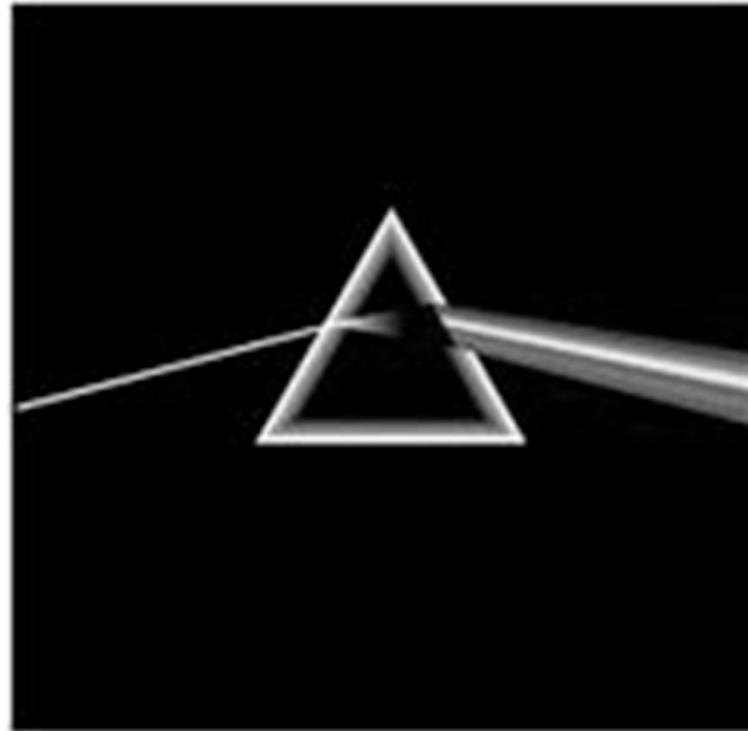
Transaction
&
interaction



Co-constructed

HAMILTON (2005)

- ◉ Different approaches to study language
- ◉ **Language testing - 'PRISM'**
- ◉ Separate out linguistic phenomena
- ◉ Diagnosis



HAMILTON (2005)

- ◎ **Connected speech samples: ‘SOLILOQUY’**
- ◎ Monologue - product of person with dementia
- ◎ No analysis of dependence on others

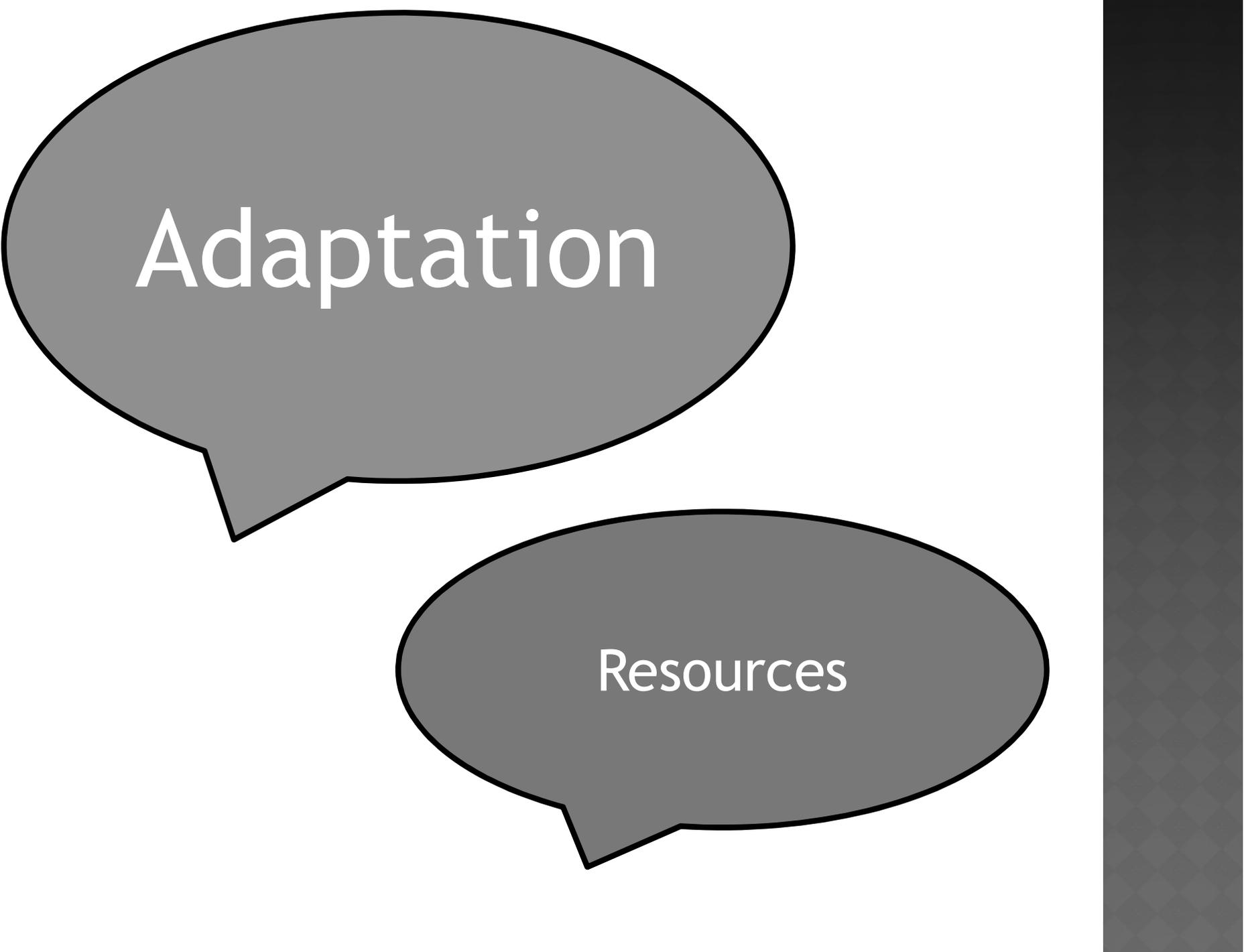
- ◎ **Conversation: ‘DANCE’**
- ◎ A co-constructed *process*, between two or more speakers and as in a dance, the *moment-to-moment interdependence* between speakers is of paramount interest.



DANCE

- ◎ May be deficits in skills but can still enjoy it
- ◎ With the right support ...scaffolding
- ◎ Create it together: depend on each other
- ◎ Choices: display your partners competence

- ◎ Research
 - Continuous together in the moment
 - Both active all the time - NVC
 - Wary of word 'independent'



Adaptation

Resources

PERSON AND FAMILY MEMBERS

- ◎ Adapt to changes in conversational abilities

- ◎ Clinically - variability
 - Referrals challenges in adapting

- ◎ Research - variability
 - Progressive: Continuous process
 - Stuck sometimes: Maladaptive
 - ‘Being adaptive & flexible’ - narrative theme

- ◎ “help you adapt your lives around this”

ADAPTATION: PERSON WITH DEMENTIA

- ◎ Clinically: Compensatory strategies
 - “I’m going to do this” - deliberate
- ◎ Research: Less conscious adaptation
 - Video crucial
 - Recurring patterns of abilities
 - Drawing on *resources* still available to take part
 - Even in advanced dementia

DOUG AND KARINA

- ◎ **Doug: mid to later stage semantic dementia**

- ◎ **Taken at home - 44:05 mins**
 - Wife and son (no researcher)
 - Researcher

- ◎ **Analysis: Enactment**
 - 'Acting' out scenes
 - Use of gaze
 - Pointing
 - Body movement within scenes
 - Intonation
 - Coordination of these

VIDEO - ENACTMENT

THEY CANT GESTURE....!



RESPONSE

- ◎ “get the general gist”
- ◎ On topic but not on answer

RESOURCES: CLINICAL LANGUAGE

- ◎ Semantic dementia
- ◎ *Repetitive topics built around own interests*

NOW

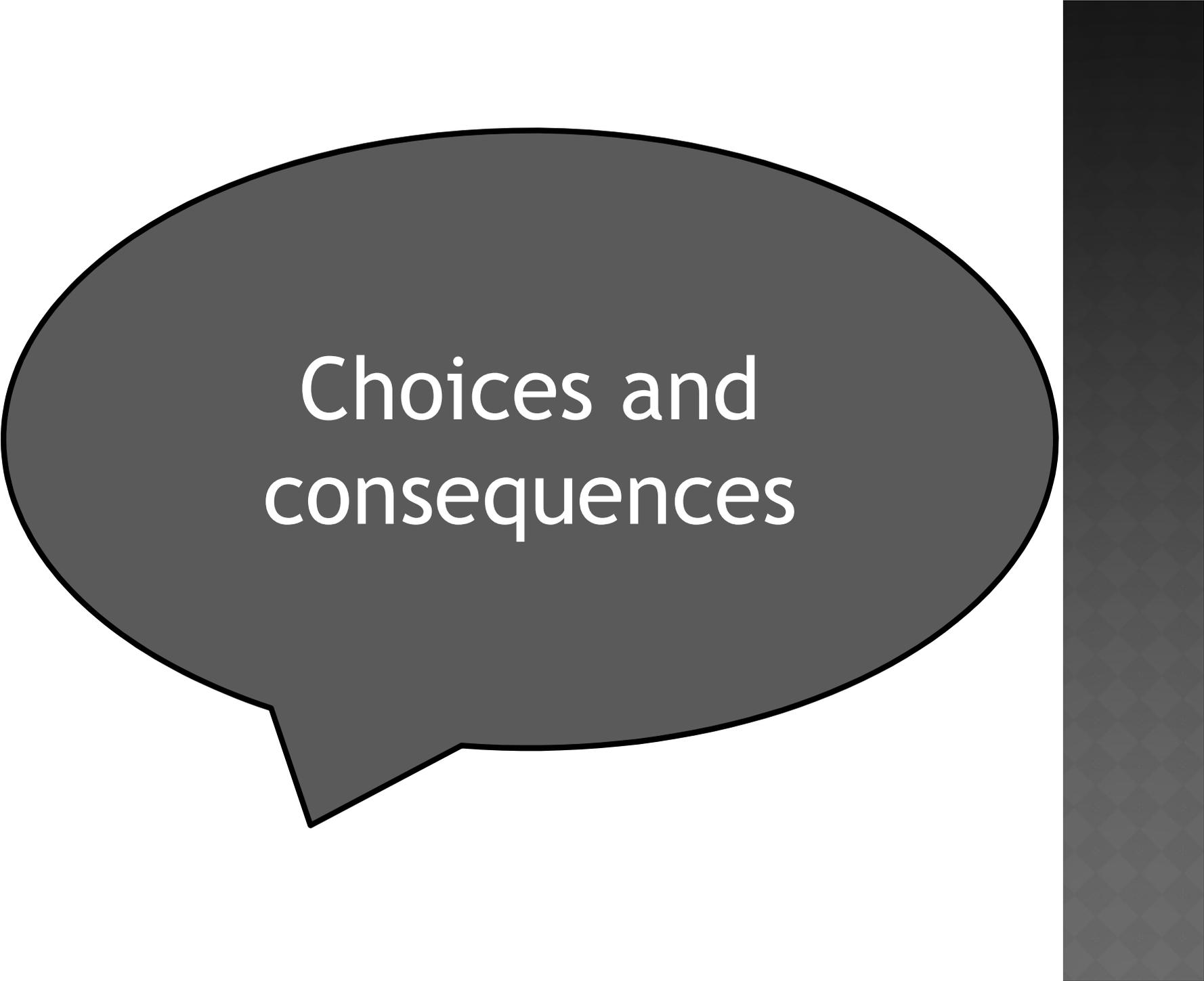
- ◎ All can only talk about what we know
- ◎ Condition has affected underlying knowledge
 - Reduced repertoire of knowledge
 - And therefore topics
- ◎ Draw on what still know to take part
- ◎ There's security and well-being within that

SARAH AND REG

- ◎ Reg (carer) noted on video to actively prompt 'repetitive' topics
- ◎ *"I think if I don't give her those, what has she got? Because she won't come up with something herself"*.

CLINICAL: DEBS AND PAUL

- ◎ Nonfluent PPA
- ◎ Adaptation & resources - nonverbal abilities
- ◎ Sustain long standing interactional patterns
 - Pre: verbal 'micky' taking
 - Post: nonverbal
 - Debs: throw a cushion, pinch his bottom
 - Paul: reduce verbal jokes - misinterpret



Choices and
consequences

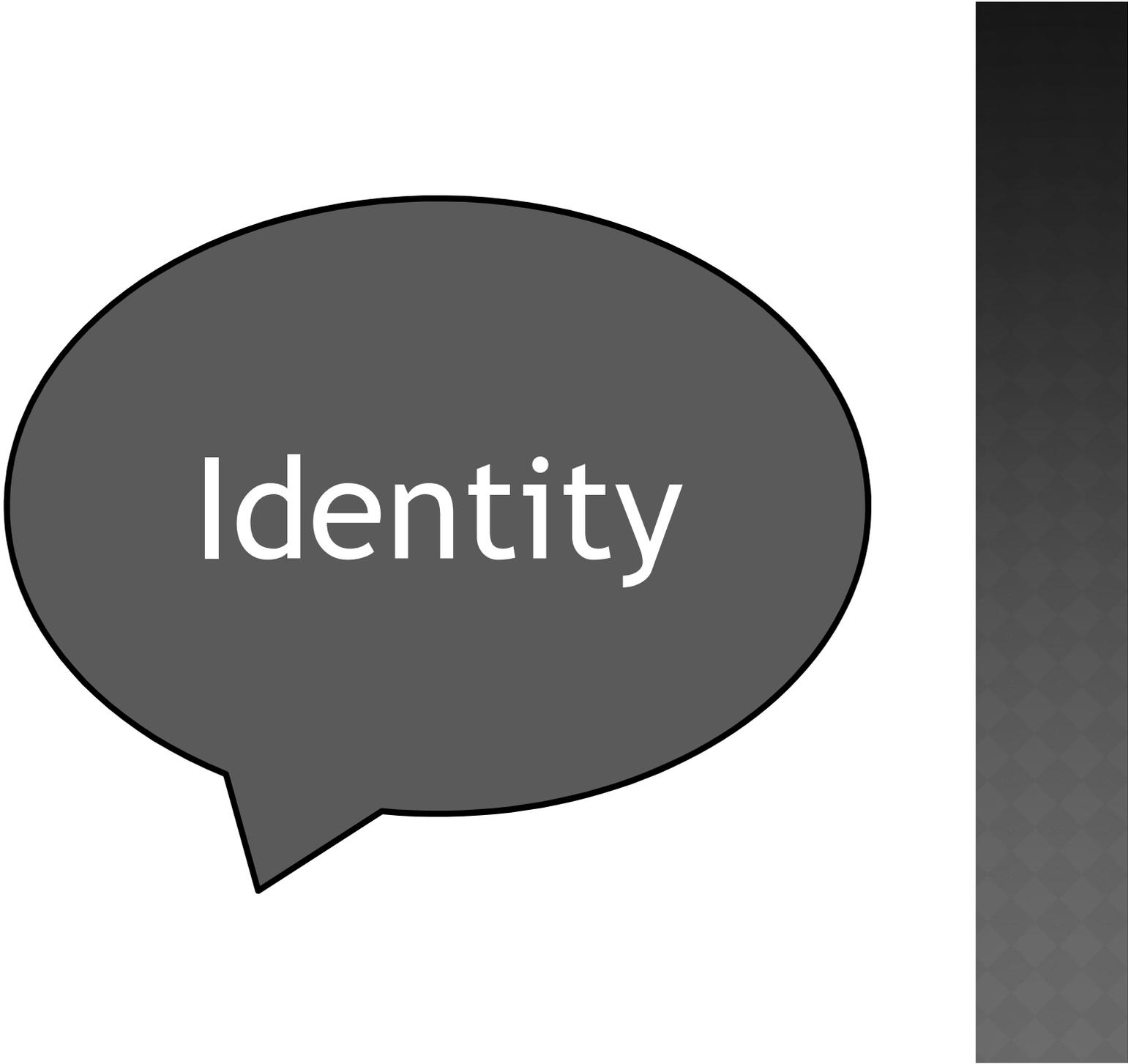
CHOICES AND CONSEQUENCES

- ◎ Clinically: Good practice strategies for communication and dementia
- ◎ Individualised
- ◎ Research: In-the-moment *contextualised choices and associated consequences*
- ◎ Not just consequences for message transfer
- ◎ Social consequences

PETER & JOANNA

- ◎ Peter and Joanna
- ◎ Semantic dementia severe word finding difficulties
- ◎ Test questions
- ◎ Long sequences of repair (with prompts)
- ◎ Frustration++

- ◎ Social consequences....impact on...



Identity

IDENTITY

- ◎ **Clinically:**

- ◎ Person's identity - *their* life story

- ◎ **Research:**

- ◎ Construction of identity within & through conversation

- ◎ Sabat, Hamilton, Hydén.

- ◎ Sense of self (personhood) within interaction

- ◎ Behaviours of others: highlight lack of competence

- ◎ Delicate - pick it up OR pass it over & save 'face'

IDENTITY/PERSONHOOD

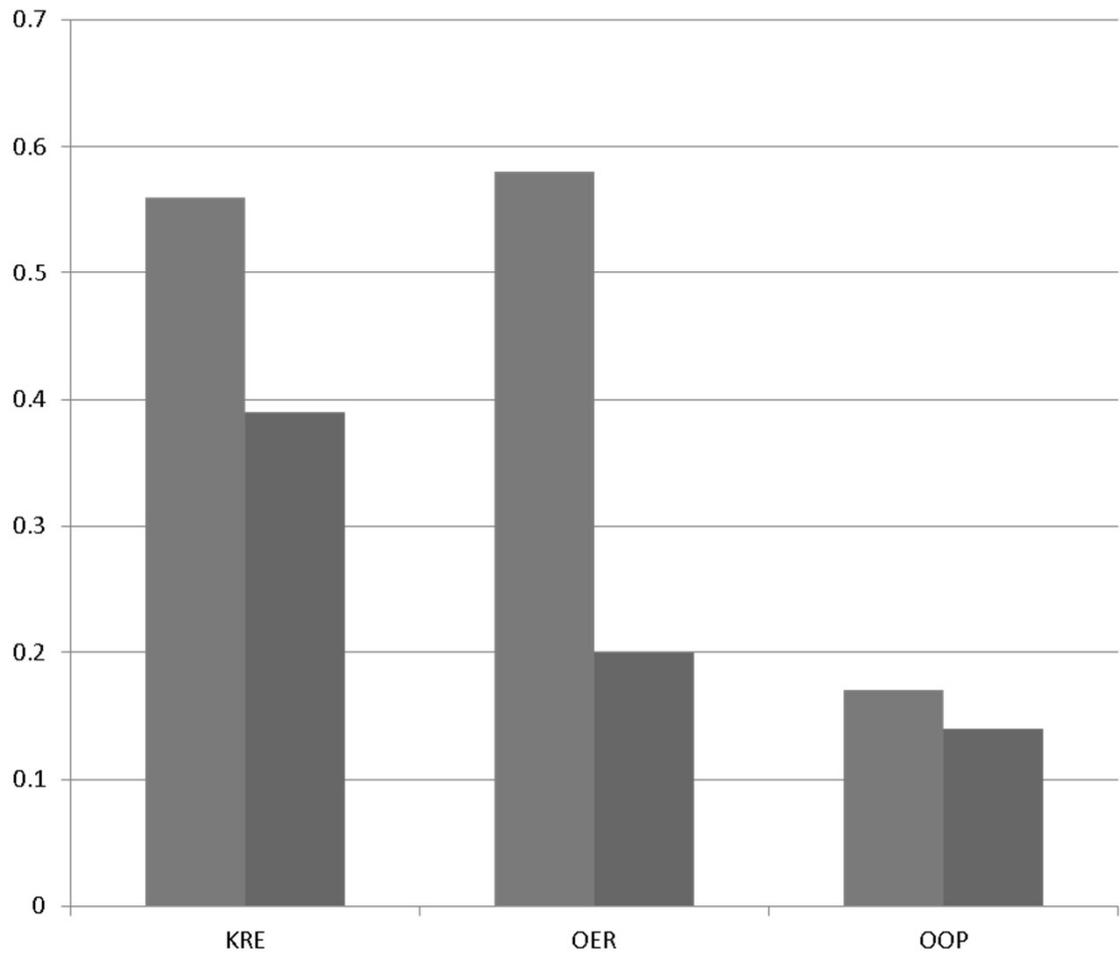
- ◉ You said that already
- ◉ I've already told you that
- ◉ We've just been talking about that
- ◉ You don't mean x do you?
- ◉ Its not x is it?
- ◉ You told me this last week.
- ◉ NVC
- ◉ I should know that
- ◉ Oh sugar...
- ◉ Oh (expletive)
- ◉ Sorry (about speech)
- ◉ Have I got it right?
- ◉ I know what I'm saying but I can't
- ◉ I don't know ...but I do love you
- ◉ NVC

Orientating to errors or repetition

Orientating to own performance

INTERVENTION - PETER & JOANNA

- ◎ Viewing contrasting videos
- ◎ Should I give him the word?
 - But its like giving up on him
 - Prioritising flow over accuracy
- ◎ Reduce test questions
 - ‘Feeding the line’
 - Where are we going tomorrow
 - So we are off to Leeds tomorrow...
- ◎ Give in gracefully phrase
- ◎ Life story work - pocket book



■ Pre-therapy
 ■ Post-therapy

PRE: 2:54, 1:23, 8:59, 3:50, 2:08 and 1:57

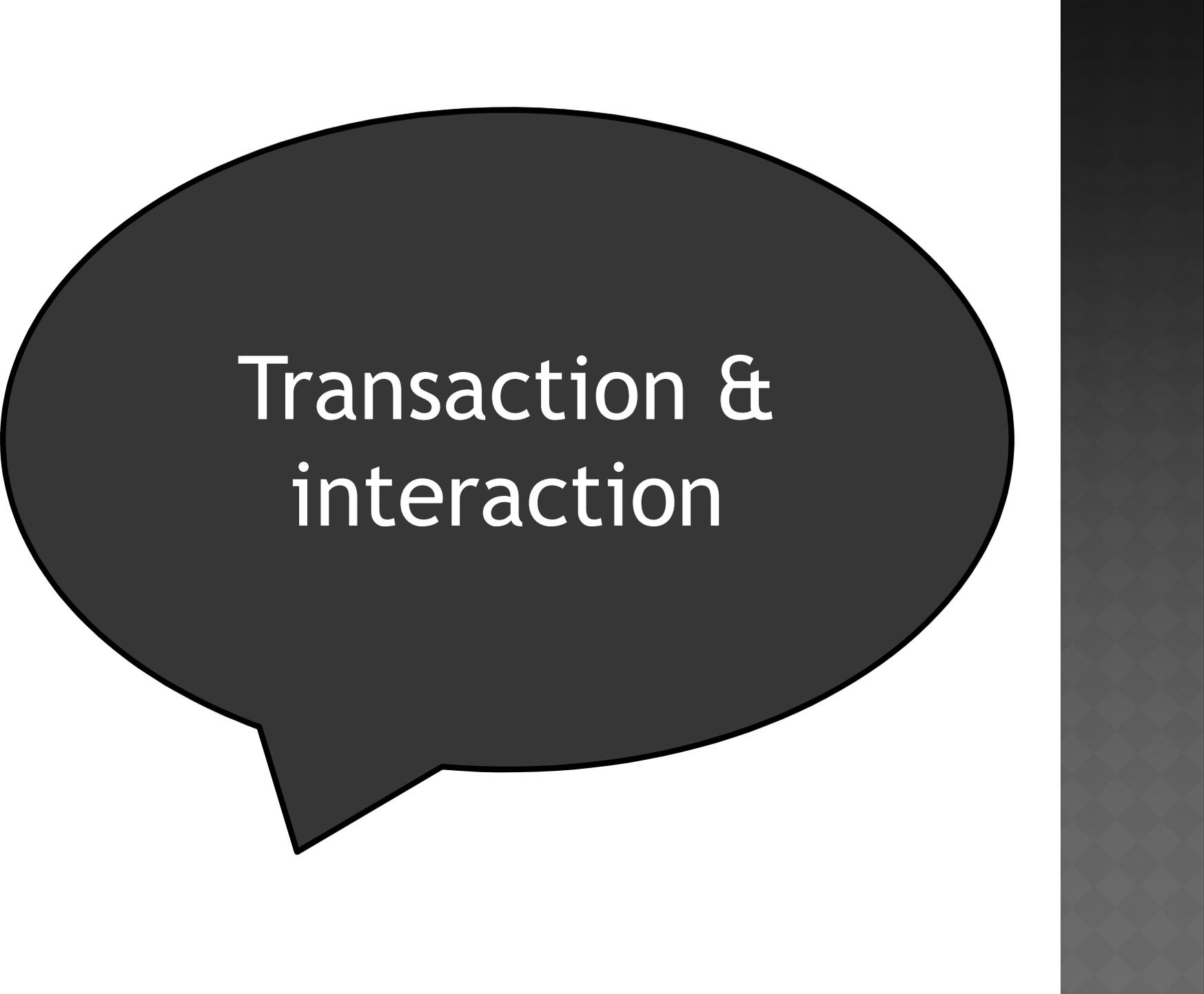
POST: 1:29 and 0:46





Stimulation and frustration





Transaction &
interaction

CONVERSATION

- ◎ Not solely to convey meaning, or transaction
- ◎ Has an important interactive function
- ◎ Social function: being together in the moment

(Brown & Yule, 1983; Simmons-Mackie & Damico, 1997)

- ◎ Dementia conversation literature - missing from broader practice

(Hamilton 1994, Hydén *et al* 2012, Müller & Mok 2014)

- ◎ Clinical practice - “he can’t communicate”

1992



SARAH AND REG

- ◎ Interaction-focused life story work
- ◎ External resources to support interaction
- ◎ Built around specific assessment of interaction

SINGING VIDEO



RESOURCE FOR INTERACTION

- ⦿ Not to prompt memories/reminisce
- ⦿ Enhance in the moment connections
- ⦿ Lyrics of song - resource

INTERACTION FOCUSED LIFE STORY WORK

- ◎ An approach to working with a person and/or their family
- ◎ to find out about their biographical life storylines (past, present and future),
- ◎ documenting such material in a meaningful way and
- ◎ using the products to enhance everyday social interaction and relationship

LASTLY

- ◎ Fundamental importance: ‘In the moment’
- ◎ Talk can create a ‘communion of reciprocally sustained involvement’ (Goffman 1967)
- ◎ SLT has so much to offer dementia care....

THANK YOU

