

THE V/F VALIDATION® TRAINING INSTITUTE, INC.

WINTER NEWSLETTER 1992

Naomi Feil, Editor

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21987 Byron Road
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A Non-profit Agency Devoted to Wise Aging

CLINICAL COLUMN

Q. SOME FAMILY MEMBERS SAY THAT THE VALIDATION® GROUP IS CHILDISH. THEY DO NOT WANT THEIR PARENTS SINGING NURSERY RHYMES OR USING RHYTHM INSTRUMENTS. WHY DO YOU USE SO MUCH MUSIC IN THE VALIDATION® GROUP?

A. Old-old disoriented people who benefit from Validation® groups are diagnosed as having a dementia of the Alzheimer's type (SDAT). The word "dementia" was first used in the nineteenth century by the French physician Pinel (1745-1826) to describe mental deterioration caused by damage to brain cells. The term "senile dementia" was introduced by Esquirol (1772-1840). The word "dementia" is derived from the Latin, "dis," away from, and "mens," the mind. Validation® theory acknowledges the mental deterioration of these very old people, but affirms that they are not mind-less. They have lost cognitive capacities: logical thinking; the ability to name objects; to remember dates, names; to classify people; and to define things (i.e., a chair belongs in the category of furniture; a mother is someone who has children). Dictionary words and recent memory have gone. They return to early, familiar thoughts. They forget their present age. Their brains no longer inform them of present time and place.

This is why the Validation® group worker uses primary, one-syllable words.

The worker does not emphasize present time and place or the need to remember names or to verbalize. Attempts to teach disoriented old-old to name objects and to retain recent facts lead to anxiety and frustration. Disoriented group members withdraw, become agitated, and demand to leave the group. With damage to recent memory, a short attention span, and loss of secondary-school learning, disoriented old-old restore early, well-established, primary memories and familiar social roles. They cannot classify people in present time, so they turn present-day people into loved ones from the past. Losing distinctions, they freely associate ideas, images, word-sounds, people and objects. They cannot follow a wordy, intellectual abstract concept; they cannot express their memories in words. They have lost the words. Like a poet, they allow one thing to remind them of another. They think in metaphors. Unlike the poet, they have lost the "as if," the logical connections. They no longer remember how things are different. They cannot compare similar things. A hand that feels as if it were a baby **becomes** a baby. A poet says, "the baby-like hand." The disoriented old-old person can no longer use the comparison "like."

The Validation® group worker uses few words and does not expect disoriented old-old to follow one thought through to a logical conclusion. Early learned melodies, nursery rhymes, and prayers associated with strong emotions remain permanently

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Clinical Column

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imprinted in the brain's circuits. Despite damage to neurons, these Time Confused people retain music-memory and familiar movements and rhythms from the past. They also have stored a crystallized wisdom molded from experience. They can express this wisdom through music, social roles, movements and simple words clothed in emotions. In the Validation® group, they communicate with well-remembered songs. They help each other overcome loneliness through touch, moving together in dance, the use of rhythm instruments and familiar work-related roles. A former bank clerk hands out receipts. A former teacher helps a non-verbal group member sing a familiar song. A mother passes the juice and cookies. Universal human needs for love, for usefulness and for expressing emotions are met in the Validation® group. When the Validation® worker accepts the loss of logical thinking and respects their intuitive knowing, disoriented old people tap dormant potential. Even when they sing well-remembered nursery rhymes, their dignity is enhanced.



V/F VALIDATION® AROUND THE WORLD

- **Australia:** Alan Johns, Regional Director of Eldercare Inc. in South Australia, has established a **Validation Resource Center** that will contain publications and videos on Validation® from around the world. If you wish to include your implementation of Validation®, please write Mr. Alan Johns, Eldercare Inc., 685 South Road, Black Forest, South Australia 5035.
- **The Community Aged Care Resource Centre (CACRC),** South Port Community Nursing Home, Office C, P.O. Box 283,

Albert Park, Victoria 3206, has established a three year plan to distribute materials on Validation® and to organize Validation® Workshops.

- **Pastori Juhani Ojutkangas,** Director of the City Mission of Tampere, Finland, is planning to implement Validation® and to video his work, which will be incorporated in our new video on Validation® Around the World.
- **Dr. Francois Blanchard** and his translators have completed their translation of the French edition of Validation®. The French book has been published by **Editions Pradel**, 4 passage de la main d'or, 75011, Paris, France.
- **Dr. Jean Prentczynski** published his doctorate thesis on Validation® on December 20, 1991, at the University of Reims, Faculty of Medicine.
- **The Brown University Long Term Care Letter** for health professionals has quoted Zofia Long, who reports that Validation® has reduced the need for medications and restraints in her nursing home.
- **Writer Daniel Heydon,** in the September 1991 issue of **Dell Horoscope** describes Validation® Therapy.
- **Somatics Magazine,** Volume VIII, No. 3, Autumn/Winter 1991-92, has published an article by Naomi Feil entitled **Validation® Therapy**.
- **Altenpflege,** published in Hannover, Germany and distributed in that country has featured Naomi Feil's **Munich Validation® Workshop**.
- **The Vienna Validation® Chapter** has published another edition of its Newsletter, **Arbeitsgruppe Validation**, 1040 Wien, Lambrechtgasse 2/1, Austria. This chapter has established criteria for a Validation® Worker, Teacher, Director, and Validation® Therapist. There are now two Validation® Teachers in Vienna.

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Validation® Around the World

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- The Dutch Validation® Foundation is teaching Validation® throughout the country. Requirements for the Validation® Worker in Holland are: two-day orientation followed by 12 weeks field work with disoriented people, a written and oral report, and tests devised by our Validation® Institute.

1992 VALIDATION® WORKSHOPS

Locations for Validation® Workshops in 1992 include: Saskatchewan, Montreal, and Ontario, Canada; England; Norway; Brussels; Finland; the Netherlands; Nova Scotia; and in the United States: West Virginia, Florida, Ohio, California, Alabama, New York, Massachusetts, Utah, Pennsylvania, Michigan, Virginia, Minnesota, Illinois, North Carolina, Texas, Indiana, Maine, New Jersey, Missouri, Kansas, New Hampshire.

MESSAGE FROM THE PRESIDENT OF THE VALIDATION® BOARD

In reply to requests on how to form Validation® Chapters, I refer to Article III, Section 3 of our By-Laws: Only the Board of Directors at the Principle Office in Cleveland, Ohio, can certify Validation® Therapists. Section 4 states that Validation® Chapters are established to: **a.** facilitate communication among Validation® Practitioners and Therapists; **b.** facilitate a close, ongoing association with the Principle Office; **c.** promote interest in Validation® philosophy and practice; **d.** disseminate teaching materials that have been published or approved by the Validation® Training Institute Principle Office; **e.** advise chapter members of advances in Validation® philosophy and practice; and **f.** promote research and encourage practice of Validation® to benefit disoriented old-old people. Section 5: **Validation® Chapters must submit annual written reports regarding their membership, geographical scope, and yearly activities to the**

Principle Office in Cleveland, Ohio.

NOTE: V/T® Rose Boron, Rural Outreach Coordinator of the Wisconsin Alzheimer's Information & Training Center, has introduced **Validation®** at the **5th Annual Statewide Conference on Alzheimer's Disease**.



CONGRATULATIONS to CVT®s who recently passed their tests: Stephen Snow, Nicki Stroh, Lori Spendlove, Charles Anglin, Rose Boron, Pamela Harbison, Sheila Webster, Marilyn Fjeld, Peggy Greybill and Carolyn Whitney. **Certified Validation® Teachers** are: Maria Hoppe and Brigitte Scharb, in Vienna, Austria. We look forward to your work with Validation®!



Vicki de Klerk Rubin, Validation® Coordinator in the Netherlands, and Naomi Feil are revising the book, "**Validation: The Feil Method**." The revised book should be completed in 1992.



MESSAGE FROM OUR FISCAL OFFICER

Your \$35.00 two year Validation® Training Association membership supports this **Newsletter**, as well as dissemination of Validation® Research and Practice throughout the world.

PLEASE MAIL YOUR TAX DEDUCTIBLE CHECKS TO THE FISCAL OFFICER: ROSETTA PAOLINO, VALIDATION® TRAINING INSTITUTE, 21987 BYRON ROAD, CLEVELAND, OHIO 44122.

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Theoretical Assumptions

Basic principles developed by behavioral, analytical and humanistic psychologies that underlie the theoretical assumptions in Validation®:

1. Accept your client without judgment. (Carl Rogers. *Way of Being*. Boston: Houghton Mifflin Co. 1981.)
2. The Therapist cannot give insight or change behaviors if the client is not ready to change or if the client does not have the cognitive capacity for insight. (Sigmund Freud. *De Invloed van ons Onbewuste in ons Dagelijksch Leven*. Dutch Translation; Wereldbibliotheek. 1931) (Freud. *Der Witz und seine Beziehung zum Unbewußten*. Fischer Taschenbuch Verlag.) (Freud, S. Standard edition of the psychological works of Sigmund Freud, London, 1957. Hogarth Press.)
3. Know your client as a unique individual. (Maslow. *Toward a Psychology of Being*. New York, 1968.)
4. Feelings that are expressed, acknowledged, and validated by a trusted listener, will lessen. When feelings are ignored or denied, they gain strength. "The cat ignored, becomes the tiger." (von Frans-Hillman. *Jung's Typology*. Zurich: Spring Publications, 1971.)
5. Each stage of life has a unique task that we must face at a prescribed time in the human life span. We must struggle to accomplish the task, then move on to the next task. (Erik Erikson. *Childhood & Society*. New York: W.W. Norton & Co., 1950, 1963.)
6. An ignored task demands to be heard at a later stage. (Erik Erikson, idem.)
7. Human Beings struggle for balance (homeostasis). (S. Zuckerman. "The Mechanism of Thought: The Mind and The Calculating Machine," in Peter Laslett (ed.) *The Physical Basis of Mind*. New York: Macmillan, 1950.)
8. When recent memory fails, very old humans restore balance by retrieving early memories. When eyesight fails, they use the mind's eye to see. When hearing goes, they listen to sounds from the past. (Wilder Penfield. "The Cerebral Cortex and the Mind of Man," in Peter Laslett (ed.) *The Physical Basis of Mind*. New York: Macmillan, 1950.)
9. Early, well-established memories survive to very old age. (F.G. Schettler and G.S. Boyd. *Atherosclerosis*, Biomedical Press, The Netherlands, 1969.)
10. The brain is not the exclusive regulator of behavior in very old age. Behavior is a combination of physical, social, and intrapsychic changes that happen during the life span. (Adrian Verwoedt. *Clinical Geropsychiatry*. Baltimore: Williams and Wilkins Co., 1976.) See also, Kral, V.A. "Stress and Mental Disorders in the Senium," found in Butler, R.N. and Lewis, Myrna I. *Aging and Mental Health*. St. Louis: C.V. Mosby Co., 1977, page 85.)
11. Autopsies have shown that many very old persons survive significant brain damage and stay relatively oriented. (Charles Wells. *Dementia*. Philadelphia, Pa.: F.A. Davis Co., 1977.) (Dennis J. Selkoe, *Scientific American*, November, 1991.)
12. There is a reason behind the behavior of disoriented very old people. (Naomi Feil. *Validation*. Ohio: Edward Feil Productions, 1982.)
13. Each human being is valuable -- no matter how disoriented. (Naomi Feil, idem.)