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Introduction

What is this handbook?

This handbook serves as a guide for facilitators to incorporate a non-pharmacological intervention, A Walk Down Memory Lane, into regular therapeutic recreational programming. "A Walk Down Memory Lane" is an activity for older adults to share memories in a roundtable group discussion-based setting. Pairing the reminiscence session with a virtual experience is a way to both deepen the intervention and to give older adults agentic control. Six weekly session plans of this intervention can be implemented to facilitate social learning situations and engagement in valued activities through virtual reality.

The ultimate goal of the life review and agentic action is to improve well-being and facilitate successful aging. This can be achieved by reducing loneliness, promoting cognitive activity, facilitating socialization and empowering older adults to have choice and have influence over their experiences. A combination of analogical reasoning, examples, quotes and psychological strategies are used throughout the Handbook to scaffold the learning process. Together, they create a fuller description of the mindset and the client-centered techniques that the facilitator can use to explain important concepts of the therapy and engage active participation from older adults.

Who are the participants?

Adults age 65+ (herein after referred to as "Older Adults" or "Participants" in assisted living or day care facility.

Who is the facilitator?

This handbook is designed to guide any individual, medical or non-medical (herein after referred to as "facilitator" or "guide") who works with older adults: Activities Coordinators, Social Directors, Social Work Professionals, Occupational Therapists, Social Directors and Psychologists.

Safety First!

Before beginning this program of interventions, it is important to check that a health history (PARQ), or a consent form from the older adult's doctor is obtained. As this non-pharmacological intervention is designed to be conducted by non-medical professionals, it is important to prepare for a multidisciplinary team of therapists and medical professionals who can appropriately attend to unanticipated or unwanted feelings or illness that may arise from either intervention.

Background

Why older adults?

Older adults are an ever-expanding demographic in our society. In 2050, it is projected that the U.S. population age 65 and older will be 88 million, nearly double the estimated 53 million in 2018 (Ortman, 2014). Given the expanding demographic, it is crucial to find ways to promote successful aging for the quality of life and well-being of all older adults. Traditionally, success at aging meant that older adults had to be able to actively engage in activities and be free from disease or disability (Rowe & Kahn, 1997). Yet, deficits and disabilities are common among older adults (Harada, Natelson Love, & Triebel, 2013). According to the U.S. Centers for Disease Control and Prevention, five million people have some form of dementia. That number is expected to double by 2060 (CDC, 2018). Also, 27% of all people over the age of 65 report difficulty walking or climbing, making mobility the most common deficit among older adults. A decrease in mobility is associated with a decrease in quality of life (Hogan, Ortman, & Colby, 2015).

Overview of the problem

Aging is often associated with progressive loss of physical and mental capabilities that further translate to losses of meaningful leisure activities (Boggatz, 2013). Physical conditions such as osteoporosis, arthritic, stroke and heart disease all contribute to physical decline in old age (Gawande, 2014). Furthermore, cognitive degradation or dementia is a key contributor to disability among aging adults (Ruthirakuhan et al., 2012). Physical and/or cognitive decline can reduce older adults' abilities to engage in valued activities, such as walking on a beach or cycling in the park. These reductions in activity engagement may lead to loneliness, depression, and ultimately a decrease in the quality of life (Logsdon, McCurry, & Teri, 2007). Loneliness is also connected to cognition and physical and mental health problems (Ruthirakuhan et al., 2012). Socialization and social support are regarded as being the "most important predictor(s) of morbidity, mortality, and psychological well-being in adulthood" (Holt-Lunstad, Smith, & Layton, 2010). Socialization is associated with boosting self-esteem, reduced risk of dementia and has even been shown to promote cognitive reserve, a resilience to neuropathological decline (Ruthirakuhan et al., 2012). It's not surprising that intellectually stimulating activities may act as cognitive reserve or a neural protective factor against dementia or cognitive decline and may promote emotional well-being. There is a strong negative association between physical and cognitive activity and subsequent dementia. Physical and cognitive activity can alter the course of cognitive decline

Successful Aging

What are the psychosocial needs of older adults?

Throughout this handbook you will see the term "successful aging." Successful aging can be both a tangible or elusive concept. Plato took a philosophical and spiritual view of successful

aging when he said "The spiritual eyesight improves as the physical eyesight declines" (Kapur, 2012). Successful aging, however is traditionally thought of as being mentally and physically fit and having the capability to engage in activities that are meaningful in one's life. According to Rowe and Kahn (1997), those older adults who are ill or disabled cannot, by definition, age successfully (Rowe & Kahn, 1997). More recently, the idea of successful aging has evolved and it doesn't have to be disability-free. It can include phenomenological constructs such as life satisfaction, engagement in valued activities, and having a sense of peace with one's life (Lee, Kahana, & Kahana, 2017; Martin, Kelly, Kahana, Kahana, & Poon, 2012). With this more recent conceptualization, it is crucial to understand how to promote successful aging for all older adults (Gladyshev & Gladyshev, 2016).

Role of the facilitator

The overarching role of the facilitator of these interventions is to serve as a pedagogical escort and help each participant reach their potential level of development. The goal of the facilitator is to meet the individual where they are emotionally, cognitively and physically that day. This will require the facilitator to recognize that older adults are a heterogeneous group with varying emotional, cognitive, physical and social needs. Understanding this will help facilitators consider each older adult as an individual rather than relegating him or her to a group defined by age or appearance. The success of the facilitator will depend on key psychosocial attributes such as the ability to genuinely care about the well-being of the participants in the intervention, what is commonly known as unconditional positive regard. The facilitator will employ psychological tactics such as motivational interviewing, conflict resolution techniques such as empathy, validation and normalization. It's essential to be enthusiastic, empathic and acknowledge feelings and points of view without judgement. The facilitator will point out context of competence. They will help to illuminate participant's solutions and strengths with regard to past conflict, with the understanding that they may need to refer the older adult to the appropriate medical professional on hand. The role of the facilitator will also understand the goals of the group and of each participant. With that in mind, Let's talk about the goals.

Overarching goals

Overarching goal of the therapeutic intervention

The ultimate goal of this intervention is to engage older adults in meaningful activity to improve quality of life and to increase the likelihood that they will age successfully. These proposed interventions provide cognitive activity, facilitate socialization and social support, improve self-esteem, reinstate agentic control by allowing older adults to have choice over their experiences, offers brain-based benefits of physical activity, and offers older adults a time to revisit and reflect on their life to achieve a state of satisfaction and peace. In doing so, the program of interventions will reduce common effects of growing older such as loneliness, depression, loss of relationships, loss of meaningful activities, and loss of control.

A Walk Down Memory Lane

A form of reminiscence therapy

This non-pharmacological program is a two-part experience. The first part of the program is a discussion-based experience which is referred to as the AWDML reminiscence therapy. The other part is a virtual reality protocol that allows older adults to engage in activity to deepen the experience of life review. This Handbook addresses the discussion-based reminiscence therapy first and will guide the facilitator of this program as to the use of VR in the section following.

A Walk Down Memory Lane (AWDML) is a form of reminiscence therapy to engage older adult's long-term crystalized memory and give them a chance to share personal past events with others. For older adults, this is a moment for them to relive joyful times and to reflect on the events in their life. It's a time where they can review what they've accomplished and affirm with others in the group who they were and who they are. In an existential way, this activity of life review will lead older adults to reach Erikson's 8th and final stage of human development, Ego-Integrity, a measure for successful aging (Erikson, 1997). To capitalize on progressive teaching methods and foster socialization and discussion, AWDML will utilize the Harkness method, a teaching and learning method which fosters sharing in an open-minded setting around an oval table (Smith, 2016). With the help of a facilitator, the older adults in the group can each share a story of when they were young, such as memories of school, their childhood, the town in which they grew up, or a valued experience. This intervention will allow older adults to reflect back on and review their life's events, address any unresolved issues and feelings and experience resolution. Resolution of conflict will lead older adults to the psychological virtue of ego integrity and will contribute to their quality of life.

Understanding Goals (AWDML)

What are the understanding goals of the older adult?

- Older adults participating in AWDML reminiscent therapy will understand how reflecting
 and reviewing their life's events and the process of sharing those memories with others,
 can lead to conflict resolution which can ultimately lead to a state of psychological
 wisdom and peace—constructs of successful aging.
- Participants will understand how to develop the courage to speak, the compassion to listen, the empathy to understand and will develop the ability to respond appropriately.
- Older adults will understand that by sharing, they can relive their accomplishments and happy memories, they can affirm who they are and they can improve their self-esteem in doing so.

• Older adults will understand that the sharing of memories will help facilitate social connections and, in turn, reduce loneliness.

Performance of Understanding

What is the performance of understanding for older adults participating in AWDML intervention?

- Participants will demonstrate a performance of understanding by actively participating in discussion using the Harkness method to allow for different points of views and to gain new perspectives from others and master the skills of life-review.
- This will be evident in behaviors such as active listening, active participation, eye contact, active engagement, asking questions, and sharing of specifics of past memories.
 Collectively, these will be indicators of active participation and performance on the part of the older adult.

Organization of the learning experience

Size and Setting

- AWDML sessions should be conducted in small group dynamics so that older adults can
 connect with each other, but also such that there's enough people to provide sharing and
 where each individual has some time to be a passive participant and learn from others. It
 is recommended that between 6 to 8 participants meet in each session.
- The ideal therapeutic environment for conducting this intervention will be around a
 roundtable setting in a quiet area where participants can actively hear and share and
 where every participant (including the facilitator) has equal standing. For example, the
 sessions should not be held at a rectangular table whereby there's a "head of a table" or
 conversely those at the head while symbolically superior may be left out of the discussion
 due to proximity.
- The facilitator should be aware of any hearing, sight or speech impairments and may want to consider seating those older adults where he/she can aid them when needed.
- While most older adults are in unique individual stages of cognitive decline and cognitive
 ability, individuals will gain maximum benefit from this intervention when placed with
 similar levels of participant's ability. Facilitator may want to consider conducting a Mini
 Mental State Examination (MMSE) with each older adult to gain a better understanding of
 cognitive ability when forming groups.

Frequency and Duration

- Each consenting participant should engage in AWDML sessions at a minimum of once a
 week. Facilitators should be prepared to hold AWDML sessions daily so that everyone
 within a facility has a chance or chances to participate at least once a week.
- AWDML sessions should be 50 minutes in length. The exact time should be flexible in length to account for time of day, the mood of the participants, or the attention ability of the older adults comprising the group that day.

The Harkness Method of teaching and learning

- The Harkness method, a teaching and learning method which fosters sharing in an openminded and respectful setting around an oval table inspired the setting and the "whole group" discussion-based reminiscence therapy for AWDML.
- The Harkness Method is a pedagogical tool to facilitate collaborative discussion and empower each participant to be leaders and learners at the same time.
- It is designed to diminish participant's risk of speaking up, facilitate an organic flow of conversation and increase participation of each older adult—a key performance of understanding for older adults in AWDML.
- The setting further allows for regular assessment on performance of understanding of how successfully older adults share, how effectively they've acquired different points of views, have gained new perspectives from others and have mastered the skills of life review.
- With the help of a facilitator, the older adults in the group can actively share memories in an equal environment where they are valued and respected. The recognition of participation and positive reinforcement from group participants serves as positive reinforcement for older adults.

Each participant will develop the courage to speak, the compassion to listen, and the empathy to understand

-The Exeter Difference

Deepening the learning experience

Engaging all five senses

- Reminiscence therapy can utilize all five of the senses to help elicit memories and to deepen the process of life review.
- Music can be used as an auditory cue to stimulate feelings or memories of the older adult's past.
- Photographs can help a participant remember and convey specific details of their story.
- Keepsakes or items from the past can be passed around to engage an older adult's sense of touch.
- Scents can be used to engage the sense of smell and trigger memories often associated with the scent. Smell is a powerful trigger for memory.
- Food can be used to elicit those memories. Taste can also help participant's remember times in their lives.

The use of Virtual Reality (VR)

- The use of VR can be used as a part of a weekly curriculum whereby older adults can experience physical activities and experiences through the use of virtual reality technology.
- This allows older adults, who might otherwise be physically or cognitively limited, to experience the enjoyment of activity involvement.
- Virtual Reality, through the use of the Oculus Go headset, can deepen the reminiscent experience for the older adult, can give participant's agentic control over activities and can improve their quality of life.
- Ultimately, this addition to the intervention will serve to increase cognitive activity, engagement, and well-being.

Understanding Goals using VR

What will older adult gain by engaging in Virtual Reality?

- Older adults will understand that by participating in this intervention, they will have decisional control or agency to choose an experience that will bring back memories and will engage them in a meaningful activity.
- Older adults will understand that they can activate the brain-based benefits of activity through the virtual experience.

Performance of Understanding using VR

How will older adults apply themselves to the VR experience?

The performance of understanding for older adults will be to engage in the novel activity
and to adopt a flexible/growth mindset and, as Dweck phrased it, "work their way to an
understanding," that is, with practice and time they will become more comfortable with
the new way to experience an activity (Dweck & Licht, 1980).

Explanation of the role of the facilitator in VR

- Facilitator can prequalify for past-cultural differences and for individual preferences.
- Facilitator should spend one session explaining the procedure/experience to the older adult and testing their comfortability with the virtual reality equipment.
- Facilitator can coordinate experience with the topic of reminiscence therapy for maximum effectiveness.
- Thus, the facilitator can explore the duration and combination of interventions that can provide a fuller experience for the older adult.

Psychosocial tools

What psychosocial tools can the facilitator use in AWDML process to reach the understanding goals of successful aging.

"We think we listen,
but very rarely do we listen with real understanding, true empathy.
Yet listening, of this very special kind,
is one of the most potent forces for change that I know."

—Carl Rogers
Founder of Client-Centered Therapy

Unconditional Positive Regard:

 This Rogerian approach to Psychotherapy is simply placing the participants' unique thoughts and experiences as the most important element of their personal growth. The facilitator will accept the older adult as they are and provide support and respect no matter what their thoughts, feelings or memories might be (Rogers, 1946).

Motivational Interviewing:

- Motivational interviewing is a therapeutic technique that facilitators of AWDML can apply to resolve ambivalence, uncover hidden objections the older adult may have, and encourage them to mentally commit to the process of life review and VR.
- This psychological method can be useful in uncovering and addressing fears and biases so that the older adult can enter the AWDML session with a readiness and a mental willingness to participate (Miller & Rose, 2009).

Genuineness:

 The perceived genuineness of the facilitator (intention, sincerity, acceptance and empathy) is an important predictor of therapeutic alliance and key to the success of AWDML therapy (Jung, Wiesjahn, Rief, & Lincoln, 2015).

Reflective Listening:

- Reflecting participant's feelings, commonly called reflective listening, by echoing them back in one's own words, will help the older adult feel heard and understood.
- Hearing their thoughts our loud may also help participants hear themselves better as well. This can lead to positive psychological outcomes such as improved selfacceptance (Charon, 2012).

Empathy, Validation and Normalization:

- This is the process of active listening, helping a participant feel heard, understood and then helping them see that their feelings and thoughts are quite normal.
- When they reappraise their thoughts or concerns to be normal, they will view them in a more positive light.
- This simple process is one which will build self-esteem and positive regard for an older adult (Pehrson et al., 2016).

Acknowledgement without Judgement:

- Acknowledging an older adult's thoughts or feelings about a life event can be an important step in the process of life review. Greeting their contribution without judgement is vital for them to develop trust, security and flexibility to perform during each session.
- This strategy, in reducing guilt, insecurity or defensiveness, and can lead an older adult to insight and wisdom as opposed to disappointment and despair ("Addressing clients' prejudices in counseling," 2014).

Highlight Contexts of Competence:

- This is the psychological method of searching for and pointing out competencies of the participant. Ask probing questions that lead older adult to relay their strengths and personal attributes or qualities about which they feel good.
- Query about a time when the participant faced a similar problem / event and they handled it differently with a more successful outcome.
- This strategy will augment the participants' understanding and awareness of themselves (Jacob, 2013).

Letting Go:

- This is the psychological process of experiential acceptance and one way of dealing with pain and suffering.
- This process of relinquishing control over things participants have limited control over can reduce suffering and anxiety and can prevent older adults from experiencing disappointment and despair (Bhatnagar, 2011).

"It is the client who knows what hurts,
what directions to go,
what problems are crucial,
what experiences have been deeply buried.
It began to occur to me
that unless I had a need to demonstrate my own cleverness and learning,
I would do better
to rely upon the client
for the direction of movement in the process."

Carl Rogers
 Founder of Client-Centered Therapy

What does a successful walk down memory lane look like?

- A Successful walk down memory lane will involve active participation of an organic discussion among participants, a willingness to share details and specifics of life events and the ability of participants to work through these life events such that they achieve insight and a state of contentment/satisfaction rather than disappointment or regret.
 - The facilitator will witness an active level of engagement by participants and willingness to share, actively listen to others and to find satisfaction and gain wisdom with what they hear.
 - Behaviors such as making eye contact, using names, asking questions, demonstrating a willingness to share specifics, seeking the thoughts of others, and acknowledging and providing empathy to others are all signs of participant engagement and growth.
 - This will also be evident in the flexibility of the participant to adjust and maintain engagement throughout the session. The facilitator will be able to observe engagement, enthusiasm and the amount that participant's need to be prompted.
 These will all be indicators of active participation and 'performance.'
 - The facilitator will be in a position to make note of participant's memories and emotions and be responsible for deciding if the older adult gained insight, satisfaction or wisdom from their autobiographical account or experienced distress and disappointment (See sheet in appendix)
- So that the trajectory of the participant's performances of understanding can be mapped, findings of each session should be recorded along with the older adults' Mood Measure.
 The facilitator will write their findings and their own thoughts and feelings to foster seamless transfer of information between facilitators of A Walk Down Memory Lane intervention sessions.

A Walk Down Memory Lane The Set-Up

Intention of the Session

- To set the constructive tone of the roundtable discussion
- The first gathering should be a chance to inform participants about reminiscent therapy, a
 chance to talk about the benefits, expectations of individual participation, and a chance
 to use motivational interviewing to both uncover any objections/concerns or assuage any
 concerns they may have.
- To introduce Virtual Reality as a way of expanding participant experiences and regaining agentic control.

These steps (1-8) can be frequently visited for examples as needed as facilitator moves through A Walk Down Memory Lane sessions.

Step 1:

Greet each participant

- Greet each older adult in a warm and welcoming way. Make eye contact and help them
 get comfortable at the table. A warm welcome can set the positive and upbeat tone for
 the reminiscence therapy and can reduce any anxiety or tension among the group.
- Help affix a nametag so that others can visibly see it.
- Once all participants are seated, begin first session by engaging them with this important question:
 - Say... "Have you ever heard of reminiscence therapy?"
- Undoubtedly some in the group will not have heard of this type of therapy, so it is best to explain.

Step 2:

Explain reminiscence therapy

• This is a good time to explain what reminiscence therapy is and why it's important to successful aging. One idea is to explain what it is with an analogy: Water in a river versus water that's in a pond

Say... "The water that's in a river is like that of life. It's racing and turning and twisting, responding to each of life's twists and turns. When water pools in a pond, it is not moving as fast, but its stillness allows us for the first time to see our reflection in the water. Only then can we see how clear the water is or the depth of the water and the dimension of the water. It is through this process of reflection that we can look back on our life's events and experience satisfaction."

Step 3:

Explain "A Walk Down Memory Lane" Intervention

- This is a good time to explain what A Walk Down Memory Lane is and what older adult
 participants will be doing in AWDML reminiscence therapy with VR. It's also a good time
 to set up expectations and the supportive environment that's necessary for successful life
 review to take place.
 - o Say... "A Walk Down Memory Lane is a form of reminiscence therapy whereby together in a safe and respectful social setting, you can share memories. The process of this walk down memory lane, or life review, can help affirm who you are, share your accomplishments and ultimately help you find satisfaction and peace with your life."

Step 4:

Get them motivated!

- Ask the older adults qualifying questions and uncover any concerns or objections they may have.
- Get participants on board by conducting motivational interviewing.
 - o Say... "Do you think you might feel a sense of joy and satisfaction in reflecting upon your life's events with others in this safe and respectful environment? Do you think that sharing your memories with others and having them take an interest in your life too will help you feel valued?"
- Acknowledge their answer and rephrase their response for them.
 - o For example, "Ruby, I hear you are saying that you feel that participating in A Walk Down Memory Lane reminiscence therapy and sharing your life's events with others will help you feel valued and at peace with your life's events. Did I hear that correctly?"

- Reflecting participant's feelings, commonly called reflective listening, by echoing them
 back in your own words, will allow the older adult to see that you are listening and
 understanding their thoughts and concerns. Hearing their thoughts may also help
 participants hear themselves better as well.
- Listen carefully for any objections they may have and assuage participant's concerns if any arise.
- One way to uncover ambivalence or concerns is to directly ask.
 - o For example, "Ruby, if sharing your life experiences and memories would bring you joy and satisfaction, can you see any reason why you wouldn't want to participate in life review?"
- Without addressing their preconceived bias or concerns, participants will not be emotionally ready to engage fully in the process of VR.
- When the group fully understands that they only have to share what they are comfortable sharing and when the facilitator feels the group is motivated to begin, the facilitator can commence.
 - o Say... "Good. Let's begin!."

NOTE: You've now completed the set-up for A Walk Down Memory Lane. Steps 5-8 will be conducted in each following session. The following can act as a guide for the facilitator to move through each session.

Step 5:

Meet the participant where they are in their emotional state that day

- Begin each session by taking participant's "Mood Measure." This can be conducted in the set up so participants understand what a Mood Measure is and what to expect at the beginning and end of each session
- This can be done by having them draw a face on the handout and fill in the thermometer. If individuals in the group have some dexterity issues an alternative is to circle the expression which best describes how they're feeling at that time.
- These worksheets can be a valuable contribution to ongoing progress of an older adult and should be filed chronologically at the end of each session

- Filling out (or selecting) a feelings face can help older adults express their feelings and help them identify how their thoughts and memories affect them as well.
- This is also a useful tool to communicate feelings to the facilitator.

Step 6: Prompt guidelines

- While there's no right or wrong to the prompts you might ask, there are some tip which can be helpful.
- Start from the earliest memoires to the most recent. This may help participants organize older adult participants' memories and may help them resolve any outstanding issues in a logical way.
- Start with a general open-ended question and then, after careful listening, follow-up with more specific questions.
- Allow older adult participants' the opportunity to focus on the positives of those memories and have ample time to respond without interruption.
- Begin with general prompts and if the group can tolerate a deeper dive, become more specific.
 - o For example, "Let's talk about our childhood home. Can anyone share what town you grew up in and what your home was like?"
- Prompts can advance with more specifics as the conversation deepens.
 - o For example, "What did you like best about your home?" "Who lived with you in the home?" "Did you have any special traditions in your home?" "How did you get food?" "Who did the baking?" "Who did the cleaning?"
- Allow for an organic flow of discussion yet it is the facilitators duty to elicit comments and participation from each member of the group.

Step 7:

Address positive and negative life events

- While initially it may be best to facilitate conversation toward positive life events and try to illuminate the 'silver lining' in a life event, it is possible that older adult may share a memory that follows with emotions of sadness or even anger.
- Negative life events may be necessary to address to reconcile unresolved conflict.
 - o **For example,** it's natural for some memories to elicit some unexpected feelings. This is an important time to listen, be empathic and then ask questions that lead the older adult to converse and reflect on happier times.
- One psychological strategy, for addressing negative life events, is to use the Empathy,
 Validation, Normalization strategy. Empathize by listening, validate the participant's feelings and then normalize the memory that the participant believes to be problematic.
 - o For example, Ed recounts a sad time in his life when he lost his beloved pet. Active listening to Ed's story is a way to empathize. Validate Ed's feelings with genuine statements such as "I can see why you're really upset" or "that must've been very difficult." Follow up with responding with responses to normalize Ed's feelings such as "It's only natural that you would feel that way," "I see why you were so sad," or "That's quite common." This will help Ed feel heard and understood and know that he's not alone in his thinking or feeling.
- While it's a good strategy to help "normalize," it's important not to "minimize" the
 participant's concerns or feelings. Minimizing or denying may alienate participants and
 make them feel worse.
- Some memories may trigger feelings beyond the scope of the therapeutic nature of AWDML and the qualifications of the facilitator. Know your own limits. Referring the patient to a trained professional may be the right things to do to help the participant work through the conflict.

Step 8:

Debrief and Record

 Give a general summary of the discussion and help reframe negative events or memories in a positive way.

- o For example, "Today we had some great discussion about marriage. For many of you who were married, you remember it as a wonderful day filled with family and an exciting time in your life as you began your journey with your life partner. Others of you expressed some regret or sadness that you didn't get married or that special person never materialized in your life. That must've been disappointing at the time. You pointed out that being single gave you the opportunity to travel the world or to develop deep friendships with many people in your spiritual community. You must feel very proud of that."
- Record any feelings that may arise or any potential conflicts or resolutions on individual's A Walk Down Memory Lane progress report (See Record Sheet in Appendix).
 - o For example, Doris expressed residual sadness about the death of her spouse when we were talking about our wedding days. Doris should be referred to the social worker or the psychologist on staff who may be able to help her resolve any depression or anxiety that she may be feeling with the recent loss of her husband.
- The facilitator may want to make note and record any emotions, feelings and details so
 that the information can be shared among staff members and so that progress of
 participants can be tracked. (See Record sheet in Appendix)
- The facilitator will be able to evaluate the levels of engagement of participants by observing engagement, enthusiasm and the amount the participant needs to be prompted. These will all be indicators of active participation and performance. (See Record Sheet in Appendix)
- The facilitator will be in a position to evaluate the autobiographical dialog of participants
 as well. The dialog should suggest that participants/ are moving through the process of
 life review toward successful aging. (See Record Sheet in Appendix)
- The facilitator will write their findings and their own thoughts and feelings to foster seamless transfer of information between facilitators of A Walk Down Memory Lane intervention sessions. (See Record Sheet in Appendix)
- So that the trajectory of the participant's performances of understanding can be mapped, findings of each session should be recorded along with the older adults' Mood Measure. (See Appendix)
- End each session by taking a Mood Measure from each participant. Record and file to track their progress. (See Mood Measure worksheet in Appendix)

o For example, "Thank you so much for your valuable contributions. Can you kindly fill out a new Mood Measure worksheet so that I can see how you're feeling after this walk down memory lane together?"

Congratulations!

- You have completed all 8 steps of the 'Set Up' for AWDML reminiscence sessions.
- You may find that these are a useful reference for conducting future AWDML reminiscence sessions.
- The next section of this Handbook is dedicated to organization of the learning experience using Virtual Reality (VR).

Virtual Reality The Set-Up

Organization of the learning experience
How to guide each older adult using Virtual Reality

Step 1:

Greet each participant individually

- Greet each participant and explain the goals of using Virtual Reality to assist with reminiscence therapy.
 - Say... "I'm so glad that you're joining me for this session. With the help of this Oculus Go headset and a comfortable couch, you'll be able to choose an activity, such as going to the beach, walking a dog, or hiking. Later, if you're comfortable, you can choose to take trips to places like Paris or the Taj Mahal with others in your group. Do you think that might be something that you'd be interested in?" "Great!"

Step 2:

Get them motivated!

- This is a great time to employ some psychosocial client-centered tools. To begin with,
 use Motivational Interviewing: ask your participants qualifying questions to uncover any
 concerns or objections they may have. This will ready them for the process of life review.
- Get them on board by asking a qualifying question.
 - o For example, "Do you think you might feel a sense of joy to be able to engage in certain activities that are meaningful to you?" "Do you think that will improve your well-being and quality of life to be able to choose activities and experiences with others?"
- Acknowledge their answer and repeat their response back to participant in a genuine way
 using your own words but so that they can hear what they said This is the psychosocial
 tool of Reflective Listening.
 - o For example, "I hear you saying that your feel that participating in this unique intervention will give you an opportunity to choose activities that you once

enjoyed." Engaging with others in travel will help you to feel connected to other members of your community." Did I hear that correctly?" "Good. Let's begin."

- One way to uncover ambivalence or concerns is to directly ask.
 - For example, "If choosing an activity or experience would bring you joy and satisfaction, can you see any reason why you wouldn't want to participate in VR activity?"
- Without addressing their preconceived bias or concerns, participants will not be emotionally ready to engage fully in the process of VR.

Step 3:

Give older adult agentic control by offering VR experience of their choice

- Examples of VR sessions from which participant can choose:
 - Hiking in the Grand Canyon
 - Cycling in the park in Chicago
 - Walking on the Beach in Sarasota, Florida
 - Exploring Kew Gardens in England
 - Skiing in Lech, Austria
 - Attend a wedding in Cortona, Italy
 - Riding the subway in Tokyo
 - Curling in Ottawa, Canada
 - Visiting participant's hometown
 - Walking a dog in Central Park, New York City
 - Sailing on Lake Michigan
 - Canoeing in the Boundary Waters
 - o Riding a horse in Richmond Park, England
 - o Participating in The Great Mississippi River Balloon Race in Natchez, Mississippi
 - Walk through the Taj Mahal in Agra, India
 - Explore the Louvre in Paris, France
 - Ride the London Eye in London, England
 - o Feed the animals on a farm sanctuary in Perth, Australia
 - o Ride on a boat to see the glaciers in El Calafate, Argentina
 - Take a Niagara Falls boat tour in Canada
 - Attend Narcissen Fest in Bad Aussee, Austria

Step 4:

Record any feelings that arise or any potential conflicts or resolutions

- Tracking older adults' thoughts, feelings and emotions after the VR experience is an
 important part of AWDML reminiscence therapy with VR. This will become a daily
 measure of well-being for the older adult.
 - o For example, the facilitator might say: "Tell me about your experience.

 I'm thrilled to hear how happy it made you feel." "You said that you felt excited to feel like you're on a bicycle again." Can you tell me more?"

Step 5: Debrief and Record

- For example, "Thank you so much for partaking in this activity. Can you tell me what you might like to try next?"
- Record any feelings that may arise or any potential conflicts or resolutions.
 - o For example, the facilitator might say: "Tell me about your experience.

 I'm excited to hear how if made you feel." "You said that you felt frightened by the waves of the ocean. Can you tell me more?"
- The facilitator may want to make note and record any emotions, feelings and details so
 that the information can be shared among staff members and so that progress of
 participants can be tracked. (See Record Sheet in appendix)
- The facilitator will be able to evaluate the levels of engagement of participants by observing engagement, enthusiasm and the amount the participant needs to be prompted. These will all be indicators of active participation and performance. (See Record Sheet in appendix)
- The facilitator will be in a position to evaluate the autobiographical dialog of participants as well. The dialog should suggest that participants/ are moving through the process of life review toward successful aging. (See Record Sheet in appendix)

- The facilitator will write their findings and their own thoughts and feelings to foster seamless transfer of information between facilitators of A Walk Down Memory Lane intervention sessions. (See record sheet in appendix)
- So that the trajectory of the participant's performances of understanding can be mapped, findings of each session should be recorded along with the older adults' Mood Measure. (See appendix)
- End each session by taking a Mood Measure from each participant. Record.
 - o For example, "Thank you so much for partaking in this VR activity. Can you kindly fill out a new Mood Measure worksheet so that I can see how you're feeling after this session?"

Organization of the learning experience (VR)

Size and Setting

- This addition to A Walk Down Memory Lane intervention should be conducted on an
 individual basis until the individual is comfortable with the VR equipment and has had a
 few 'individual' activity experiences. At that point, the facilitator can suggest, or the older
 adult may express an interest in further experiences within a social setting.
- The older adult can, with help of the facilitator, have a travel experience within a group setting, they may be among a small group of 3-4 individuals who experience travel activity.
- The VR intervention sessions should be initially conducted in a safe environment, such as on a couch where the older adult is secured with pillows so there is limited risk of a fall.
- The VR sessions can be conducted with participants seated around the Harkness table as they graduate to the 'group' experience.

Frequency and Duration

- Each consenting participant should engage in Virtual Reality intervention sessions at a
 minimum of once a week. Facilitators should be prepared to hold AWDML sessions daily
 so that everyone within a facility has a chance or chances to participate in the combined
 reminiscence session with VR, or with each alone.
- Intervention therapy sessions using VR should be 15-20 minutes in length. The exact time should be flexible in length to account for time of day, the mood of the participants, or the

attention ability of the older adult on that day. The 15-minute intervention will allow for each adult to have 5 minutes for an introduction (Facilitator prepares them with the VR equipment) and 5 minutes for a debriefing session where the facilitator can have precious one-on-one time with the client to discuss the experience and to again take their Mood Measure.

Expanding the learning experience with virtual reality

Group activities

- As the older adults become accustomed to the equipment and to having their own experience, the facilitator may introduce group experiences.
- An experience, such as travelling to Paris, will give participants the visual stimulus of being in Paris. Provide them with an enjoyable experience and allow them to connect over a relatable experience with others afterward. "Remember when we went to Paris together?" "I had never seen the Louvre at night!" This shared experience is yet another way for older adults to build conversation, to socialize and to share on a deeper level than they were able to before.
- Activities in a group allow the older adult to be immersed in other locations. The shared experience gives them something deeper on which to connect.

Limitations

- This intervention program, while designed to facilitate the processes that leads to successful aging, does not comprehensively describe all of the complex needs of adults as they age.
- AWDML with VR is not designed to replace other cognitive, social or physical activities
 provided by assisted living or day centers. Older adults should be offered a well-rounded
 program of aerobic, strength, flexibility and balance exercises. They should also be
 offered a number of cognitive activities including puzzles, reading, listening to music,
 cooking, arts, and crafts and other stimulating activities that slow cognitive decline.
- Rather, this intervention can be used with others to create a comprehensive plan to foster successful aging.
- Non-pharmacological interventions of virtual reality hold great promise for older adults, however, there are challenges which must be addressed. Practitioners will need to integrate VR into individual or group settings.
- With the rapid changes in technology, the training of individuals could prove to be challenging and should be reviewed regularly.

- Older adults have spent a lifetime developing heuristics and biases. Although coming to
 the table with years of knowledge can be beneficial, older adults can also bring some
 inaccurate approaches to problem solving and preconceptions, which can distort the
 reality of successful aging.
- Lastly, some psychological conflicts and health limitations may be beyond the scope of the program.

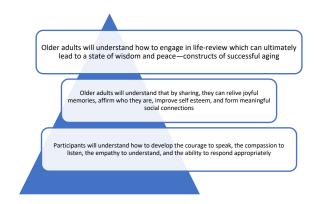
Congratulations!

- You have completed all 5 steps of the AWDML learning experience using VR.
- You may find that these Set-up instructions are a useful reference for conducting future AWDML reminiscence sessions with VR.
- The remainder of this Handbook is dedicated to 6 weekly AWDML session plans to facilitate the successful aging of older adults.

A Walk Down Memory Lane

Session 1 "Getting to Know You"

Understanding goals for older adult



Intention of the Session

- To set the constructive tone of the roundtable discussion
- To encourage each participant to use their voice to introduce themselves
- To generate interest in one another by learning the origin of each name
- To generate interest in one another by learning where each participant is from
- To enhance self-esteem by sharing positive personal traits and assets
- To elicit participant's memory and facilitate cognitive stimulation
- To enable socialization

Resources

- Round table that comfortably seats 6-8 older adults
- Self-stick name tags and a magic marker
- iPod or iPad with speaker for music
- "Getting to Know You" from Rodger and Hammerstein's musical The King and I
- A map of the United States or several maps if the participants may originate from outside the U.S.
- Colored self-stick dots for the map
- An iPad or computer to look up names and their meanings on the internet

Once the steps in the 'Set-up' section have been conducted, it's time to put A Walk Down Memory Lane into Action!

Putting Session 1 into Action

Greet each participant

- Note: This is a good time to play the welcoming music to match the topic of the session.
- Greet each older adult in a warm and welcoming way. Make eye contact and help them
 get comfortable at the table. A warm welcome can set the positive and upbeat tone for
 the reminiscence therapy and can reduce any anxiety or tension among the group.

Meet the participant where they are in their emotional state that day

- Begin by taking participant's Mood Measure.
- This can be done by having them draw a face on the handout. If individuals in the group have some dexterity issues an alternative is to circle the expression which best describes how they're feeling at that time. (See Mood Measure handouts in appendix of Handbook)

Prompt guidelines

- Start with a general open-ended question and then, after careful listening, follow-up with more specific questions.
- Allow older adult participants' the opportunity to focus on the positives of those memories and have ample time to respond without interruption.
- Begin with general prompts and if the group can tolerate a deeper dive, become more specific.

Pose a prompt

- For example, "Let's take a moment to introduce ourselves. Who would like to begin by telling the group your name, your birthdate, and where you were born?"
- The facilitator can look up the origin of the name and simultaneously write out a nametag for the participant with both their name and its meaning, birthdate and birthplace.

The participant can be instructed to take a colorful dot and stick it on the map where they
were born.

Note: The facilitator should make certain that each participant has an opportunity to share his/her name and his/her birthdate and birthplace.

- o For example, "Does anyone remember who in their family named you, and is there a story as to why you were given that name?"
- o For example, "Did anyone have any nicknames growing up?"
- o For example, "Do you think your name suits you?"
- For example, "What was it like being from _____?"

Once every participant has had a chance to share, the facilitator can deepen the discussion by asking each participant to verbally finish one or several of the following sentences.

- o For example, "People often like that I...."
- o For example, "I am a good friend because..."
- o For example, "I am good at..."
- o For example, "I am proud of..."
- o For example, "I know I'm a good person when..."
- o For example, "It makes me feel good when..."

Giving older adults a chance to share positive character traits can be an easy way to help them recognize that there is good in them, to help them feel valued, to boost their self-esteem, and to share meaningful information with others.

Address positive and negative life events

Initially, as the participants are in the early phases of getting to know one another, it may be best to facilitate conversation toward positive life events.

Debrief and Record

- Give a general summary of the discussion and help reframe negative events or memories in a positive way.
 - o For example, "Today we had the opportunity to introduce ourselves, to learn the origin of our given name, and to share our birthdate and our birthplace with the group. I was also so appreciative that each of you were able to share so many of your qualities—what you think is special about you. It was fun to learn so much

about each of you in such a short period of time. Did everyone else enjoy that too?"

- Record any feelings that may arise or any potential conflicts or resolutions.
 - o For example, "Oliver, I could see how proud you were to be named after your great grandfather." And, "Rosalind, I could see the joy in your eyes when you recounted that your mom always called you Rosie when you were growing up." "Ed, we learned that you're a great friend because you're a really good listener and you like to help people in the community garden."
- The facilitator may want to make note and record any emotions, feelings and details so
 that the information can be shared among staff members and so that progress of
 participants can be tracked. (See Record Sheet in Appendix)
- The facilitator will be able to evaluate the levels of engagement of participants by observing engagement, enthusiasm and the amount the participant needs to be prompted. These will all be indicators of active participation and performance. (See Record Sheet in Appendix)
- The facilitator will be in a position to evaluate the autobiographical dialog of participants as well. The dialog should suggest that participants/ are moving through the process of life review toward successful aging. (See Record Sheet in Appendix)
- The facilitator will write their findings and their own thoughts and feelings to foster seamless transfer of information between facilitators of A Walk Down Memory Lane intervention sessions. (See Record Sheet in Appendix)
- So that the trajectory of the participant's performances of understanding can be mapped, findings of each session should be recorded along with the older adults' Mood Measure. (See Appendix)
- End each session by taking a Mood Measure from each participant. Record and file to track individual participant's progress. (See Mood Measure worksheet in Appendix)
 - o For example, "Thank you so much for your valuable contributions. Can you kindly fill out a new Mood Measure worksheet so that I can see how you're feeling after this walk down memory lane together?"

Ways to deepen the experience

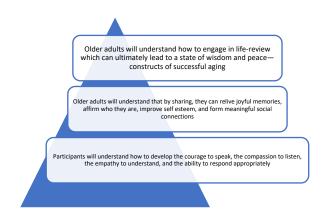
Add multi-sensory stimulation to facilitate memory recall

- o This might be an item to see and touch, something to smell, a song to hear.
- o For example, playing "Getting to Know You" a popular song from the musical The King and I can be one way to engage older adults in the activity and to activate their long-term memory.

A Walk Down Memory Lane

Session 2 "A First Memory"

Understanding goals for older adult



Intention of the Session

- To elicit participant's memory of a first memory
- To encourage each participant to use their voice to share a meaningful memory
- To generate interest in one another by learning a something important and personal
- To facilitate cognitive stimulation
- To enable socialization and deeper bonds among participants

Resources

- Round table that comfortably seats 6-8 older adults
- Self-stick name tags and a magic marker
- iPod or iPad with speaker for music
- "The Way We Were" song music from Barbara Streisand

Once the steps in the 'Set-up' section have been conducted, it's time to put A Walk Down Memory Lane into Action!

Putting Session 2 into action

Greet each participant

- **Note:** This is a good time to play the welcoming music to match the topic of the session.
- Greet each older adult in a warm and welcoming way. Make eye contact and help them get comfortable at the table. A warm welcome can set the positive and upbeat tone for the reminiscence therapy and can reduce any anxiety or tension among the group.
- Help affix a nametag so that others can visibly see it.

Meet the participant where they are in their emotional state that day

- Begin by taking participant's "Mood Measure."
- This can be done by having them draw a face on the handout and fill in the thermometer.
 If individuals in the group have some dexterity issues an alternative is to circle the expression which best describes how they're feeling at that time.

Prompt guidelines

- Start with a general open-ended question and then, after careful listening, follow-up with more specific questions.
- Allow older adult participants' the opportunity to focus on the positives of those memories and have ample time to respond without interruption.
- Begin with general prompts and if the group can tolerate a deeper dive, become more specific.

Pose a prompt

- o For example, "Let's take a moment to remember our very first memory." This can often be something profound or salient, but it might also be something of an everyday moment. "Would anyone like to share what their first memory was?"
- The facilitator can, if the group seems confused by the nature of the prompt, scaffold or demonstrate how to tackle the question by sharing their own first memory.

- o For example, "I remember sitting on my front porch waiting for my cousins to come over for my 4th birthday party. I was wearing a pink party dress and was anticipating their arrival with great excitement" "Ruby, do you remember what your very first memory was?"
- The facilitator can get more specific with the prompts after an individual has shared their memory or after everyone who would like to share has shared. Allowing for organic and natural discussion is important. Samples of more specific prompts are as follows:
 - o For example, "Why do you think you remembered that memory?"
 - o For example, "Does this surprise you that this is your first memory?"
 - o For example, "How does this memory make you feel?"

Address positive and negative life events

- While initially it may be best to facilitate conversation toward positive life events and try to illuminate the 'silver lining' in a life event, it is possible that older adult may share a memory that follows with emotions of sadness or even anger.
- Negative life events may be necessary to address to reconcile unresolved conflict.
 - Note: It's natural for some memories to elicit some unexpected feelings. This is an important time to listen, be empathic and then ask questions that lead the older adult to converse and reflect on happier times.
- One psychological strategy, for addressing negative life events, is to use the Empathy,
 Validation, Normalization strategy. Empathize by listening, validate the participant's feelings and then normalize the memory that the participant believes to be problematic.
 - o For example, "Burt, I could see that you got very emotional recounting your first memory of sitting on your grandfather's lap before he passed away. I can see that he meant a great deal to you. It's quite normal to feel sadness even over a happy memory like spending time with your loved one. Is there anything else you'd like to share about your grandfather? Does anyone else have a similar memory they'd like to share?"

Debrief and Record

• Give a general summary of the discussion and help reframe negative events or memories in a positive way.

- o For example, "Today we had the opportunity to share a very personal little memory—our very first memory. For many of us, we hadn't thought before about what that memory was. Today was a day that we were not only able to tap into our crystalized (long-term memory), but we were able to share a meaningful part of our childhood. I really enjoyed hearing these personal little stories. Did everyone else enjoy them too?"
- Record any feelings that may arise or any potential conflicts or resolutions.
 - o For example, "Rosie, It was so nice to see you laugh when you remembered that your first memory was of your baby sister, Lulu's birth. That must've been a very happy time. Thank you for sharing that with us."
- The facilitator may want to make note and record any emotions, feelings and details so
 that the information can be shared among staff members and so that progress of
 participants can be tracked. (See Record Sheet in Appendix)
- The facilitator will be able to evaluate the levels of engagement of participants by observing engagement, enthusiasm and the amount the participant needs to be prompted. These will all be indicators of active participation and performance. (See Record Sheet in Appendix)
- The facilitator will be in a position to evaluate the autobiographical dialog of participants
 as well. The dialog should suggest that participants/ are moving through the process of
 life review toward successful aging. (See Record Sheet in Appendix)
- The facilitator will write their findings and their own thoughts and feelings to foster seamless transfer of information between facilitators of A Walk Down Memory Lane intervention sessions. (See Record Sheet in Appendix)
- So that the trajectory of the participant's performances of understanding can be mapped, findings of each session should be recorded along with the older adults' Mood Measure. (See Appendix)
- End each session by taking a Mood Measure from each participant. Record and file to track their progress. (See Mood Measure worksheet in Appendix)
 - o For example, "Thank you so much for your valuable contributions. Can you kindly fill out a new Mood Measure worksheet so that I can see how you're feeling after this walk down memory lane together?"

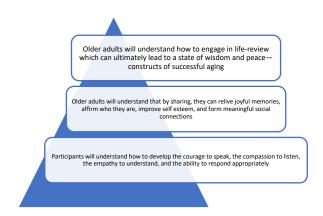
Ways to deepen the experience

- Add multi-sensory stimulation to facilitate memory recall.
 - o This might be an item to see and touch, something to smell, a song to hear.
 - Playing "The Way We Were" a sentimental song by Barbara Streisand from the 1970's can be a good way to engage and connect all participants, and stimulate long-term memory.

A Walk Down Memory Lane

Session 3 "Our Childhood Home"

Understanding goals for older adult



Intention of the Session

- To elicit participant's memory of their family home and family life
- To encourage each participant to use their voice to share something of meaning to them
- To generate interest in one another by learning important and personal memories
- To facilitate cognitive stimulation
- To enable socialization and deeper bonds among participants

Resources

- Round table that comfortably seats 6-8 older adults
- Self-stick name tags and a magic marker
- iPod or iPad with speaker for music
- Music: "Our House" by Crosby, Stills, Nash and Young (1970) or "Homeward Bound" by Simon & Garfunkel (1966), or "Take me home, country roads" song music from John Denver (1971)
- Optional: Oculus Go (one for each participant) with Street View App

Once the steps in the 'Set-up' section have been conducted, it's time to put A Walk Down Memory Lane into Action!

Putting Session 3 into action

Greet each participant

- Note: This is a good time to play the welcoming music to match the topic of the session.
- Greet each older adult in a warm and welcoming way. Make eye contact and help them
 get comfortable at the table. A warm welcome can set the positive and upbeat tone for
 the reminiscence therapy and can reduce any anxiety or tension among the group.
- Help affix a nametag so that others can visibly see it.

Meet the participant where they are in their emotional state that day

- Begin by taking participant's "Mood Measure."
- This can be done by having them draw a face on the handout and fill in the thermometer.
 If individuals in the group have some dexterity issues an alternative is to circle the expression which best describes how they're feeling at that time.

Prompt guidelines

- Start with a general open-ended question and then, after careful listening, follow-up with more specific questions.
- Allow older adult participants' the opportunity to focus on the positives of those memories and have ample time to respond without interruption.
- Begin with general prompts and if the group can tolerate a deeper dive, become more specific.

Pose a prompt

- For example, "Who would like to share what they did during the summer months?
- For example, "Can you tell us a favorite memory about summer?"
- The facilitator can get more specific with the prompts after an individual has shared their memory or after everyone who would like to share has shared. Allowing for organic and natural discussion is important. Samples of more specific prompts are as follows:

- o For example, "Did anyone have any regular visitors over the summer?"
- For example, "What were your favorite activities during the Summer months?"
- o For example, "What kinds of games would you play with your friends in the Summer?" "Did you go to the movies?" "Did you climb trees?" "Did you read books?" "Did you travel?"
- For example, "Can anyone share a funny story about Summer?"
- o For example, "What was the best thing about Summer?"
- For example, "How does thinking about your family and your home make you feel?"

Address positive and negative life events

- While initially it may be best to facilitate conversation toward positive life events and try to illuminate the 'silver lining' in a life event, it is possible that older adult may share a memory that follows with emotions of sadness or even anger.
- Negative life events may be necessary to address to reconcile unresolved conflict.
 - Note: It's natural for some memories to elicit some disappointment or displeasure. This is an important time to listen, be empathic and then ask questions that lead the older adult to converse and reflect on happier times.
- One psychological strategy, for addressing negative life events, is to use the Empathy,
 Validation, Normalization strategy. Empathize by listening, validate the participant's feelings and then normalize the memory that the participant believes to be problematic.
 - o For example, "Ruby, I'm sorry that you never had an opportunity to go to the beach because there wasn't a beach close by. I see that going to the beach was something you really wanted to do as a child. It's normal to want to experience the sand, the waves, the sounds of the ocean. Do you think you would like to take our group for a walk on the beach via our VR headset? Let's do it!"

Debrief and Record

- Give a general summary of the discussion and help reframe negative events or memories in a positive way.
 - o For example, "Today we had the opportunity to share about our summer memories and the activities and friends and family that made it special. In sharing in our roundtable discussion, we were not only able to tap into our crystalized

(long-term memory), but we were able to share a meaningful part of our childhood. I really enjoyed hearing these personal little stories. Did everyone else enjoy them too?"

- Record any feelings that may arise or any potential conflicts or resolutions.
 - o For example, "Ruby, I'm so glad that you were able to see the beach that you'd never seen before! Thank you for taking us there and letting us all experience a walk on the beach today. I can see how happy that made you."
- The facilitator may want to make note and record any emotions, feelings and details so
 that the information can be shared among staff members and so that progress of
 participants can be tracked. (See Sheet in Appendix)
- The facilitator will be able to evaluate the levels of engagement of participants by observing engagement, enthusiasm and the amount the participant needs to be prompted. These will all be indicators of active participation and performance. (See Record Sheet in Appendix)
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Ways to deepen the experience

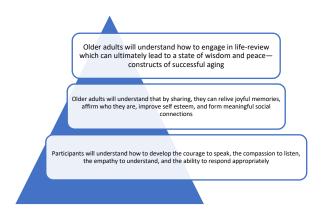
Add multi-sensory stimulation to facilitate memory recall

- o This might be an item to see and touch, something to smell, a song to hear.
- Playing "Our House" by Crosby, Stills, Nash and Young (1970) or "Homeward Bound" by Simon & Garfunkel (1966), or "Take me home, country roads" song music from John Denver (1971) can be a good way to engage and connect all participants, and stimulate long-term memory.
 - An important way to deepen the experience is to let each participant see, through Virtual Reality, where participant lived. Not only will Irene be able to see her childhood home in Ireland, but others will be able to see it too.

A Walk Down Memory Lane

Session 4 "School Days"

Understanding goals for older adult



Intention of the Session

- To elicit participant's memory of their days at school
- To encourage each participant to use their voice to share a meaningful memory
- To generate interest in one another by sharing important and personal memories
- To facilitate cognitive stimulation
- To enable socialization and deeper bonds among participants

Resources

- Round table that comfortably seats 6-8 older adults
- Self-stick name tags and a magic marker
- iPod or iPad with speaker for music
- "Me and Julio Down by the School Yard" song music by Paul Simon (1972) or "My Old School" by Steely Dan (1973) or Learning is as "easy as 1-2-3 by The Jackson 5 (1970), School Days by Chuck Berry (1957)
- Optional: Oculus Go with Street View App of participant's school

Once the steps in the 'Set-up' section have been conducted, it's time to put A Walk Down Memory Lane into Action!

Putting Session 4 into action

Greet each participant

- Note: This is a good time to play the welcoming music to match the topic of the session.
- Greet each older adult in a warm and welcoming way. Make eye contact and help them get comfortable at the table. A warm welcome can set the positive and upbeat tone for the reminiscence therapy and can reduce any anxiety or tension among the group.
- Help affix a nametag so that others can visibly see it.

Meet the participant where they are in their emotional state that day

- Begin by taking participant's "Mood Measure."
- This can be done by having them draw a face on the handout and fill in the thermometer.
 If individuals in the group have some dexterity issues an alternative is to circle the expression which best describes how they're feeling at that time.

Prompt guidelines

- Start with a general open-ended question and then, after careful listening, follow-up with more specific questions.
- Allow older adult participants' the opportunity to focus on the positives of those memories and have ample time to respond without interruption.
- Begin with general prompts and if the group can tolerate a deeper dive, become more specific.

Pose a prompt

- For example, "Who would like to share what school was like?
- For example, "Would anyone like to share about their school?"
 - If the group seems apprehensive about sharing, the facilitator can scaffold or model how to tackle the question by sharing their own memories of school.

- o For example, "I went to big brick elementary school in Cleveland Hts. Ohio. My favorite teacher was Mrs. C-P. She was amazing. She took us on field trips to Shaker Lakes to write poetry and pick up trash. I think it prompted my love of nature and my concern for our environment" "Charlie, what was school like for you?"
- The facilitator can get more specific with the prompts after an individual has shared their memory or after everyone who would like to share has shared. Allowing for organic and natural discussion is important. Samples of more specific prompts are as follows:
 - o For example, "What was school like for you? "What was your role in the classroom? Eg. Class clown, bookworm, prom queen, bully, good friend.
 - o For example, "Can you describe what the classroom looked like? "Did you have wooden desks and erasers? Did you have computers? "Did you write with pen/pencil?"
 - o For example, "Is there an early school memory that stands out for you?"
 - o For example, "What did you call your teacher?" "Who was your favorite teacher and why?
 - o For example, "What did you wear to school? "Was there a uniform?" "What did you eat for lunch?" "Did you have a favorite subject?" "What kinds of games did you play in the school yard?"
 - For example, "How does thinking about your school and your friends make you feel?"

Address positive and negative life events

- While initially it may be best to facilitate conversation toward positive life events and try to illuminate the 'silver lining' in a life event, it is possible that older adult may share a memory that follows with emotions of sadness or even anger.
- Negative life events may be necessary to address to reconcile unresolved conflict.
 - o **Note:** It's natural for some memories to some unexpected feelings. This is an important time to listen, be empathic and then ask questions that lead the older adult to converse and reflect on happier times.
- One psychological strategy, for addressing negative life events, is to use the Empathy,
 Validation, Normalization strategy. Empathize by listening, validate the participant's feelings and then normalize the memory that the participant believes to be problematic.

o For example, "Charlie, I appreciate that you shared your memory that you heard about the bomb being dropped on Hiroshima when you were playing chess with your friends at school. It's been a while since you've thought about that and I can see that it's brought up some feelings. You must've been very worried and even today it makes you feel a bit sad that those people suffered. It's natural to feel concern for others and it shows what a big heart you have.

Debrief and Record

- Give a general summary of the discussion and help reframe negative events or memories in a positive way.
 - o For example," "Today we had the opportunity to share about our school and some of the memories we had with our friends and teachers as we grew up. In sharing in our roundtable discussion, we were not only able to tap into our crystalized (long-term memory), but we were able to share a meaningful part of our childhood. I really enjoyed hearing these personal little stories. Did everyone else enjoy them too?"
- Record any feelings that may arise or any potential conflicts or resolutions.
 - o For example, "Stella, I'm sorry to hear that you were bullied in school. I can see how thinking about that made you a bit angry." "Would you like to speak to Counselor Tom about that?"
 - o For example, "Ruby, How much fun that you and your friends had a girls club at school and your Auntie Helen packed a special snack for you each day. I can almost feel your joy when you reminisce about those times!"
- The facilitator may want to make note and record any emotions, feelings and details so
 that the information can be shared among staff members and so that progress of
 participants can be tracked. (See sheet in appendix)
- The facilitator will be able to evaluate the levels of engagement of participants by observing engagement, enthusiasm and the amount the participant needs to be prompted. These will all be indicators of active participation and performance. (See recording sheet in appendix)

- The facilitator will be in a position to evaluate the autobiographical dialog of participants as well. The dialog should suggest that participants/ are moving through the process of life review toward successful aging. (See recording sheet in appendix)
- The facilitator will write their findings and their own thoughts and feelings to foster seamless transfer of information between facilitators of A Walk Down Memory Lane intervention sessions. (See Record Sheet in appendix)
- So that the trajectory of the participant's performances of understanding can be mapped, findings of each session should be recorded along with the older adults' Mood Measure. (See appendix)
- End each session by taking a Mood Measure from each participant. Record and file to track their progress.
 - o **For example,** "Thank you so much for your valuable contributions. Can you kindly fill out a new Mood Measure worksheet so that I can see how you're feeling after this walk down memory lane together?"

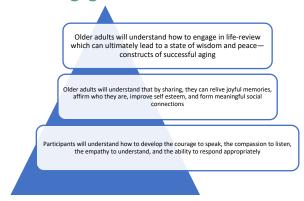
Ways to deepen the experience

- Add multi-sensory stimulation to facilitate memory recall
 - o For example, This might be an item to see and touch, something to smell, a song to hear.
 - For example, Play "Me and Julio Down by the School Yard" song music by Paul Simon (1972) or "My Old School" by Steely Dan (1973) or Learning is as "easy as 1-2-3 by The Jackson 5 (1970), School Days by Chuck Berry (1957). This can be a good way to engage and connect all participants, and stimulate long-term memory.
 - An important way to deepen the experience is to let each participant see, through Virtual Reality, where a participant went to school. Not only will Charlie be able to see his boarding school in Exeter, N.H., but others will be able to see it too.

A Walk Down Memory Lane

Session 5 "Summer Memories"

Understanding goals for older adult



Intention of the Session

- To elicit participant's memory of fond summer activities
- To encourage each participant to use their voice to share something of meaning to them
- To generate interest in one another by learning deep-rooted, personal memories
- To facilitate cognitive stimulation
- To enable socialization and deeper bonds among participants

Resources

- Round table that comfortably seats 6-8 older adults
- Self-stick name tags and a magic marker
- iPod or iPad with speaker for music
- "The Things We Did Last Summer" by Frank Sinatra (1946), "The Things We Did Last Summer" by The Beach Boys (1993), "Summer in the City" by the Lovin' Spoonful (1966), "Summertime" by Ella Fitzgerald and Louis Armstrong" (1957), "Summer Breeze" by Seals and Crofts (1972)
- Optional: Oculus Go (One for each participant) experience of walking on the beach

Once the steps in the 'Set-up' section have been conducted, it's time to put A Walk Down Memory Lane into Action!

Putting Session 5 into action

Greet each participant

- **Note:** This is a good time to play the welcoming music to match the topic of the session.
- Greet each older adult in a warm and welcoming way. Make eye contact and help them get comfortable at the table. A warm welcome can set the positive and upbeat tone for the reminiscence therapy and can reduce any anxiety or tension among the group.
- Help affix a nametag so that others can visibly see it.

Meet the participant where they are in their emotional state that day

- Begin by taking participant's "Mood Measure"
- This can be done by having them draw a face on the handout and fill in the thermometer.
 If individuals in the group have some dexterity issues an alternative is to circle the expression which best describes how they're feeling at that time.

Prompt guidelines

- Start with a general open-ended question and then, after careful listening, follow-up with more specific questions.
- Allow older adult participants' the opportunity to focus on the positives of those memories and have ample time to respond without interruption.
- Begin with general prompts and if the group can tolerate a deeper dive, become more specific.

Pose a prompt

- For example, "Who would like to share what school was like?"
- For example, "Would anyone like to share about their days in school?"
 - If the group seems apprehensive about sharing, the facilitator can scaffold or demonstrate how to tackle the question by sharing their own memories of school.

- o For example, "I went to big brick elementary school in Cleveland Hts. Ohio. My favorite teacher was Mrs. C-P. She was amazing. She took us on field trips to Shaker Lakes to write poetry and pick up trash. I think it prompted my love of nature and my concern for our environment" "Charlie, what was school like for you?"
- The facilitator can get more specific with the prompts after an individual has shared their memory or after everyone who would like to share has shared. Allowing for organic and natural discussion is important. Samples of more specific prompts are as follows:
 - o For example, "What was school like for you? "What was your role in the classroom? Eg. Class clown, bookworm, prom queen, bully, good friend.
 - o For example, "Can you describe what the classroom looked like? "Did you have wooden desks and erasers? Did you have computers? "Did you write with pen/pencil?"
 - o For example, "Is there an early school memory that stands out for you?"
 - o For example, "What did you call your teacher?" "Who was your favorite teacher and why?"
 - For example, "What did you wear to school? "Was there a uniform?" "What did you eat for lunch?" "Did you have a favorite subject?" "What kinds of games did you play in the school yard?"
 - For example, "How does thinking about your school and your friends make you feel?"

Address positive and negative life events

- While initially it may be best to facilitate conversation toward positive life events and try to illuminate the 'silver lining' in a life event, it is possible that older adult may share a memory that follows with emotions of sadness or even anger.
- Negative life events may be necessary to address to reconcile unresolved conflict.
 - Note: It's natural for some memories to elicit some unexpected feelings. This is an important time to listen, be empathic and then ask questions that lead the older adult to converse and reflect on happier times.
- One psychological strategy, for addressing negative life events, is to use the Empathy,
 Validation, Normalization strategy. Empathize by listening, validate the participant's feelings and then normalize the memory that the participant believes to be problematic.
 - o For example, "Charlie, I appreciate that you shared your memory that you heard about the bomb being dropped on Hiroshima when you were playing chess

with your friends at school. It's been a while since you've thought about that and I can see that it's brought up some feelings. You must've been very worried and even today it makes you feel a bit sad that those people suffered. It's natural to feel concern for others and it shows what a big heart you have."

Debrief and Record

- Give a general summary of the discussion and help reframe negative events or memories in a positive way.
 - o For example," Today we had the opportunity to share about our school and some of the memories we had with our friends and teachers as we grew up. In sharing in our roundtable discussion, we were not only able to tap into our crystalized (long-term memory), but we were able to share a meaningful part of our childhood. I really enjoyed hearing these personal little stories. Did everyone else enjoy them too?"
- Record any feelings that may arise or any potential conflicts or resolutions.
 - o For example, "Stella, I'm sorry to hear that you were bullied in school. I can see how thinking about that made you a bit angry." You mentioned that you never let anyone bully you again. Can you tell us about the skills you learned to use to handle similar situations differently so that you wouldn't be bullied again?"
- By searching for situations where the participant exhibited competence, the facilitator can
 ask the participant to recount the ways in which they've developed skills or knowledge to
 handle situations such that they lead to a better outcome.
- Another way to handle situations where strong emotions are exhibited is to refer to the professional at hand.
 - o For example, "Would that be something about which you'd like to speak to Counselor Tom?"
 - o For example, "Ruby, How much fun that you and your friends had a girls club at school and your Auntie Helen packed a special snack for you each day. I can almost feel your joy when you reminisce about those times!"
- The facilitator may want to make note and record any emotions, feelings and details so
 that the information can be shared among staff members and so that progress of
 participants can be tracked. (See Record Sheet in Appendix)

- The facilitator will be able to evaluate the levels of engagement of participants by observing engagement, enthusiasm and the amount the participant needs to be prompted. These will all be indicators of active participation and performance. (See Record Sheet in Appendix)
- The facilitator will be in a position to evaluate the autobiographical dialog of participants as well. The dialog should suggest that participants/ are moving through the process of life review toward successful aging. (See Record Sheet in Appendix)
- The facilitator will write their findings and their own thoughts and feelings to foster seamless transfer of information between facilitators of A Walk Down Memory Lane intervention sessions. (See Record Sheet in Appendix)
- So that the trajectory of the participant's performances of understanding can be mapped, findings of each session should be recorded along with the older adults' Mood Measure. (See Appendix)
- End each session by taking a Mood Measure from each participant. Record and file to track their progress. (See Mood Measure worksheet in Appendix)
 - o For example, "Thank you so much for your valuable contributions. Can you kindly fill out a new Mood Measure worksheet so that I can see how you're feeling after this walk down memory lane together?"

Ways to deepen the experience

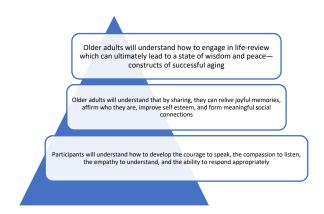
- · Add multi-sensory stimulation to facilitate memory recall
 - This might be an item to see and touch, something to smell, a song to hear. With a little planning, you can bring a container of sand or a shell, or a beach ball or an old-fashioned jump rope. The facilitator can burn a sea salt candle to stimulate olfactory senses of summer.
 - Playing "The Things We Did Last Summer" by Frank Sinatra (1946), The Things We Did Last Summer" by The Beach Boys (1993), "Summer in the City" by the Lovin' Spoonful (1966), "Summertime" by Ella Fitzgerald and Louis Armstrong" (1957), "Summer Breeze" by Seals and Crofts (1972).
 - This can be a good way to engage and connect all participants, and stimulate long-term memory.

An important way to deepen the experience is to let each participant experience a
walk on the beach via virtual reality. Not only will Ruby finally be able to see what
it's like to be on the beach, but others will be able to experience it with her.

A Walk Down Memory Lane

Session 6 "Love and Marriage"

Understanding goals for older adult



Intention of the Session

- To elicit participant's memory of love in life and of their wedding day
- To encourage each participant to use their voice to share something of meaning to them
- · To generate interest in one another by learning a personal memory of one another
- To facilitate cognitive stimulation
- To enable socialization and deeper bonds among participants

Resources

- Round table that comfortably seats 6-8 older adults
- Self-stick name tags and a magic marker
- iPod or iPad with speaker for music
- "Have I Told You Lately That I Love You" by Bing Crosby, "All You Need Is Love" by the Beatles (1967), "Dedicated to the One I Love" by the Mama's and the Papa's (1967), "How Sweet it is" (to be loved by you) by Marvin Gaye (1965)
- Optional VR experience: Oculus Go (One for each participant) experience of 'attending a wedding' in Cortona, Italy

Once the steps in the 'Set-up' section have been conducted, it's time to put A Walk Down Memory Lane into Action!

Putting Session 6 into action

Greet each participant

- Note: This is a good time to play the welcoming music to match the topic of the session.
- Greet each older adult in a warm and welcoming way. Make eye contact and help them
 get comfortable at the table. A warm welcome can set the positive and upbeat tone for
 the reminiscence therapy and can reduce any anxiety or tension among the group.
- Help affix a nametag so that others can visibly see it.

Meet the participant where they are in their emotional state that day

- Begin by taking participant's "Mood Measure."
- This can be done by having them draw a face on the handout and fill in the thermometer.
 If individuals in the group have some dexterity issues an alternative is to circle the expression which best describes how they're feeling at that time.

Prompt guidelines

- Start with a general open-ended question and then, after careful listening, follow-up with more specific questions.
- Allow older adult participants' the opportunity to focus on the positives of those memories and have ample time to respond without interruption.
- Begin with general prompts and if the group can tolerate a deeper dive, become more specific.

Pose a prompt

- o For example, "Would anyone like to tell us about their wedding day?"
- For example, "Was anyone here lucky enough to have someone special in their life?"
- The facilitator can get more specific with the prompts after an individual has shared their memory or after everyone who would like to share has shared. Allowing for organic and natural discussion is important. Samples of more specific prompts are as follows:

- o For example, "What did you wear on your wedding day?
- o For example, "What was the best part of your wedding day? Are there any funny memories that happened that day?
- o For example, "What were your emotions on your wedding day?"
- o For example, "Do you remember which relatives were there to help you celebrate that day?
- o For example, "Were there any traditions or parts of the ceremony that made your day particularly special? "What traditional food was served?"
- o For example, "Did anyone have a special person in their life whom they did not marry?" "If so, whom? And how were they special?"
- o For example, "Did anyone have a love that got away?" "
- o For example, "How does thinking about your wedding day and your partner make you feel?"

Address positive and negative life events

- While initially it may be best to facilitate conversation toward positive life events and try to illuminate the 'silver lining' in a life event, it is possible that older adult may share a memory that follows with emotions of sadness or even anger.
- Negative life events may be necessary to address to reconcile unresolved conflict.
 - Note: It's natural for some memories to prompt some unwanted feelings. This is an important time to listen, be empathic and then ask questions that lead the older adult to converse and reflect on happier times.
- One psychological strategy, for addressing negative life events, is to use the Empathy,
 Validation, Normalization strategy. Empathize by listening, validate the participant's feelings and then normalize the memory that the participant believes to be problematic.
 - o For example, "Eileen, thank you for sharing your story about your fiance whose life was sadly taken in the war. You are so brave to share your story. I'm so sorry that you lost this very special person in your life and that you experienced disappointment in not having a wedding day with him. I can see it was a sad time in your life and that you missed him terribly. That's quite normal. You must be very proud of yourself that you showed such resilience during that difficult time and that you were able to channel your energy into becoming a nurse and to saving the lives of many in the years going forward. What a tremendous accomplishment!

Debrief and Record

- Give a general summary of the discussion and help reframe negative events or memories in a positive way.
 - o For example, "Today we had the opportunity to share about the loves in our lives, our partners, and some of the memories we had on our wedding day. In sharing in our roundtable discussion, we were not only able to tap into our crystalized (long-term memory), but we were able to share a meaningful part of our childhood. I really enjoyed hearing these personal little stories. Did everyone else enjoy them too?"
- Record any feelings that may arise or any potential conflicts or resolutions.
 - o For example, "Burton, thank you for sharing the photo of you and your bride on your wedding day. I can see how much joy it brings to you to look at the photo, to reminisce about the day and share the experience with others around this table. What a wonderful life you have had!"
 - o For example, "Lubna, thank you for sharing the photo of you in your wedding attire with the group. I loved to hear you laugh today as you reminisced about the special food and the children running around with cardamom kulfi that day. You've delighted us with the very special wedding customs in Pakistan and I can see that the memory brought you much joy and satisfaction. We appreciate you!"
- The facilitator may want to make note and record any emotions, feelings and details so that the information can be shared among staff members and so that progress of participants can be tracked.
- The facilitator will be able to evaluate the levels of engagement of participants by observing engagement, enthusiasm and the amount the participant needs to be prompted. These will all be indicators of active participation and performance. (See Record Sheet in Appendix)
- The facilitator will be in a position to evaluate the autobiographical dialog of participants as well. The dialog should suggest that participants/ are moving through the process of life review toward successful aging. (See Record Sheet in Appendix)
- The facilitator will write their findings and their own thoughts and feelings to foster seamless transfer of information between facilitators of A Walk Down Memory Lane intervention sessions. (See Record Sheet in Appendix)

- So that the trajectory of the participant's performances of understanding can be mapped, findings of each session should be recorded along with the older adults' Mood Measure. (See Appendix)
- End each session by taking a Mood Measure from each participant. Record and file to track their progress.
 - o For example, "Thank you so much for your valuable contributions. Can you kindly fill out a new Mood Measure worksheet so that I can see how you're feeling after this walk down memory lane together?"

Ways to deepen the experience

- Add multi-sensory stimulation to facilitate memory recall.
 - o For example, This might be an item to see and touch, something to smell, a song to hear. With a little planning, the facilitator can ask participants to bring a special photo of their loved one or of their wedding day. The facilitator can bring in a veil to pass around or other tactile objects to evoke memories of participant's special day.
 - o For example, Play "Have I Told You Lately That I Love You" by Bing Crosby, "All You Need Is Love" by the Beatles (1967), "Dedicated to the One I Love" by the Mama's and the Papa's (1967), "How Sweet it is" (to be loved by you) by Marvin Gaye (1965). This can be a good way to engage and connect all participants, and stimulate long-term memory.
 - o For example, An important way to deepen the experience is to let participants attend a small-town wedding in Corsica, Italy via virtual reality. Everyone loves a wedding! Not only will they be able to experience the sights and sounds of a wedding, but they will be able to experience a trip to Italy together with the help of VR.

Additional Sample Prompts 18 weeks of additional scaffolding for AWDML reminiscence therapy

My Family

Tell us about your family. I remember my Father... I remember my Mother....I remember my Father... I remember my siblings...What kind of work did they do? How did they care for you? Do you have any memories of them that make you laugh?

The Games We Played

What were your favorite toys/games? With whom did you play? Did you have any favorite TV shows? Read any comic strips or magazines? "Did anyone play card games or chess?" Do the games you played still exist?

Our Favorite Songs

What were your favorite songs? Were there any songs that were particular to your heritage that your family would sing? Any songs sung in school? Any songs sung in the car on vacations with your family? Any favorite songs from the radio?

My Best Friend

Who was your best friend? Can you describe them? Why did you choose them? Why do you think they choose you? What kinds of things would you do with them?

Birthday Traditions

What kinds of traditions did your family do for birthdays? What was the best birthday you ever had? Is there something in particular that made it special? What types of traditions did your family do to celebrate birthdays? What's your favorite kind of cake?

Fun House!

What did you do for fun growing up? Did you go to the movies? What kind of movies did you see? How much did it cost? Did you read books? What books were your favorites? Did you climb trees or help your parents? Did you play sports? What was your favorite activity? What wasn't fun? Did you have to do chores?

Beloved Pets

Did you have any pets growing up? Can you tell us their name and what their personality was like? How did they enrich your life?

My Favorite Holiday

Tell us about your favorite holiday. What was it? What did you do to celebrate? What kinds of preparation would your family do? What kinds of foods would you eat? Who would celebrate with you? Neighbors? Friends? Family? Why was this holiday important to you?

My First Job

Tell us about your first job. How old were you? What did you do? Did you like it? What was your first boss like? What did you have to wear? Any special memories from that experience? Did you end up changing careers? If so, what did you end up doing?

Becoming a Parent

If you had children, can you tell us about life as a parent? Did you have your children in a hospital or at home? What were your emotions the day they were born? Any funny memories of them as babies? What was the most difficult thing about being a parent? What was the best or most joyful thing about being a parent?

The Big Move!

Tell us about a move in your life. Did you move for a job or for family? Where did you go? What was your home like? Who was in the home? Do you have a favorite memory of that time? Is there anything that you would do differently? If so, what? And why?

To Be 18 Again!

What would you tell your younger self if you could go back to when you were 18? What advice do you have for the younger generation today? Is there anything you would've done differently? Is there anything that you're sure you got right?

Oh My! Things Have Changed!

How has technology changed over the years? What did you use back then that doesn't exist today? i.e. black dial telephones, erasers, ink wells, wooden skis? What do we do today that you would've had a good laugh at back then?

My Greatest Accomplishment

What is your greatest accomplishment in life? Career? Raising a family? Philanthropic or Volunteer work?

Most Influential Person

What person was most influential in your life? What would you say to them today?

My Greatest Strengths

What are your greatest strengths? How have they helped you throughout life?

A Favorite Memory

Do you have a favorite recent memory? A recent trip? A birth of a grandchild? A lunch with a friend? What is the one memory you would want you would want your family to know?

All My Favorite Things

Let's take a look at your favorite things right now. What is your favorite activity? Do you have a favorite food? Do you have a favorite move/book? What is meaningful to you?

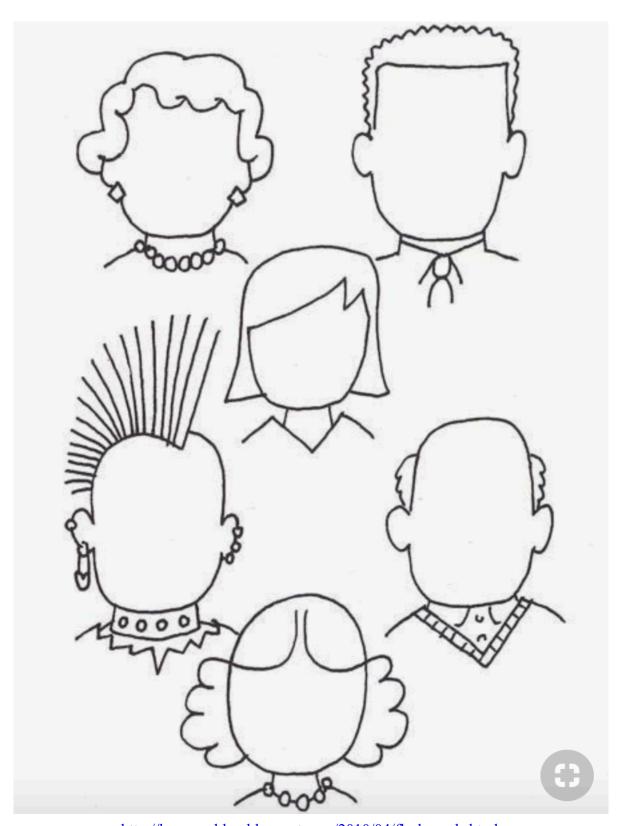
Conclusion

Reminiscing about the past can be an important non-pharmacological activity to aid in successful aging. A Walk Down Memory Lane is a novel form of reminiscent therapy that utilizes sensory stimulation and virtual reality to help individuals regain agentic control and to allow them to gain a fuller experience in their process of life review. AWDML is a therapeutic way to give older adults a chance to affirm who they are, to relive their accomplishments and to share important memories and feelings with others. It can also be a time to work through any conflicts and find resolution and peace. With the guidance of a facilitator and employing the Harkness method of discussion-based learning, A Walk Down Memory Lane will arouse an older adult's senses, stimulate their memory, and alter the course of cognitive decline. The process of sharing can further be an opportunity for older adults to socialize and to form meaningful relationships and bonds with others. A Walk Down Memory Lane can utilize all five of the senses to help elicit memories and to deepen the process of life review. The coupling of A Walk Down Memory Lane with virtual reality can give the older adults agentic control and allow the participant to experience meaningful activities which will ultimately improve the quality of life for older adults and lead them to a state of wisdom, insight and satisfaction over disappointment and despair.

Appendix Mood Measure



 $\underline{https://www.advancedfitness coaching.com/emotional-strength-living-courageously/}$



 $\underline{http://kempa-zblog.blogspot.com/2010/04/flash-cards.html}$

AWDML Record Sheet

Facilitator Comments	Burton	Lucy	Irene	Charlie	Ruby		
						Topic	_
						Specifics	
						Participation	A Walk Down
						Emotions	Memory Lane
						Insight/Satisfaction	
						Disappointment/Regret	

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