

BROOKDALE *Respite Reporter*

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Intergenerational Connections: Young Volunteers Reach Out to Elders

One of the strengths of the Brookdale National Group Respite Program is the tremendous contribution of time, effort and skill of the volunteers that work in Adult Day Programs throughout the United States. This large corps of volunteers is made up of people from all walks of life, and spans across multiple generations. The youngest of these volunteers are small children, not yet in school who, (with the guidance of adults) bring their playfulness and sense of wonder to a population often deprived of contact with children. School children, teens and young college students are also well represented in this nationwide effort to support and care for Alzheimer's families.

This intergenerational community involvement enriches group respite programs, shows elders that they are important members of the community, provides stimulating activities and offers encouragement and practical support. Young people are rewarded by the faces that light up when they enter the room. Professionals in this field of Alzheimer's care understand that their time is well spent carefully planning the collaborative



A gentleman and a preschooler from Lee County Headstart at Mountain Empire Older Citizens group respite program in Pennington Gap, Virginia.

programs coordinated with youth organizations. These efforts foster healthy community life for all ages.

In Big Stone Gap, Virginia in the heart of Appalachia, **Mountain Empire Older Citizens, Inc. (MEOC)** offers a host of intergenerational programs. Staff at their eight group respite program sites coordinate with a variety of organizations serving youth, including Head Start programs, child daycare programs and a Christian school to provide intergenerational activities. Very

special friendships and bonds develop between young and old because of the time spent together. Julia Trivett-Dillon, Director of Family Support Services states, "Our participants benefit greatly from being around the children and it always proves to be a valuable experience for the children, as well; there are always lots of hugs and stories shared." High school students also participate in programs that serve people with Alzheimer's and their family caregivers.

One example is an innovative, very successful project called Teens Tutoring Caregivers Project (TTCP), which paired teen mentors with caregivers wishing to learn how to use computers. As a result of the

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project, caregivers learned to navigate a computer, send and receive e-mails, participate in online chats on topics related to caregiving, and research health information on the World Wide Web. A surprise development at the completion of the project was the launching of a monthly online support group facilitated especially for these computer-savvy caregivers.

In 2004, **MEOC**, with the aid of a grant from The Alzheimer's and Related Diseases Research Award Fund administered by The Virginia Center on Aging of Virginia Commonwealth University (ARDRAF), initiated this joint project with The Wise County Public Schools. The other community partners that shared in the planning and implementation of this project were the LENOWISCO Planning District, the University of Virginia's Health Sciences Library Outreach at Wise College and The Northeast

The first task of the TTCP project was to recruit a group of high school juniors from Powell Valley High School in Big Stone Gap, Virginia, and then train them to act as tutors for adult caregivers of people with Alzheimer's. The training received by teen mentors included: an Overview of Adult Learning Principles, an Orientation to Alzheimer's Disease and Alzheimer's Caregiving, A Computer Training Module, and a session to practice their new training skills. Upon completing this in-depth training, teen mentors were ready to share their computer knowledge with willing caregivers and guide them through the cyber world of the Internet.

Seventeen students served as teen mentors for twenty-five caregivers. The project was deemed a success by the project partners, the students and the caregivers who participated in the computer training classes. Students remarked that they learned

a lot about effective communication techniques and the importance of patience in their role as mentors. These high school juniors also expressed their awe of caregivers and appreciation for the difficulties of caring for a person with Alzheimer's.

Caregivers shared their delight at the newfound computer skills that they learned from their teen mentors. Some caregivers

now view computers as a helpful tool for keeping in touch with family and friends and reducing the feeling of isolation.

Hands of Grace-Faith in Action in Delta, Ohio has also established a wide variety of partnerships with community-based youth programs and schools. Children and youth of all ages visit the Adult Day Programs throughout the year on a coordinated, carefully planned schedule. This proactive approach to intergenerational programming is employed to optimize the enjoyment and benefits to elders and children. For example, activities coordinated with the two preschools housed on-site are planned for a half an hour or less, one time per month. Activities include story time, holiday celebrations such as a Halloween costume parade, craft projects, or sharing seasonal treats. Lynn Buchele, Program Coordinator explains "planning a brief visit avoids the over stimulation that can happen with these high-energy little ones." Even though most intergenerational programs are scheduled in advance, these tiny tots will occasionally make a short, spontaneous visit with the teacher to present elders with gifts made especially for them, such as "Happy First Day of Spring" cards. Another surprise is that even home schooled children find ways to connect with elders in the community's by volunteering to prepare and serve lunch at the adult day program.

A first grade class decided on their own to schedule a program at the **Hands of Grace** respite program.



Teen mentors and caregivers in a computer training class.

Tennessee-Southwest Virginia Alzheimer's Association.

their delight at the newfound computer skills that they learned from their teen mentors. Some caregivers

They planned and performed a reading skit, which allowed children who were just learning to read an opportunity to practice reading to an audience. Respite program participants were delighted to receive the attention of these thoughtful students. After the show, elders and children shared popcorn and punch to celebrate the success. A participant, in the moderate stages of dementia took on the task of wheeling around a cart loaded up with little cartons of popcorn. As a former elementary school teacher, she handled the job of passing out treats to children with ease and purpose. In other program activities however, she had trouble remembering what she was doing a moment before. The visit from the community-minded first graders was a huge boost to her self-esteem.

A number of high school students have also chosen [Hands of Grace](#) as the site for their community service projects. Zach is one student who went far beyond the prescribed project timeframe and scope of activities required by his school. He elected to attend the volunteer training program to learn about dementia care and communication techniques. He then maintained a regular schedule at the respite program where he was appreciated for his fine listening skills and kind, smiling eyes. Zach is now contemplating a career as a Physical Therapist.

Another program that has been very successful in the group respite program is an annual visit by a special education class from a local

high school. During the visit, these young students, all of whom have developmental delays, present

nessed mutual compassion in action,” during these fun, memorable gatherings.

“We’ve been delighted with the can-do attitudes of these caregivers. Some were already emailing each other after only one lesson. They’ve been adventuresome, and have tried things on their own. It’s been wonderful to see them use the Internet and see the friendships and the relationships that have been formed in the sessions, and the understanding they have gained about what’s out there to help them.”

– Marilyn Pace Maxwell, Executive Director of Mountain Empire Older Citizens, Inc. and Co-Principal Investigator. [The Teens Tutoring Caregivers Project](#) was developed by Marilyn Pace Maxwell and Dr. Michael Creedon, based on the findings of the “Tech World: An Information Portal” project

something they made for the respite participants, engage in a structured group discussion, and share a snack that was made for the occasion. At a recent visit on St. Patrick’s Day, the intergenerational revelers enjoyed an Irish biscuit together. The group discussion for the day was carefully planned and facilitated so everyone had a chance to share thoughts and ideas on the chosen subject. The question was asked, “What is your favorite animal?” While some folks were comfortable talking about beloved pets and animals they like, some students were quite shy and required a bit of gentle coaxing to speak to the group. Several respite program participants tuned into this need for encouragement and did their part to reach out to these young people. The high school students in turn had opportunities to be helpful to elders and exercise patience towards others. Lynn Buchele shared that she “wit-

Successful intergenerational programs such as the examples highlighted in this article are taking place in group respite programs all over the country. Young people are demonstrating through their actions and commitment of time that they honor elders and see them as valued members of the communities in which they live. Marilyn Pace Maxwell reflected that “giving up five Saturdays to be a Teen Tutor is a lot for a teenager.” The caregivers that received the computer training expressed their appreciation of the Teen Tutors with comments such as “the students took the time to explain,” “my student made it seem easy” and “she (the teen mentor) was real sweet, very personable. She never even looked at me like I was dumb!”

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Hands of Grace in Ohio and Mt. Empire Older Citizen's in Virginia make a special effort to recognize these inspiring young volunteers. Each year, all of the children, teenagers and college students that have volunteered at Hands of Grace throughout the year receive a personalized invitation to the Volunteer Recognition Celebration. In Big Stone Gap, Teen Tutors were publicly recognized at their school's Annual Awards Convocation for their exemplary community service on behalf of caregivers. These young citizens were also presented with a plaque to commemorate their special contribution to the Teens Tutoring Caregivers Project. It is clear from these stories that a strong community spirit is alive and well in the hearts of the young. With solid collaborative relationships and skillful preparation, service organizations can foster the natural bonds that reach across the generations. □



A program participant and Zach enjoying each other's company at the Hands of Grace group respite program in Ohio.

Avoiding Common Pitfalls in Intergenerational Programming

By Caroline E. Crocoll

Former Program Director, Generations United

Successful intergenerational programs live and grow through meticulous and methodical planning. It is possible to develop high caliber programs where young and old work together to serve their communities by creating new programs where they serve side by side, or by incorporating intergenerational components or projects into existing programs.

Strong programs result from concerted efforts to avoid common pitfalls in program design by incorporating basic guiding principles into intergenerational programs. In particular, principles related to issues such as reciprocity, meeting real community needs, appropriate partnering, program planning, involving stakeholders, and participant reflection, can become problematic if not addressed in the program's design and implementation.

Intergenerational programs are an increasingly popular way of sharing resources by bringing young and old together in mutually beneficial exchange. Over the last thirty-five years, hundreds and possibly thousands of intergenerational pro-

grams have cropped up in communities throughout the United States. These programs have proven particularly effective because they meet numerous needs of young, old, families, and communities. By incorporating proven guiding principles into your program design and implementation, you can avoid pitfalls in intergenerational programming and maximize the benefits of intergenerational activities in your community for people of all ages.

With the six guiding principles outlined below, we hope to assist you in building strong programs, developing support for intergenerational initiatives in your community, and educating people on the benefits of intergenerational activities.

For more information on Generations United (GU)'s intergenerational program efforts, please contact GU at 202-289-3979 or gu@gu.org.

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Guiding Principles

Reciprocity Is Essential

Programs should reflect a balanced relationship among young and old participants - each gives; each receives. This exchange is planned, clearly stated, and incorporated in the goals and activities of the program. The exchange is mutual and explicit.

Activities Meet Real Community Needs

United in common purpose, young and old work side by side to get things done in their communities. The mission is to serve the community. People work together to determine projects that address the needs of the community that are valued by the community. The long-term intention is to foster systemic change.

Partnerships Created By The Program Building Community

Program developers bring young and old together to serve their community, collaborate with a variety of community groups on program design, build on existing relationships and resources, communicate with one another, and have a shared vision of how the community will benefit.

Careful Planning And Preparation Is Vital

Experienced operators of intergenerational community service programs know that good programs do not just happen by bringing young and old together. Careful planning and organization are always necessary. Preparation and support of both young and older people are vital investments that pay off in high quality program results.

Involve Young And Old As Decision Makers

Programs are stronger when younger and older participants are involved in all stages of program development. Young and old work together to make decisions regarding such issues as activities, training, recognition, and program expansion. Stakeholder involvement in decision-making will help to foster buy-in and commitment to the program.

Reflection Is Planned

Reflection must be a planned program activity, a structured period where young and old participants examine the meaning of their service experience from the viewpoint of benefits delivered to the community, personal interpretations such as growth or change within themselves, and the value of intergenerational relationships. □

Traveling the Journey of Alzheimer's: *An Interview with Author Ann Davidson*



Ann and Julian Davidson

A newly published book, titled, *A Curious Kind of Widow, Loving a Man with Advanced Alzheimer's* by Ann Davidson offers an intimate view of life as a caregiver of a husband with progressive dementia. In the book's Foreword, Dan Kuhn, MSW, author of *Alzheimer's Early Stages: First Steps for Family, Friends, and Caregivers*, writes, "Ann first chronicled the early stages of her spouse's disease in *Alzheimer's, A Love Story*. In this sequel, she describes her beloved Julian's decline into the late stages and her struggle to cope with his moods and behaviors.... With clarity and insight, Ann describes many markers on her long journey: enlisting the help of others, enrolling Julian in an adult day-care center, moving him into a residential care facility, and visiting him regularly until he dies peacefully." In this interview, author Ann Davidson shares insights and reflections on her life with Dr. Julian Davidson, her husband of forty-one years.

What led you to write this book?

My husband's Alzheimer's shattered our lives. At the same time, deeply meaningful and moving times occurred. Writing about events relieved some of my stress. I didn't want to forget what was happening. This book was written to show what living with Alzheimer's was like. I wanted to show the full life of a person with advanced dementia. Although my husband was severely impaired, he still expressed love, joy, playfulness, humor and a desire for pleasure.

There are few people to talk to about living with Alzheimer's. You wear people out, because caregiving goes on for years; more and more people fall away. Too many people "write off" friends with advanced Alzheimer's, and your world shrinks. If you are lucky, a few people hang in there with you.

I wanted to capture some of my profound interactions with Julian. I came to understand things through the process of writing. Initially, I believed that intellect and language were the most important traits in a human being. Then I was forced to face the question: how can you live with someone who can't talk?

I learned to find the essence of my husband's humanity. I chose to stay emotionally connected and enjoy Julian as a full human being - even with advanced dementia.

At first, I regarded placement as "the end," and was terrified by the thought of residential care. Gradually, I learned there could still be happiness, joy and meaning to his life in a care facility, even though it was profoundly sad. I made a choice to look for that joy.

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An Interview with Author Ann Davidson

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Was this your way of “Choosing Life” as you quoted from the Torah in your book?

Well, that choice is offered you all the way along. A kiss and a hug may appear after two hours of non-responsiveness, but it's worth it. What enabled me to make our life not horrible was to seek out these moments; learning to live in the moment is crucial. If you can learn to do that, you may find enjoyment for yourself and your loved one.

Love is a thread that is woven throughout your book. What might you say about the lovable essence of a person with dementia?

That lovable essence is what is left. Alzheimer's Disease takes most everything else away. Love is what enabled me to go forward with Julian. I got back love and affection until the last day. Not every day. Not all the time. But if I was patient and observant enough, it shone through.

In the residential facility, I saw many people turn away from their relatives. Professionals in dementia care can help folks from turning away. Many family members are angry because of past hurts and disappointments. It may be easier to find love for the person if you work on forgiveness. Also, many people are terrified of dementia. They don't know how to behave, or what to say.

Families often struggle over the decision to place a loved one in residential care. They may feel they are giving up too soon and letting their loved one down. I came to realize that I was still caring for my husband, but in a new way. In the residential center, many people helped care for him. Freed

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Is There an Eldercare Stigma?

By LeAnn Thieman



Is there a stigma about caring for the elderly? Are family members hesitant to tell their bosses, friends or neighbors about their roles as caregivers?

Before I read thousands of stories to write *Chicken Soup for the Caregiver's Soul*, I didn't want to accept that possibility. So recently, I posed the question to Jo Huey, an Alzheimer's specialist in her nineteenth year of working with persons with that and other related disorders.

“Yes, family members are hesitant,” says Jo. “First of all, people are sometimes reluctant to even identify themselves as caregivers. They feel so responsible; it's overwhelming. They are exhausted, yet reluctant to discuss their feelings and duties for fear they may sound ungrateful, disloyal or whiney. Consequently, it is very difficult for caregivers to bring up the subject.”

As I speak to caregivers all over the world, I notice too, that they frequently talk about someone else who is providing care but avoid talking about themselves. Are caregivers embarrassed to discuss their roles and chores?

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“They are embarrassed,” Jo admits, “but not for themselves—for their loved one whose dignity would be compromised if everyone knew their current state. That’s why caregivers don’t talk about it—they are protective of those they love.”

“I talk about it!” claims Bill Andrew with pride when we meet. “It’s an honor to care for her,” Bill says about the past 11 years of his 54-year marriage caring for his wife with late-stage Alzheimer’s. The mind of the woman he loves is gone, yet her wheelchair-bound body has not suffered the usual consequences of the illness, thanks to Bill’s impeccable care. “Her spirit,” this faith-filled prayerful man insists, “is still here, inside. I’m proud of how she’s doing—of how I’m doing, and I’ll tell the world.”

And indeed he does as he shares his first hand knowledge and expertise in a weekly column on Caregiver’s Home Companion Website. “It’s not easy, but it’s a joy to fulfill our wedding vows, ‘til death do us part,” Bill adds, wiping a tear from his eye.

Bill suggests the reason many people don’t talk to their friends about caregiving is for fear they’ll desert them. “They can’t understand and don’t know what to do or say—so they don’t do or say anything.”

Talking with Jo Huey and Bill Andrews confirmed my own opinions of why eldercare discussions are taboo. “No one wants to talk about getting old or the consequences of it,” Jo says. “It is a ‘morbid’ subject. When I say I work in eldercare, the 100% response is, ‘That must be so depressing.’”

This is where my theory comes in, that our society is losing its admiration and respect for the aged. We distance ourselves from them both geographically and emotionally. Rarely do grandparents live with families who respect them as matriarchs and patriarchs, the tradition held by past generations. Now Grandma and Grandpa are too often scattered, disconnected, forgotten, and warehoused.

Often we deny not only them, but the entire aging process. I frequently tease that the reason I don’t dye my hair is because I am on a one-woman crusade to show the world we must honor and embrace aging. Yet advertisers spend billions annually to convince us that growing old is bad, to be avoided at all costs. There are dyes to apply, creams to rub on, and pills to take to avoid signs of aging.

In Native American communities, growing old is honored and elders are revered. “They hold the heart and spirit of our culture with their wisdom, songs, stories, language and life knowledge,” says D.J. Eagle Bear Vanas, an Odawa Indian and

international motivational storyteller, speaker, and author. “They are esteemed not just because they hold precious information that we need to survive, but because of *who* they are. Elders are honored in many ways; they come first; they always eat first, and in times of scarcity, this is the highest demonstration of love you can bestow.”

To corroborate my theory, DJ adds, “In our native cultures, our elderly are not to be discarded, shipped off or ignored as many in general society practice today. They aren’t an *issue* to be dealt with—they are treasured.”

My five-year-old nephew came home from school and announced that his class was going to visit the “wise ones.” It took a phone call to the teacher to learn they were going to visit a nursing home. This great teacher may be on a one-woman crusade too—to change our society’s view and value of our elderly.

“We caregivers have to show the world the joy in caregiving,” Bill Andrews insists. “But that’s something no one but a caregiver can understand.”

from his daily physical care, I was able to be completely available for him emotionally. I tried to make my trips to visit him a joyful event.

What would you look for in a residential care facility?

In our case, I needed a physical environment that was safe and let Julian to go outside. I chose this particular facility because he could walk all he wanted and spend a lot of time outdoors in fresh air. The environment allowed him to be free to be himself. He could wander at night and be completely safe; many facilities allow nighttime wandering. But most important is the kindness, caring and skill of the staff.

Sleep deprivation seemed to be a devastating aspect of caring for Julian. What advice do you have for families challenged with this situation?

Realize that you can't go on for long deprived of sleep. This problem must be solved. Some possible solutions are: medication, hiring a night attendant, sleeping in a different room, (as I did), but only if the person is safe alone in a room. While your loved

one is at an adult day program, go home and take a nap to make up for lost sleep. Chronic lack of sleep is often what tips home care over to make placement necessary.

When caregivers are sleep deprived, they are not at their best. When you are not rested you often feel frantic or crazy; this doesn't lead to kindness and understanding. I absolutely had to take care of myself to be a good caregiver. Many of our difficult times resulted from my own fatigue and frustration.

How to interact with a demented person doesn't come naturally. One learns from trial and error. Patience that is needed is not there when you are exhausted from lack of sleep.

I learned a lot about how to interact more successfully from watching the day care staff and going to workshops on dealing with difficult behaviors. Eventually I felt, "Julian is getting worse, but I am getting better." I had to do all the adjusting. As I grew more skillful, life got easier at home.



Ann and Julian enjoying a musical moment

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“We need to change the perception of caregiving,” Jo Huey says with a passion she exudes in her three books. “We need to show the good parts.”

And there are many good parts. When I read the thousands of stories submitted for the book, I was awestruck by the gifts caregivers found in the giving. They discovered traits in themselves they hadn’t realized—strength, compassion, wisdom. These may not have been unveiled had they not cared for their elderly loved ones.

Caring for the aged is a gift, a privilege to be shared with the world. But until we as a society “treasure” our elderly and put them first, we will not end the stigma of eldercare.

So let’s get started. Share the gifts in the giving. □

LeAnn Thieman is a certified speaking professional, author and nurse. She is co-author of *Chicken Soup for the Caregiver’s Soul*, *Chicken Soup for the Nurses Soul*, *Chicken Soup for the Christian Woman’s Soul*, *Chicken Soup for the Father and Daughter Soul* and *Chicken Soup for the Grandma’s Soul*. To learn more about her books and presentations contact 877-844-3626 (877-THIEMAN) or www.LeAnnThieman.com.

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“Caring for the elderly should be one of the greatest sources of pride - what could be a more honorable role than to care for those who created our heritage?”

- Le Ann Thieman

What kind of home environment is recommended for families of elders living with dementia?

Greatly simplify the environment, minimize visual clutter, and reduce choices - for example, in the closet. I removed many objects and stripped the house of non-essential knick-knacks so Julian could find what he needed. This enables the person to be as independent as possible. Limit choices, but also give choices to allow mastery and self-control. You are constantly finding the line between independence and dependence.

Knowing what you do now about caring for a loved one with advanced dementia, what would you look for in an adult day program?

A program that is dementia-specific, with a friendly and safe environment. A warm, cheery social situation where the staff is upbeat and the person gets regular validation. The greeting time is very important; saying, "we are so happy to see you," means a lot to both participants and families.

What should adult day care program professionals keep in mind when encouraging families to try group respite for their loved ones?

Many families feel that they are the best ones to care for their spouse, parent or sibling. They know what the person wants and needs. They think "he won't like it" or "I don't deserve it." They suffer from guilt trips and the "shoulds." Many caregivers are flooded with these thoughts. These are some barriers to trying adult day care.

Professionals can reassure families that they are justified having time for themselves, and that respite is essential to good caregiving. It will give them time to do errands, get things under control, rest. Even have fun. It is humanly impossible to be with someone who has dementia day after day without time for re-fueling.

Tell them about the benefits for their loved one, even if they don't like it at first. People often come to enjoy adult day care once they get used to it.

Encourage families to try it five times, or begin slowly an hour at a time.

I got a lot of help and reassurance from the day care staff. Their cheerfulness and their warm welcome were very important.

The person who comes to day care is socially deprived. Their world has shrunk down to very little. They often feel limited and worthless. At adult day care, Julian was valued; he was treated as important, and people were genuinely happy to see him. He enjoyed the positive attention.

You and Julian enjoy music throughout the story. What insights would you like to share about the benefits of music?

Music can be one way to relate without speaking. Communication through music can happen in many ways: listening to tapes together, singing, clapping, and dancing. Music has many moods and feelings, and its effect can reach people with dementia, whose feelings are very much alive. This is extraordinarily important. Day programs should have music as a part of each day's program.

Music can be soothing, comforting, uplifting, energizing and can touch many other emotions. It is a way for caregivers to interact. Julian and I sang songs together for the last six years. Not always the words, but humming the tunes, tapping out rhythms. We exchanged a lot of emotion through singing. We met through melodies. In the care center, we would snuggle up and listen to music together. I could feel that he was calm and peaceful and I felt calm too. Alzheimer's teaches you to live in the moment; at that moment, we were simply holding hands, listening to music. Mozart was playing in the last hours of his life. □

Order *A Curious Kind of Widow* from your local bookseller or contact Fithian Press at P.O. Box 2790, McKinleyville, CA 95519, or by phone 800- 662-8351, or e-mail susan@danielpublishing.com.



"Having a ball" at Hands of Grace Group Respite Program in Ohio.

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Announcing the 2006 Group Respite Grant Initiative

We are pleased to announce a Request for Proposals (RFP) to develop new social model, dementia-specific group respite programs for Alzheimer's families. Grant applications are due on **July 6, 2006**. Non-profit organizations and public agencies are eligible to apply. Grantees are funded for up to two years (\$7,500 in the first year, renewable at \$3,000 in the second). Agencies must develop an adult day program that includes:

- Dementia-specific services serving two populations – the dementia participants and their family caregivers;
- Structured activities designed to provide socialization and cognitive stimulation, maximizing remaining functional and cognitive skills according to the needs of individual participants;
- Services provided in small groups (five to 15) outside of the home;
- Professional staff leadership supported by trained volunteers;
- Regular hours of operation, with availability of at least one day per week, four hours per session;
- Individual assessments, care plans, and defined admission and discharge criteria; and
- Access to supportive services for caregivers such as support groups, information and referral services, and education forums.

This service must be a new initiative. Expansion of existing dementia programs or the extension of days or hours is excluded. In addition to direct financial support, grantees receive ongoing technical assistance, and an orientation and training conference.

To receive RFP guidelines, a grant application, and a copy of the publication *How to Start and Manage a Group Activities and Respite Program for People with Alzheimer's Disease and Their Families*, please contact Evelyn Yuen, TA Resources Manager, Phone: (510) 540-6734, Fax: (510) 540-6771 or e-mail: ey@brookdalefoundation.org. For more information, please visit our website at www.brookdalefoundation.org.

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