

# Iki Iki Lively, Lively!

a dementia-friendly  
program + toolkit



CREATED BY

NIKKEI SENIORS HEALTH CARE & HOUSING SOCIETY ©

# About this Toolkit

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**This Toolkit can help any community group, organization or individuals launch their own version of our Iki Iki (Lively, Lively!) dementia-friendly social day program.**

It can help you create a responsive and enabling program for adults with mild to moderate dementia, helping participants to live longer and healthier lives by keeping them socially connected and engaged in their respective communities for as long as possible.

This toolkit can also be useful in transforming existing programs into dementia-friendly programs.

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## Main Components:

- ▶ Concept
- ▶ Initial Checklist
- ▶ Getting Started
- ▶ Core Values
- ▶ Program Considerations
- ▶ Volunteer Training
- ▶ Socialization Flow
- ▶ Program Evaluation
- ▶ Forms and Feedback



: This toolkit is created by Nikkei Seniors Health Care and  
: Housing Society ('Nikkei Seniors') and our experience in  
: the Japanese Canadian community and culture.

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# An Introduction

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**Iki Iki (Lively, Lively!) is a weekly social day program for people with mild to moderate dementia, created by Nikkei Seniors.**

Pronounced “eekee eekee” in Japanese (meaning Lively), Iki Iki is a dementia-friendly program aimed to help those who can manage daily life on their own, or with help from caregivers, remain engaged and a part of community life.

In Iki Iki, participants socialize with each other and with trained volunteers. They exercise, enjoy a Japanese lunch, and participate in activities that take their cultural background into consideration. We have also found that Iki Iki can be beneficial for those who prefer slower-paced activities (as opposed to regular seniors’ programming).

The core values of the Iki Iki (Lively, Lively!) Program is the Japanese culture of *omotenashi* – hospitality to our guests and care for seniors – along with a philosophy of person-centered care. Altogether, Iki Iki is a warm, friendly, welcoming and very personalized community-based program that focuses on the abilities of those living with dementia rather than the diminishing effects dementia has on their lives.

The program was developed in concept by Yoko Watase and we have learned even more from the involvement of Keiko Funahashi, Hiromi Gozee, Masako Arima, countless volunteers, the older adults living with dementia, and the caregivers who provide the loving and dedicated support to their loved ones.

The program began in 2013, and as of September 2015 it is operating at Japanese Canadian community centres in Burnaby, Vancouver and Richmond. This toolkit focuses on the original location in Burnaby at Nikkei Home. The other sites have adapted the program to be responsive to their specific location and participants’ needs while preserving the core values.

Nikkei Seniors sincerely thanks Tonari Gumi and Steveston Japanese Canadian Cultural Centre who jumped in to initiate a scaled up version of the program, and to the University of Victoria, Centre for Aging and specifically Dr. Karen Kobayashi, for her guidance and support through the development of the Iki Iki (Lively, Lively!) Program.

Funding for Iki Iki was provided by the Vancouver Foundation, New Horizons Social Isolation, The Frank H. Hori Charitable Foundation, and generous donors. Iki Iki (Lively, Lively!) has become a standing program of Nikkei Seniors.

**CATHY MAKIHARA**  
EXECUTIVE DIRECTOR

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# The Concept



## What is the Iki Iki (Lively, Lively!) Program?

Iki Iki (Lively, Lively!) Program is a community-based social day program to help meet the needs of adults living with dementia in the mild to moderate stages, but are still quite independent and do not require support for bathroom needs or eating. The program aims to reduce social isolation (by enabling those affected by dementia to live longer in their community), eliminating the stigma of living with dementia, and delay the distressing symptoms of cognitive impairment. The Iki Iki Program can also help communities take action to become more dementia-friendly by adapting or incorporating new activities into existing programs to help welcome those affected by dementia.

It was developed for those who are looking for an alternative community-based program that is easier to participate in than existing seniors' programs. The program is for a wide range of people, and when those with early-onset dementia (younger than 65) are included, the participants could be from many generations. Even when the participants are limited to those 65 or older, they can still be spread over two or more generations. With such a wide range of age groups, the key to success is to take cultural and generational differences into consideration when the program co-ordinator designs the program.

### Features



#### Omotenashi

A core value of Iki Iki is the Japanese culture of *omotenashi* – hospitality to guests and care for seniors. It is about providing welcoming, warm and friendly care to every participant, and treating them as the 'star' of the program.



#### Person-centered Care

A philosophy of person-centered care — recognizing the individuality of each participant and their abilities. Iki Iki is a flexible program that should be tailored to fit its participants, and provide positive experiences.



#### Team-based support

A team-based support system consisting of a project co-ordinator (staff), and a team of trained volunteers working together to run the program and provide the necessary support for each participants' needs, which can vary greatly per session.

# Initial Checklist

Do you have the needs, willingness, and readiness to implement an Iki Iki (Lively, Lively!) Program?



**Follow this check list** to see if your community has the needs, willingness, and readiness to implement or adapt an effective Iki Iki (Lively, Lively!) Program for the people in your community.

## Assessing the Need

Are there..

- ☐ Numerous seniors' activities for healthy active older adults but not enough dementia-friendly activities.
- ☐ Those who are diagnosed with mild or moderate dementia that are unable to attend well in regular seniors' programs for reasons such as: the activities move too quickly, feelings of embarrassment or shame when they cannot keep up or make mistakes, other participants are impatient and not understanding.
- ☐ Current volunteers, staff and caregivers are untrained to work or communicate with older adults living with a dementia.
- ☐ Seniors who have become isolated from their community because the activities are not modified or adapted to welcome seniors living with dementia.

## Willingness + Readiness

Do you have..

- ☐ Commitment from a Board, staff leadership and volunteers to include in meeting the needs of seniors living with dementia.
- ☐ Commitment to adopt a philosophy of person-centered care – to design a program of activities that focus on participants' abilities and what they can still do.
- ☐ A “champion” (eg. a staff member, volunteer, or a Board member) who is designated to work on an Iki Iki program.
- ☐ A Program Co-ordinator (staff) charged with designing and running the overall Iki Iki Program.
- ☐ Dementia-friendly training for volunteers
- ☐ Trained volunteers who are consistently available to work in the program (ideally) (enough to maintain a 1 volunteer : 3 participants ratio).
- ☐ Large and equipped activity room with storage space for materials.

# Getting Started

## Dementia: the varying forms and how it may affect your participants



**Dementia** is a general term for an irreversible, progressive decline in cognition that impacts a person's abilities to perform or maintain their functionality to safely carry out activities of daily living. The rapidity of the decline to death can vary from 1 year to 18-20 years depending upon the type. The symptoms vary depending upon what part or parts of the brain are affected. Memory loss, repeated repetition and the inability to solve simple problems are a few of the common symptoms seen.

Among those diagnosed with mild cognitive impairment (MCI) which is believed to be a precursor to dementia..

**14%** → develop dementia within 12 months

**50%** → develop dementia within 4 years



**1 out of 8 people age 65+ may have a type of dementia**



**1 out of 3 age 85+ may have a type of dementia**

Since there are various types of dementia (e.g. Alzheimers', Parkinsons', Lewy Body, frontal temporal lobe, vascular, etc.) it is important that the person be properly assessed and diagnosed as to the type of dementia that they have. Treatment will be based upon the type of dementia that the physician diagnosis.



## Everyone is Different

### INDIVIDUALS IN THE MILD TO MODERATE STAGE OF DEMENTIA VARY IN MANY WAYS



#### Consider..

- ▶ Age group typically range from mid-60's+
- ▶ Any underlying physical disease(s) that impact the person's cognitive and functional abilities
- ▶ Cognitive symptoms causing problems with daily activities
- ▶ Cultural background
- ▶ Whether they are living at home or in a supported living arrangement
- ▶ Whether they have family members or other supporters who provide support
- ▶ What their relationships are like with friends, family and acquaintances
- ▶ Whether they receive/use basic public support services
- ▶ Availability of private services

# Core Values

of the Iki Iki (Lively, Lively!) Program —  
and the key aspects that make it successful



## OMOTENASHI

The Japanese culture of hospitality called *omotenashi* is at the core of the Iki Iki (Lively, Lively) Program. It's a comprehensive culture of service and personalization that is evident in every aspect of the program from interactions used (attitudes, tone of voice, body language, etc.) to the flexibility of the program itself.

For instance, Iki Iki has an extensive welcoming procedure to its participants compared to Western standards/expectations.

At the beginning of each session, friendly greetings are exchanged, a blood pressure and weight check is performed, and then the participants are escorted to the activity room for tea time.

A trained volunteer speaking with participants or answering questions may show respect, friendliness and understanding by kneeling to their eye level. This sense of hospitality is very natural and can help bring out the individuality of a participant – giving the volunteer a sense of their likes and dislikes, and whether they are enjoying themselves. This approach can help inform which activities and groups the participant should be a part of.



## A PHILOSOPHY OF PERSON-CENTERED CARE



Each session is followed up by a volunteer debrief meeting to examine what took place and what changes if any are needed before the next time the participants meet. Remember, each participant

should feel like the 'star' of the program. Seamlessly working alongside this aspect of *omotenashi* is a philosophy of person-centered care. Person-centered care is about creating an environment that focuses on the participant and their needs as a respected individual, rather than focusing on their diminished cognitive condition.

# Program Considerations

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## that can make or break a good dementia-friendly Iki Iki (Lively, Lively!) Program

Even a program with great content will not be effective when the timing, methodology or approach is not right.

How you approach your targeted audience and their supporters is a major factor determining the success of a program. One of the most important aspects is to understand the current condition and situation of the prospective participants, their family members and friends, as well as what they need.

Remember: You will need the commitment of a Board, staff leadership, a well thought out program design and a team-based support system to run an effective Iki Iki (Lively, Lively!) Program.

During the program sessions, the goal is not to micro-manage each participant but rather to give them overall direction through the program as a whole. The overall program is not about quick success – it is about persistence in establishing a quality and lasting dementia-friendly resource for the society/organization/community.

## Program Design

Delaying the progression of mild to moderate dementia symptoms comes from a program that provides the right content:



**Follow this check list** to design, plan and implement an Iki Iki program tailored for your community.

### □ Determine the overall framework:

- ▶ **Venue:** The venue should be a public facility that is accessible.
- ▶ **Timeframe:** Weekdays during the day are idea – this enables seniors to have easy access. Weekends should be avoided at first, as that is usually when seniors can interact with family members who work during weekdays. Later, adding evening or weekend sessions can be considered with the idea of expanding to accommodate support families.

When the majority of the participants are living at home, an all-day session (roughly 6 hours) may be useful, as this gives an opportunity for family members/suppoerters to have a break from caring for the participant.

- ▶ **Number of Participants:** The recommended and most effective number of group participants should be limited to a maximum of 8 — especially when all the participants have dementia.
- ▶ **Consider Gender Ratio:** This is an important factor, and can improve the satisfaction level of the participants. We have found there tends to be more female participants in the program because women generally live longer. As a result, the program often emphasizes communication aspects that women are good at.
- ▶ **Ratio of Volunteers to Participants:** The number of supporting staff and volunteers should be determined based on the degree of assistance and support needed by each participant (as a general rule of thumb, maintain a minimum ratio of 1 volunteer : 3 participants).
- ▶ **Frequency of Sessions:** Typically 2–3 sessions per week is considered necessary for an older adult day program to be effective. However, the Iki Iki program is not a typical adult day service where the improvement of physical functions is one of main purposes. Rather, it is a social program to provide the seniors with opportunities to be socially engaged in their community.

For the Iki Iki (Lively, Lively!) Program, 1-2 sessions per week is the appropriate frequency that will allow the participants to attend weekly without disrupting their routines. A higher frequency may rob them of opportunities to participate in other events or may affect their relationships with their family members. A series of sessions can be made up of 6-12 sessions depending on your weekly frequency.

- ▶ **Activity Design:** Prior to planning any activities, ensure each of the activities is designed around the 'Socialization Flow' (detailed on page 20).

Select and design activities for those who may have a short-term memory of about 5 minutes so they will be able to remember and want to participate in them again.

Are you good at solving jigsaw puzzles? There are various types of jigsaw puzzles, ranging from conventional printed ones, software-run puzzles on tablets or PCs, to 3-dimensional puzzles. There may be participants who used to do jigsaw puzzles and are still very good at them, or those who may find it difficult simply because they don't like or recognize the picture on the puzzle. Can you quickly complete a jigsaw puzzle of a famous mountain in a country you don't know? Will you feel joy, accomplishment and satisfaction when you complete a jigsaw puzzle? Consider these types of questions when choosing appropriate puzzles for the participants in your sessions to enjoy.

- ▶ **Program Affordability:** 80% of the participants should consider the program as affordable and inexpensive. The fee for the program should be set at an affordable level equivalent to publicly funded programs so that a wide range of people can participate. Information about the average income (pension and other fixed income) of the participants would be useful when determining the fee.

- **Use forms and observations** to gather information on the participants' abilities, interests, and cultural background: Self-introduction forms and release forms from the participants can be a good source of information. Sample forms can be found at the back of this toolkit.
- **Design the program so that it encourages the participants to be active, not passive:** Whether the participants live at home or a supported living arrangement, the level of help given to carry out daily activities impacts whether they are living more active or passive lives. The participants' daily activity range is also affected by the amount of help they are receiving (whether it is publicly available basic support services or private services).

- **Design a program that focuses on the participants' abilities that programming can reinforce:** Consider the participants' strengths, changes, likes, dislikes, history, and life perspective when doing activities, and tailor accordingly. A program offering participants flexibility and their choice among multiple activities to enjoy will increase the level of their motivation and improve the program. However, when offering choices, it is recommended that the options be limited to two. Too many choices can cause anxiety in the person due to their cognitive impairment.
- **Plan each session of the program as a series (not as a one-time session):** The program should not be limited to just one session but should be continued on a consistent and regularly scheduled basis as a series (6-12 sessions). The timing of the program may have to be adjusted – drastically at times – based upon the changing dynamics among the participants, their changing interests and their current physical conditions.

The choice of activities should be selected at the end of the previous week's session, when the volunteers and program co-ordinator can review situations that occurred, understand them, empathize, and find alternative ways to support the participant in the next week's activities.

- **Keep in mind that the program content may need to be adjusted depending on the group dynamics:** Activities that involve direct physical contact may be rejected if introduced before the participants become comfortable with each other. Activities such as a foot bath and massage require caution, as they may be regarded as a breach of personal and private space.
- **Design a unisex program that can be enjoyed by both sexes**
- **Design a program with seasonal and culturally sensitive events.**
- **Ensure the program is age-appropriate:** Overall themes that appeal to a wide range of age groups and both men and women should be chosen for activities, including seasonal and culturally sensitive events.

- **Design the program so that it encourages the participants to spend time with their families during holiday seasons.** Support the participants so that they can join family gatherings during occasions such as Easter, Thanksgiving, Christmas and New Year holidays.
- **When operating jointly with another organization, agree on a set of standards:** Partnering with associated organizations and providing programs with the same core values and philosophy will allow the participants to continue with the program even if they need to relocate.



## Publicity/Promotion of the Program

Follow these guidelines when promoting the Iki Iki (Lively, Lively!) Program:



Make sure to...

- **Use the same language that will be used in the program sessions.** Doing so can dramatically increase the number of participants.
- **Use conventional print media** that prospective participants are most likely exposed to so that the prospective participants themselves can understand and make decisions.
- **Use other media outlets** like SNS (social networking sites), Nikkei Seniors website (seniors.nikkeiplace.org), and various other websites and digital media to promote the program to their family members, friends, and supporters (reaching younger generations).
- **Notify established and relevant organizations** (eg. Alzheimer Society of BC, Alzheimer Society of Canada) that the program is available as a resource. Established organizations can help promote the program as one of the dementia friendly resources available to their clients/ community base.
- **Promote the program whenever you have an opportunity** to present activities of your organization to let the general public know of the program.
- **Conduct a unified publicity campaign** when there are partnering organizations working together to promote the program to the general public. This will ensure clarity and consistency.

## A Team-based Support System

Establishing a team-based support system is critical to running an effective Iki Iki (Lively, Lively!) Program



### ROLE OF A PROGRAM CO-ORDINATOR:

The overall operation of the program is dependent on the Program Co-ordinator. They act as a link between the participants and the volunteers. They record attendance, manage the scheduling, role assignments, and overall communications, and adjust the programs' daily schedule to meet the needs of its participants.

#### A Program Co-ordinator should..

- ▶ **Coordinate the overall operation of the program.** The program coordinator is the only staff member who receives wages for his/her work and as such has the ultimate responsibility for the overall operation and flow of the program.
- ▶ **Manages program budget and expenses**
- ▶ **Responsible for ensuring a safe work environment** of the activity areas and ensures the supplies and equipment are adequate.
- ▶ **Manage attendance of participants and volunteers** and ensures sufficient resources are assigned to enable the volunteers to fully utilize their capabilities.
- ▶ **Manage planning and scheduling of staff.** He/She must ensure the scheduling of each volunteer and that they are not overworked. The ideal ratio is 1 volunteer : 3 participants.
- ▶ **Assign the right roles to the right volunteers** based on their skills, strengths, etc.
- ▶ **Activity planning (itinerary/theme)** including flexibility to adjust the schedule for the day to meet participants' needs. He/she provides volunteers with a plan for the day that details what activities under what theme are to be conducted at what time, and provides overall guidance to the volunteers (especially when changes need to be implemented).
- ▶ **Acts as the point of contact** between participants, volunteers, and family/support members. Upon receipt of a volunteer's end of session report, the program coordinator is the one who directly communicates with the family members and, in case of an incident, takes appropriate actions.
- ▶ **Emergency contact and incident report.** In case of an emergency or incident, he/she will be in charge and coordinate the necessary response measures in accordance with emergency and incident protocol. He/she will act as the direct contact with the parties concerned.



## ROLE OF VOLUNTEERS:

*It is no exaggeration to say that the enthusiasm, skills and commitment of the volunteers determines the future of the program. They are needed to carry out the program with it's participants.*



### LOOK FOR THOSE WHO CAN LEAD

*the participants through activities and enjoy them together. Find those who can work independently and with enthusiasm under the guidance of the program coordinator*

**There are people who already voluntarily support seniors in their communities**, and their talent can be tapped to build a good program. An ideal volunteer would be someone who does not have any physical or mental difficulties in conducting typical activities, likes to interact with people, is interested in seniors or has some experience helping seniors, and is willing to work at the grass-roots level.

## Volunteers should..

- ▶ **Have time to commit on a regular basis (ideally).** This will ensure continuity of staff, which is important for seniors with dementia who have difficulty remembering anything new. Continuity will also help create a more familiar environment.
- ▶ **Have no difficulties conducting everyday activities**
- ▶ **Willing to actively participate in the program**
  - Interested in communicating, socializing, and doing activities that promote social participation
- ▶ **Can carry out the program independently with minimal supervision**
- ▶ **Be a team player** who can work well with other volunteers; is willing to offer various ideas, lead and cooperate with others to implement them.
- ▶ **Interested in the language and culture used in the program** (knowledge level not questioned)
- ▶ **Supportive instead of instructive.** The willingness to listen to and support the seniors instead of giving unilateral instructions.
- ▶ **Interested in working with seniors and/or has existing experience with seniors' programs.** Previous experience is an asset but not required; if they do not have previous experience, they should be prepared for the mental toughness for the job.
- ▶ **Willing to provide a criminal record check** to ensure the safety of not only the participants but all who are involved in the program.

## VOLUNTEER TRAINING

*The goal is to support and train volunteers with basic knowledge about dementia and ways to communicate and interact with individuals with mild to moderate dementia.*



### VOLUNTEER TRAINING IS AN INTEGRAL PART OF AN EFFECTIVE QUALITY DEMENTIA-FRIENDLY PROGRAM.

This section provides overall guidance and touchpoints that should be covered when training volunteers for an Iki Iki (Lively, Lively!) Program. It is especially important to emphasize to volunteers that this community-based dementia-friendly programs is built on a philosophy of **person-centered care**, and **effective communication and support** for people with dementia.


A volunteer orientation and initial training session are important opportunities that can be used to help volunteers clearly understand what they want to gain from volunteering in the program (as volunteering offers benefits to volunteers as well as to participants).

#### Training can be delivered as..

- ▶ 2-hour workshop
- ▶ Self-paced learning using printed and online materials
- ▶ On-going short knowledge building and skill development sessions incorporated into regular volunteer meetings



#### Make sure to...

-  ☐ **Conduct a volunteer orientation** to clearly explain the details of the program, volunteer roles and designate role assignments.
- ☐ **Conduct initial training** to teach the basic skills of being present, listening and sympathizing.
- ☐ **For those volunteers who are very enthusiastic but don't know how to support the elderly**, the details of the program and the role expected should be repeated in addition to the concept of the program. One of the best ways to train volunteers is on-the-job – this will give them practical experience and make clear to them what they do or don't understand. It is true that “seeing is believing,” as actual experience will reveal to them what they lack or need to work on.
- ☐ **After each session, a volunteer-led end-of-day debrief meeting should be held** at which time they can share what they thought of the experience and discuss how to deal with any issues as a team in case it occurs again in the next session. The purpose of the meeting is not to point out mistakes but to learn from each other and to come up with collective solutions. The meeting is also an opportunity for team-building.
- ☐ **Let the volunteers know that each activity should not be evaluated separately** but rather as a part of the overall program.

### THE GOAL

*is not the final product,  
but the enjoyment of the  
activity.*

*It's about doing the  
activity with the person,  
not for the person.*

### ESTABLISHING EFFECTIVE COMMUNICATION WITH PEOPLE WITH MILD TO MODERATE DEMENTIA:

**Be aware of common communication-related challenges** that are apparent in people with dementia. It can help you understand their perspective and improve the way you communicate with them. This includes:

- ▶ Being unable to find the right words
- ▶ Accessing memory proves challenging
- ▶ Difficulties organizing information & thoughts in a logical order
- ▶ Difficulties following conversations

**Remember to CONNECT not CORRECT.**



### EMPHASIZE A PHILOSOPHY OF PERSON-CENTERED CARE

#### **Focus on the individual rather than the condition.**

A Person-centered approach is about seeing the whole person. Look past the disease and see the person within.

**Focus on the person's strengths and abilities rather than the losses.** Dementia impacts various abilities, but there are abilities that remain. Be patient and understanding, and honour independence and dignity.



#### Things to check & prepare before you start a conversation:

- ☐ **Are you feeling friendly?  
Relaxed? Are you smiling?**

When you're not feeling friendly or relaxed, it will come through in your body language, facial expressions, and tone of voice. Harsh glances can be just as negative as harsh words. On the other hand, a simple smile communicates that you're friendly and positive.

- ☐ **Distractions?**

It is difficult to communicate when multiple things are happening at the same time. If possible, minimize distractions by turning off TVs and radios.

- ☐ **Hearing aid? Glasses?**

If the person you're talking to uses a hearing aid and/or glasses, make sure the person has it/them on.

- ☐ **Do you have the person's attention?**

Don't start talking until you're sure that you have the person's attention. Approach the person slowly and from the front. You may call the person by the preferred name (check with the program coordinator or others who are familiar with the person). Wait before you start talking.



#### 4 TIPS TO HELP COMMUNICATE YOUR MESSAGE EFFECTIVELY:

1. **Speak slowly, calmly, and clearly.**  
Pause between phrases and sentences to give time to process. Use gentle, patient, and reassuring tone of voice. When speaking with a person who is hearing impaired, lowering the pitch of your voice can make communication more effective rather than speaking loudly.
2. **Use short simple sentences.**  
Use short sentences of 5 to 6 words. Give one idea at a time, and ask one question at a time. When asking questions, closed-ended questions that can be answered with “yes,” “no,” “maybe,” “I don’t know,” or “I don’t remember,” are more effective.
3. **Use body language when talking.**  
Use visual cues such as gestures, pictures, and pointing to objects when you speak. Nonverbal information helps the person when understanding language is difficult.
4. **Show Respect.**  
Remember that people with dementia are adults who have values, personal history, and personality. They deserve to be treated with respect, dignity, and honour. Avoid “baby talk” – use of high-pitched tone of voice, higher volume, exaggerated intonation, and use of words such as “sweetie” and “dear”.



#### 2 TIPS TO HELP UNDERSTAND THE MESSAGE THE PERSON IS SENDING YOU:

1. **Be patient.**  
Wait. Allow the person time to respond. Interrupting can discourage further communication.
2. **Listen with your “heart”**  
Listen beyond the words especially when the words don’t make sense or are inappropriate. The person’s facial expressions and body language can give you clues into how the person is feeling and what the person is experiencing in the moment. Listen for the meaning and feelings that underlie the words or behaviors.

## PROVIDING A DEMENTIA-FRIENDLY ENVIRONMENT:

*Volunteers are the providers of all the essential support and resepthe participants receive. They ensure the space itself is safe and secure, and that respect is always maintained.*

## Ensuring Safety and Security

**Be aware** of all physical challenges your participants have, and check that the environment is safe for participants with dementia. Older adults may have challenges with vision, hearing, mobility etc. and their needs are often different from younger adults.

**Scan the room** to see if there is enough light to see, if the room is too hot/too cold etc. to ensure safety and comfort.

**Pay attention** to things that can cause potential trips or falls. Very low ledges or things strewn about on the floor (such paper or spilled water) can be cause for caution. Keep an eye out for things that can be held onto and used for support when participants need to get up from a chair or sitting position.

## Providing a Supportive and Respectful Environment

- ▶ **Check the activity room for distractions** like loud noise, visual clutter, and harsh lighting (either too dark or too bright). Minimizing distractions in the space will ensure participants are able to focus on and enjoy the activities.
- ▶ **Be patient** -- slow down and do the activity at the participant's pace.
- ▶ **Give easy-to-follow instructions:** Break down instructions so that the steps are simple and easy to follow. Use visuals or body language to demonstrate the instructions. Seeing and mimicking are often easier than listening to instructions and recalling the steps.
- ▶ **Adapt activities to the person's skill level:** Abilities change over time and they are also affected by the condition of the person on the day. Accept what the person can do at the time, and if needed change parts of the activity. You can start the activity with the person to show the steps. You may also do a part of the activity and let the person do another part or complete the activity. There is

no correct answer as to when to help out and when not to intervene. The goal is the enjoyment of the activity.

- ▶ **Offer help only when it is needed:** If the person seems capable, allow the person time and let him/her complete the activity at his/her own pace. Give the person the opportunity to use the remaining skills/knowledge and to feel a sense of accomplishment.
- ▶ **Treat program participants with dignity & respect:** Like all individuals, people with dementia should be treated with dignity and respect. They may have some challenges, but with support from people like you and adjustments to the activities, they can enjoy the program and the time they spend with you and others. Do not talk down or treat them like dependent and incompetent individuals.

# Socialization Flow

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## How the Iki Iki (Lively, Lively!) Program orients participants into the program each session.

The participants in the Iki Iki program can vary in their cognitive levels and their daily activity levels.

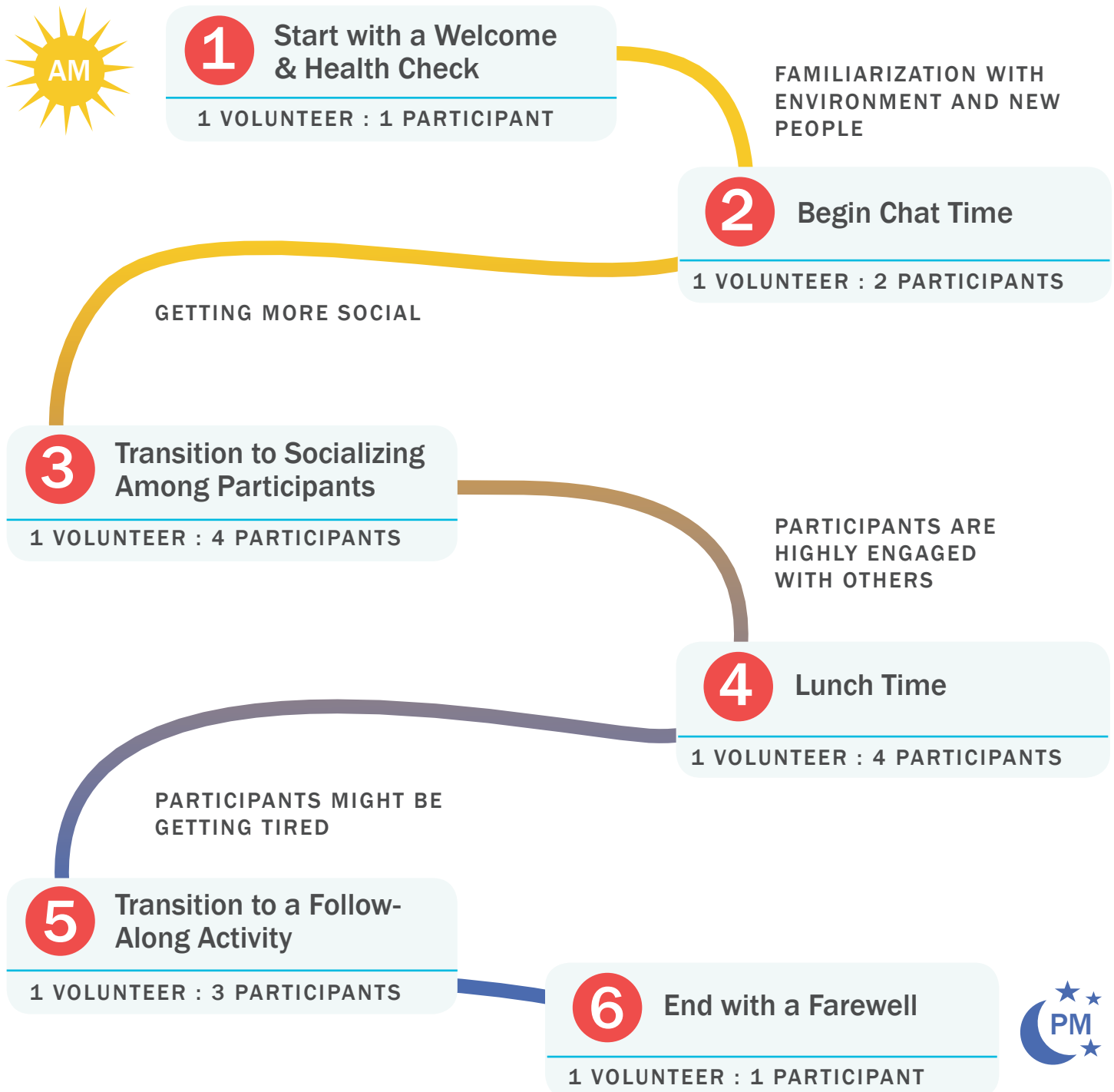
Keep in mind that participants can be those who have been diagnosed with dementia as well as those who like a program with slower paced activities. The mood of those with dementia can vary every day, depending on the weather, their physical condition and their interactions with their family members, staff or other residents of the seniors' home they may live in. As such, it is important that they be eased into their environment and the flow of the day by using the "Socialization Flow" model.

**Note:** An Iki Iki program will be more effective when each participant is committed to a series of sessions (6-12 sessions) and attends the sessions regularly. Providing continuous support to your participants can help make this possible.

## Getting Socialized

Iki Iki has a flow similar to getting up and started in the beginning of the day and then winding down at the end of the day.

*This model is built on the core value of Omotenashi (see page 9).*



## How “Socialization Flow” works

Each program day is envisioned as a new start.



Iki Iki (Lively, Lively) is a very engaging program. Within a Japanese setting it resonates with many conversations but each is unique to the individual or the small group.

Each program day is envisioned as a new start. With that in mind, Iki Iki always starts off by welcoming its participants with a warm welcome of greetings, a health check, and a “getting to know you” socialization exercise of chat time with a new group of people.

By starting with a warm greeting and a health check, the contact with the participant is personalized. As the participant begins to recognize the familiar setting, activities ease their way into a more social setting. By the afternoon, recognizing that participants may be tired, there is a shift towards following a facilitator for ‘follow-along time’ activities (following someone standing or sitting at the front of a room). By this time, socialization reaches a single group; this sets up the ground work for a transition to small group activities that are very social and engaging. The participants are now more familiar with each other, the mood of the environment and the level of activity.

Volunteers are the main leaders of the program, while the program co-ordinator (staff) works as the underlying support structure. Volunteers are the individuals who move the program’s socialization flow while demonstrating exceptional hospitality and the sincerest service in working with the participants. They work throughout the day anticipating each participant’s needs and interests.

## A Sample Day at Iki Iki (Lively, Lively!)

The following is an example of a day at the Iki Iki program at Nikkei Seniors, which is conducted in Japanese with English, and has a strong Japanese cultural reference.

**Remember:** Activities that are planned should be ones that your participants are interested in, used to do, are familiar with, etc.

### 1 **WELCOMING:** This is an essential part to the beginning of the day.

The program co-ordinator confirm the number of participants and takes attendance. From the moment a participant arrives from HandyDART, a volunteer is there to welcome them and continue the welcome with a series of hello, how are you, and perform a blood pressure and weight health check. Then, they escort the participant to the activity room, where they will be further greeted and served tea. It is intended that from the moment the participant walks in they are the 'star'.

It is no trouble if an extra chair is needed. Every meal and refreshment is served with care, where participants are watched to be seated carefully, offering a supportive arm if necessary. These simple acts show kindness, heartfelt sincerity and a feeling of good wishes and care for the participant.

The mood of people with mild to moderate dementia can vary every day, depending on the weather, their physical condition and their interactions with their family members, staff or other residents of the seniors' home they may live in.

### 2 **CHATTING:** This is one of the most important activities At the beginning of a new series, as it helps break the ice among the participants.

This is also an opportunity for the staff to find out how the participants are feeling that day and what they are interested in.



During chatting time with tea and snacks, their appetite, their mood and their energy levels are observed. At the beginning of a new series, this initial communication is often the key to motivating the participants to actively participate in the activities for the rest of the day. An effective way to learn about the participants is to open up yourself first so that they will open up themselves to you.



### 3 TRANSITION TO SOCIAL ACTIVITIES

**ART TABLE:** Do arts & crafts activities in the morning when the participants have the greatest concentration and right after “chatting” when familiarity among participants has been established.

Some people may be reluctant to participate in art & craft activities because they are not good at them, but by modifying the activities or by having a volunteer present to guide them without pressure, someone who didn’t want to participate at all may decide to participate in part of the activity or may join as a supervisor or observer of other participants. Even if that does not happen, he/she may go somewhere else to chat or go for a walk with a volunteer. It’s not necessary for everyone to do the same thing at the same place. If resources allow, individual activities are acceptable.

**OSTEOFIT/EXERCISE:** Do this before lunch to increase brain activity but after a snack (10 a.m.) to prevent low blood sugar levels.

Some people are better at physical activities than at cultural activities. Light and fun group exercises before lunch will help increase appetite and help build team spirit among the participants.





- 4 LUNCH:** Enjoy a meal and conversation. Plan for each table to put away dishes themselves.

Lunchtime is an important opportunity to give the participants the feeling that the staff are not superior but equal to them as both the participants and volunteers sit at the same table and share the same amount of the same food, thereby fostering a sense of camaraderie.

- 5 GROUP ACTIVITIES:** Pick 2 out of 4 main group activities (and rotate on a weekly basis). Program activities can also be modified to include participants' birthdays and anniversaries.

- ☐ **COOKING:** For maintaining daily skills and an opportunity for active communication with others.
- ☐ **RECREATION GAMES:** Custom-made team games where the participants can enjoy playing with others regardless of their ability. Do not select games where individuals win.
- ☐ **MUSIC:** Select seasonally appropriate songs mainly from among the songs the participants learned in music classes. For English songs, choose the ones they learned when they were young children. Give everyone several options to choose from with opportunities to enjoy harmony with others.

- ☐ **MOUTH EXERCISE:** Voice training and games. The improvement of oral function leads to more active brain function.
- ☐ **SEASONAL ACTIVITIES:** Strolling to view cherry blossoms, planting flowers, Valentines, Canada Day event, planting and harvesting tomatoes, spring festivals, summer festivals, St. Patrick's Day, themes like friendship day; love a pet day; other ethnocultural festivals, Thanksgiving, Halloween costume contest, Remembrance Day, gingerbread house making, family days etc.

- 6 FAREWELL:** Say goodbye to each participant individually and provide them/their caregivers a report on how the session went.

At the end of a day's session, the volunteers and program coordinator have a debrief meeting to share information and experiences, and discuss how to deal with any issues that may have occurred/could occur again.



# Program Evaluation

Evaluate the program and lessons learned to set goals and make improvements for the next series of sessions.



**Follow this checklist to evaluate your program.** This is a great opportunity to find out how the overall program is working, and measuring its impact on the participants.

## IDENTIFY OVERALL PARTICIPANT CHANGES AND WHETHER THE PROGRAM IS HELPING THEM FEEL MORE LIKE THEMSELVES.

- ☐ **Evaluate and measure the effectiveness of the program throughout the series of sessions (6-12 sessions).** Criteria should not simply be whether participants enjoyed a session. The lessons learned from the program evaluation are used to set the goal for improvements in the next series of sessions. The purpose of the evaluation is not to criticize and try to correct individual actions.
- ☐ **Understand what went well and what needs to be improved.** It is to make sure that the program as a whole is appropriate as a group program; to understand what went well, what did not and what improvements can be made.
- ☐ **Measure the cost performance** and to see if the spending was within the budget and if not, what savings are possible.
- ☐ **Check whether the activities have sufficient continuity.** Suggested improvements for the next series or for the same season in the next year should be noted to ensure long-term consistency of the program.
- ☐ **Measure attendance and activity level.** Attendance rate and changes in the activity level of the participants should be shared among the staff.
- ☐ **Ask for feedback from the staff and participants.** Throughout the series, welcome comments and suggestions from staff members, as they are useful for improving the program for the next series.
- ☐ **Identify satisfaction levels.** Participants and their family members should be invited to comment on their level of satisfaction with the program on regular basis.
- ☐ **Identify if the program is reducing burden on family/supporters.** Find out if family members/supporters have any requests and gauge how the program is actually helping to give some relief to family members/supporters.

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# Final Notes

**Each and every participant has a different background and a long life history.**

Among Japanese Canadians who were born in Canada there are those who were greatly influenced by the culture that their Japanese parents or grandparents brought with them, and there are those who were barely influenced. There are also first generation (Issei) naturalized Japanese Canadians who have a strong affinity to their cultural heritage and roots. Each person's background is different. In the Japanese community, the seniors who immigrated to Canada may have been brought here by their parents when they were small children, those who chose to come to Canada as young adults, those who married Canadians, parents or grandparents who were sponsored by their relatives, and those who obtained permanent resident status by investing in Canada.

Most of the participants in the program are attracted to this social engagement program because of its Japanese cultural aspects, but their age ranges can cover several generations. While it will take a long time to fully understand the long life history of each and every participant and create a program accordingly, through my experience in working in the Japanese community over the past 3 years, I have learned that it is not necessarily that difficult to design and implement a program that facilitates smooth communication and supports the people in their current life when we understand overall Canadian and Japanese historical and cultural backgrounds.

I hope that this program is something the current volunteers will want to participate in when they become older, and I hope it will develop into a place where participants from several generations can come together, share, and feel like "I want to take part in the Iki Iki program when I get older." We should not forget that we can now enjoy this rich and comfortable life here because of our predecessors, who worked hard to establish communities here.

This program is not only for elderly participants. It's a place where the volunteers, who work hard to create a comfortable environment for the seniors, invest in their future. For volunteers it is a place to make friends and feel included. For those who are already established here, it is a place to meet new friends from different generations in a cozy atmosphere. For those who are closer to the seniors' age, I hope it is a place where you can learn from your predecessors with whom you feel close. Would you be interested in taking a journey to find a "new you"? You can be a guiding star for the seniors walking in the dark and eventually for the whole community. I look forward to seeing you in the program.

**BY YOKO WATASE**

CONCEPT CREATOR OF IKI IKI AT NIKKEI SENIORS

# Sample Forms

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# Iki Iki at Seniors Lounge Application Form

Page 1 of 3

**This application form is required to participate and filling one out does not guarantee a reservation in the program.** This application form is intended to ensure that Iki Iki can meet the seniors needs.

This form has been filled out by (Relationship)

Today's Date

記入者 (本人との関係): \_\_\_\_\_

記入日: \_\_\_\_\_

## Step 1 Personal Information

Sex 性別: ☐ Male ☐ Female

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Current Age 満年齢: \_\_\_\_\_ Birthdate (mm/dd/yyyy) 生年月日: \_\_\_\_/\_\_\_\_/\_\_\_\_

Address 住所 (ストリート): \_\_\_\_\_

City 市: \_\_\_\_\_ Province 州: \_\_\_\_\_ Postal Code 郵便番号: \_\_\_\_\_

Care Card Number ケアカード番号: \_\_\_\_\_

Phone Number 電話#: (\_\_\_\_) \_\_\_\_\_

First Language 母国語: \_\_\_\_\_

Interpreter Needed 通訳の必要性: ☐ Yes ☐ No

## Step 2 Designated Pick-up Person

☐ Yes 有 I require a designated pick-up person

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Phone Number 電話#: (\_\_\_\_) \_\_\_\_\_

If the person above are unable to pick me up, I or my caregiver/family will arrange for an alternate person and advise Iki Iki in advance of the program day.

☐ No 無 I do not require a person to pick me up from Iki Iki

I will leave Iki Iki on my own. In the future if I need to designate a person for pick up, I will inform Iki Iki of the change.

Name of the person who filled in this form: \_\_\_\_\_

Relationship: \_\_\_\_\_

1.	Do you feel you are forgetful?	No <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>
2.	Do you feel you are more forgetful compared to a 6 months ago?	No <input type="checkbox"/>	A little more <input type="checkbox"/>	More often <input type="checkbox"/>	Always <input type="checkbox"/>
3.	Do you know your date of birth?	No <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>
4.	Can you recall a story that you heard five minutes ago?	No <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>
5.	Do you know today's date and month?	No <input type="checkbox"/>	Yes <input type="checkbox"/>		
6.	Have you ever forgotten where you are?	No <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>
7.	Can you go shopping by yourself?	Cannot <input type="checkbox"/>	Not Well <input type="checkbox"/>	Almost Can <input type="checkbox"/>	Can <input type="checkbox"/>
8.	Can you go out by public transit or car?	Cannot <input type="checkbox"/>	Not Well <input type="checkbox"/>	Almost Can <input type="checkbox"/>	Can <input type="checkbox"/>
9.	In an activity can you follow if given steps on how to do something?	Cannot <input type="checkbox"/>	Not Well <input type="checkbox"/>	Almost Can <input type="checkbox"/>	Can <input type="checkbox"/>
10.	Can you use cutlery or chopsticks?	Cannot <input type="checkbox"/>	Not Well <input type="checkbox"/>	Almost Can <input type="checkbox"/>	Can <input type="checkbox"/>
11.	Can you call for help, if you need help with something?	Cannot <input type="checkbox"/>	Not Well <input type="checkbox"/>	Almost Can <input type="checkbox"/>	Can <input type="checkbox"/>
12.	Can you eat on your own?	Cannot <input type="checkbox"/>	Not Well <input type="checkbox"/>	Almost Can <input type="checkbox"/>	Can <input type="checkbox"/>
13.	Can you manage your medication on time, on dosage?	Cannot <input type="checkbox"/>	Not Well <input type="checkbox"/>	Almost Can <input type="checkbox"/>	Can <input type="checkbox"/>

14.	Can you toilet on your own?	Cannot <input type="checkbox"/>	Not Well <input type="checkbox"/>	Almost Can <input type="checkbox"/>	Can <input type="checkbox"/>
15.	Do you ever feel the urgent need to go outside?	Not at all <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>
16.	Do you like group activities?	Not at all <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>
17.	Do you enjoy socializing?	Not at all <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>
18.	Are you able to follow instructions?	Not at all <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>
19.	Have you recently displayed inappropriate behavior?	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Always <input type="checkbox"/>

記入者名: \_\_\_\_\_

続柄: \_\_\_\_\_

1.	もの忘れが多いと感じますか	感じない <input type="checkbox"/>	少し感じる <input type="checkbox"/>	感じる <input type="checkbox"/>	とても感じる <input type="checkbox"/>
2	1年前と比べてもの忘れが増えたと感じますか	感じない <input type="checkbox"/>	少し感じる <input type="checkbox"/>	感じる <input type="checkbox"/>	とても感じる <input type="checkbox"/>
3	財布や鍵など、物を置いた場所がわからなくなることがあります	まったくない <input type="checkbox"/>	ときどきある <input type="checkbox"/>	頻繁にある <input type="checkbox"/>	いつもある <input type="checkbox"/>
4	自分の生年月日がわからないことがありますか	まったくない <input type="checkbox"/>	ときどきある <input type="checkbox"/>	頻繁にある <input type="checkbox"/>	いつもある <input type="checkbox"/>
5	5分前に聞いた話を思い出せないことがありますか	まったくない <input type="checkbox"/>	ときどきある <input type="checkbox"/>	頻繁にある <input type="checkbox"/>	いつもある <input type="checkbox"/>
6	今日が何月何日かわからないときがありますか	まったくない <input type="checkbox"/>	ときどきある <input type="checkbox"/>	頻繁にある <input type="checkbox"/>	いつもある <input type="checkbox"/>
7	自分のいる場所がどこかわからなくなることがあります	まったくない <input type="checkbox"/>	ときどきある <input type="checkbox"/>	頻繁にある <input type="checkbox"/>	いつもある <input type="checkbox"/>
8	道に迷って家に帰ってこれなくなることはありますか	まったくない <input type="checkbox"/>	ときどきある <input type="checkbox"/>	頻繁にある <input type="checkbox"/>	いつもある <input type="checkbox"/>
9	電気やガスや水道が止まってしまったときに、自分で適切に対処できますか	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>
10	一日の計画を自分で立てることができますか	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>
11	季節や状況に合った服を自分で選ぶことができますか	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>
12	一人で買い物はできますか	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>

13	バスや電車，自家用車などを使って一人で外出できますか	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>
14	貯金の出し入れや，家賃や公共料金の支払いは一人でできますか	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>
15	電話をかけることができますか	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>
16	自分で食事の準備はできますか	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>
17	自分で，薬を決まった時間に決まった分量のむことはできます	問題なく できる <input type="checkbox"/>	だいたい できる <input type="checkbox"/>	あまりでき ない <input type="checkbox"/>	できない <input type="checkbox"/>
18	入浴は一人でできますか	問題なく できる <input type="checkbox"/>	見守りや声が けを要する <input type="checkbox"/>	一部介助を 要する <input type="checkbox"/>	全介助を要 する <input type="checkbox"/>
19	着替えは一人でできますか	問題なく できる <input type="checkbox"/>	見守りや声が けを要する <input type="checkbox"/>	一部介助を 要する <input type="checkbox"/>	全介助を要 する <input type="checkbox"/>
20	トイレは一人でできますか	問題なく できる <input type="checkbox"/>	見守りや声が けを要する <input type="checkbox"/>	一部介助を 要する <input type="checkbox"/>	全介助を要 する <input type="checkbox"/>



# Iki Iki at Seniors Lounge Information Form

Page 1 of 3

This form has been filled out by (Relationship)

Today's Date

記入者 (本人との関係): \_\_\_\_\_

記入日: \_\_\_\_\_

## Step 1 Personal Information

Sex 性別: ☐ Male ☐ Female

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Current Age 満年齢: \_\_\_\_\_ Birthdate (mm/dd/yyyy) 生年月日: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Address 住所 (ストリート): \_\_\_\_\_

City 市: \_\_\_\_\_ Province 州: \_\_\_\_\_ Postal Code 郵便番号: \_\_\_\_\_

Care Card Number ケアカード番号: \_\_\_\_\_

Phone Number 電話#: (\_\_\_\_\_) \_\_\_\_\_

First Language 母国語: \_\_\_\_\_ Interpreter Needed 通訳の必要性: ☐ Yes ☐ No

## Step 2 Designated Pick-up Person

☐ Yes 有 I require a designated pick-up person

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Phone Number 電話#: (\_\_\_\_\_) \_\_\_\_\_

If the person above are unable to pick me up, I or my caregiver/family will arrange for an alternate person and advise Iki Iki in advance of the program day.

☐ No 無 I do not require a person to pick me up from Iki Iki

I will leave Iki Iki on my own. In the future if I need to designate a person for pick up, I will inform Iki Iki of the change.

## Step 3 Permission to Interview for Program Evaluation Purposes

I or my caregiver/family agree to my participating in the program evaluation questionnaire at the beginning and at the end of this session for the purpose of providing feedback and information about my participation in the Iki Iki Program.

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Signature 署名: \_\_\_\_\_ Date (MM/DD/YY) ひにち: \_\_\_\_\_

Step

4

## Medical Information

## FAMILY PHYSICIAN かかり付け医

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Phone 電話#: (\_\_\_\_\_) \_\_\_\_\_ Fax 番号: (\_\_\_\_\_) \_\_\_\_\_

## SPECIALIST 専門医

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Phone 電話#: (\_\_\_\_\_) \_\_\_\_\_ Fax 番号: (\_\_\_\_\_) \_\_\_\_\_

## HEALTH HISTORY 病歴

## CURRENT MEDICATIONS 現在の薬

☐ Yes 有 ☐ No 無

Medication time 投薬時間:

☐ Before 食前 ☐ Breakfast 朝食☐ During 食間 ☐ Lunch 昼食☐ After 食後 ☐ Supper 夕食

## ALLERGIES アレルギー

☐ Yes 有 ☐ No 無

If yes, please describe 有の場合は具体的に:

Do you have an EpiPen?

緊急時のエピペンの使用はありますか?

☐ Yes 有 ☐ No 無SPECIAL DIET REQUIRED 特別食の必要性: ☐ Yes 有 ☐ No 無

Please describe specifics 具体的にお書き下さい。

## DO YOU USE ANY OF THE FOLLOWING? 福祉器具を日常お使いですか?

<input type="checkbox"/> Glasses 眼鏡	<input type="checkbox"/> Dentures 義歯	<input type="checkbox"/> Other (Please describe) その他 (具体的に)
<input type="checkbox"/> Hearing Aid 補聴器	<input type="checkbox"/> Upper 上顎	
	<input type="checkbox"/> Lower 下顎	
<input type="checkbox"/> Cane 杖	<input type="checkbox"/> Whole 総入れ歯	
<input type="checkbox"/> Walker ウォーカー	<input type="checkbox"/> Partial 部分入れ歯	
<input type="checkbox"/> Wheelchair 車椅子		

## CAN YOU GO TO THE BATHROOM BY YOURSELF? お手洗いは一人で行けますか?

☐ Yes 有 ☐ No 無

Do you use any of the following? これらの物を使用しますか?

☐ Pull-Ups 紙おむつ ☐ Urine Pad 尿パット ☐ Other その他 \_\_\_\_\_

## OTHER その他

Is there any other information that you want us to know?

その他に伝えておきたい事はありますか?

## Step 5 Emergency Contact

### FIRST CONTACT 第一連絡先

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Phone 電話#: (\_\_\_\_\_) \_\_\_\_\_ Relationship 関係: \_\_\_\_\_

### SECOND CONTACT 第二連絡先

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Phone 電話#: (\_\_\_\_\_) \_\_\_\_\_ Relationship 関係: \_\_\_\_\_

**NIKKEI SENIORS HEALTH CARE & HOUSING SOCIETY**

6680 Southoaks Crescent, Burnaby B.C. V5E 4N3

Phone 604 777-5000 Ext. 2000 | Fax 604 -777-5050 | [www.seniors.nikkeiplace.org](http://www.seniors.nikkeiplace.org)



# Iki Iki at Seniors Lounge

## Getting to Know Me Form

Page 1 of 2

This form has been filled out by (Relationship)

Today's Date

記入者 (本人との関係): \_\_\_\_\_

記入日: \_\_\_\_\_

**Help us get to know you or your family member better!**  
**あなた又はあなたの家族の事について**

### Step 1 About the Participant

First Name 名: \_\_\_\_\_ Last Name 姓: \_\_\_\_\_

Current Age 満年齢: \_\_\_\_\_ Dominant Hand 利き手: ☐ Left ☐ Right

What name do you like to go by? 名前は何と呼ばれた、呼ばれたいですか?

Past 過去

Present 現在

Family background (eg. Children, etc.) 家族背景 (例: 子供 など)

Past 過去

Present 現在

Socialization Preferences (eg. 1 to 1; small group, etc.)

社交での好み (例: 個別対応、小集団など) はありますか?

Past 過去

Present 現在

Are you comfortable talking to strangers? 初対面でもお話ができますか?

Past

Present

☐ Yes 有 ☐ No 無☐ Yes 有 ☐ No 無

Do you like using your hands? 手先を使う事は好きですか?

Past 過去

☐ Yes 有 ☐ No 無

Present 現在

☐ Yes 有 ☐ No 無

Do you like music? 音楽は好きですか?

Past 過去

☐ Yes 有 ☐ No 無

Present 現在

☐ Yes 有 ☐ No 無

Do you like to exercise? 運動するのは好きですか?

Past 過去

☐ Yes 有 ☐ No 無

Present 現在

☐ Yes 有 ☐ No 無

Life/Role or Previous Occupation 家庭内での役割又は以前の職務

Spirituality/Religion 精神面のサポート又は宗教

Significant person(s) in life/relationship  
生活又は関係性におけるキーパーソン

Significant Dates & Meanings  
特別な日にちとその理由

Interests/Hobbies 興味ある事/趣味

Past 過去

Present 現在

What kind of activities do you enjoy?

どんな活動に興味がありますか？

Sources of: favorite things/joy/comfort

お気に入り、楽しみ、快適なものについて

Significant High Point(s) in Life 人生において重要な事で

Potential 'encouragers': 勇気付けられるもの

Significant Low Point(s) in Life/Trauma 人生で最悪な事態 ト라우マに感じる事

Potential 'encouragers': 勇気付けられるもの

Dislikes/Fears 苦手な物/恐れている事

Is there a memory that the person holds onto and enjoys talking about? If so, what and how should we respond? その事に深い思い出があり、執着している事がありますか？もしあればどのように対応すべきですか？

Other pertinent information その他に関する情報

## Step 2 Consent to Share 同意書

Yes, I give permission to share this information to the Coordinator and volunteers of Iki Iki at Seniors Lounge. 私はいきいきシニアラウンジのコーディネーターとボランティアがこの情報を共有する事に同意します。

Signature 署名: \_\_\_\_\_ Date (MM/DD/YY)ひにち: \_\_\_\_\_



Nikkei Seniors  
Health Care &  
Housing Society

THE IKI IKI (LIVELY, LIVELY!) PROGRAM + TOOLKIT IS CREATED BY

NIKKEI SENIORS HEALTH CARE AND HOUSING SOCIETY©

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