



Work-Based Learning Booklet

Sonas Group Sessions

This booklet contains documentation to support work-based learning and must be completed in full by all Sonas Course attendees

Please state:

Attendee Name

Course Number

Date of Day 2

How to use this booklet:

This booklet is to be completed between Day 1 and Day 2 of the course.
Please email the completed booklet seven working days prior to Day 2 so it can be reviewed by the course tutors

A person is certified as a Sonas Programme Licensed Practitioner (SPLP) Level 2 following attendance at the training in full, and satisfactory completion of this work-based learning booklet.

Introduction

Welcome to the Work-Based Learning Booklet, which you will be completing as part of your Sonas Level 2 Course. You will be using this booklet to record the work-based learning (WBL) which you will be doing after day 1 of the course. It is important that you post or email the completed booklet seven working days prior to day 2 so it can be reviewed by the tutors. In order to receive your badge and certificate in the post, you must post or email your completed WBL booklet within four weeks of completing the level 2 training.

Important: Please anonymise add description the data in this work-based learning booklet. You might do this by using the person's initials, or using a different name to their own.

Work-based Learning integrates classroom study with hands-on experience. Research suggests that learners using a work-based approach learn from their community of practice in their workplace as well as their work-based learning peers at the training (Siebert et. Al. 2009¹). A work-based learning approach has proven to be the most appropriate method of learning for participants engaged in the Sonas Programme Course.

All of the forms within this booklet are used in the implementation of the Sonas Programme.

As part of your Sonas training, you will be setting up a Sonas Group session.

The set up and ongoing delivery of the Sonas programme requires actions in the following areas:

- Preparation for a Group Session
- During the session
- After the session

You will also be asked to hold an information session on the Sonas programme to all staff within the unit that you work in.

The delivery of an information session to all staff within the centre aims to create a greater understanding of the Sonas programme for staff and assists you, the SPLP, to facilitate sessions in an environment that supports you in your role.

¹ Siebert, S., Mills, V., and Tuff, C. (2009) *Journal of Workplace Learning*, 21, 443-454 Griffith, Richard (2013). Putting the record straight: the importance of documentation. *British Journal of Community Nursing*, 9(3).

Documentation is a vital tool for communication among healthcare professionals. It supports quality and continuity of care. It is an integral part of care that is every bit as important as direct care to the person (Griffith 2013²). Forms within this booklet that are used to document the Sonas Programme can be photocopied for use in clinical practice. The forms are available for download on Engaging Dementia's Moodle e-learning platform. All SPLPs have access to Moodle, with a personal login. To get your login details, contact the Engaging Dementia office.

We hope you enjoy the Sonas course and we look forward to working with you as a Sonas Programme Licensed Practitioner (SPLP) Level 2 into the future.

If at any time you have a query about the Sonas programme, please feel free to contact our training team at training@engagingdementia.ie or call the Engaging Dementia office at (01) 260 8138.

²Griffith, Richard (2013). Putting the record straight: the importance of documentation. *British Journal of Community Nursing*, 9(3).

Guidelines & Instructions

All of this booklet must be completed prior to Day 2

Description	Page Number
1. Setting up a Group Session	
• Reasons for Inclusion Please complete for eight people you have identified for inclusion in your Group Session	4
• Safety and other Considerations Assessment (x3) Please complete for three of the eight people above	6
• Checklist for setting up a group (x1) Please complete in full for the group you are setting up	9
2. Documenting Group Sessions	
• Sonas Group Record Sheet (x3) Please complete for three Group Sessions	11
• Threadgold Communication Tool (TCT) (x9) Please complete for each of the three individuals attending the group session over three sessions. If there is a change during your implementation of the group, and one of the participants is no longer a member of your group, you may complete the TCT for a different session participant.	17
3. Record of delivery of information session to staff	35
• Information session on the Sonas programme - Attendance list	

Reasons for inclusion in SIMS/Relaxing Individual/Group

Note: The SPLP completes this form when identifying suitable participants for Group, Relaxing Individual and SIMS sessions.

Name/Initials of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Name/Initials of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Name of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Name of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Name of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Name of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Name of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Name of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Name of session participant _____ Date _____

Type of session(s) (please tick): Group ☐ Relaxing Individual ☐ SIMS ☐

Reason: _____

Safety and Other Considerations Assessment

SIMS Session / Relaxing Individual / Group Session

Important: Safety of Sonas session participants is paramount. This form must be completed by the SPLP in consultation with a healthcare professional prior to involving a person in the Sonas Programme, and updated three months later. The form must be renewed every six months or if the participant's health status changes.

Name of session participant: _____

Signed (SPLP) _____ Date: _____ Review Date: _____

Co-signed (healthcare professional) _____

Does the person have	Yes	No	Comment	Specific advice for sessions
Safety considerations				
Hearing loss				
Visual impairment				
Restricted movements				
Difficulties with balance				
Difficulty standing				
Arthritis				
Pain				
Swallowing difficulties				
Dietary restrictions				
Allergies				
Other considerations				
Specific cultural needs				
Any strong dislikes re items to taste or smell				
Other relevant factors				

Review Comments: _____

Safety and Other Considerations Assessment

Start with SIMS

Important: Safety of Sonas session participants is paramount. This form must be completed by the SPLP in consultation with a healthcare professional prior to involving a person in the Sonas Programme, and updated three months later. The form must be renewed every six months or if the participant's health status changes.

Name of session participant: _____

Signed SPLP _____ Date: _____ Review Date: _____

Co-signed (healthcare professional) _____

Does the person have	Yes	No	Comment	Specific advice for sessions
Safety considerations				
Hearing loss				
Visual impairment				
Restricted movements				
Difficulties with balance				
Difficulty standing				
Arthritis				
Pain				
Swallowing difficulties				
Dietary restrictions				
Allergies				
Other considerations				
Specific cultural needs				
Any strong dislikes re items to taste or smell				
Other relevant factors				

Review Comments: _____

Safety and Other Considerations Assessment

Begin with SIMS

Important: Safety of Sonas session participants is paramount. This form must be completed by the SPLP in consultation with a healthcare professional prior to involving a person in the Sonas Programme, and updated three months later. The form must be renewed every six months or if the participant's health status changes.

Name of session participant: _____

Signed _____ Date: _____ Review Date: _____

Co-signed (healthcare professional) _____

Does the person have	Yes	No	Comment	Specific advice for sessions
Safety considerations				
Hearing loss				
Visual impairment				
Restricted movements				
Difficulties with balance				
Difficulty standing				
Arthritis				
Pain				
Swallowing difficulties				
Dietary restrictions				
Allergies				
Other considerations				
Specific cultural needs				
Any strong dislikes re items to taste or smell				
Other relevant factors				

Review Comments: _____

Checklist for setting up and reviewing a group

Note: This form is to be completed to assist you with setting up and facilitating a Sonas Group Session. It prepares you for the group session and assists you with the facilitation of it. It is recommended that an SPLP set up a Sonas Group and carry out group sessions with that group for eight weeks, after which the group is reviewed.

Preparation

Preparation	Yes	No	Comment
Have you informed and gained support from management?			
Have you completed the reason for including each participant? (Which you record in your Reasons for Inclusion Form)			
Have you completed the Safety and Other Considerations Assessment for each participant?			
Where will the session take place?			
What time will the session take place?			
Have you agreed the session dates for the eight weeks?			
With your line manager, have you confirmed you and your helpers' rotas are in sync for the planned 8 weeks?			
Have you informed other staff about the purpose of the group session?			
Have you created a Sonas Programme Folder?			
Have you an area to store materials for the Sonas Programme?			
Have you identified helpers and given them guidance on what is expected of them during the session?			

During the Group Session

During the Group Session	Yes	No	Comment
Have you all the equipment necessary to carry out the session?			
Have you a taste item for people with different taste needs?			
Have you the group session outline to hand?			
Have you arranged seating that maximises benefit for each participant?			
Have you got your paperwork pre copied for each session and in folder?			

After the Group Session

After the Group Session	Yes	No	Comment
Have you completed the Group Record Sheet?			
Have you completed the TCT for each participant?			
Have you completed the Information for Participants Care Plan (If necessary)			

Review of the intervention

Review – to be completed 8 weeks after the first Group Session	Yes	No	Comment
Have you reviewed the TCT evaluations for each participant and compared the results?			
Have you filled in all the documentation in relation to the group?			
Have you informed the staff of your findings after the eight week Sonas group sessions?			

Sonas Group Record Sheet

Note: This form must be completed for every Sonas Group Session. Please complete pg 1 before the session and pg 2 immediately after the session.

Date of Sonas Group Session _____ Time of day _____

Location _____

SLP _____ Helper(s) _____

Names of participants:

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

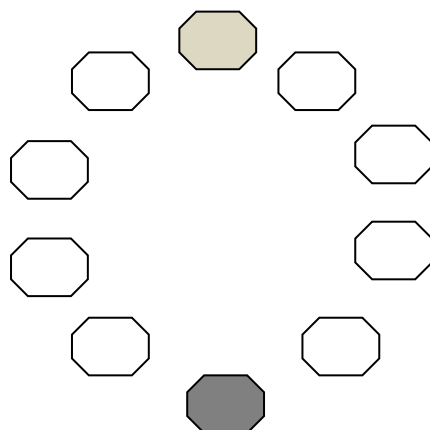
CD number _____ Session number _____

Taste item used _____

Smell item used _____

Other stimuli _____

Seating - e.g. who sat where (diagram allows for the SLP and one helper)



Comments on group in general

Comments on individuals

Recommendations for future sessions

This form has been completed by (name) _____

Group Record Sheet pg 2

Sonas Group Record Sheet

Note: This form must be completed for every Sonas Group Session. Please complete pg 1 before the session and pg 2 immediately after the session.

Date of Sonas Group Session _____ Time of day _____

Location _____

SLP _____ Helper(s) _____

Names of participants:

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

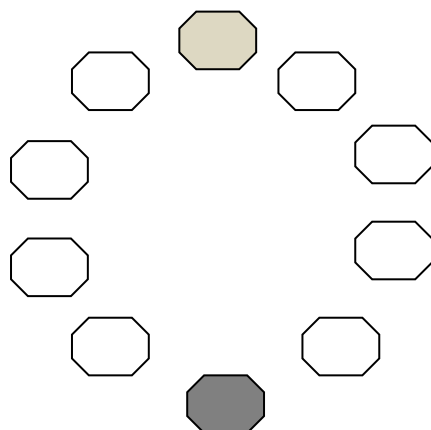
CD number _____ Session number _____

Taste item used _____

Smell item used _____

Other stimuli _____

Seating - e.g. who sat where (diagram allows for the SLP and one helper)



Comments on group in general

Comments on individuals

Recommendations for future sessions

This form has been completed by (name) _____

Group Record Sheet pg 2

Sonas Group Record Sheet

Note: This form must be completed for every Sonas Group Session. Please complete pg 1 before the session and pg 2 immediately after the session.

Date of Sonas Group Session _____ Time of day _____

Location _____

SLP _____ Helper(s) _____

Names of participants:

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

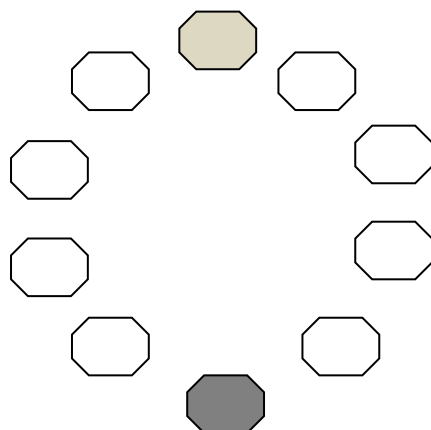
CD number _____ Session number _____

Taste item used _____

Smell item used _____

Other stimuli _____

Seating - e.g. who sat where (diagram allows for the SLP and one helper)



Comments on group in general

Comments on individuals

Recommendations for future sessions

This form has been completed by (name) _____

Group Record Sheet pg 2

Participant 1, Session 1

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonos Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Participant 1, Session 2

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonos Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Participant 1, Session 3

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonos Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Participant 2, Session 1

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonas Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Participant 2, Session 2

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonas Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Participant 2, Session 3

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonas Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Participant 3, Session 1

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonas Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Participant 3, Session 2

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonas Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Participant 3, Session 3

Threadgold Communication Tool (TCT)

The Threadgold Communication Tool (TCT) measures expressive communication behavior during a Sonas Group Session. It is designed primarily for older people with dementia (Engaging Dementia, 2018). Sonas Group Sessions are delivered by Engaging Dementia-trained Sonas Licensed Practitioners (SLP). TCT consists of 14 items, with a scoring range from 0-4. The scores measure the average evidence for each item during the Sonas Group Session. The higher the score, the greater the level of expressive communication behavior, with a total score of 56.

No evidence = 0, very little evidence = 1, some evidence = 2, regular evidence = 3, frequent evidence = 4. Cut-off scores: Scores below 14 (Severe communication difficulties); 15-25 (Moderate communication difficulties); 26-44 (Mild communication difficulties); 45-56 (No communication difficulties).

Name of participant: _____

1. Speaking	0	1	2	3	4
2. Vocal sounds	0	1	2	3	4
3. Eye contact	0	1	2	3	4
4. Smiling	0	1	2	3	4
5. Singing	0	1	2	3	4
6. Using gesture	0	1	2	3	4
7. Interactive touch	0	1	2	3	4
8. Exercises	0	1	2	3	4
9. Rhythmic movements	0	1	2	3	4
10. Contribution	0	1	2	3	4
11. Using instruments	0	1	2	3	4
12. Interactive posture	0	1	2	3	4
13. Smell	0	1	2	3	4
14. Taste	0	1	2	3	4

Subtotal:

Total score (out of 56): _____

Comments: _____

Date: _____

Name of SLP: _____

The number of items was increased from 12 to 14 in this edition of the TCT (2018) to include the senses of smell and taste, based on the results of the psychometric test carried out in 2016 (Strøm, Engedal & Grov, 2016).

Verbal communication

1. *Speaking*: expresses ideas or feelings in words, samples of verbal interaction could be recorded
2. *Vocal sounds*: expresses with sounds only, no identifiable words, but any sound uttered by the participant e.g. laugh

Non-verbal communication

3. *Eye contact*: briefly meeting the eyes of another person, either the group leader, helper or other member of the group.
4. *Smiling*: using lips/mouth to convey pleasure enjoyment or satisfaction.
5. *Singing*: indicating the ability to sing the words, 'la, la' or hum during this section of the group.
6. *Using gesture*: any gesture that could be interpreted as having meaning e.g. waving, pointing, conducting the music, or indicating the person does/doesn't want something.
7. *Interactive touch*: patting or stroking someone's hand, holding hands. Can be observed when shaking hands during the greeting and farewell song.
8. *Exercises*: partaking in any of the exercise section. No matter how small the movement, it is about the person participating to their best ability.
9. *Rhythmic movements*: shaking or beating instrument in time to music, swaying to music, clapping hands, tapping feet, beating time with a finger to the best of the person's ability.
10. *Contribution*: evidence of willingness to attempt to sing, say a poem or any other personal contribution, either verbal or non-verbal or the person being facilitated to contribute by the leader e.g. the leader telling the person's story
11. *Using instruments*: any appropriate active use of an instrument e.g. beating time with drumstick, or shaking maracas.
12. *Interactive posture*: open posture, turning towards someone, reaching to take someone's hand e.g. Does the person appear engaged with the session, how does their body language reflect their engagement?
13. *Smell*: response to stimulation of smell.
14. *Taste*: response to stimulation of taste.

References

Engaging Dementia. (2018). *Sonas Course Booklet*.

Strøm, B. S., Engedal, K., & Grov, E.-K. (2016). A Psychometric Evaluation of the Threadgold Communication Tool for Persons with Dementia. *Dementia and Geriatric Cognitive Disorders Extra*, 6(1), 150-160.

Information session on the Sonas programme

Attendance list

(Please photocopy as required)

Note: please include people who work in all areas, i.e. nurses, maintenance, kitchen staff/cooks, etc.

Signature of SPLP(s) _____

[illegible]

Signature of Person in charge _____

Published Jan 2022

**Engaging Dementia, Mounttown Community Facility, Meadowlands, Fitzgerald Park,
Lower Mounttown Road, Dun Laoghaire, Co. Dublin A96 KR65
Tel: 01 260 8138 Email: training@engagingdementia.ie
*Connect with us on Facebook, Twitter and Linked In***

www.engagingdementia.ie

