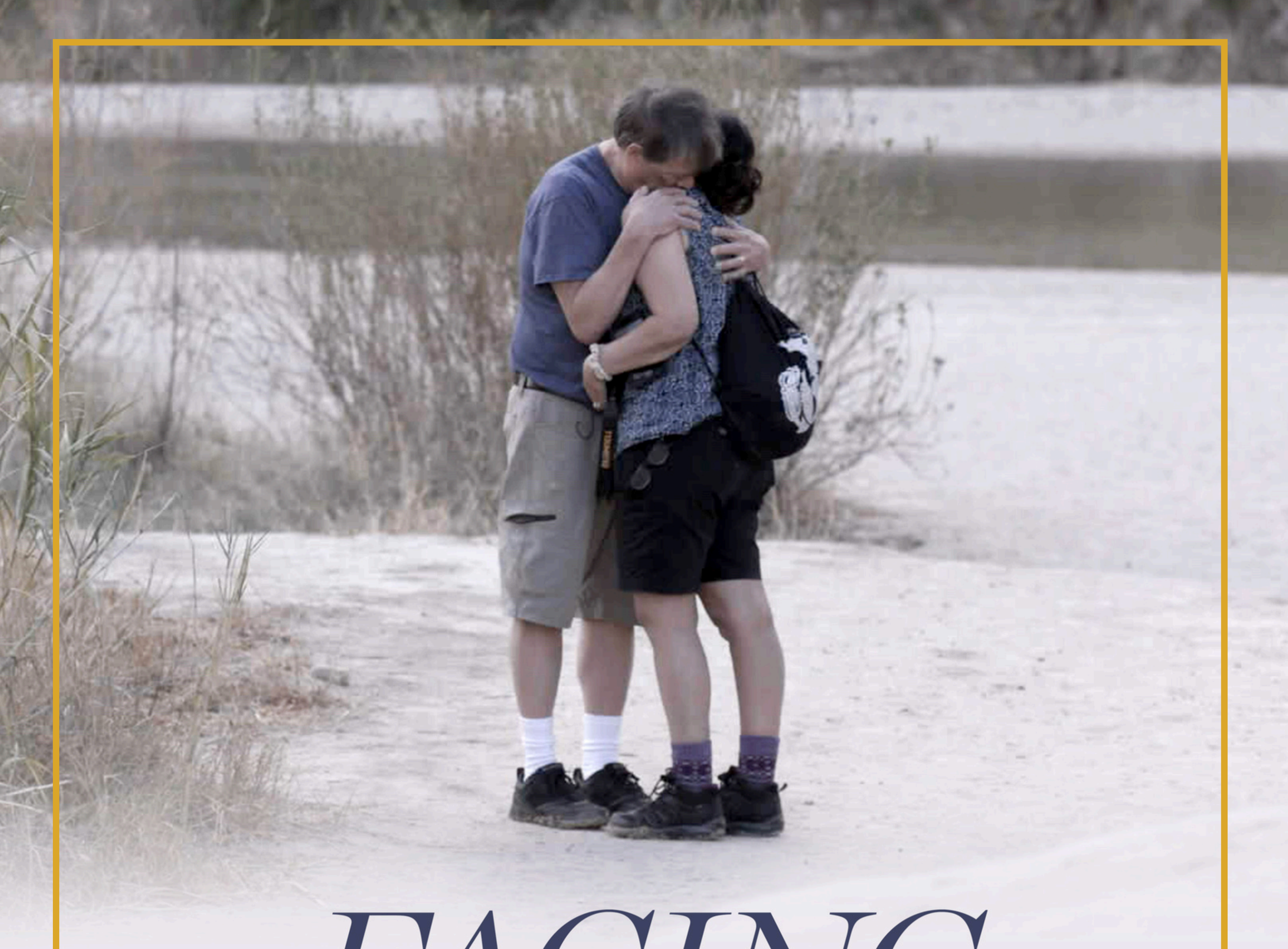

FACING THE WIND

APT American Public Television

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DISCUSSION & EDUCATION GUIDE

caringkind

PRODUCED IN COLLABORATION WITH **CARINGKIND**
AND **LEWY BODY DEMENTIA RESOURCE CENTER**

What’s Inside

This guide is structured to help facilitators and educators move seamlessly from the screening to meaningful action.

Inside, you will find:

- **About This Guide (pg 2):** Frameworks for creating a safe, empathetic environment for diverse audiences.
- **About the Film (pg 3):** A concise synopsis of the characters, stories, and community featured in the film.
- **Post-Viewing Framework (pg 4):** Guidance on how the film serves as a springboard for viewers to share personal stories and form a sense of connection in the room.
- **How to Host a Screening Event (pg 5):** Tips for event planning, including accessibility measures, sample run-of-shows, and tips for tailoring events to specific audiences.
- **Discussion Questions (pg 7):** Two tiers of inquiry—brief, personal prompts for general audiences and heftier, detailed questions for expert panels.
- **Mini-Activities (pg 10):** Reflective, non-verbal exercises designed to help participants process the emotional weight of the film through presence and connection.
- **Classroom & Community Activities:**
    - **High School Lesson Plans (pg 11):** Focusing on empathy, community support, and breaking the stigma around neurological conditions.
    - **College/Professional Lesson Plans (pg 14):** Deeper dives into the ethics of care, medical education, and social work perspectives.

Recommended for duplication as handouts:

- **Overview of Dementia (pg 17):** A two-page foundational resource covering the "umbrella" of dementia types, diagnostic steps, and person-centered support strategies.
- **Essential Resources (pg 19):** A directory of specialized organizations, 24/7 helplines, and a curated list of books and podcasts.

About This Guide

This **Discussion and Education Guide** aims to support successful and engaging screenings of *Facing The Wind* that stimulate conversation and reflection around the lived experience of dementia, the complexities of caregiving, the necessity of community connection, and the resilience found in shared storytelling.

The practical suggestions for **How to Host a Screening Event** will help both beginners and seasoned event planners create memorable screenings.

Discussion questions and activities have been designed to engage audiences with different kinds of connection to—and experience with—dementia and caregiving. This includes specialized lesson plans for high school and college classrooms to facilitate deeper educational and empathetic engagement.

A brief **Overview of Dementia** summarizes critical information about dementia in general and Lewy body dementia in particular.

A list of **Essential Resources** lets participants know where they can access direct assistance, find information, and connect with others on this journey.

[Please note: We recommend duplicating these last two sections as handouts for the audience.]

A note on language: While "caregiver" is a widely recognized term, this guide also uses "care partner" to emphasize the collaborative, reciprocal relationship between both individuals. We use these terms interchangeably to honor the practical support provided while centering the dignity, agency, and personhood of the individual living with dementia.

About the Film

Facing The Wind follows two women, whose lives are irrevocably changed by their husbands' diagnosis with Lewy body dementia (LBD) —a widespread, but little-known condition.

After struggling to find information about her husband's disease, Linda Szypula starts a podcast about LBD with Curry Wisenhunt, a Texan truck driver, who also has the disease.

Their efforts grow into a unique online support community for those living with the disease and those caring for them. In their caregiver support group, Linda meets Carla Preyer, who has just quit her job to care for her husband Patrick. They bond over their shared challenges and the dark humor they use to cope.

Linda and Jim plan a "go-for-broke" road trip to see the country and visit friends from the support group. But only weeks into the trip, things begin to go awry, as Jim struggles with the travel. Meanwhile, Carla plans a ceremony to renew her wedding vows, but Patrick takes a turn for the worse. As their husband's symptoms progress, Linda and Carla grow closer. Their friendship and their connection to the support group help them deal with their grief, rise to the demands of caregiving, and emerge whole on the other side.

Post-Viewing Framework

In classroom and community settings, discussions following this film often move quickly beyond the screen.

Many viewers recognize what it feels like to receive a diagnosis with little guidance. Students and participants share stories about family members, neighbors, or experiences they haven't previously named. In many settings, a sense of connection begins to form in the room.

This film is especially relevant at a time when dementia touches many families and communities, yet remains difficult to talk about openly. *Facing The Wind* offers an entry point into conversations about caregiving, illness, community, and what support can look like over time.

This Film Makes Room For:

Honest questions
Personal reflection and shared stories
Connection across different experiences
Thoughtful next steps for learning, support, or action

How to Host a Screening Event

For both in-person and online screenings, a little advance planning can go a long way toward having a well-attended and fully engaged audience experience.

Here is a series of tips for creating an impactful screening event for *Facing The Wind.* Suggestions on how to tailor screenings for different audiences—such as community settings, caregiver support groups and medical education spaces—are included in each section of this guide.

Create Goals for Your Event

- **Who is my primary audience?** (e.g., current care partners, healthcare professionals, community members 55+, or local policymakers?)
- **What do I want them to leave knowing?** (e.g., the specific signs of Lewy body dementia, the resources available to care partners, or the importance of "not doing this alone.")
- **What action do I hope to generate?** (e.g., starting a local support group, increasing donations to LBD research, or simply reducing the social stigma around dementia.)
- **What themes in the film are most relevant to my community?** (e.g., the isolation of rural caregiving, the "roller coaster" of diagnostic struggles, or the power of creative outlets like the podcast.)

Design Toward Your Goals

- **Format:** Will the audience be better served by an in-person, online, or hybrid setup?
- **Version:** Will the screening show the full film or selected clips focused on specific themes like spouse-to-spouse connection or medical education?
- **Location:** What event location will be easily accessible (especially for seniors) and supportive toward my goals?
- **Timing:** How much time should be planned for the “Enough Thinking” activities and discussion? Given the emotional weight of the film, we recommend allowing at least 30-45 minutes for processing.
- **Special Guests:** Could the event benefit from a panel of family caregivers or representatives from organizations that provide information and services to people dealing with dementia? We encourage panels that center the voices and lived experiences of those currently navigating a dementia journey.
- **Partnerships:** Are there local memory cafes, neurology clinics, or faith-based senior ministries that would be interested in co-hosting?

How to Host a Screening Event

Plan and Prep

- **Assign Roles:** Identify an event lead, an A/V specialist to handle the screening, and a host committee to welcome guests.

- **Choose a Facilitator:** Select a host who can handle sensitive emotional topics with empathy and guide the audience through post-screening reflections.

- **Troubleshoot Technology:** Test the film and sound equipment in person at the venue before the event occurs.

Create a Run-of-Show:

- **5:30pm:** *Venue setup and arrival of volunteers.*
- **6:45pm:** *Doors open (have the Overview of Dementia handout available at the entrance).*
- **7:10pm:** *Welcome and pre-screening grounding exercise.*
- **7:15–8:15pm:** *Screen film.*
- **8:15–8:45pm:** *Post-screening discussion and expert panel.*
- **8:45–9:00pm:** *Engage in 1–2 “Enough Thinking” somatic activities.*
- **9:00pm:** *Close with thank yous and a call to the Resources page.*

Given the content of the film, consider that many attendees may be caregivers themselves. Can respite care be provided for their loved ones during the event? Is there a "quiet room" nearby if the emotional content becomes overwhelming for a participant?

Additionally, prioritize accessibility: Is the location wheelchair accessible? Can it be reached by public transportation? Will you use closed captions during the film or provide ASL interpreters for the discussion?

Publicize the Event

At least 3 weeks in advance: Send targeted invitations to local caregiver networks, clinics, and community centers.

Social Media: Post to platforms used by your target demographic (such as Facebook or community listservs) with a link to RSVP.

Newsletters: Share the event through senior center bulletins and local health organization newsletters.

Engage Your Audience During the Event

Center Lived Experience: We strongly suggest that at least one family caregiver or dementia specialist has a presence at every screening to speak to the local needs of the community.

Opening Reflection: Consider opening with a brief question about the "roller coaster" of caregiving and invite attendees to share their thoughts or hold them as a personal reflection.

Utilize the Toolkit: Use the specific High School or College Lesson Plans if screening in an educational setting, and always provide the Overview of Dementia handout.

Feedback: Please let us know how your event went by taking our partner survey.

How to Use the Discussion Questions: As you screen *Facing The Wind*, use the provided questions to prompt group discussions. You can conduct a large-group Q&A or break into small "circles" to foster the kind of community connection Linda and Carla found in the film. For small groups, consider assigning one question to each group so that the "report back" session covers the most ground—from the emotional resilience of the care partners to medical education.

Discussion Questions for General Audiences

1. Initial Impact

Facing The Wind follows families as they navigate the often invisible and emotional world of Lewy body dementia. How did watching the film change or deepen your understanding of the emotional experiences of both the person living with the disease and their care partners, and what surprised you most?

2. The Roller Coaster

In the film, Linda describes Lewy body dementia as a “roller coaster” with unexpected ups and downs. How does this metaphor deepen your empathy for care partners, and what emotions did the film evoke in you?

3. Individuality

Linda reminds us that dementia affects each person differently, with no two individuals experiencing the same combination of symptoms. How does this idea of individuality influence the way you think about understanding, supporting, or communicating with people living with the condition?

4. Strength-Based Support

While the families face immense challenges, the film highlights the unique abilities, skills, and preferences the husbands still retain. What strengths did you notice highlighted in the film, and what strengths do you see in people living with dementia in your life or community?

5. Stigma and Storytelling

Carla and Curry launched their podcast to raise awareness and reduce stigma surrounding Lewy body dementia (LBD). How do you think stigma affects individuals and families living with dementia, and in what ways can sharing personal stories challenge misconceptions?

6. The Power of Connection

The care partners in the film described feeling overwhelmed and isolated, and expressed gratitude for the connection they found in their support group. Why is it important for caregivers to have support and not face caregiving alone? How might sharing experiences help reduce emotional strain and foster resilience?

7. The Impact of Care

At the end of the film, Carla shares the sobering statistic that over 30% of caregivers die before the loved ones they care for. What does this suggest about the emotional, physical, and systemic challenges they face, and what changes—personal, community, or societal—do you think are needed to better support them?

8. Community Resources

Throughout the film, we see how different services and local support can either relieve stress or leave families searching for more connection. What caregiver support, services or resources exist in your community, and what could workplaces, healthcare systems, faith communities, or local organizations do differently to support caregivers?

9. Interacting with Ease

The film reveals the discomfort that some of us have with interacting with people living with dementia and the uncertainties that friends or neighbors often feel. What emotions, concerns, or uncertainties come up for you in these interactions, and what support would help you feel more confident and at ease?

10. The Care Partner Takeaway

For many care partners, watching Linda and Carla's journey offers a mirror to their own daily reality and the dark humor used to cope. What is one takeaway from the film that felt meaningful, eye-opening, or personally relevant to your caregiving journey?

Discussion Prompts for a Panel Discussion

Discussion prompts for a doctor:

1. For those unfamiliar with Lewy body dementia before today, how would you explain what makes it distinct from Alzheimer's or Parkinson's? What are current treatment options?

2. In the film, Carla shared that she fought for four years to get a diagnosis for Patrick. Can you explain the process of getting a diagnosis? What are some of the unique challenges for getting a diagnosis of LBD? What is your advice for those noticing cognitive changes in themselves or their loved ones? How can families advocate for an accurate diagnosis and appropriate treatment?

Prompts related to care partner support:

1. Many care partners step into the caregiving role suddenly—with little preparation, no formal training, and often while juggling work, family, and their own emotional needs. It's important to acknowledge that caregiving is not something people are automatically born knowing how to do; it's a new role that requires new skills, and learning those skills takes time, patience, and support. What are some of the essential skills that care partners can learn to sustain the caregiving role while also caring for their own well-being? What are some support and resources that can help caregivers gain these skills?

2. Visual hallucinations can be frightening for families. What are helpful—and unhelpful—ways to respond when a loved one is experiencing one?"

3. At the end of the film, Carla reflects on the importance of caregiver selfcare while supporting someone living with Lewy body dementia. Drawing on your professional experience, what are the most significant challenges care partners face when trying to prioritize their own wellbeing? What practical strategies or systemic support can help care partners balance their responsibilities while maintaining their physical and emotional health? Finally, what are the long-term benefits—both for care partners and for the individuals they support—when caregiver self care is actively encouraged and integrated into the care journey?

4. What moments of connection or joy have you seen caregivers and loved ones experience —even in the midst of LBD? What can society do to support and cultivate more moments of joy and wellbeing?

Mini-Activities for Post-Discussion

Facilitators should select 2–4 activities based on the group's energy and remaining time.

THE “DON’T DISAPPEAR” PAIR SHARE

Focus: Presence and combating the isolation of dementia.

Time Estimate: 5 minutes

Materials: None

Facilitator Script: “In the film, we see how easy it is for friends and neighbors to pull away when things get difficult. Turn to a partner and share: If you were the one going through a crisis like this, what is one small, specific way you would want someone to stay present for you?”

Debrief Question: How does knowing how to stay present change your confidence in supporting others?

THE CONNECTION MAP

Focus: Building a concrete safety net before a crisis hits.

Time Estimate: 7 minutes

Materials: Paper and pens

Facilitator Script: “Draw a circle in the center of your page with your name in it. Surrounding that, identify the three people or professional support—like a specific helpline or neighbor—you would call first in a caregiving crisis. Visualize your support circle.”

Debrief Question: Looking at your map, where is there a gap that a community resource might need to fill?

THE RESOURCE RELAY

Focus: Rapid-fire discovery of available support systems.

Time Estimate: 10 minutes

Materials: Copies of the “Resources” page

Facilitator Script: “In small groups, scan the resources page together. Your goal is to find one organization or tool that no one in your group knew existed. Be ready to share that one resource and why it felt like a 'hidden gem' to the rest of the room.”

Debrief Question: What was the most surprising resource uncovered in this room today?

LETTER TO FUTURE SELF

Focus: Capturing the emotional clarity and intentions of the moment.

Time Estimate: 5 minutes

Materials: Paper, pens, and envelopes (optional)

Facilitator Script: “Take two minutes to write a brief note to your future self. What is the one thing you want to remember from tonight’s film or this conversation if your family—or a friend’s family—is ever faced with a dementia diagnosis? Focus on the feeling, not the facts.”

Debrief Question: Without sharing the contents, what was the "tone" of your letter—was it a warning, a comfort, or a call to action?

High School Lesson Plan (Grades 9-12)

Best fit classes: Health, Psychology, Social Studies/Civics, Human Development, Media Literacy (light), Community Service / Advisory

LEARNING GOALS

Students will:

- name a few basics about dementia
- understand how caregiving can reshape family/community life
- identify at least 3 ways communities can show up (and not "disappear")
- connect the film to an action they can realistically take (personal or community-level)

TIME OPTIONS

- **Option 1** (One class, 55–70 min): excerpts, discussion and activity
- **Option 2** (Two classes): full film (or assigned viewing), deeper discussion and writing

MATERIALS

- Paper and pens
- Board/chart paper
- Resource page from the guide (printed)

CONTENT NOTE FOR TEACHERS

This film may bring up grief, illness, addiction history, family stress, or mental health. Tell students they can step out or pass at any time. If a student discloses something concerning, follow school protocol.

1) OPENING (5 MINUTES)

“What do we do when we don’t know what to do?”

Prompt (students write 3 lines):

- When someone is going through something heavy, what are good ways to show up?
- What are ways people accidentally disappear?

Invite 2–3 students to share responses out loud.

2) FILM VIEWING (CHOOSE ONE)

Option A: Full film assigned as homework (recommended when possible)
Option B: In-class excerpts (20–25 minutes total, 2–3 clips)

Suggested clip focus areas:

CLIP A: DAILY CAREGIVING REALITY / UNCERTAINTY

55:40 – 55:50: *“Studies have shown over 30% of caregivers die before their loved ones. So my goal is to help you find peace in the process of caregiving—difficult but possible.”* – This segment highlights the profound physical and emotional toll on the care partner and the necessity of finding "peace" amidst the roller coaster of the disease.

CLIP B: CONNECTION OR COMMUNITY

54:47 – 55:00: *“Welcome Dr. Cohen... Curry and I, along with our listeners and supporters, have been trying to raise awareness now for almost three years.”* – This demonstrates the podcast as a vital online support community that breaks the isolation of the diagnosis.

55:53: *“Seek help. Do not do this alone.”* – This serves as the film’s final call to action, reinforcing the philosophy that support is an antidote to despair.

CLIP C: THE “WHAT NOW?” MOMENT

55:07 – 55:33: *“Can you tell us what's new in the diagnosis and treatment of lewy body Dementia? There's certainly progress... a skin biopsy that's made a difference.”* – This captures the proactive search for answers and medical education families undertake when looking for what's new after the initial shock of a misdiagnosis.

Briefly contextualize each clip before playing. Avoid over-explaining.

3) DISCUSSION (15–20 MINUTES)

Select 4–6 questions depending on time and group energy:

- What moment stayed with you after the film or clips ended?
- What did the film show about how dementia affects more than one person?
- What did you notice about isolation—who felt alone, and why?
- In the film, what did “support” actually look like (not just “being nice”)?
- What’s one thing you learned that you think more people should know?
- If you’ve ever seen someone struggling in public, what’s a respectful way to respond?

Allow pauses. Let students answer from observation, not expertise.

4) ACTIVITY (10–12 MINUTES): “DON’T DISAPPEAR” ROLE MAP

Students choose one role:

- friend
- neighbor
- teammate
- classmate
- cashier
- teacher
- family members

On paper, complete the following:
If someone I know is caring for a person with dementia, I can…

- 2 things I can say
- 2 things I can do
- 1 thing I should not do

Pair share: Students share with a partner (2 minutes each).

Whole-group share:

Collect 5–7 examples on the board to create a class list: “Ways to Show Up”

5) CLOSING (3 MINUTES): ONE SMALL ACTION

Exit ticket (written):

- One thing I’ll remember from today is…
- One action I could take is…
- (examples: check in, learn more, volunteer, share a resource)

Collect as students leave.

College/University Lesson Plan

OVERVIEW

This lesson uses *Facing The Wind* alongside a contemporary reporting piece on caregiver tax credits to help students examine dementia caregiving as both a lived experience and a public issue. The film offers an intimate view of caregiving relationships and community support, while the article frames caregiving within economic strain and policy response. Together, they invite students to think across personal, social, and structural dimensions of care.

This lesson works well for courses in sociology, public policy, social work, gerontology, public health, psychology, and medical humanities.

LEARNING GOALS

By the end of this lesson, students should be able to:

- Describe the emotional, relational, and logistical realities of dementia caregiving
- Identify the economic costs of unpaid caregiving and who bears them
- Analyze how public policy attempts to (or fails to) address caregiver needs
- Connect personal narratives to structural solutions
- Practice discussing sensitive topics with care, curiosity, and respect

REQUIRED MATERIALS

- Screening of *Facing The Wind*
- Article: **Senior caregivers could get tax credit under proposal *(Mountain State Spotlight)***
- Whiteboard or shared document for discussion notes

PRE-CLASS ASSIGNMENT (IF APPLICABLE)

Students should:

- Watch Facing The Wind
- Read the *Mountain State Spotlight* article
- Come prepared with one moment from the film and one point from the article that stayed with them

College/University In Class Structure (75–90 minutes)

1. OPENING REFLECTION (5–10 MINUTES)

Begin with a brief written reflection (not graded):

- What moment from the film stayed with you after watching?
- Did the film connect to anything in your own life, family, or community?
- What questions did the film raise for you?

Invite a few volunteers to share, without pressure.

2. GUIDED DISCUSSION: FILM AS LIVED EXPERIENCE (15–20 MINUTES)

Use a selection of the following questions:

- The film shows caregiving as deeply relational, but also isolating. Where did you see both connection and loneliness at play?
- Several people in the film describe being handed a diagnosis with little guidance. What gaps in support stood out to you?
- How does humor function in the film—as coping, resistance, survival?
- What role does community play in helping caregivers endure what they cannot fix?

Encourage students to speak from observation and reflection rather than expertise.

3. GUIDED DISCUSSION: CAREGIVING MEETS POLICY (15–20 MINUTES)

Shift focus to the article:

- According to the article, what financial burdens do family caregivers face?
- What problem is the proposed caregiver tax credit trying to solve?
- Who might benefit most from this policy—and who might still be left out?
- How do the caregiving experiences in the film complicate or exceed what a tax credit can address?

Invite students to consider what caregiving costs cannot be easily quantified.

4. SMALL-GROUP ACTIVITY: POLICY IN PRACTICE (20–25 MINUTES)

Break students into small groups (3–4 per group). Assign each group one prompt:

- **Group A: Policy Design** – If you were tasked with improving the proposed caregiver tax credit, what changes would you make and why?

- **Group B: Equity & Access** – Who is most likely to be excluded from this policy? What structural barriers remain?

- **Group C: Beyond Tax Credits** – What other forms of support might caregivers need that policy should address?

- **Group D: Film to Policy Translation** – If one moment from the film were used to argue for policy change, which would it be—and how would you frame it?

Have each group report back briefly.

5. CLOSING REFLECTION (5–10 MINUTES)

End with one of the following prompts:

- What responsibility, if any, do communities have to support caregivers beyond family units?
- How did the film change—or complicate—your understanding of caregiving?
- What feels unresolved after watching the film and reading the article?

Students may respond verbally or in writing.

OPTIONAL WRITING ASSIGNMENTS

Option 1: Reflection Essay (2–3 pages)

Reflect on how Facing The Wind and the article together shape your understanding of caregiving as both a personal experience and a public issue. Where do individual responsibility and collective responsibility meet?

Option 2: Policy Brief (2–3 pages)

Analyze the caregiver tax credit proposal using examples from the film. Identify strengths, limitations, and recommend one policy improvement.

Option 3: Community Response Proposal

Design a non-governmental support initiative for caregivers inspired by the film (support groups, educational resources, community programming).

Facilitator Note: Students may share personal experiences related to illness, caregiving, or loss. Instructors are encouraged to name this possibility at the outset, allow students to pass if needed, and remind the group that listening is as important as speaking.

Overview of Dementia

Dementia is a general term used to describe a group of conditions that cause a decline in memory, thinking, language, problem-solving, and other cognitive abilities severe enough to interfere with daily life. It is not a single disease, but a range of symptoms caused by various brain disorders, including Alzheimer's disease, Lewy body dementia, and vascular dementia. Dementia is a leading cause of disability among older adults and has a profound impact on families and caregivers.

Common symptoms include:

- Memory loss that disrupts daily life.
- Difficulty with language, finding words, or following conversations.
- Confusion about time, place, or familiar environments.
- Changes in mood, behavior, personality, or motivation.
- Difficulty completing familiar tasks independently.

Dementia vs. Normal Aging

Dementia is not a normal part of aging. While some cognitive changes are expected as people grow older, dementia involves serious and progressive impairment. Occasionally misplacing objects is typical as people age; however, pervasive memory loss, difficulty performing familiar tasks (like paying bills), and hallucinations are early warning signs. The key difference is that dementia interferes with independence and daily functioning.

Talk with Your Doctor

Early evaluation can help distinguish dementia from treatable conditions such as depression, medication side effects, or vitamin deficiencies. While there is no cure for most dementias, early diagnosis allows people to benefit sooner from interventions that manage symptoms and improve quality of life.

Questions to ask your doctor:

- What kinds of changes are considered normal aging, and which are not?
- Could these symptoms be caused by something treatable or reversible (such as stress, medications, or vitamin deficiencies)?
- Should I see a neurologist or specialist?
- Are there non-pharmacological interventions that could help?

Overview of Lewy Body Dementia (LBD)

Lewy body dementia (LBD) is the second most common form of degenerative dementia after Alzheimer's disease. It is not rare; over 1.4 million Americans are affected. It is caused by the buildup of abnormal protein deposits called Lewy bodies that disrupt how brain cells communicate, leading to changes in thinking, movement, behavior, and sleep. *Facing The Wind* depicts a range of symptoms unique to LBD:

- **Fluctuating cognition:** Marked fluctuations in alertness—good days and bad days—which can feel like a roller coaster for the care partner.
- **Visual and auditory hallucinations:** Perceptions that seem real but are created by the mind, affecting a person's sense of safety and emotional wellbeing.
- **Sleep disturbances:** Physically acting out dreams—punching or kicking during sleep—often in the form of night terrors.
- **Movement symptoms:** Muscle stiffness, tremors, and a shuffling gait that often resemble Parkinson's disease.
- **Personality changes:** Shifts in brain regions involved in emotion and judgment. Carla described how Patrick lost his "goofy and fun side" early in the condition.
- **Autonomic changes:** Dizziness, digestive problems, or sudden drops in blood pressure when standing,

Because LBD symptoms resemble other disorders, it is widely misdiagnosed. Recognizing symptoms early can improve safety, reduce stress, and allow both the person with LBD and their care partners to plan for the future.

Non-Pharmacological Interventions

These person-centered approaches do not involve medication and are widely recommended as first-line strategies. They focus on supporting quality of life, daily functioning, and meaningful connection.

- **Cognitive Stimulation Therapy (CST):** Structured group activities (puzzles, games, creative tasks) that keep the brain engaged.
- **Reality Orientation:** Gentle reminders about time, place, and people using calendars, clocks, and technology.
- **Reminiscence:** Using photos, music, or objects to reflect on meaningful life experiences.
- **Physical Activity:** Walking, stretching, or chair exercises to improve mood, sleep, and balance.
- **Creative Arts Therapies:** Music, singing, art, and poetry to reduce anxiety and help people connect emotionally when verbal communication becomes difficult.
- **Environmental Support:** Simplifying the living environment by reducing clutter and managing noise to promote safety and independence.
- **Psychosocial Support:** Validation approaches (acknowledging emotions rather than correcting facts) and caregiver education to build confidence and skills.

Essential Resources

Organizations & Helplines

CaringKind: Provides a helpline, educational webinars, caregiver support groups, CST and other programs for those living with dementia.

Lewy Body Dementia Resource Center: Offers specialized LBD care guides, a 365-day *live* Helpline, and national support groups.

Alzheimer's Association: Features a 24/7 helpline, local chapters, and extensive support for all types of dementia.

Lewy Body Dementia Association (LBDA): Delivers comprehensive LBD education, caregiver support networks, and scientific research updates.

Parkinson's Foundation: Provides resources on the intersection of movement disorders and cognitive changes in Parkinson's and LBD.

National Institute on Aging (NIA): A federal resource offering research-based information on aging, Alzheimer's, and related dementias.

AARP: Offers practical caregiving tools, checklists, and articles tailored specifically to family caregivers.

Alzheimer's Disease International: Focuses on global dementia statistics, advocacy, and international care standards.

Dementia Friends: A global movement teaching people how to better interact with and support those living with dementia.

Archangels: Provides a "Caregiver Intensity Score" and state-specific resource maps to help caregivers find tailored support.

GUIDE Model (CMS): A Medicare initiative offering care navigation, 24/7 support, and respite services for dementia families.

Podcasts & Media

Lewy Body Roller Coaster: A first-hand account of the "ups and downs" of LBD from the families featured in the film, others dealing with LBD, and experts on dementia.

Caregiver Storyteller: Shares personal narratives from caregivers to provide comfort and educational insights.

LBD Resource Center Podcasts: Features guest episodes on LBD research, advocacy, and personal caregiving journeys.

Free video: What's the Difference Between Alzheimers and Lewy Body Disease?
An educational video by Teepa Snow explaining the unique nature of LBD.

Books for Dementia Caregivers

A Caregiver's Guide to Lewy Body Dementia **(Whitworth & Whitworth):** A comprehensive manual for managing the specific symptoms and challenges of LBD.

I Didn't See It Coming: Scenes of Love, Loss, and Lewy Body Dementia **(Falcone):** A personal memoir about caring for a spouse with LBD.

The 36-Hour Day **(Mace & Rabins):** The definitive guide for families caring for those with Alzheimer's and other dementias.

The Dementia Care Partner's Workbook **(Shaw):** A practical guide focused on education, emotional support, and hope for care partners.

Activities for the Family Caregiver, Lewy Body Dementia **(Silknitter et al.):** Offers specific ideas for meaningful engagement and activities tailored to LBD symptoms.

Navigating Life with Dementia (Noble): Provides clear advice on managing daily life and medical decisions following a diagnosis.

The Complete Family Guide to Dementia (Harrison & Forester): A total resource covering everything from medical basics to legal and financial p*lanning.*

On Pluto: Inside the Mind of Alzheimer's (O'Brien): A powerful first-person perspective on living with an Alzheimer's diagnosis.

Forget Memory (Basting): Explores creative ways to improve the lives of people with dementia beyond focusing solely on memory loss.

Who Says Men Don't Care? (Gambone): Highlights the unique experiences and perspectives of male caregivers in the dementia space.

Loving Someone Who Has Dementia (Boss): Addresses the "ambiguous loss" and emotional complexity of caring for a loved one.

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