

Improving Digital Inclusion Through Training

TRAINING PEOPLE LIVING WITH DEMENTIA/COGNITIVE IMPAIRMENT AND
THEIR CARERS IN THE USE OF DIGITAL TECHNOLOGIES: A PRACTICAL GUIDE
FOR GROUP FACILITATORS



KATE CUNNAH, ROSIE DUNN, DAVID HOWE, REBECCA PLATT, JONATHAN THORPE,
CAROLINE WHITE, KEVIN PAULSON, EMMA WOLVERSON

Table of Contents

1.	Foreword	4
2.	Acknowledgements.....	6
3.	Introduction.....	7
3.1.	Who is this guide for?	7
3.2.	Overview	7
3.3.	How did this document come about?.....	8
3.4.	How have we developed the guide?.....	9
3.5.	How to use this guide	9
3.6.	Definition of terms.....	9
3.7.	Using this guide in your workplace or setting	9
4.	Key Principles.....	11
4.1.	Person-centred & learning together.....	11
4.2.	Working with dyads	11
4.3.	Inclusive	12
4.4.	Relevant	12
4.5.	Facilitating, not lecturing	12
4.6.	Group management.....	13
4.7.	Socialising.....	13
4.8.	Flexibility	13
4.9.	Scaffolding & transitioning	14
4.10.	Challenge assumptions	14
4.11.	Positive outcomes.....	15
5.	Planning Sessions.....	16
5.1.	Introduction	16
5.2.	Location.....	16
5.3.	Venue	16
5.4.	Group size	17
5.5.	Number of facilitators.....	17
5.6.	Skills of the facilitators.....	17
5.7.	Session length	18
5.8.	Planning the session	18
5.9.	Training needs analysis	18
5.10.	Approaches to teaching & resource utilisation	18
5.11.	Preparing for the session	21
6.	Delivering Sessions.....	23
6.1.	Setting up.....	23
6.2.	Layout of the room	23
6.3.	Flexible delivery to enhance inclusion.....	23
6.4.	Structure of the session	24
7.	Further Tips for Successful Delivery	27
7.1.	Think - Pair - Share	27
7.2.	Jargon.....	27
7.3.	One-to-one support	27
7.4.	Realistic and achievable session aims.....	28
7.5.	Assessing learner confidence.....	28
7.6.	Recognising and utilising the skills of learners	28

7.7	Supporting emotional needs.....	28
8	Beyond the Training Sessions.....	29
8.1	Discussion around transition phase so that people can ‘go it alone’	29
8.2	Maintenance sessions.....	29
8.3	Supply of self-help learning resources.....	30
8.4	Encouraging people to forge links	30
9.	Authors	31
10.	References	32
	Appendices	33
	Appendix 1: Caregiverspro-MMD Project Overview.....	33
	Appendix 2: Sample Crib Sheet.....	34
	Appendix 3: Sample Task Card A.....	40
	Appendix 4: Sample Task Card B.....	41
	Appendix 5: Sample Challenge Card A.....	42
	Appendix 6: Sample Challenge Card B	43
	Appendix 7: Sample Stamp Booklet.....	44
	Appendix 8: Sample Reminiscence Resources.....	52
	Appendix 9: Group Delivery Sample Session Plan	55

1. Foreword



By Joyce Williams MBE FCSP

Joyce learned to blog at 80+ as [Error! Hyperlink reference not valid.](#) and now has thousands of readers worldwide and tweets regularly as [@JoyceWilliams_](#)

This is a very welcome report and guide. It is intended to assist those who are teaching people with dementia how to access the digital world. Which it does well. But to me it has much wider implications; it is applicable to very many older people, including me!

The speed at which the Digital World has arrived has left some of us behind. 4.4 million of over 55s do not use the internet¹. Yet, it has much to offer and is increasingly an essential life skill.

But, even without dementia, I am in trouble. And almost certainly the problem is the Digital Divide: that jargon! The internet has created a whole new language and I don't speak it. Go into a computer store for help, try a structured class, ask your son and in minutes you are reduced to a helpless "*Sorry could you explain what xxxx is?*" Repeatedly and embarrassingly, until you or they give up. And they don't even know they are speaking in a foreign language!

When you are young, learning a new language is not too difficult. For older people, a new language is a major problem. And it isn't just the new vocabulary. This jargon has stolen our words! It has given new meanings to familiar words and uses them in a context which makes no sense! Nor is it only wordsall those symbols! It is like school French and Algebra all over again.

Even worse, older people, with dementia or not, have difficulty with short-term memory and therefore with retention. Your son explains, you understood it, next day it is gone. You, who used to be a bright competent adult, feel like an idiot. You ask again and they very kindly do it for you. You have become that helpless old person...No wonder so many say '*It isn't for me...Don't need it*' etc. Who is going to admit to being that dim and useless?

It was with pleasure that I saw the research team had found and recognised this and discovered better ways to approach the difficulty.

It became quite clear that the traditional planned lecture would not work. I was lucky, I found a Blogging for Beginners class which did - me at 80 with a class of 30 year olds! But the tutors were excellent, supportive and willing to repeat or translate everything. I managed it.

This quote from the recent Centre for Ageing Better² report on the Digital Gap sums up the problem for older people:

“They talked about a mouse; well, I didn’t even know what a mouse was. I do think people don’t realise how older people don’t know the jargon, the speech; that’s what floors you.” – (new learner, female, 75+).

The report identifies the jargon and memory problems and to some extent the fear and ‘*I feel an idiot*’ issues.

This guide gives the answer: simple steps, prepared staged worksheets and totally recognises the need for repetition, repetition, repetition, with one to one help.

It is needed, and by all those who wish to involve older people in today’s digital world.

Joyce (Grandma) Williams
2018.

¹Centre for Ageing Better (2018) The digital age: new approaches to supporting people in later life get online. Centre for Ageing Better <https://www.ageing-better.org.uk/sites/default/files/2018-06/The-digital-age.pdf>

²Richardson, J. (2018) I am connected: new approaches to supporting people in later life online. Centre for Ageing Better/Good Things Foundation. https://www.goodthingsfoundation.org/sites/default/files/research-publications/cfab_report_v4.pdf

2. Acknowledgements

The information in this training guide is based on our learning in delivering a research project – Caregiverspro-MMD (<https://caregiversprommd-project.eu/>) - carried out at the University of Hull.

We would like to offer our thanks and appreciation to all our research participants who came to our training sessions, and who, through bringing their enthusiasm for learning and exploring new technology, taught us so much about training, group work, and barriers and facilitators to learning, both for people with cognitive impairments and carers. Thank you for your involvement.

We would like to thank our volunteer, Jean Hart, who supported the training groups and without whom our recruitment target would not have been reached. We would also like to thank the Research and Development Team at Humber Teaching NHS Foundation Trust for their significant contribution to the research.

Finally, we would like to acknowledge the funders for this research, EU Horizon 2020 and our colleagues at other research sites involved in the CAREGIVERSPRO –MMD research.

3. Introduction

3.1. Who is this guide for?

This guide is for anyone who is seeking information on the introduction of technical devices to people with dementia or cognitive impairment (referred to collectively in this report as PwD) and their carers¹. This might include social care professionals, residential care staff and community groups who want to deliver technology-based interventions.

3.2. Overview

There is a significant gap in dementia support post diagnosis; such support is not consistently available across the UK (Mountain & Craig, 2012). With financial pressures on the NHS (Department of Health, 2016), as well as an aging population (Office for National Statistics, 2017) and increasing numbers of people living with dementia (Prince et al., 2014), there is a need to explore innovative and creative solutions to enable people to live well.

Digital technologies may play a role in enabling people to live well. Such technologies can offer opportunities for leisure activities, cognitive stimulation, improved access to information and to peer support, as well as a means to improve communication with family, friends and organisations, such as healthcare, social care and voluntary support groups.

UK policy tells us that **we must work towards reducing digital exclusion and utilise technological innovations in dementia care** (Department of Health, 2015). Certain groups, such as people with dementia and their carers, have been identified as being at high risk of digital exclusion (Tinder Foundation, 2016). However, **access to technology alone may not be sufficient** for this demographic; PwD and their carers may also require a programme of engagement, training and ongoing support that meets their specific needs in order to realise the benefits of these technologies (Tinder Foundation, 2016).



The range of innovative digital technologies being developed and researched is growing rapidly. Yet, we frequently see evidence based and viable technologies fail at the implementation stage. **Our research suggests that one of the missing links in these implementation projects could be training and engagement of the target population.** Those looking to introduce technologies to new audiences must work towards ensuring that they become embedded within peoples' day-to-day routines. They must gain confidence quickly in using and exploring the features of the technologies in order to maintain interest in using them on an ongoing basis.

But how do you achieve this with populations of previously digitally excluded and sometimes socially isolated individuals? How do you encourage somebody with cognitive

difficulties to use something that may be completely new and unfamiliar to them, so that they gain the confidence to use it independently and habitually?

Timely training and regular opportunities to repeat tasks and use new knowledge is crucial. In the past, a discourse around PwD being unable able to learn new skills or retain information may have limited efforts to introduce new technologies. However, through evidence-based training programmes, incorporating ideas from neuropsychological rehabilitation theories for PwD, it may be possible to effectively facilitate the development of new skills so that PwD can learn to use new technologies effectively.

In our digital age more and more services are available online, such as banking, shopping and form filling. Socialising has also become an online activity. Some older people are already experienced and skillful in using technologies and can navigate well in this digital world. However, those who are digitally excluded are at risk of also becoming more socially excluded as technologies evolve and services move increasingly into the digital sphere.

The idea that within 10-20 years the older adult population will consist of people already used to using digital technologies leads many to believe that the need for training to engage users may be a temporary measure. However, we must remember that technological advancements continue at a faster pace than ever before; it is likely that older generations, even the most digitally competent, will need to play catch up with the newest innovations. Moreover, as many people lose confidence through experiences of ageing and cognitive impairment, support is necessary to maintain or utilise previous skills, and especially to learn new ones. Thus, training is likely to continue to be an important aspect of the implementation of new technologies, in healthcare and beyond, particularly those aimed at older adults. It is therefore important to develop formal, tried-and-tested methods of training that are rigorous, well-defined and evidence a high success rate.

3.3. [How did this document come about?](#)

We developed this guide through our experiences of working on the EU Horizon 2020 Caregiverspro-MMD project. Further details are available in Appendix 1. This project involved testing an website, designed with and for PwD and their carers, that provided access to social networking and information sharing. This created an online, self-help community where users were able to:



- Befriend and interact with one another
- Access information and advice
- Keep an online journal
- Set appointment reminders
- Play cognitive stimulation games

The platform was monitored and updated with regular articles and news posts by the research team.

Four European sites participated in the research, in the UK, France, Italy and Spain. In the UK, a package of user support was developed to facilitate engagement with the platform; this included 1-to-1 support in participants' homes, group training sessions, the use of information sheets and a user-guide. **Website usage data suggests that participation in the training programme correlates with increased user engagement.**

3.4. How have we developed the guide?

During the research project we worked to develop a training package which trialled a range of approaches to learning, and actively sought feedback from participants to help us understand what worked well, and what did not. We have drawn on a range of information in developing this guide. This includes data from interviews and focus groups with research participants; evaluations of the training sessions; analysis of platform usage data and reflections on our experiences of delivering the training sessions.

We hope that this guide has the potential to inform future research and the roll-out of a range of digital technologies, thereby increasing the chance of successful implementation and delivering best value for money, as well as crucially increasing positive outcomes for PwD and their carers.

3.5. How to use this guide

This guide offers an account of our experiences in planning and delivering training, as well as making recommendations based on our findings of what worked well. As such, it includes guidance around each stage of training including planning, preparing for, delivering and evaluating training sessions. Also included are some sample resources such as session plans, 'crib sheets', 'task cards' and progress tools that were used during our training sessions.

You may find it useful to read the guidance prior to planning and delivering your own training sessions. The document will be more useful if read in a linear fashion. However, those with some experience of delivering training may find it more useful to dip into the most relevant sections when required.

You may wish to adapt the resources to suit the content of your sessions, and you are free to do so. We ask that, where possible, you credit the authors.

3.6. Definition of terms

Throughout this document we refer to 'dyads'. A dyad in this case is a couple consisting of a person with memory problems and their carer.

3.7. Using this guide in your workplace or setting

This guide is based on our experiences within a research project. Consequently, there are some potential differences between the training as offered within this project, and other training in health, social care or community settings. Firstly, we acknowledge the availability of funding which enabled us to resource the training well. We are aware that for some groups funding may be limited, and some of our recommendations may be hard to fulfil, or may require different, cost-effective solutions.

Additionally, all participants in this project were given a tablet device to enable them to take part in the research. This meant that at our training sessions everyone was working from identical devices, and learning to use the same resource (the Caregiverspro-MMD website). In other training contexts users may be working with different devices, for different purposes, thus presenting different needs and challenges for trainers.

Despite these differences we hope that this guide offers ideas that can be adapted to the context and groups that you are working with.

4. Key Principles

4.1. Person-centred & learning together

Keeping the needs of the learner at the heart of every activity you undertake in the development and delivery of your training programme is crucial. **To ensure they keep returning, the people who attend the sessions should enjoy it.** It is the social interaction element that is most likely to keep them coming back to the sessions and is therefore the most useful tool in facilitating their learning. Learning together in a group setting turns something that may previously have felt isolating, alienating and inaccessible into a surmountable problem that can be tackled step-by-step together, in a **mutually supportive environment.**



4.2. Working with dyads



It has been recognised in research and care settings that one of the most effective ways to reap benefits from interventions is to **work with both the PwD and their carer**, referred to here as a 'dyad'. Indeed, our research also suggests that where technology is concerned, this is the best way to engage PwD. It is advisable to ensure that your interventions target both members of the dyad and cater to their varied needs, to achieve maximum benefit. Whilst it can be tempting to encourage and facilitate group interaction by asking PwD and carers to sit apart from one another, it is worth bearing in mind that some PwD may have lost confidence and may become distressed by such separation. We did not require people to work separately from their carer. We were told by some participants that they enjoyed this approach, and that they avoided groups where they were separated. Furthermore, in some instances, the PwD may be the more digitally engaged and experienced member of

the dyad and can gain from the experience of supporting, and not being isolated from, their partner.

4.3. Inclusive

All sessions should be inclusive, so that any learner can get the most out of the session. This requires that you keep in mind differentiation and accessibility. **Differentiation means offering a range of resources and activities for different learning needs.** Some group participants may be fast to learn where technology is concerned, whereas others may take more time to pick things up. Having a range of tasks available and creating a session structure and environment where learners can work at their own pace and not feel pressured or bored ensures that everyone can get the most out of each session. In this guide we will demonstrate how we tackled this issue and provide some sample activities differentiated according to different needs. Accessibility is also an important consideration when planning and delivering sessions. We will discuss some of the criteria we set for training locations and some of the steps we took with aspects of group management in order to maximise accessibility. An important aspect of inclusivity in our training was not identifying to the group which learners had dementia/cognitive impairment; this was reported to be valued by learners and promoted inclusion. We were just all in it together, learning together.

4.4. Relevant

Creating sessions that have meaning for participants is a great way to enhance engagement. For example, developing content that is based upon key events, hobbies or interests relevant to particular individuals or client groups is likely to spike their interest so that they feel motivated to complete the more challenging or 'dry' aspects of learning to use technological devices and platforms. Making the procedural elements (such as how to navigate around a website) of using technology the 'means to an end' during sessions, with more of a focus on the relevant content of an activity, makes the process more stimulating and therefore enhances enjoyment and retention of learning.

4.5. Facilitating, not lecturing

Whilst being professional and organised, maintain an element of informality to sessions so that they feel fun and social. Lead the sessions, but help learners to help themselves by **allowing a degree of free choice and plenty of space for them to work at their pace**, rather than trying to hold the session together by keeping a tight leash. In earlier sessions when most learners have limited knowledge, Microsoft PowerPoint-led sessions may be appropriate for some groups, but we have found that communicating as a facilitator of learning, rather than as a lecturer, creates an improved learning environment and enhances engagement for a wider variety of learners. Although learners may be



struggling with some aspects of technology, they will be highly skilled, knowledgeable and experienced in other areas of life, with a range of employment backgrounds and insights. Bearing this in mind while planning and delivering sessions is important, so that learners do not feel de-skilled and de-valued.

4.6. Group management

Although we recommend focusing on facilitation and maintaining a degree of informality, we also found that it is important to become skilled at managing the group effectively. This means **getting to know your learners**, thinking about their communication needs, and creating structure, so that it is comfortable, inclusive and effective for everyone. In this guide we will discuss some of the challenges we faced and how we worked around these as we developed our training methods.

4.7. Socialising

Following focus group research, training feedback and evaluation, we have found that, for some, **it was the social elements of attending training that kept people coming back, and therefore encouraged them to keep going with the technologies.** The training sessions provided a real-world opportunity for people to meet and get to know one another. The technology (though the online social network), and the training to use this, ensured people had the means of maintaining communication outside the



sessions. However, without the real-world social element this was less likely to be achieved. For example, we found that many people were reluctant to 'follow' others on the social network part of our website if they had not first met them.

The training sessions also offered an opportunity for people to meet with a common purpose, that was not necessarily focused on dementia, memory difficulties or the caring role (while at the same time gaining an opportunity to meet others 'in the same boat'). With clear aims and objectives, goal-orientated time spent together meant that it felt purposeful and worthwhile, but with no pressure to achieve a certain standard. This united people in a common aim and tasks, as well as in a sense of progression and an atmosphere of enjoyable learning.

4.8. Flexibility

Good group facilitation relies on a balance between managed progress and flexibility. As you get to know your learners, it will become easier to plan sessions according to their needs, but it remains crucial to be willing to abandon your plans if it becomes clear that something is not working or if learners need something different. Sometimes, it is better to go back and repeat material so that you can be confident that all learners have grasped it, rather than keep pressing ahead if people appear lost and are starting to disengage. Instead change tack and do something that makes them feel confident and capable instead. **Repetition is so**

important in learning for PwD; don't be afraid to re-visit content and training material. Similarly, if you are noticing that people are ahead of the game, you may need to think about your pacing. If things are moving too slowly, this can also cause learners to disengage, so have some tricks up your sleeve such as more challenging independent tasks to give to those learners who may want to move more quickly than others.

4.9. Scaffolding & transitioning

"...I really enjoy coming to the sessions and love all that I am learning."

Part of facilitating rather than lecturing is taking steps in the planning process to ensure that you are gradually pulling away the need for your input and fostering greater independence. This means delivering a greater degree of input, teaching and support in the early stages of learning, but mindfully encouraging independent practice and development as learners begin to develop confidence. Eventually, it can become possible for learners to have independence not just in undertaking the tasks they've already learnt, but also in taking the initiative to learn new skills for themselves. This process is known in education as 'scaffolding' learning, and when it is done effectively, it enables a transition towards independence, so that training is no longer necessary and new skills have been internalised.

It is really tempting to jump in and take over when helping someone to learn – it takes a lot of patience and skill to sit next to someone and support them. Many people have had experiences of family members jumping in and taking over and that was not what our learners wanted.

4.10. Challenge assumptions



There is certainly a discourse around learning in PwD, and unfortunately it can be a limiting one. There is a belief that people cannot and will not learn new skills. However, in our research witnessed PwD becoming proficient in the use of digital technologies of which they had little or no prior experience.

Facilitators must maintain a positive but realistic attitude towards learning. Some PwD will lack confidence in trying new things, but this does not mean they cannot do so. Some gentle support and encouragement at a suitable pace has shown us that people who believed they couldn't learn new skills or use a tablet device were able to do so and achieved a sense of reward. Perhaps they did not remember how to navigate a particular platform or programme, but they did retain some of the basics around the functionality of a touch-screen device, which was new learning for them. **Humour can play an important role, as does the social aspect of all being in it together and learning together as a group.** As facilitators, we laughed when we couldn't do things too which was normalising and took the pressure off people. It was not necessary to get it right every time, it was only necessary to

give things a go. **It was also helpful to have facilitators with a range of IT skills and confidence, rather than a group of experts, in terms of being approachable and supporting learning.**

4.11. Positive outcomes

Keep in mind that the ultimate goal for any intervention is to enable positive outcomes for the people they target. It is also important to check that your intended outcomes match those of the learners, so ensure you think about this together early on in the training process, and frequently return to it to help ensure you are meeting the group's evolving needs.

5. Planning Sessions

5.1. Introduction

In this section, we introduce important considerations when developing a training programme and planning each session. We include comments on some of the challenges we faced and lessons learned.

5.2. Location

Training sessions must be accessible geographically to as many learners as possible, and should be located in environments that are suited to the client group – they should have a feel of familiarity and be set up to cater for the demographic appropriately. **We found that community halls or community centres, church halls and assisted living facilities were particularly suited to our groups' needs as they were community-based, with disabled access, and often with low or no fee for hiring.** Our programme ran across a large region with participants in a mixture of urban and rural locations, so we ran sessions that were in centres suited to the highest number of participants possible, so that everyone had a session they could attend within 15 miles of their home (although for most it was much closer). We also considered transport options, such as proximity to bus routes and train stations when investigating appropriate venues.

5.3. Venue

We always undertook checks of potential venues to ensure suitability. For example, when we visited, we ensured that the following were all in place:

- Disabled parking and adequate parking for all learners close to the venue
- Disabled access to the building and training room
- Access to toilets (including accessible toilets)
- Tables and chairs that are safe and suitable for people who may have physical disabilities and/or mobility problems.
- Tea and coffee-making facilities that did not require us to leave the group unattended. (We took our own refreshments and cups, but required access to hot water)
- A working projector, screen, WiFi and accessible plug sockets.
- Access for us to be able to set up one hour before the session start time, and at least 15 minutes of packing-up time after the session
- Adequate tables, chairs and space to accommodate up to 20 people for each session
- A 'breakout' space – an area away from the main training space where participants can go if they become upset or need to be in a less stimulating environment.

A word about WiFi: WiFi access at the venue was very important to the work we were doing, but also important was connectivity. We had a number of occasions where we booked venues that were marketed as having WiFi access, but where we experienced problems with the signal dropping out frequently during training. If WiFi is important to session delivery, it is worth checking this out for yourself prior to booking, as insufficient WiFi connectivity to undertake the required tasks can disrupt a well-planned session and interrupt learning.

If the venue appeared suitable and within budget, then we booked it for a six month block, with one session each month. We recommend offering a mixture of morning and afternoon slots on different days of the week, and trying to ensure training sessions do not clash with other important groups that potential attendees may also wish to attend, such as reminiscence groups.

5.4. Group size

We have found that the maximum capacity for a training group is 20 learners, but this only worked when we had at least five facilitators. **The optimum size was around 10 to 12 with 3 facilitators, but smaller groups of 5-10 were also very effective.** If groups consist of four or fewer, this can work, but it is worth ensuring the number of facilitators does not outweigh the number of learners as this can feel a bit uncomfortable and may put learners under pressure. Our groups consisted of dyads of PwD and carers. It was especially important that people attended as dyads where possible because this enhanced learning and practice once back in the home environment, as they were able to support each other.



5.5. Number of facilitators

There are a number of different roles to be carried out during training sessions. These include providing 1:1 support, especially for PwD or who are new IT users, organising refreshments if these are available, as well as having someone to oversee and lead the session overall. Therefore, we do not advise running a session single handedly! A minimum of two supporters for every group is recommended, one to lead and one to provide 1:1 support, although in practice we found that one supporter for every four participants worked well. Volunteers may also be valuable; for example, we had a volunteer who helped with refreshments and also supported other learners with engagement in the sessions.

5.6. Skills of the facilitators

Our research team offered a range of skills including experience in teaching, clinical psychology, social care, research, and technical skills. We always had somebody at each session who was able to troubleshoot technological issues, alongside someone who felt comfortable leading the session and setting appropriate tasks. We would recommend as standard practice having a session leader who is experienced in leading groups, teaching or training of some description, someone who is experienced in working with the demographic of learners, and a technical specialist who can resolve issues with technology quickly so that they are not disruptive to learning.

5.7. Session length

We found that the ideal session length was two hours. This gave learners plenty of time to work through activities and socialise with one another at the same time; it was also a length of session that made a trip out worthwhile for those who had to travel further to attend. We offered refreshments at the start of the session and half way through.

5.8. Planning the session

Although we have emphasised the facilitation of sessions that feel relaxed and informal, we also **highlight the importance of planning and preparation of high-quality resources.** When planning, it is important to think about issues of timing and pace.

We found our groups to be highly diverse in terms of learner needs and abilities. Some learners were able to pick things up very quickly and were already competent users of smart phones and tablets prior to engaging in the group; they needed plenty to keep them busy and challenged in order for the sessions to be interesting and useful for them. Yet in the same sessions other individuals were in need of 1:1 support to complete tasks; without this support they could be unengaged and excluded from the session. Therefore, effective planning involved thinking about the varied needs of group members, and considering the level of activity and pace that was likely to be appropriate for them. The development of activities and resources that met these varied needs was also crucial, as was a need to be mindful of ensuring that carers were not relied upon too heavily to support PwD during the sessions, as this could hinder their own progress and opportunities for learning and engagement. After trialling several approaches, we found the best method to be the 'Task Card' method, detailed below in Section 5.10.5.

Another consideration when planning the session is how you structure the delivery. Will it run as a course over a set period of time with a specific end date, will it be a public drop-in service, or will learners need to have signed up first? What will happen if people do not attend regularly? These are aspects that will require particular approaches to planning and delivery, so it helpful to consider this early on, and to be realistic about what group attendance is likely to look like.

5.9. Training needs analysis

As part of our research, all participants completed questionnaires regarding their level of knowledge and engagement with digital technologies at the beginning of the study. This was useful to us as facilitators as we were able to use this information to inform our planning. You may also find it useful to ask learners to complete a brief questionnaire about their current level of knowledge at the start of training, as well as importantly about their sensory needs.

5.10. Approaches to teaching & resource utilisation

5.10.1. One-to-one initial training

All of our dyads received a home visit on joining the project during which we set up their devices for them and gave them a 1:1 tour of the device and the website. This usually lasted approximately one hour, and was conducted by two facilitators supporting the PwD and their carer. During this session, dyads were provided with a manual which detailed the main

features of the website. They were shown the basics such as turning the tablet on and off, how to charge it, how to log in, and then were provided with a brief introduction to the main features of the website.

5.10.2. Microsoft PowerPoint sessions

Our early group training sessions followed the format often delivered in professional and educational ICT training sessions, consisting of group instruction via a Microsoft PowerPoint presentation containing screen shots. When delivering using this method, we tried this with smaller tables of four, and with tables set out in a horseshoe. We found the horseshoe to be more effective. Facilitators were needed to provide 1:1 support to group members throughout the session, so they seated themselves among the group, depending on where the need was. A sample session plan that illustrates how these sessions were structured is included as Appendix 9. This also includes examples of our evaluative post-session notes that led to the development of new methods of delivery.

We faced a number of challenges with this method of delivery because not all of the group worked at the same pace. For example, we tried demonstrating a specific procedure and then getting learners to try doing the task for themselves, but some could not retain what they had seen even with visual and written prompts. We also found that learners asked frequent questions; these could sometimes confuse or disrupt others. We then tried working through tasks step-by-step, whereby all learners did what we did as a group; however not everyone was able to keep up, some got lost and other more able users got bored. The following sections outline how we tackled these difficulties.

5.10.3. Pacing

Pacing is the key to keeping all learners engaged. It relies on careful planning and creation of resources that are differentiated to suit a range of ability levels. If you manage this effectively, you'll have the best possible chance of holding the interest of all learners throughout the session and maximising their progress and enjoyment, as well as increasing the likelihood that they feel they have achieved and are willing to return.

5.10.4. The evolution of our training methods: Crib sheets

When we first delivered our sessions, we provided PowerPoint slides only. However, as our training programme developed, we created 'crib sheets' accompanying what we had covered in the sessions.

The crib sheets are instructional sheets that give a step-by-step guide to completing each activity, complete with large font instructions, coloured screenshots and clear arrows pointing to the action to be taken. These have been particularly well-received by our group participants, as **they foster independent completion of tasks at learners' own pace**. See Appendix 2 for an example.

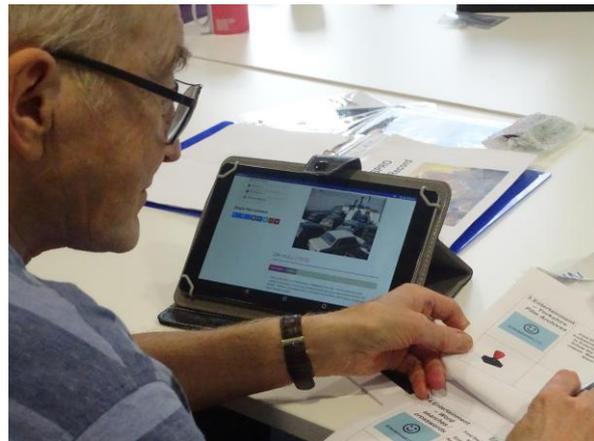
The introduction of these ensured that where people struggled to see what was on the slides or to keep up with a walk-through on the projector, they had visual step-by-step instructions, and these also helped them in the parts of the sessions when they were trying out the tasks for themselves. This removed their stress and worry at not being able to keep up during the group input. They also had the option to take the crib sheets home, so if they

had not retained what had been carried out in the session, they had the information with them at home and could return to the instructions as often as they needed to, thus triggering memories of what was covered in the session. Coloured images were especially important for learners here, and many commented how valuable these resources were.

However, we found that whilst the crib sheets helped the learners who struggled most to keep up, those who were confident and capable appeared to be lacking challenge during the step-by-step sessions, with insufficient opportunities to progress at their own pace and we noticed that some started to disengage slightly.

5.10.5. The Task Card Method

We then started to think about how we could develop the training format to cater for the emerging needs of the whole group, and devised what we call the 'task card' method. This consisted of creating a series of laminated 'task cards', each one of which focused on one aspect of what we needed to train people on. All of the initial package of task cards focused on basic features and were suitable for being repeated multiple times. **Each card had three difficulty levels, labelled and colour-coded 'easy' (green), 'medium' (amber) and 'hard' (red).**



The idea was that the easy task was most accessible; if a learner only managed that one, then they had engaged with that task and that was a great achievement for them for the session. Meanwhile, other learners might complete all three tasks, and may even be able to move onto another task card within a few minutes.

When delivering sessions using the task card method, we seated people in tables of four or five; they usually chose to sit in their PwD/carer dyads.

5.10.6. Challenge cards

As we moved through the training programme, most learners had attempted or become fully competent in most of the key features of the platform we were delivering, and so we developed 'challenge cards'. These took the same format as the task cards, with easy, medium and hard levels, but did not have accompanying crib sheets. These challenges aimed to foster independent use of the platform beyond the sessions, whilst also exposing users to the range of resources available online and encouraging exploration beyond the session.



See Appendices 5 and 6 for examples. We created 14 of these which provided enough content for 2-3 sessions with the same group.

5.10.7. Stamp booklets

We created corresponding stamp booklets for tasks. These listed each task with an empty box to stamp once completed. See Appendix 7 for an example. These were a great motivational tool for learners, as well

as a way of tracking progress. Some learners wanted to take their stamp booklets home to give them some structured activities to practice at home, whereas others preferred to keep the tasks as things to work on in the session. Learners loved stamping their stamp booklets in the sessions, with groups congratulating one another when they completed the whole booklet. **It created a sense of fun alongside a way of learners tracking their own achievement and progress.**



What have you enjoyed most about training?
“...the achievement records, personal tuition and social interaction.”

5.10.8. Management of resources

It is useful to design activities that can be used again and again and to prepare a folder to store these resources, so that the session planning and preparation process can be reduced. Once you have built up a collection of resources, protect them by laminating them and/or storing them in plastic wallets so that they can be re-used regularly, with minimal preparation required.

It is crucial that all resources are designed with accessibility and differentiation in mind. We found that larger fonts (font size 30 for titles and 18-24 for content) worked well for our groups. We used colour where it was helpful and always printed colour images to make resources more stimulating for PwD. We also used visual cues, such as screen shots with large arrows pointing at action buttons on the platform we were training people to use. We used these on both Powerpoint slides and on accompanying crib sheets. A sample crib sheet is included in Appendix 2.

5.11. Preparing for the session

5.11.1. Refreshments

We provided tea, coffee, biscuits for comfort breaks, and offered these at the start of each two hour session, and again half way through.

5.11.2. Orientation

We took signs clearly directing participants to the toilets, our training session, and the exit, as participants were not always familiar with the building.

5.11.3. Equipment

In order to train people to use the tablets and to access the website the following equipment was needed at the sessions:

- Spare tablets & chargers (fully charged prior to session)
- Stylus pens for those who have difficulty with fine motor skills
- Projector & projector screen if not available
- Register for recording list of attendees
- Labels for name badges & markers
- Coffee cups, biscuits, spoons, tea, milk, coffee, sugar, hot water flask (if needed)
- Posters with dates of future training sessions
- Leaflets and posters to put up on community boards to publicise the training to new members (if relevant)
- Extension lead
- Internet security advice booklet – for example, Age UK have a useful resource available online entitled Internet Security: Staying Safe Online, available at <https://www.ageuk.org.uk/information-advice/work-learning/technology-internet/internet-security/>
- Resources folder
- Training feedback forms.

Your equipment list will need to be tailored to the particular group, venue or technologies unique to your project.

5.11.4. Getting people to come

We provided the training dates on leaflets given to every potential learner, and left these with them when we attended the initial 1:1 session with each dyad. In the early days of running the groups, we made a telephone call to the dyad a day or two before the groups to ask if they would be attending so that we had an idea of numbers and ability levels, but also to serve as a reminder.

We found transport for attending sessions can be an issue for many of those who would like to attend. We were able to offer some support with transport, but in practice, it may be worth exploring the community transport options available in your area.

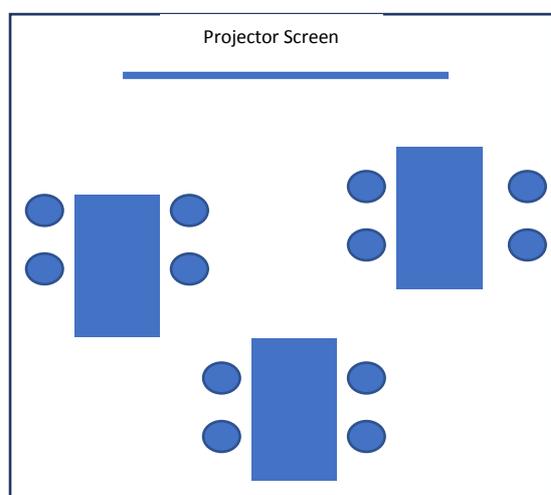
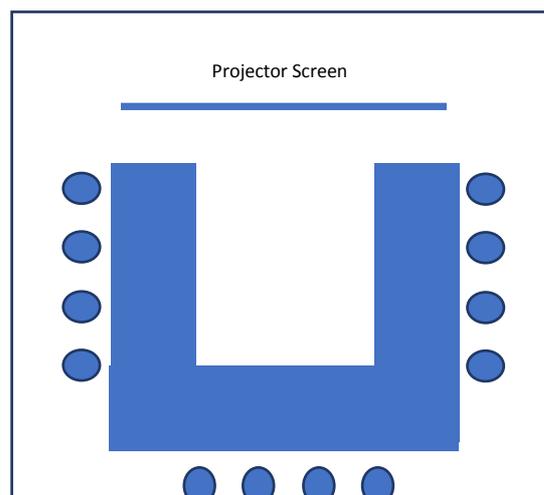
6. Delivering Sessions

6.1. Setting up

We advise arriving at the venue with plenty of time to set up. We delivered two-hour sessions but always booked the venue for an extra hour beforehand for setting up, and ensured we had at least 15 minutes at the end to pack everything up. This turned out to be especially important as some people liked to arrive early and chat or raise questions; similarly others liked to stay at the end of the session.

6.2. Layout of the room

We have found that when delivering a taught session, especially one which utilises a projector, a horseshoe layout is most effective. When using this layout, it can be useful to think about any learners who may be hard of hearing or have difficulty seeing the projector screen at a distance and encourage these individuals to sit closer to the front. Ask learners about this when they first start attending, or at the beginning of the session. This will require that you encourage others, as they arrive, to sit further back.



When delivering workshop or task-based sessions, setting up tables of four or five is most effective. Allow plenty of space for walkways and exits. It can also be useful to manage seating in these sessions in order to encourage people to work with different group members each week, so that they get the opportunity to meet as many others as possible. This can help to build networks and encourage engagement with new people within and then beyond the session.

6.3. Flexible delivery to enhance inclusion

Particularly when working with this demographic, it is important to remember that things crop up, particularly illness, that can lead to dyads missing sessions. It is therefore important to **plan each session as a standalone session** within a broader package from which individuals can get as much benefit as possible, whether or not they have consistently attended previous sessions. The task-based delivery can really help to enhance this, as you can have people repeat tasks they've already tried, at a more difficult level, or have them moving on to try new and more challenging tasks, whilst others attempt the more fundamental aspects of training.



You may also find that new learners join several sessions into the training programme and may be behind others in terms of their knowledge. Again, task-based sessions can really help with this. **It can also be useful to have new learners seated together so that a facilitator can sit with and support them. Alternatively, you may want to consider pairing new and more experienced learners as a form of peer support.** However, you need to be sensitive with this, as the more experienced group members may start to feel

that they are missing out on opportunities to develop their own learning if their time is taken up with supporting others with more basic tasks. In addition, if like us you are training PwD-carer dyads, then they may not want to be separated or required to sit with other people, so this should be a consideration.

Finally, when working with PwD it is likely that they will need to repeat the same tasks and content, as they may not have fully retained their learning. Research suggests that implicit learning may still take place, so people may not always be starting from scratch, even when they believe that they are. **As a facilitator it is important to keep in mind the difficulties which may be experienced by PwD, but also not to limit learners through your own assumptions.** Empower and enable people to use what they know, and help them to build confidence by allowing them to do what they feel like doing, scaffolding their learning with resources and one-to-one support. Ensure that people don't feel confused or left behind, but also not patronised and under-stretched, by creating resources, session structures and activities that allow for fluctuation and variation in memory, learning and ability.

6.4 Structure of the session

6.4.1 Name labels/badges & register

We always provided labels with names on for all learners and facilitators. It can be useful to be aware of any medical conditions or special requirements, such as people with diabetes or epilepsy, if learners are willing to disclose that information, and for you to be aware of what to do in case of an emergency. Next of kin details will also be important.

6.4.2 Starter activity

It can be helpful to have a starter activity for people to get on with as soon as they arrive. The beginning of a session can be a good opportunity for learners to socialise and catch up, as well as for facilitators to build relationships with learners, so it is important not to get in the way of this process. However, some learners may arrive ten minutes early whilst others may be ten minutes late – it is a good idea to have something everyone can be getting on with if they want to, but that does not mean late arrivals get left behind, ensuring that people are not sitting waiting with



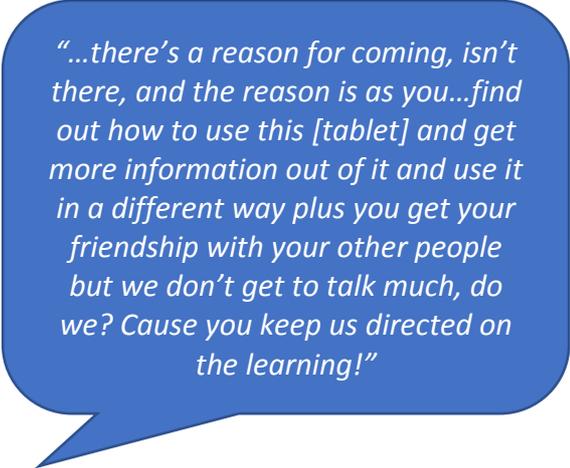
nothing to do for long periods. This is especially useful in groups where members tend to chat less or do not yet know one another, as often they will just sit quietly until the session begins. **A starter activity can help to break the ice. It should be short, fun, easy, and not something that has an end-point ideally, as not everyone will finish the task. It's also not a good idea to start a session with something people can feel they have failed at, so this initial task should not be too difficult.** One of our starter activity involved learners spotting new people who they had not met before, finding their profile on the website, and sending them an invite to become 'friends' if they wished, thus practising one of the website functions and initiating contact with new learners.

6.4.3. Housekeeping

It is especially important when working with PwD to ensure people know where toilet facilities are, where the nearest fire exits are, and what to do in the event of a fire alarm. This is the rationale behind our creation of posters and arrows to use at each venue, highlighting these routes and exits, but it is also important to dedicate a minute or two at the beginning of each session to reminding people of this important information.

6.4.4. Objective-focussed

Keep things well structured, well-organised, and make it clear from the start of each session how the session will run. This helps to clarify learners' expectations and map out what the session will look like for them. If you are running a session using the projector, it can be useful to have session aims and learning objectives on the screen at the beginning of the session. This is less necessary in a workshop or task-based session, however, it will still be important to begin the session with a short verbal introduction and an overview of what you would like learners to work on, and what they can expect to achieve in the session. **We found learners responded positively to a relaxed, supportive but purposeful atmosphere.**



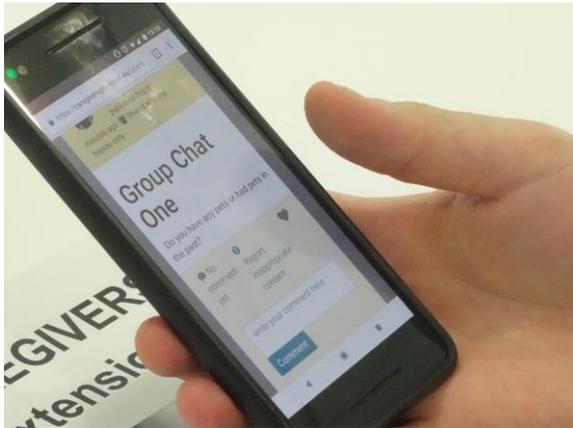
"...there's a reason for coming, isn't there, and the reason is as you...find out how to use this [tablet] and get more information out of it and use it in a different way plus you get your friendship with your other people but we don't get to talk much, do we? Cause you keep us directed on the learning!"

6.4.5. Breaks

Having a break half way through sessions and offering refreshments breaks the session up and provides an excellent opportunity for the social element of the session to flourish. Generally, we delivered one hour of the session and then had an informal refreshment break. If it was a taught session, the taught element ceased during the break. For workshop & task-based sessions, we found that some learners preferred to carry on without taking a break - but they did often enjoy further refreshments.

6.4.6. Group task

With about 20 minutes of the session remaining we found it conducive to group interaction to run a group task that engaged all learners and encouraged participation, discussion and



application of learning. **We made sure this was always something fun, so that the session finished on a high point.** For example, we ran group quizzes and group chats on the platform where learners answered a question such as ‘If you could meet a celebrity who would it be and why?’, ‘What is your favourite hobby or interest?’, ‘What is the best piece of advice you have ever been given?’ and ‘Where were you born?’. We posted these questions onto the newsfeed of the Caregiverspro-MMD website and asked people to respond by commenting

on the post. This modelled the process of posting and responding to questions and was a popular way to engage all learners. After everyone had responded online, we went through the answers on the projector screen and read out peoples’ responses, which learners also enjoyed and could prompt discussion. On a few occasions we carried out activities unrelated to the website, for example a ‘name that tune’ quiz. Although this may not help participants learn tasks in relation to the digital technology, such activities can provide an opportunity for socialisation and people who are struggling with the technology to shine.

6.4.7. Plenary

It is always useful to have a 5-10 minute slot at the end of the session to round up, to review what has been covered and ask the following questions:

- How have you found today’s session?
- What have you learned that you didn’t know before?
- What do you feel you would like to know more about?
- What might you be able to do when you are at home between now and the next session to ensure you get the most out of the work you have done today?

Not all learners will provide responses in the group setting, but it may encourage them to think about these issues. For ideas about how to do this effectively and inclusively, see ‘Think-Pair-Share’ below.

6.4.8. Evaluating sessions

In addition to requesting feedback, we asked participants to complete a feedback form after each session, either in couples or individually. We also conducted regular evaluation sessions among the team, to discuss what we felt was working well and what the major challenges were. We tweaked our session plans, resources and methods of delivery frequently, according to our on-going evaluation, and found that learner engagement and progress improved as a result, as did our enjoyment and perception of the quality of the sessions. As part of the research, we also conducted focus groups to understand participant perceptions of the training programme.

“...I really like to go to the meetings. It has helped me a lot. I really don’t think for me it could be improved.”

7. Further Tips for Successful Delivery

7.1 Think - Pair - Share

When encouraging learners to contribute verbally in a group setting, it can be challenging to find a way to prevent more confident and vocal learners from dominating discussions. If not managed carefully, the less confident learners will miss out on opportunities to contribute their knowledge or reflect on their own learning, because the chance will pass them by as other learners speak up more quickly.

One helpful way of managing this is using a strategy from teaching called ‘think-pair-share’.



This involves asking the group a question, giving them a few moments to think independently first, then asking them to share their thoughts with the person sitting next to them. Following this, you can ask those who are confident in doing so to share their thoughts, or their partner’s ideas, with the group. This ensures everyone has time to reflect and speak about their ideas, but no one feels forced to speak up publicly if it isn’t something they are comfortable with.

7.2 Jargon

Avoid using jargon unless you have already trained learners in what the terms mean, and you feel sure that everyone has understood and retained the learning. Use layperson’s terms, and back up your teaching with explanatory worksheets for those who may have trouble remembering prior learning. Terms and concepts that may seem straightforward to facilitators are not always so to learners. For example, not all of our learners knew what was meant when we said ‘comment’ on a ‘post’, ‘like’ or ‘favourite’ a post; ‘notifications’ and ‘sharing’ were new concepts to most learners. Even after several months of learning, not all users associated pressing the ‘heart’ button on the Caregiverspro-MMD website with the concept of ‘liking’ something.

7.3 One-to-one support

Being able to offer one-to-one support to any learner who needs it is important in ensuring all learners are able to get the most out of the session. When working with people with little prior IT experience, you may find that some require one-to-one support throughout the session. It is difficult to fully plan for this until you get to know your learners, or if you do not know who is coming to each session. Use your initial contact and session to assess learners’ needs and use this information to plan the number of facilitators and the types of session structures you adopt.



7.4 Realistic and achievable session aims

Keep session aims brief and broad and don't attempt to cover too much. Ensure aims are gently challenging but not unrealistic, and are broad enough to be relevant to the capabilities and needs of all learners. When we moved to the task card method, we moved away from group session aims **because everybody was working at a different pace. Instead, we asked participants to tell one another what their aims were that session.**

7.5 Assessing learner confidence

We used confidence rating scales to ask how confident people felt about the aims and about the tasks they had undertaken during the session. This enabled us to assess on an ongoing basis how learners were doing, and whether there were any aspects of the sessions that needed to be covered again, or people who required extra one-to-one support.

7.6 Recognising and utilising the skills of learners

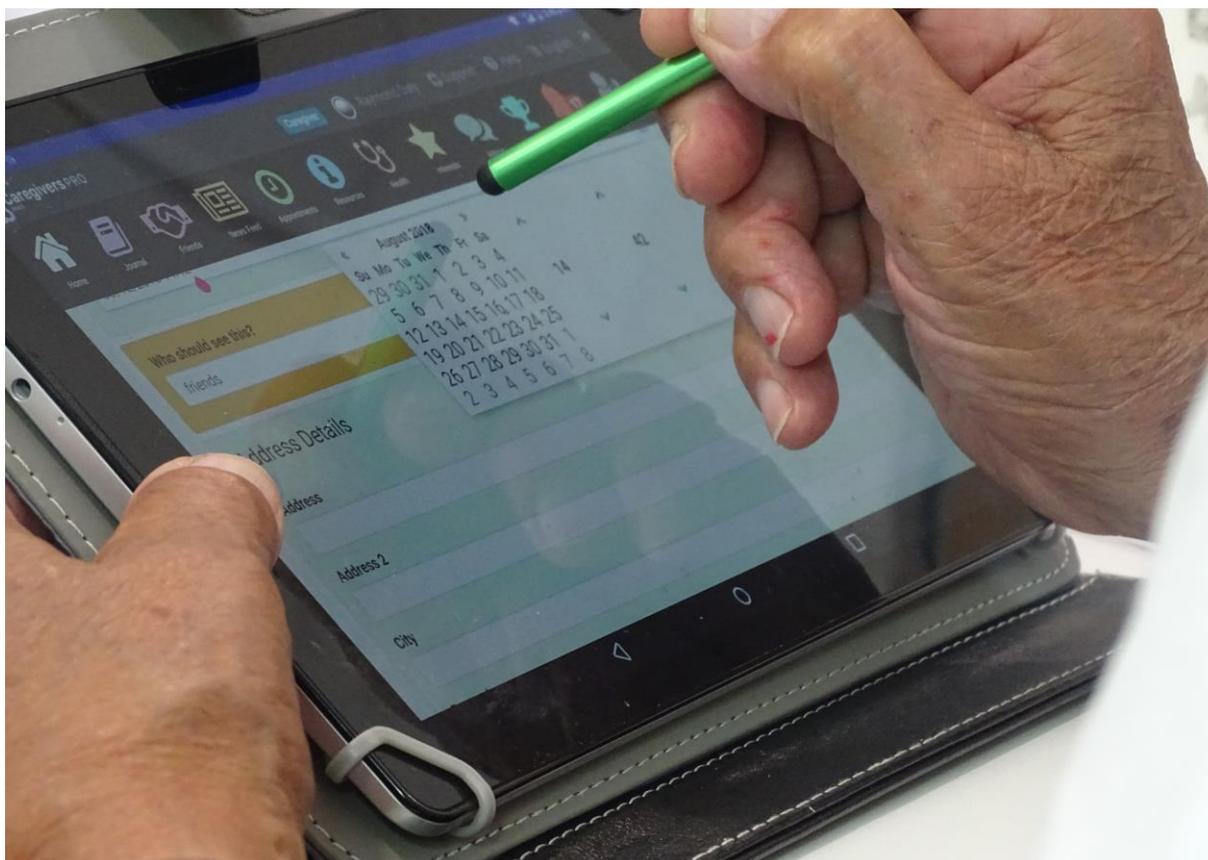
Learners bring a vast array of skills to the groups they attend. In our groups, we had ex-teachers who were a great asset, and people who had previously worked in IT who also enjoyed being able to support their peers during the sessions. As you get to know your learners, think about how you can help them feel valued by offering opportunities for them to use what they know.



7.7 Supporting emotional needs

We found that there is occasional need to support carers and PwD emotionally when they are experiencing periods of significant stress; for example, those who are experiencing carer stress, or difficulties adjusting to a diagnosis. We ensured that we always had a quiet break-out space for people who might be distressed or who wanted to talk. People may ask questions about problems they are having; however, you may not be sure how to answer these. It is better to admit that you don't know but will get back to them, than to give them an answer immediately. In seeking a response to their questions. Be conscious that it can be tempting to try to solve things for people; spending time reflecting on the boundaries of your role may help you to recognise the limitations of what you can and should offer. Signposting to other organisations may be the best course of action. However, if you do say that you will do something, it is important that you follow this through and report back in a timely manner.

Sometimes people will say something that suggests that they, or someone else, could be being hurt, harmed or exploited. It is helpful that you and any volunteers supporting you are prepared for this by being familiar with your agency policies and practices in respect of confidentiality, and to be aware of who you should initially discuss any concerns with.



8 Beyond the Training Sessions

8.1 Discussion around transition phase so that people can 'go it alone'

The ultimate goal of our training was to foster and enhance independent use of the website. All sessions and resources were developed with this agenda in mind. There are a number of things you can do to help move from dependence on the training group towards independence. The first is to be clear throughout that the training sessions have a purpose of fostering independence and that it is not intended that the sessions will continue indefinitely. Ensure that learners have a realistic view around when it is likely they will no longer need to attend training, and plan sessions that take the learner's journey into account and keep them prepared for the training to end.

8.2 Maintenance sessions

Consider offering ongoing occasional maintenance drop-in sessions which previous learners can attend. They may do so just for social reasons, to catch up with others, or to brush up on skills and ask questions. Offering these sessions can also reduce learners' anxieties about 'going it alone' once they have progressed to the point where the regular focused training sessions are no longer so relevant and useful for them.

8.3 Supply of self-help learning resources

Where possible, share information and links about self-help resources, such as websites that offer 'how-to' videos and guides to new technologies, so that learners can begin to undertake new and autonomous learning beyond the sessions. Learners may be interested in enhancing their learning further by attending classes in other aspects of technologies such as blogging. Provide information about how learners can access these resources both online and in the local community. Udemy is an excellent online resource for learning, as is YouTube.

8.4 Encouraging people to forge links

It may be relevant to provide advice and guidance to learners around how they may be able to set up their own groups to continue giving one another support. For example, you could support them in setting up a monthly coffee morning where they get together to discuss any problems they've been having with the technologies. Encourage them to ensure that this is led by the learners themselves, but consider suggesting someone is a group representative who may get in touch with you or your team with any support questions they may have longer term. It is likely that it will be necessary to offer at least some degree of ongoing support but this needs to be manageable for you based on the resources at your disposal, and appropriate boundaries will need to be in place around this to enable you and your team to manage your workloads effectively. It may become necessary for you to withdraw support completely at some point. Ensure learners understand this from day one.

9. Authors

Kate Cunnah, research assistant at the University of Hull.

Dr. David Howe, research assistant at the University of Hull.

Rosie Dunn, research assistant at the University of Hull,

Rebecca Platt, research assistant at the University of Hull.

Jonathan Thorpe, research Assistant at the University of Hull.

Caroline White, research associate at the University of Hull.

Dr. Kevin Paulson, senior lecturer at the University of Hull.

Dr. Emma Wolverson, clinical lecturer at the University of Hull and clinical psychologist Humber Teaching NHS Foundation Trust.

10. References

Department of Health. (2015). *Prime Minister's challenge on dementia 2020*. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414344/pm-dementia2020.pdf

Department of Health. (2016). *Financial Sustainability of the NHS*.

Djabelkhir, L., Wu, Y.-H., Vidal, J.-S., Cristancho-Lacroix, V., Marlats, F., Lenoir, H., Carno, A. & Rigaud, A.-S. (2017). Computerized cognitive stimulation and engagement programs in older adults with mild cognitive impairment: comparing feasibility, acceptability, and cognitive and psychosocial effects. *Clinical Interventions in Aging, Volume 12*, 1967–1975. <https://doi.org/10.2147/CIA.S145769>

Mountain, G. A., & Craig, C. L. (2012). What should be in a self-management programme for people with early dementia? *Aging & Mental Health, 16*(5), 576–583. <https://doi.org/10.1080/13607863.2011.651430>

Office for National Statistics (2017). *Overview of the UK Population: July 2017*.

Prince, M., Knapp, M., Guerchet, M., McCrone, P., Prina, M., Comas-Herrera, A., Wittenberg, R., Adelaja, B., Hu, B., King, D., Redhill, A., & Salimkumar, D. (2014). *Dementia UK: Update Second Edition*.

Tinder Foundation (2016) *Dementia and Digital: Using technology to improve health and wellbeing for people with dementia and their carers*. Retrieved from https://www.goodthingsfoundation.org/sites/default/files/research-publications/dementia_and_digital.pdf

Staying Safe Online Resource:

Age UK (2017) Internet Security: Staying Safe Online. URL: https://www.ageuk.org.uk/globalassets/age-uk/documents/information-guides/ageukil4_internet_security_inf.pdf Accessed on 28/09/2018.

Appendices

Appendix 1: Caregiverspro-MMD Project Overview

The Caregiverspro-MMD study is a Horizon 2020 pan-European study with sites in France, Italy, Spain and the UK. Caregiverspro-MMD is a website designed as a supportive tool for PwD and their carers. Usability testing and focus group research contributed to the design of the website and its features. The main aims of the design were (1) to provide peer support (2) to provide information about dementia/cognitive impairment, being a carer, services and resources (3) to offer opportunities for enjoyment. The main features of the site included:

- A newsfeed similar to that seen on social media sites such as Facebook,
- Opportunities to interact by commenting on and liking newsfeed posts
- Games
- A journal
- A calendar
- A content library containing information about memory loss support and local resources.

The study is a randomised controlled trial. Participants are dyads consisting of PwD and their informal carers. Each site has a control and an intervention group to which participants have been randomly assigned. Each site managed recruitment independently. UK participants were recruited in Hull, East Riding of Yorkshire and North East Lincolnshire through NHS research & development teams, local memory loss support groups, via posters, local news articles and word-of-mouth.

The intervention group at each study site received an off-the-shelf tablet computer fitted with a SIM card and 3G enabled, a charger, website access and login for a period of 9-12 months. For the duration of the intervention, the tablet devices were locked so that no other apps were accessible on the tablets except Caregiverspro-MMD; however, links posted within that site did enable users to access specific pages on the internet.

Primary outcome measures were quality of life and carer burden, measured at baseline, 6 and 12 months. Website user interaction was also logged including the access to individual pages and button actions such as liking posts. Content was created by Research Assistants at each site, for example, news stories and activities relevant to the age group of the participants and information on managing dementia/cognitive impairment.

Caregiverspro-MMD project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 690211

Creating Your Own Jigsaw Puzzles

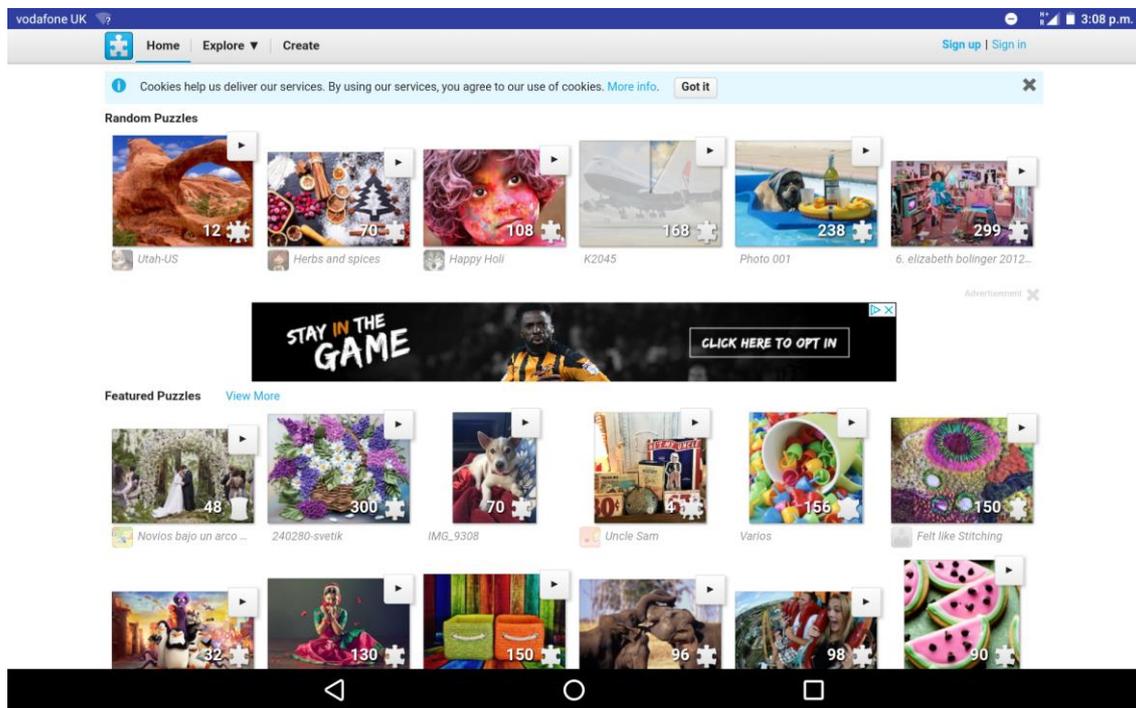
(The 'Do-it-yourself' way)

This guide will show you how to create your own jigsaw puzzles using pictures you have taken with your tablet.

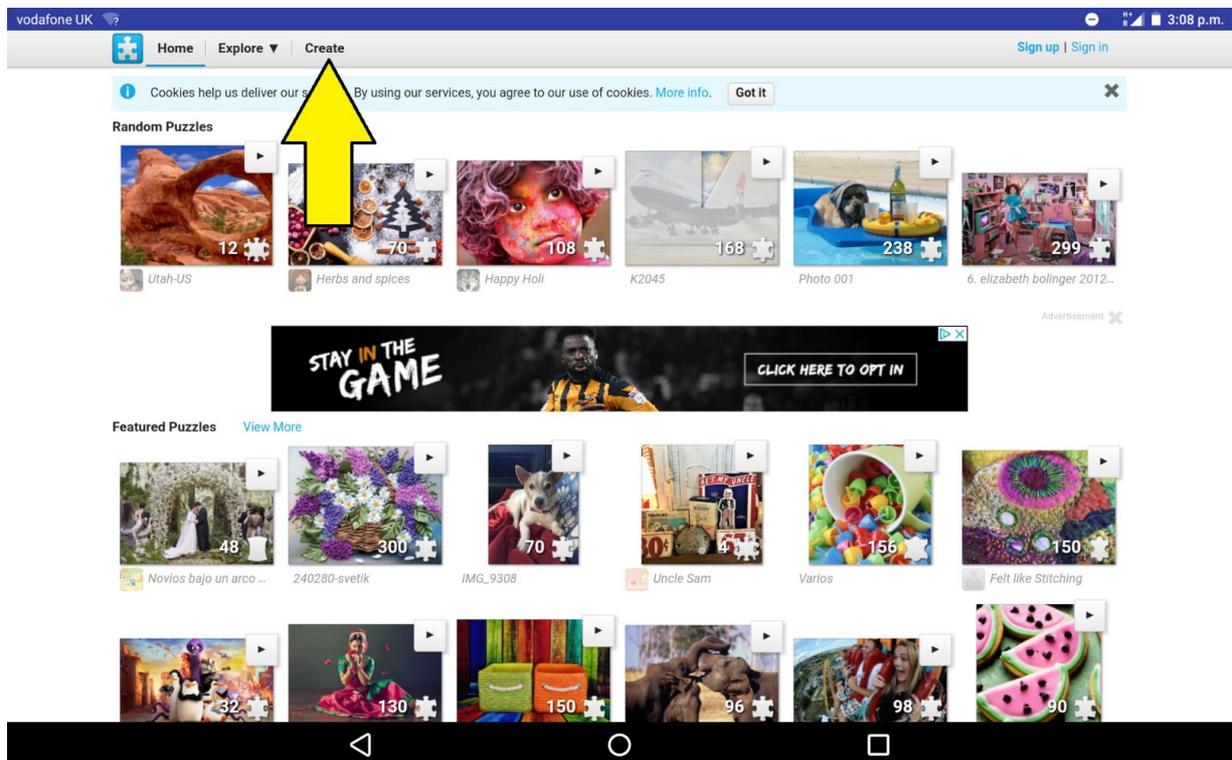
However, you should be aware that the jigsaw puzzles website is separate from the Caregiverspro-MMD website, and that any jigsaws you create will be potentially accessible by other users of that website. While it is unlikely that anyone else will come across any jigsaws you create (there are hundreds of thousands of puzzles on this website), it is still possible...so you should be sure that you don't choose to make puzzles out of any images that you wouldn't be comfortable sharing with other people!

There are 8 steps outlined in this guide and we recommend you follow these in order.

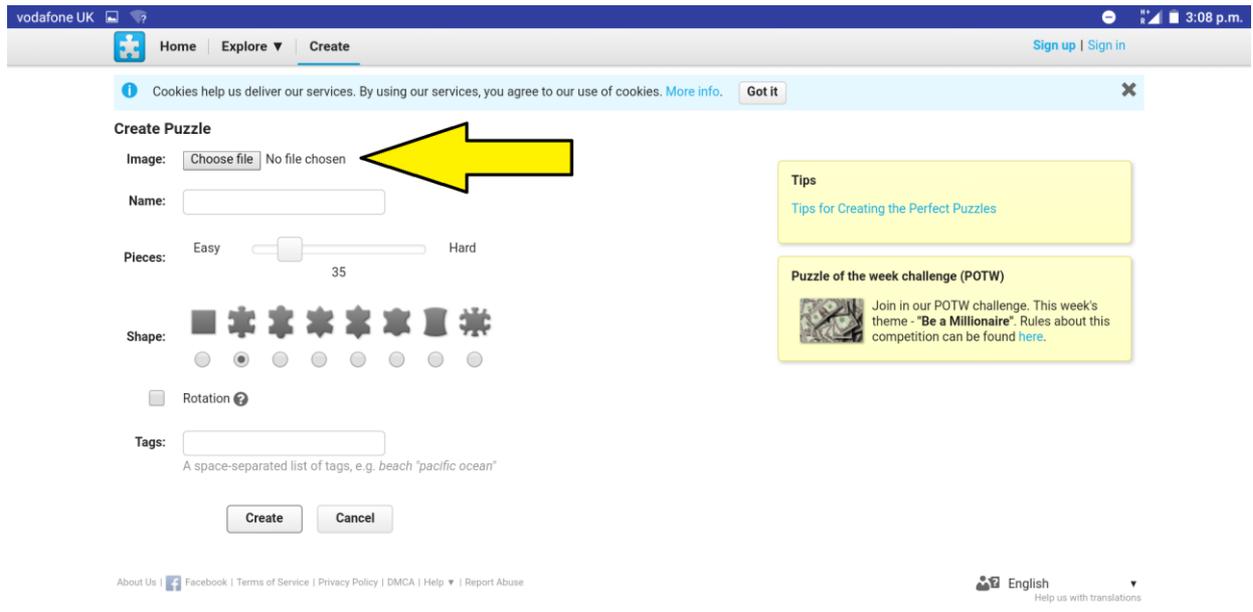
1. Access the jigsaws website via the Resources section of your tablet.



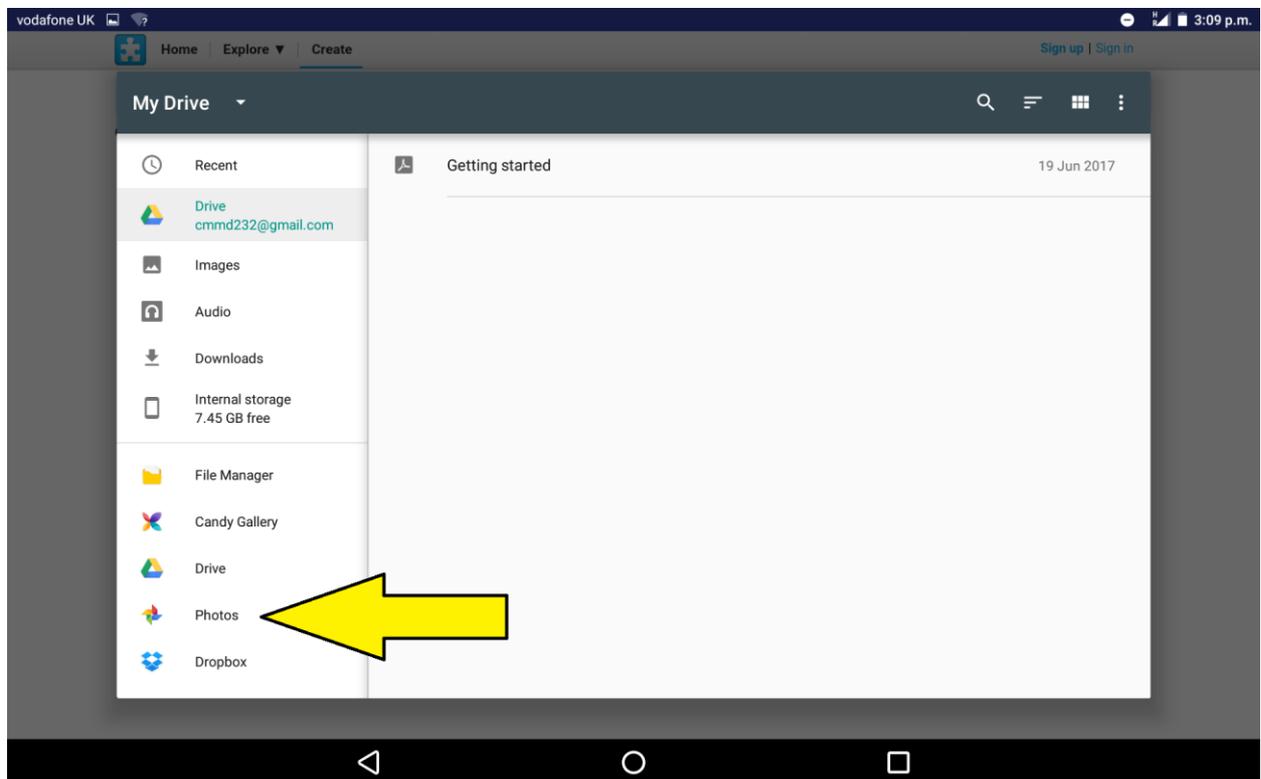
2. Tap on the “Create” button along the top of the screen



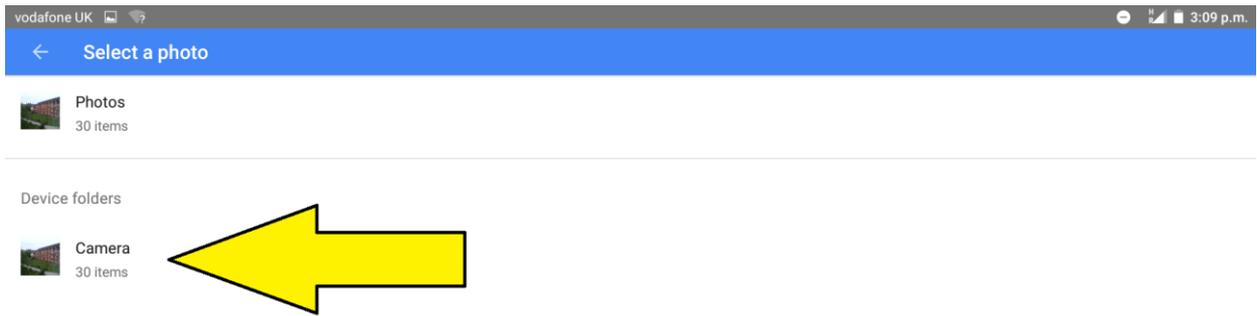
3. Tap on "Choose file"



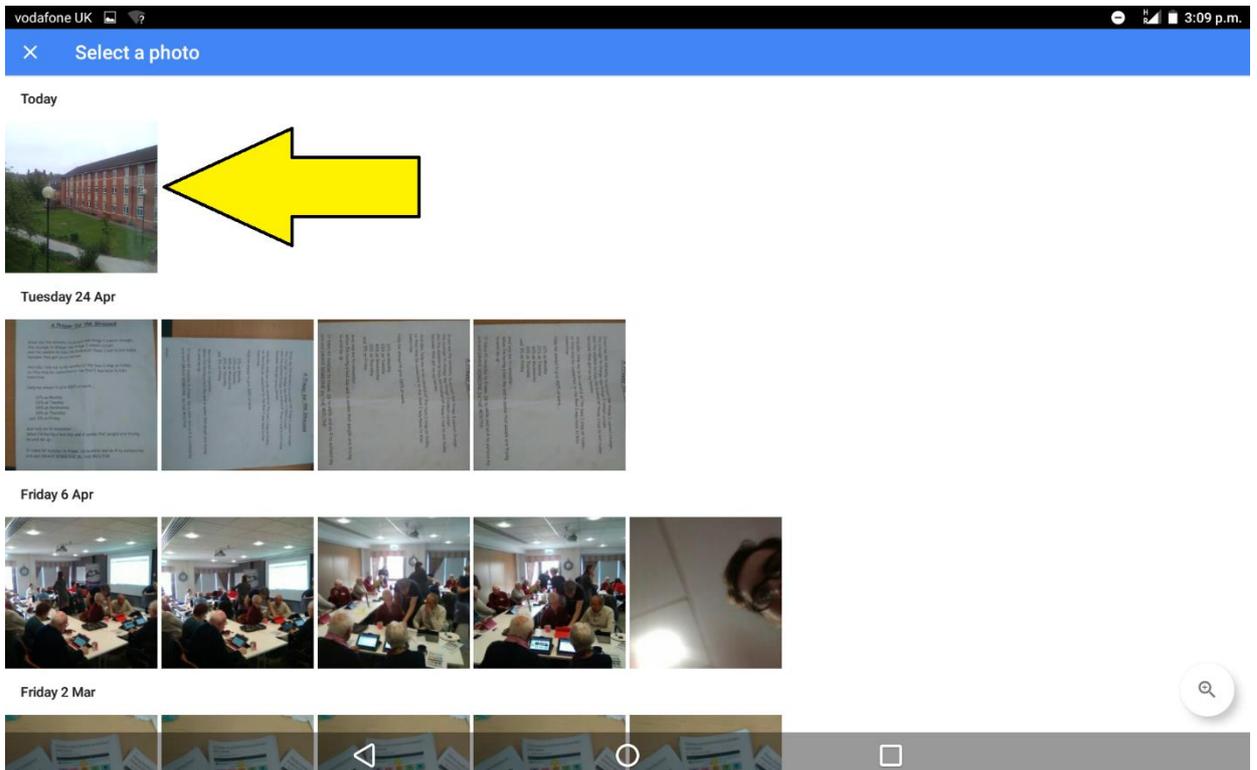
4. Tap "Photos"



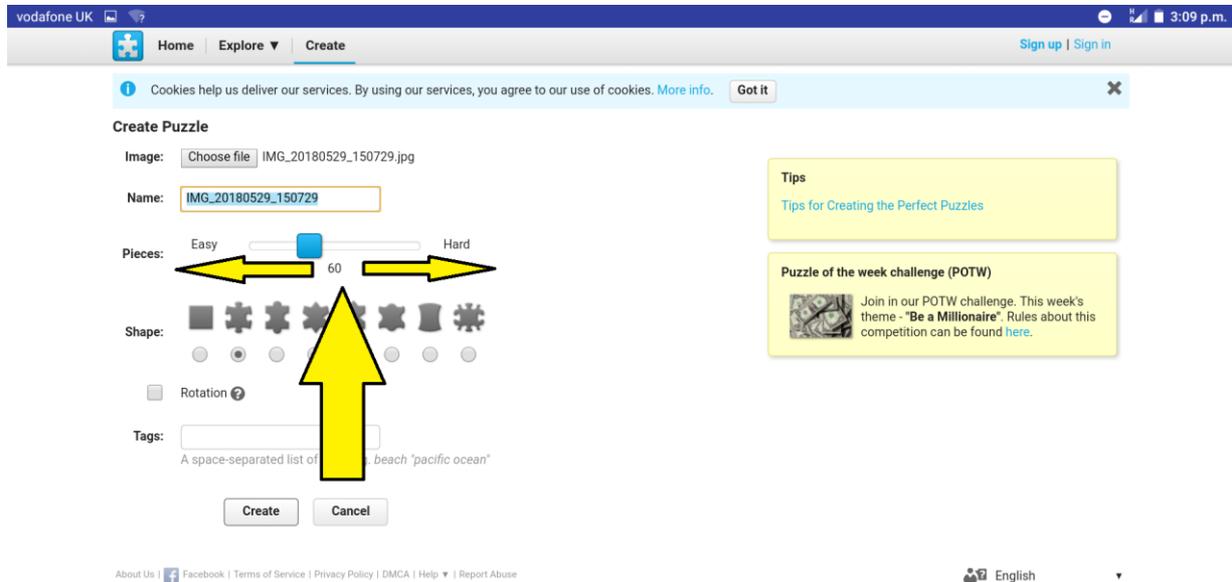
5. Tap “Camera”



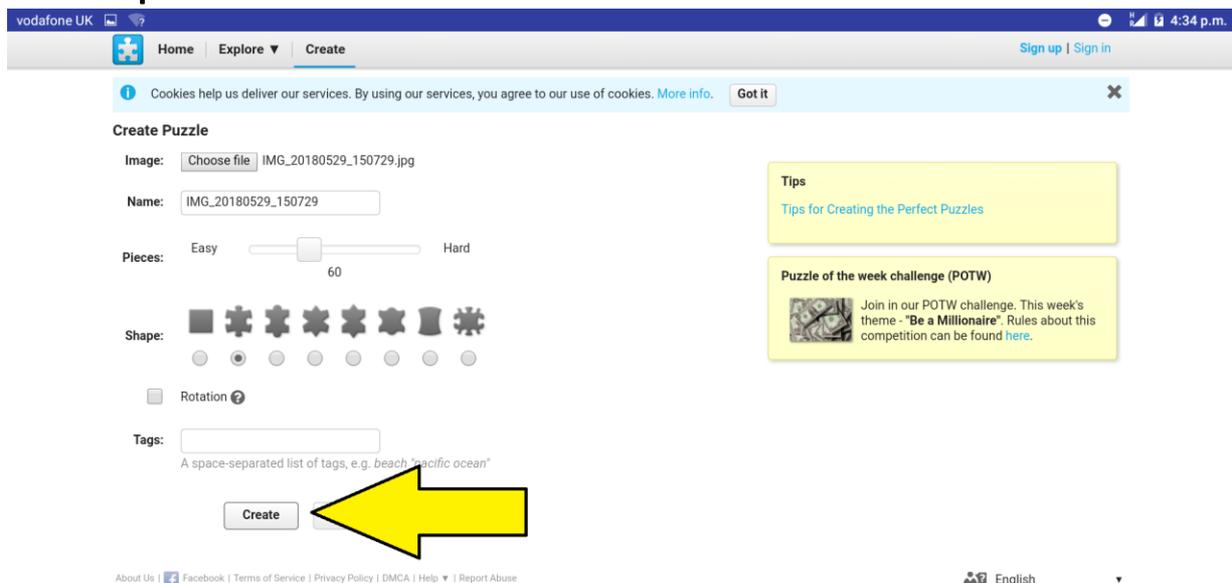
6. Tap on the photo you would like to make into a jigsaw



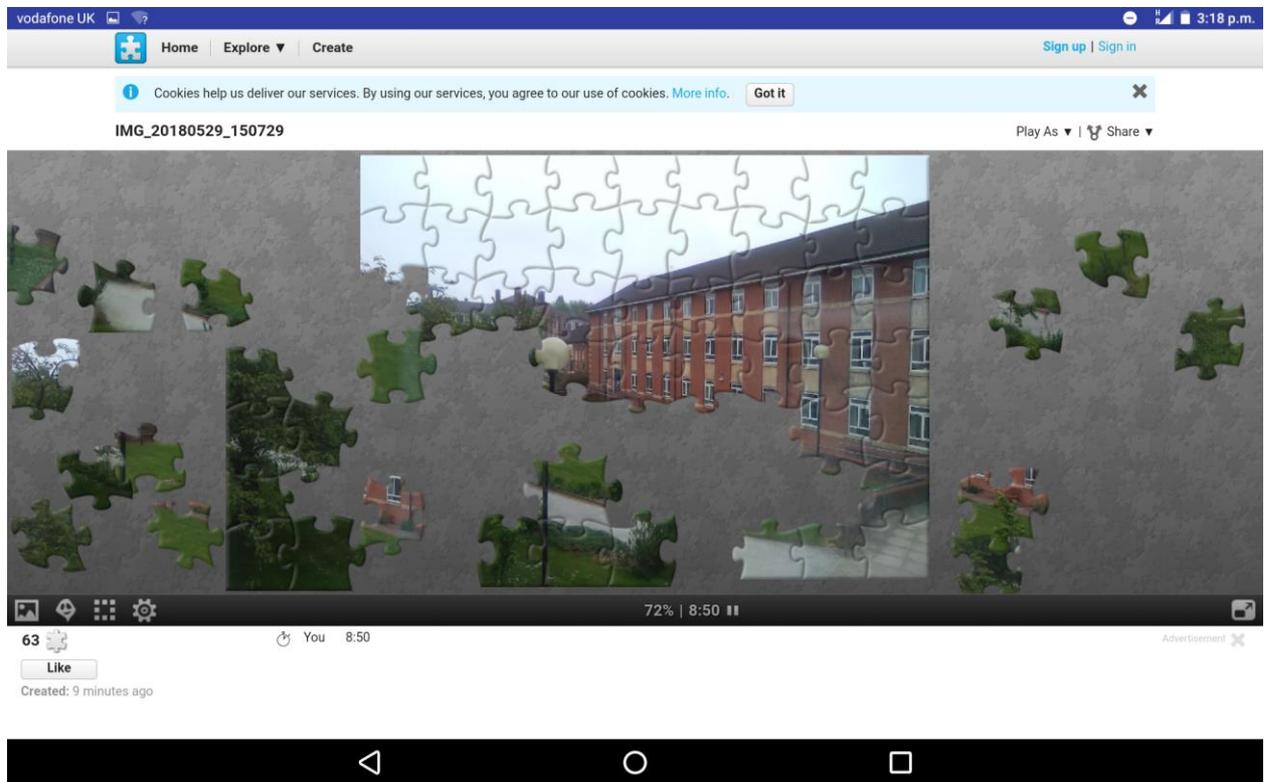
7. Select the number of pieces the jigsaw will have by holding your finger down on the square and moving it left or right.



8. Tap on "Create"



9. You should now be able to get to work on your jigsaw!



News Feed



Easy

Find a post in the News Feed and like it

Medium

Comment on a News Feed post

Hard:

Write your own News Feed post using the ideas displayed on your table!

Bonus ball

Find a post you find interesting and add it to your favourites!

My Friends



Friends

Easy

Check ‘My Friends’ and see if there is anyone in the group that is not added as your friend.

Medium

**If you don’t have someone as your friend, invite them to be your friend!
*If you already have everyone as a friend – you are very popular and can take a break...***

Hard:

Send a friend a private message.

Resources



Information
Life Story Work

Easy

Find the 'Information' section in Local Resources and look at the links that have been provided. Have you seen any of them before? Are any of them relevant or interesting to you?

Medium

Locate an article called 'Making a Life Story Book' and follow the link out to the external site so that you can read the information.

Hard:

Discuss with your loved one or with the person sitting next to you what your understanding of life story work is and whether it is something you might like to try. How could it be useful to you? What might the benefits of doing it be?

Resources



Entertainment Jigsaws

Easy

Find the link called 'Jigsaws' in the Entertainment section of Resources. Have a go at a jigsaw.

Medium

Using your knowledge of how to take a photo, take a photograph using your tablet.

Hard:

Go back into the 'Jigsaw' website via the 'Entertainment section of Local Resources and create your own jigsaw using the photograph you have just taken, then complete the jigsaw.

Caregiverspro-MMD Achievement Record



 <p>Friends</p>	<p><u>Easy</u></p> <p>I have browsed the My Friends section to see who I am friends with</p>	<p><u>Medium</u></p> <p>I have invited someone to be my friend</p>	<p><u>Hard</u></p> <p>I have sent a friend a private message</p>
	<p>Stamp</p>	<p>Stamp</p>	<p>Stamp</p>

 <p>Journal</p>	<p><u>Easy</u></p> <p>I have written a journal entry</p>	<p><u>Medium</u></p> <p>I have written a journal entry and made it private - 'only you'</p>	<p><u>Hard</u></p> <p>I have edited my journal entry</p>
	<p>Stamp</p>	<p>Stamp</p>	<p>Stamp</p>

 <p>News Feed</p>	<p><u>Easy</u></p> <p>I have liked a News Feed post</p>	<p><u>Medium</u></p> <p>I have commented on a News Feed post</p>	<p><u>Hard</u></p> <p>I have written a News Feed post</p>
	<p>Stamp</p>	<p>Stamp</p>	<p>Stamp</p>

<p><u>Bonus ball!</u></p> <p>I have saved a News Feed post to My Favourites</p> 	<p>Stamp</p>
--	--------------

 <p>Resources</p>	<p><u>Easy</u></p> <p>I have browsed the Resources section and given a 'like' to some of them</p>	<p><u>Medium</u></p> <p>I found a game in Resources and played it</p>	<p><u>Hard</u></p> <p>I have found Google Maps and typed in my post code to view my house</p>
	<p>Stamp</p>	<p>Stamp</p>	<p>Stamp</p>

 <p>My Games</p>	<p><u>Easy</u></p> <p>I have played 'Hall of Fame'</p>	<p><u>Medium</u></p> <p>I have played 'Back to School'</p>	<p><u>Hard</u></p> <p>I have compared my scores with my peers and tried to beat each other's scores!</p>
	<p>Stamp</p>	<p>Stamp</p>	<p>Stamp</p>

 <p>Appointments</p>	<p><u>Easy</u></p> <p>I have added a new appointment</p>	<p><u>Medium</u></p> <p>I have added 5 or more appointments</p>	<p><u>Hard</u></p> <p>I have edited my appointment, e.g. changed the date or time, added an address or a description</p>
	<p>Stamp</p>	<p>Stamp</p>	<p>Stamp</p>

<p>Taking a photo</p> 	<p><u>Easy</u></p> <p>I have taken a photo using my tablet</p>	<p><u>Medium</u></p> <p>I have shared my photo on the News Feed with a caption.</p>	<p><u>Hard</u></p> <p>I have taken a 'selfie' and changed my profile picture!</p>
	<p>Stamp</p>	<p>Stamp</p>	<p>Stamp</p>

Appendix 8: Sample Reminiscence Resources







R.B.1 292.47(9)
9 **MINISTRY OF FOOD** -5- 1

RATION BOOK

(GENERAL) 1946-1947

Surname SMALLCOMBE

Initials W. R. NATIONAL REGISTRATION NUMBER
DSAT 311 : 1

Address 46 Holybrook Crescent
(as on Identity Card) Reading, Berks.

(For change of Address)

FOOD OFFICE CODE No. G

S75



Serial No. of Ration Book

IF FOUND RETURN TO ANY FOOD OFFICE

E 126958

Appendix 9: Group Delivery Sample Session Plan

This session plan illustrates the structure of a session when delivered via the taught PowerPoint method. It also includes an example of our post-session reflections and action points.

Caregiverspro-MMD Session Plan

Date of Session: 20.02.18	Lead Facilitator: Rosie Dunn
Co-facilitators: Dave Howe, Katie Oxtoby, Jonathan Thorpe	
Session Location: Preston Community Hall	Session Time: 1pm-3pm
<p>Resources Required</p> <p>Projector Projector Screen Laptop Connector cable CRIB sheets Teacups, coffee, tea bags, biscuits, sugar, spoons MILK! Spare tablets & chargers Spare manual & internet security guidance (AGE UK) Pens Flip chart pens Name badges & pens Next group date posters Cakes</p>	
<p>Special Adjustments Needed</p> <p>Accessibility for people with mobility issues to be arranged. Crib sheets with large fonts provided to support people with visual & hearing impairments.</p>	
<p>Starter Activity</p> <p>Level 1 – Find the photo of as many people who are in this room as possible on the platform and see what their name is if you don't know it</p> <p>Level 2 – Add them as a friend if they are not already your friend</p> <p>Level 3 – Send them a private message which says 'Hello there!'</p>	
<p>Session Aims</p> <ul style="list-style-type: none"> - All add each other as friends and to know who each other are - Do something that you've not done before - Know how to use the camera - Post photos and messages on the newsfeed - Change personal profiles and photos - Review how to write journal entries and keep them private - To gather feedback from you regarding website and training needs - To have fun! 	
<p>Formative Assessment Questions</p> <p>What do you find difficult about the website? (Paired Sharing then discuss as group) What do you hope to get out of this session? (Paired Sharing then discuss as group) Agree what needs to be addressed within the session in addition to pre-prescribed aims</p>	
<p>*Consider asking learners to rate their perceived ability level using red, amber and green cards, which they</p>	

can swap at any time in the session. This provides feedback & assessment opportunities

Section 1: I KNOW HOW TO USE THE CAMERA & I KNOW HOW TO SHARE A PHOTO WITH TEXT ON THE NEWSFEED

Intro

- **(Use Traffic Light system to rate confidence prior to input – facilitators to offer 1:1 support to those rating Red)**
- Ask group to close tablets during demonstration to hold their attention.
- Demonstrate how to remove case, lock screen, take a photo of their cake and describe it. Level 2 is to also describe their favourite type of cake. Level 3 is describe when they last had that cake and who with, then share it to the platform.

Recap

Ask someone to talk everyone through the process

Activity (3-level differentiation)

- L1. Take photo & upload with description
- L2. Describe favourite cake post to the Newsfeed
- L3. Describe when you last had your favourite cake and who with and post to the Newsfeed

Plenary & Feedback

How far did you get? What was difficult? What was easy?

(RAG rate confidence prior to input)

Facilitators to support in the break gaps in learning

BREAK

Section 2: I KNOW HOW TO CHANGE MY PROFILE PICTURE

Intro

(RAG rate confidence prior to input – facilitators to offer 1:1 support to those rating Red)

- Rosie to show where profile is and how to find it.
- Demonstrate taking a selfie and then show how to upload the photo to their profile.

Recap

Someone in group to recap instructions

Activity (3-level differentiation)

- L1. Take a selfie and replace profile photo.
- L2. Share selfie on newsfeed
- L3. Find other peoples' selfies in the newsfeed and like or comment on them

Plenary & Feedback

How far did you get? What was difficult? What was easy?

(RAG rate confidence prior to input)

Facilitators to support in the break gaps in learning

Section 3: (Optional) I KNOW HOW TO WRITE & EDIT A JOURNAL ENTRY AND CHANGE THE SETTINGS TO PRIVATE

Intro

(RAG rate confidence prior to input – facilitators to offer 1:1 support to those rating Red)

- Rosie to demonstrate how to open up a journal entry, write something into it, and save it privately.

Recap

Someone in the group to tell us how to do it.

Activity (3-level differentiation)

- L1. Create a journal entry and write what you have learnt today.
- L2. Also include what you have enjoyed most about today's session.
- L3. Write about what you would like to know about at the next training session.

***REMEMBER TO SAVE THESE SO THEY ARE PRIVATE**

Plenary & Feedback

Are people happy to share what they've written? Discuss with the person next to them.

Come back together as a group and share what they've done and what we've learnt this session.

(RAG rate confidence prior to input)

Facilitators to support in the break gaps in learning

MAIN PLENARY

- Review aims
- Review what's been covered
- Feedback and requests for future training needs (incl. 1:1 follow-ups)
- Discuss next group training session

POST SESSION REFLECTIONS:

We didn't complete the final activity (Journals) because participants needed more rehearsal of the first activity. People really liked the crib sheets.

What went well:

Having a structure/focus, table set-up worked in the opinion of the staff. Demonstrating the features first (with tablets away) and then participants giving it a go, rather than step-by-step. Crib sheets went down well. Keeping session fairly informal but managed. Flexible with session structure and content tailored to suit participant needs.

What Didn't Go Well?

The text on projector slides was too small. Need to make the text bigger on the PowerPoint. Can we zoom in? Session aims were too ambitious so we need less in it. We need to make the session aims a bit more generic. Differentiated activities didn't work because participants couldn't see it on the board and we need to keep it simple. Group dynamics – quieter people didn't get a chance to speak.. We possibly needed another staff member to support dyads.

Volunteer feedback

The table setting didn't work due to hearing issues. It was also requested that group evaluation forms be implemented. Printed copies of slides were requested for people who can't see the board. Large fonts were requested for all training materials. Assessing learning styles of participants was suggested.

Plans for Improvement & Development

Facilitator response to our evaluation as follows:

- Next session we will enlarge the fonts on the slides.
- Session aims will be reduced

- We will just have one activity per section – no differentiation for now, and we will re-evaluate this after the next session
- More staff members to attend if possible.
- Table setting – we have discussed as a team, and on balance feel that the table arrangements were fine and if we were to alter these according to volunteer suggestion then participants line of sight would be affected and they would be having to twist to see throughout the session.
- We have used a standardised evaluation form and altered it to suit our group's learning needs and will hand this out at the end of next session.
- We have discussed printing copies of slides as a group and feel that it would cause confusion with too much paper and duplication (we are also provided crib sheets with the same info), it would distract from the verbal discussion and visual demonstration, and would put extra pressure on facilitators in terms of preparation and resource costs. However, we are going to add photos to the crib sheets so that the important content on the slides is included in the crib sheets.
- Large fonts are already in use on the new training materials. We may need to discuss in a team meeting whether or not the font is large enough in the training manual.
- Assessing learning styles of individual participants shouldn't be necessary as we are designing sessions in a multi-media way, incorporating a range of training methods so that different learning needs are catered for.