

Exploring how the dynamics of story support people with dementia to give voice to their experiences and raise awareness of what it means to live with dementia

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Aalborg Dementia School for Lifelong Learning (ADL)

- Formerly VUK (school for adult education and communication)
 - Compensatory special education for people with dementia
 - Lifelong learning programme
- People with early-stage dementia
 - Training and stimulation
 - Music and art therapy
 - Woodcraft
 - Other classes

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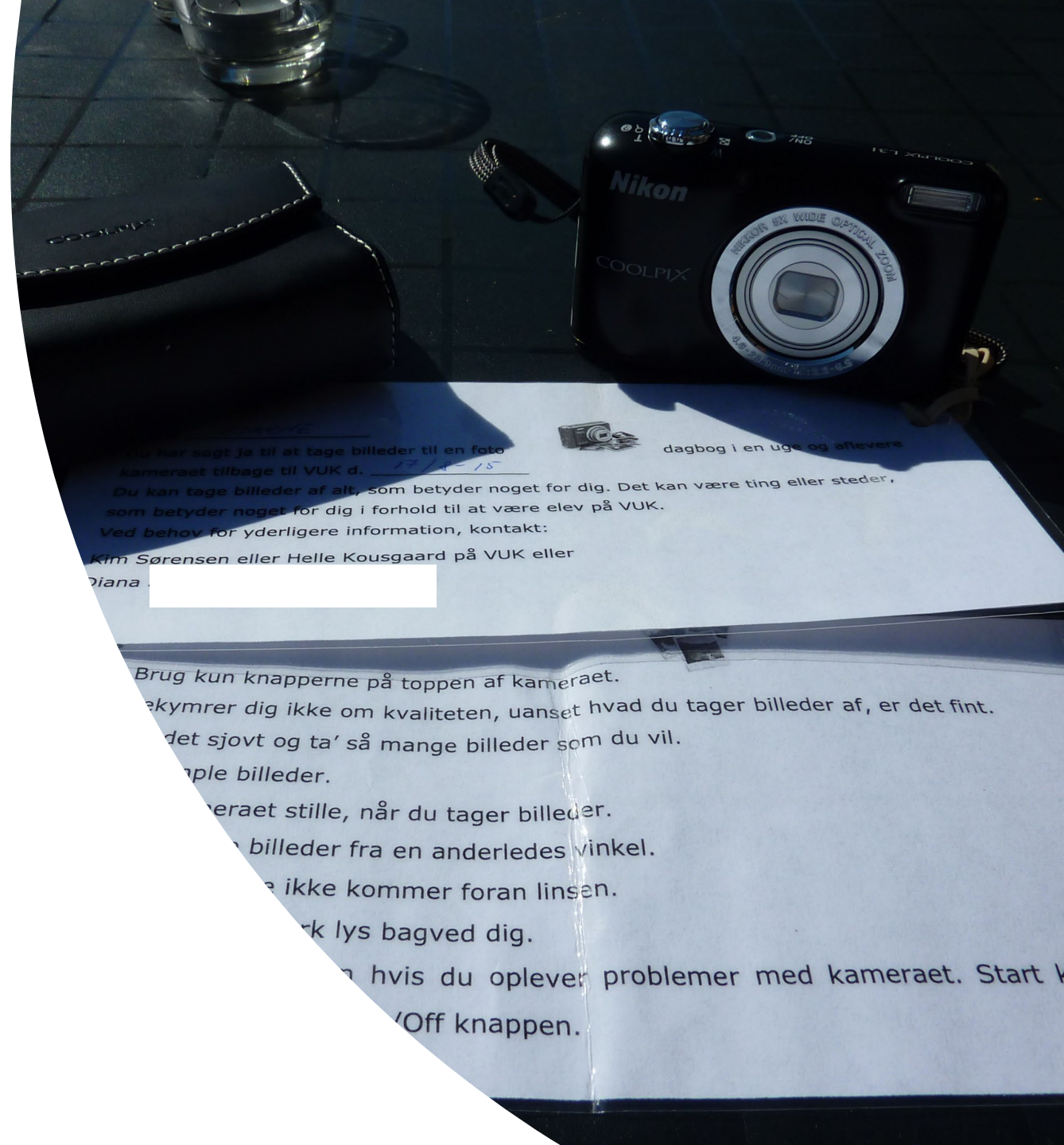
Ward, A., Sorensen, K., Kousgaard, H., Schack Thoft, D. and Parkes, J. (2018) Going back to school – an opportunity for lifelong learning for people with dementia in Denmark (Innovative Practice). *Dementia*.

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Photography and Storytelling Project

- Aim: To explore the student's experiences of being a student at VUK
- 10 students
 - (5 M/5 F – Aged 67-83)
- Given a camera with instructions
- Four weekly sessions
 - (2 groups)



What is Story?

- Constructs of a story
- Dimensions of storytelling (Haydén, 2011)
- Core elements of story (character, events, tension, outcome) (Kottler, 2014)
- Stories are part of everyday conversation (Overcash, 2003)
- Supporting a person with dementia to share their story
 - Time
 - Body language and non-verbal cues
 - Humor
 - Narrative scaffolding (Hydén, 2011)
 - Metaphor
 - Active listening
 - Creative activities
 - Emotional engagement



Emerging Story

- Stories of World War II (public story)
 - A group story
 - Reminiscence
 - Danish heritage, sense of identity
- Story of a Chess Champions demise (private story)
 - Personal story
 - Example of a story that make us, us
 - Characterization
 - Humor
- Story of the sculptor (private story)
 - Personal story
 - Little engagement from the group (private story)



Reflections and lessons learned

- Ownership and choice of the process
- Developed pride and interest
- Helped with memory
- Gave people a way to share their experiences/stories
- Was a collaborative way of working
- Flexible way of working



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