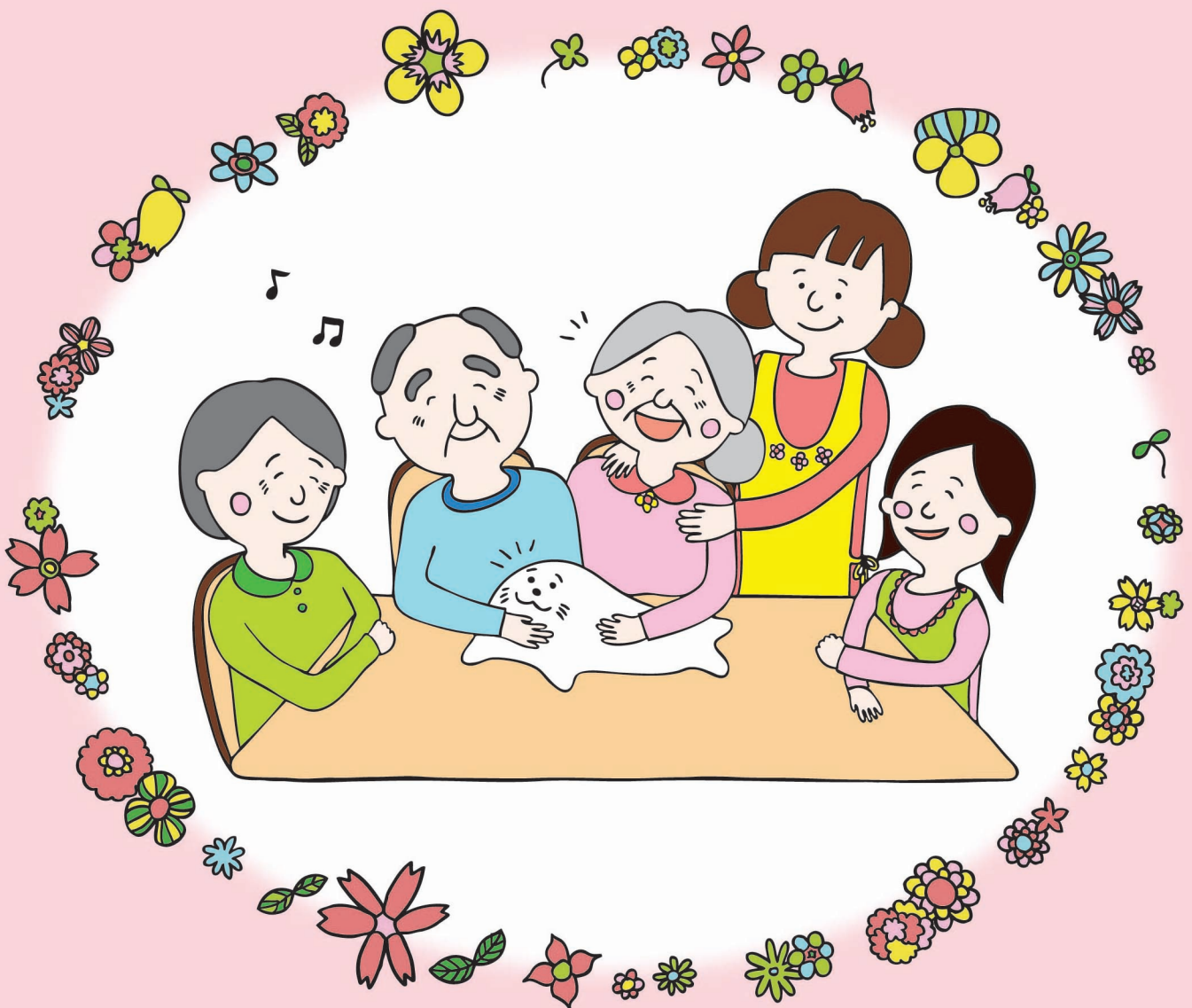


# Caregiver's Manual for Robot Therapy

*Practical use of therapeutic seal robot Paro in elderly facilities*



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Practical use of therapeutic seal robot Paro in elderly facilities

Edited by Kazuyoshi Wada and Kaoru Inoue

2010 Tokyo Metropolitan University

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# Introduction

This handbook describes the interactive activities that can be practiced using Paro for improved therapeutic benefits. Interactive activities involve a wide range of methods and can be tailored to a client's/patient's personality, symptoms, and past experiences while interacting with animals.

This handbook is divided into four sections: 1) Presenting Paro, 2) Use During Therapy, 3) Withdrawing Paro, and 4) Quick and Casual Encouragement. Case Studies of robot therapy are also discussed. Each of the four sections discusses typical and specific situations with a focus on improving interactive activities and providing tips to readers. This handbook does not intend to cover all possible methods for effective robot therapy using Paro. Readers are encouraged to discover their own approach of using Paro for therapeutic benefit, using this handbook as a foundation.

This handbook was developed with the support of 2009-2010 Health and Labor Sciences Research Grants (Research on Dementia). We would like to express our appreciation to the many people who helped us develop this handbook.

# Chapter 1: About Paro

Paro is a therapeutic seal-shaped robot developed by the National Institute of Advanced Industrial Science and Technology, Japan to provide people under therapy with delight and comfort through physical contact and companionship. Robot therapy using Paro has been practiced in a wide range of health and human service facilities.

## 1.1 Robot Therapy

Robot therapy is a type of therapy that uses an animal-shaped robot to *deliver therapeutic benefits similar to that obtained via animal therapy*. Animal therapy with a living animal involves risks such as bites or allergic reactions. Moreover, some facilities still prohibit the entry of animals. Robot therapy substitutes living animals with an animal-shaped robot designed to suit such situations. Experiments and studies have established that robot therapy is as beneficial as animal therapy while eliminating potential safety and hygiene risks. Paro has been clinically tested in nursing homes and hospitals within and outside Japan. So far, the following benefits have been confirmed:

- **Psychological Benefits:** Comfort, motivation, reduction of anxiety
- **Physiological Benefits:** Stress release, promotion of brain activity
- **Social Benefits:** Improvement in communication/interaction between patients/clients and staff



## 1.2 Background Information about Paro

Paro is modeled after *the baby harp seal*, chosen specifically because it is an animal unfamiliar to most care recipients. Paro's artificial soft white fur imitates the white coat exhibited by baby harp seals for the first three weeks after birth. Paro's fur is antibacterial and anti-alopecia to allow it to be used in medical and nursing facilities. A special spray-type cleaner is also available for Paro.

## 1.3 Functions Performed

Paro possesses the senses of touch, sight, hearing, and balance so that it can recognize people and feel the environment and situations during interactions. Paro can feel the following interactive behaviors:

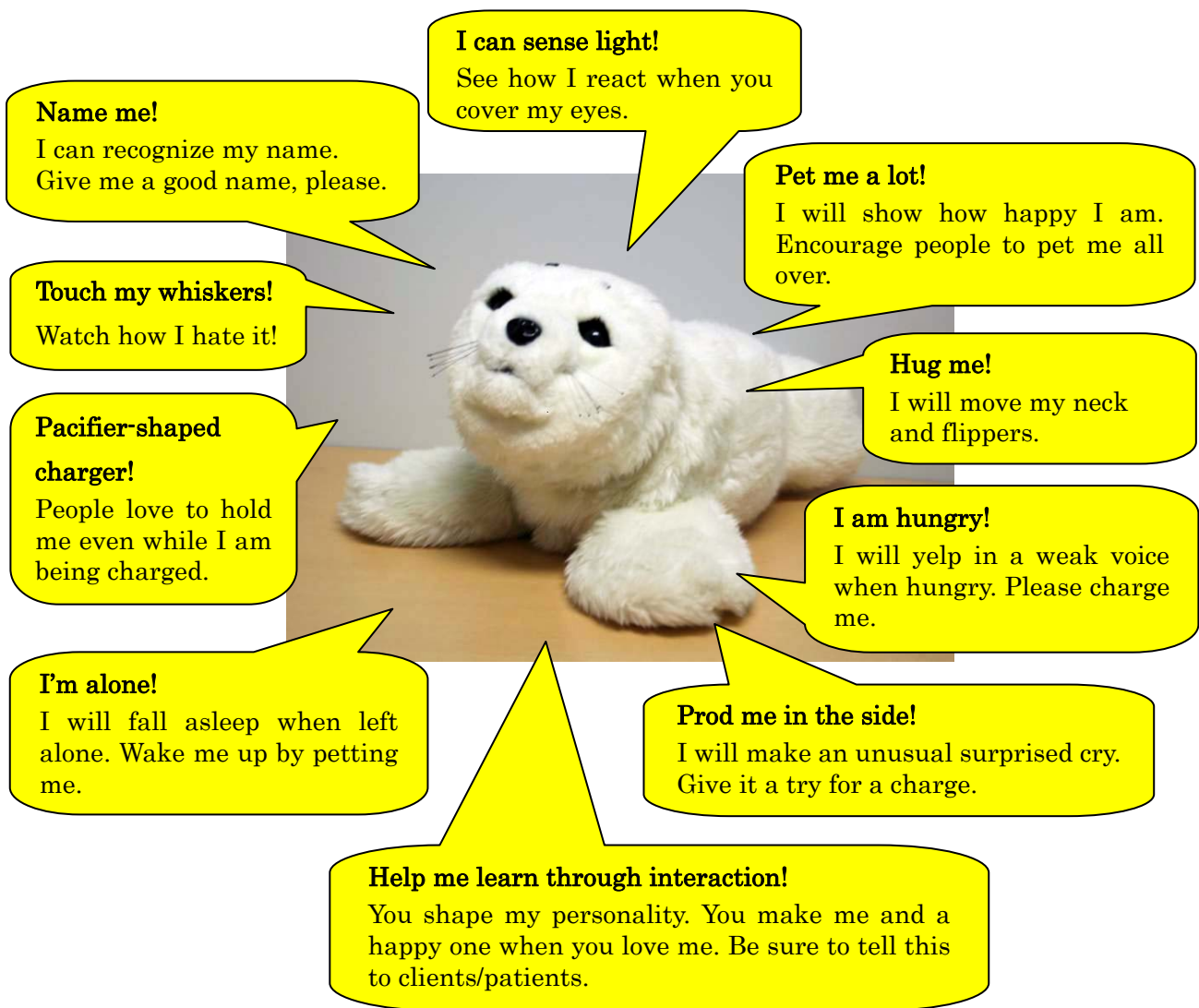
- being stroked on the back
- being hugged
- being patted/hit on the head
- being called

Paro's internal state develops and changes through successive interactions with people, which means that it will demonstrate different reactions with each use based on the previous interactions. It will learn to recognize its given name and may learn how to behave as expected by people who interact with it.

Paro's yelps are sampled from the real sound of harp seal pups. It weighs approximately 2.7 kilograms, *about the same weight as a newborn human baby*.

## 1.4 Method of Operation

To operate Paro, merely *switch it on and off*. No further special knowledge or skills are required. Its battery lasts about one and a half hours and can be recharged by inserting a pacifier-shaped charger into Paro's mouth, as if one were feeding it. If you want to use Paro longer time, it can continue to operate for a whole day with the charger in its mouth. However, it cannot be charged concurrently in such a manner. Therefore, to charge Paro, *it must be switched off*. In addition, it should be noted that Paro *cannot be charged while its body is still warm from use*. Please *allow it 12 hours to cool down* before attempting to recharge.



## 1.5 Cleaning

Use the special spray-type cleaner to keep Paro clean.

① **Spray the cleaner all over Paro**

The whole body should become moist.

② **Scrub Paro with a dry cloth.**

Wipe Paro with a dry cloth by applying a little force.

③ **Give a Finishing Brush after Cleaning.**

Use a commercially available pet brush. Brush Paro until the fur turns fluffy.

It is more beneficial when *clients*, not a caregiver, *clean Paro*. By cleaning Paro themselves, clients will develop a sense of pet ownership along with a caring relationship and possibly a sense of attachment to Paro. Such attachment often helps achieve smooth interactions and brings about better therapeutic benefits.



The special cleaner for Paro comes in a spray can with a push-type nozzle. The shape of the can may cause handling difficulties for the elderly. In such cases, it is advisable to refill the cleaner into a bottle with a grip-type nozzle.





## Chapter 2: Interactive Activities with Paro

Readers may wonder about the right time to use Paro. There is no single answer to this. While one daycare center uses Paro during intermissions between activities, another uses it before the start of the day when everyone is coming in and getting ready, and at end of the day when patients are waiting to be picked up. It may also be used when clients gather together or when there is a need to cover a staff shortage during a break.

Paro robots are being used in different ways at different institutions. *Paro can be used at any time* of the day at your discretion. Through sufficient experience, users can identify the times most suited to their needs.



## 2.1 Sequence of Therapy Activities

As Paro cannot move around on its own, sometimes a single person may keep it for extended durations. As a result, while that person may get bored with Paro or desert it, others may not be able to enjoy Paro therapy. It is recommended to assign a **Paro handler** to intervene in the therapy and facilitate it as required.

The basic interaction program consists of the following steps:

- *Introducing / Presenting Paro* to clients
- *Encouraging* clients *to interact with Paro*
- *Withdrawing / Collecting Paro* from clients

Paro handlers can effectively implement therapy by performing these steps appropriately. Please refer to Chapters 3–5 for details.

Extra attention by other staff as well as by a Paro handler will further initiate and enhance the interactivity of the sessions. Please refer to Chapter 6 for details.

## 2.2 Therapeutic Cases

Typical cases of robot therapy are given below as a guide for its use.

### Case 1: A Model Case

Client A of a daycare center is one of those who love Paro. She has made it a habit to play with Paro during a break after recreation activities. One day, she was sitting at a table, looking forward to playing with Paro as usual. Client B was sitting next to her.

A staff member, here called Staff G, came up with Paro and put it on the table saying, “Thank you for waiting. Here is Paro.” The staff member put Paro in front of Client A pointing its face toward her. she happily held Paro and started petting it.—(1)

After a while, Client A appeared a little restless with Paro in her arms. Staff G wondered why and suggested that Client A could put Paro on the table if her arms were feeling tired. Looking relieved, Client A continued playing with Paro on the table.—(2)

Client B, sitting next to Client A, had been watching the interaction between Client A and Paro. Staff G asked her,

“Would you like to try playing with Paro, Client B?”  
she/ answered, “Well... all right,” and reached for Paro.—(3)

Clients A and B talked about Paro for a while.  
When Staff G came by again, Client A asked Staff G, “What animal is Paro?”  
Staff G answered, “Paro is a baby seal. Cuddly, isn’t she?”  
The answer further boosted the conversation between the two.—(4)

After a while, Paro stopped moving.  
Realizing that the battery had run out, Staff G went to the table to pick up Paro. She  
said, “Paro has gone asleep. I will take her to bed.”  
Staff G took away Paro and the interaction ended.—(5)

## **Key points in Case 1**

### **Point (1)**

Staff member handed over Paro while pointing its face toward the client.

→It is effective to have Paro *facing the clients*.

Also refer to *3.2 Starting Therapy with Paro for Experienced Clients*.

### **Point (2)**

Staff member talked to the client who had been holding Paro so long as to feel uncomfortable.

→The client was confused, thinking that *Paro should not be put down*.

Please refer to *4.1 When a client holds Paro for a long time* for details.

### **Point (3)**

Staff member encouraged the client who was watching her neighbor play with Paro.

→*As a result, client B participated in an interaction*.

Please refer to *4.5 Involving Onlookers in Interactive Activities* for details.

### **Point (4)**

Staff member initiated conversations between clients by answering their questions.

→How you answer the questions could, on the contrary, also discourage or stop a conversation.

Please refer to *4.4 Frequently Asked Questions about Paro* for details.

### **Point (5)**

Staff member treated Paro as if it was a real animal.

→Some clients consider Paro to be a real animal. Thoughtful behaviors will prevent their make-belief from being destroyed.

Please refer to *5.2 Withdrawing Paro after Therapy* for details.

### **Case 2: Case Needing an Improvement**

Client C enjoys interactions with Paro at a daycare center. she was playing with Paro during a break after a recreational activity, sitting on a sofa while Paro was on a table. Client D was also at the table watching Client C play with Paro.

Care staff H approached Client C to take her to the bathroom, “Ms.. C, can I take you to the bathroom?” Client C suspended the interaction and was escorted by Staff H to the bathroom. ——(1)

Left neglected on the table, Paro yelped, which caught the attention of Client D. she looked interested in Paro but did not make any effort to reach for it, probably because it seemed beyond her reach. ——(2)

After a while, Staff H brought back Client C, led her to the seat, and left to take care of other people. ——(3)

Client C resumed her interaction, but before long, fell asleep, holding Paro in her arms. Paro continued to cry, but Client C did not wake up. This situation continued for a while. ——(4)

Client C awoke after a while and resumed interaction with Paro. People at the next table had been keeping an eye on the incident, apparently showing their interest in playing with Paro.

Staff H noticed their interest, went to Client C, and said, “Your friends also like to play with Paro. I would like to take Paro to them,” and did so.

Client C looked disturbed by the abrupt stop of interaction and watched Paro being carried away to the next table. ——(5)

## Key points in Case 2

### Point (1)

The caregiver took the client to the bathroom, while the client was playing with Paro.

→Client *may feel worried about leaving Paro behind*. she will not have such a feeling if the caregiver said something like, “*Paro will be waiting for you here.*”

For details, please see *5.2 Withdrawing Paro after Therapy*.

### Point (2)

Paro was left on a table while people nearby were interested in it.

→It is advisable that the caregiver place Paro facing the seemingly interested *people* and *encourage* them *to interact* with it.

For details, refer to *4.5 Involving Onlookers in Interactive Activities*.

### Point (3)

The caregiver brought the client back to Paro without saying anything.

→Phrases such as “Could you take care of Paro again?” will help therapy restart naturally.

Please see *4.3 Handling Interruption of Therapy* for details.

### Point (4)

The client and Paro both fell asleep.

→To assure continuation of therapy, it is recommended to intervene in the interaction before clients fall asleep.

Please see *4.3 Handling Interruption of Therapy* for details.

### Point (5)

When withdrawing Paro, the caregiver picked up Paro during an interactive activity without the client’s consent.

→Make sure to obtain consent from clients so that they do not worry about where Paro is going.

Please see *5.1 Withdrawing Paro for another Therapy* for details.

Each word you offer to a client will have a great effect on the robot therapy. Even a few words of encouragement when you pass by or leave will make significant differences.

## **2.3 Cases by Type of Facility**

This chapter introduces case studies of Paro therapy by type of facility.

### **① Residential Facility**

A residential facility has a fixed playtime with Paro twice a week (Wednesday and Saturday). Interested residents gather at a table during lunch breaks (approximately at 2:00 pm) for an hour to interact with Paro. The number of participants per session is five to seven and they share three Paro robots.

This facility assigns a Paro Handler for each session, who observes the activities while doing other jobs nearby. The Paro Handler coordinates and facilitates Paro therapy by intervening in conversations between Paro robots and clients, or passing the robots among clients as and when required.

This facility also schedules grooming for Paro robots every other week as part of the interaction program. Clients wipe the robots with the special cleaner. Through such grooming activities, clients deepen their feeling of attachment to Paro.

After the therapeutic activities, all Paro robots are collected and charged in a specified space.

### **② Day Care Facility**

In an elderly day care facility, therapy time using Paro is not fixed, and is mainly arranged during morning arrival and evening pick-up times.

For instance, a staff member makes rounds among clients holding Paro while they wait to be picked up. The staff member watches clients' interactions with Paro for those who love Paro and show interest in playing with it. The duration of playtime is not fixed. It could be a few to ten minutes. The staff member observes the interaction, plays with Paro and the clients, or passes the robot to another person.

This facility does not assign a Paro Handler. Any staff member who notices a situation or is available at the time of an interaction observes the activities. One benefit of such an arrangement is that the staff member can work on other jobs in addition to handling Paro.

## Chapter 3: Presenting Paro

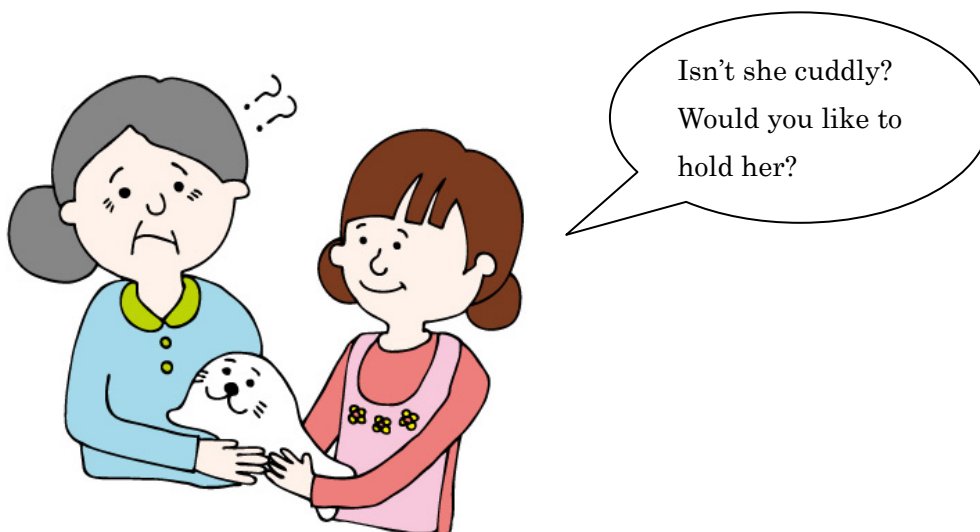
The first contact when introducing Paro is crucial. There are a variety of ways to introduce Paro, depending on the desired focus e.g., attracting interest or determining who likes Paro. Sometimes it is better to make a client and Paro sit side-by-side rather than face-to-face. The key is to closely watch the reactions of a therapy recipient and find an effective way to introduce Paro.

### 3.1 Introducing Paro for the First Time

In general, it is recommended to avoid handing Paro to clients right away during the very first introduction. Some people might draw back when seeing Paro for the first time. Such people might refuse to accept Paro, which in turn might discourage others from getting involved in the therapy. Thus, it is important to first improve a client's readiness to accept Paro.

Introduce Paro first, and watch the reaction. When you confirm a smile or other favorable reactions, encourage contact with Paro. If a sign of dislike is observed, withdraw Paro. Moreover, when encouraging the first contact, do not let a client hold Paro, but *first, suggest petting or stroking*.

Some clients may take Paro to be just a stuffed toy. In such a case, they might find it to be very heavy and merely a burden. The words spoken when presenting Paro are crucial for a trouble-free introduction.



When introducing Paro for the first time (examples):

Examples:

“Here, I have got something for you. This is a baby seal.”

“Isn’t it cute? She is very playful. Would you like to hug her?”

“Would you like to try and see how heavy it is?”

### 3.2 Starting Therapy with Paro for Experienced Clients

People who love Paro and *look forward* to playing with it are considered experienced clients.

Examples:

“Here you are.”

“Have I kept you waiting?”

“You have got XX (name of Paro) here”

Such people might exclude others from playing with Paro once they have it in their hands. In such a case, they should be encouraged to share Paro (“Could you please *share Paro with other people?*”).

### 3.3 Presenting Paro to a Group

In case of more than one client, there will be occasions when Paro is presented to a group of people and not to just one person. Be attentive to *place Paro where “everyone can see” and “everyone can reach,”* e.g., at the center of a table, to prevent shy clients from hesitating to participate in an interaction.

Examples:

“I will put Paro here so that she can play with everybody.”

“Everyone, Paro is here to see you.”

“Could you share Paro among you?”



Furthermore, when handing over Paro to one person in a group, a Paro Handler should approach each person, calling them by name while considering their background or familiarity with the therapy. Also, it is useful to invite participation of other clients present nearby who are not holding Paro. Such involvement will open up and enhance communication.

Examples:

“Here you are, Mr./Ms. XX”

“Would you like to play with Paro, Mr./Ms. XX?”



### **3.4 Extra Tips**

In addition to the above examples, the words below will further enhance interactive activities.

Examples:

**“Could you take good care of her?”**

**“She is just adorable.”**

**“Take care to hold her firmly. She is a bit heavy.”**

**“Can I leave Paro with you? / Can I take my hands off?”**

**“The fur is soft and warm.”...**

## Chapter 4: Use During Therapy

Clients who like Paro can spend time alone throughout the therapy playing with Paro. They might, however, occasionally experience *a continued pause in the conversation with Paro* or *a feeling of boredom*. Some people might wonder what else to do with Paro.

This chapter explains, for different situations, some precautions that can lead to (or bring back) a client to an enjoyable interaction, in case of any interruption in the interaction.

### 4.1 When a Client Holds Paro for a Long Time

Some people, especially those who love Paro, can be too absorbed in the interaction, *holding it for a long time without realizing*. Some people with a strong sense of responsibility may continue holding Paro just because they may think that they should not put Paro down. When such people are observed, following words can be used:

Examples:

“Isn’t Paro heavy?”

“Are your arms and hands feeling tired?”



When you would like to withdraw Paro from such people or want them to put it aside, you might speak to them as follows:

Examples:

“Would you mind if I hold Paro now?”

“You can let Paro sit by your side.”

#### 4.2 When Paro is Treated Violently

Some clients may treat Paro with excessive force. (The reason may be because such clients consider Paro to be just a machine or they simply use it for stress release.) Such clients should first be *led to treat Paro gently*. If violent treatment continues, you may have to take Paro away from them. You may also have to ask other people to *treat Paro with care*. For those who love Paro, such treatment can appear to be abusing and may make them feel unhappy and disturbed.



Examples :

“Mr./Ms. A, Paro is crying, ‘ouch’.”

“Please be nice to Paro.”

“Paro looks miserable to me.”

### 4.3 Handling Interruption of Therapy

During therapy, interruptions may take place due to a *client’s distraction or waning interest and attention*. Below words will help the client resume an interaction. This intervention also applies to people who are *not sure how to play with Paro and are just holding it*.

Furthermore, clients may not recognize *calm reactions* from Paro. Your additional comments, as required by the situation or by the client, will be effective in improving their understanding of Paro’s reaction (e.g., “You see, Paro loves it” or “Paro does not seem to like it”).

Examples:

“Would you like to pet Paro?”

“You can stroke Paro like this.”

“You do not have to be shy pet Paro.”



***Conversation is vital when interacting with Paro.*** It is expected that when conversation has momentum, clients get more involved in the interaction, which in turn improves Paro's therapeutic effects. The following are some sample phrases, for different scenes, to restart a conversation that is interrupted or to enhance it whenever you come close to a client during the therapy.

#### **A) About Paro's Appearance**

Examples:

**"The fur is fluffy."**

**"You really love Paro."**

**"It is adorable."**

**"She has eyelashes, too" (pointing to them).**

#### **B) About Paro's Movements**

Examples:

**"Paro is wagging its tail."**

**"Paro is swimming."**

**"She yips... Did you hear it?"**

**"Her eyes are closed... Oh, they are open now... Lovely."**

**"She gets angry/loses her temper when she's touched on the whiskers."**

#### **C) About Paro in General**

Examples:

**"What's her (Paro) name?"**

**"Have you seen Paro before?"**

**"She is like a baby."**

## D) About Clients

Examples:

“You are a good Paro-sitter, Mr./Ms. A.”

“How are you doing, Mr./Ms. A.?”

“Do you have any children, Mr./Ms. A.?”

“Do you like animals? Have you had any pets, Mr./Ms. A.?”

“Doesn't Paro feel heavy to you?”

- ※ It is recommended that readers *keep in mind the basic life history of the clients*. For instance, the question “Do you have any children?” could deeply hurt clients who have no children. One does not have to be nervous about these comments but needs to be sensitive to the background of the clients.

## 4.4 Frequently Asked Questions about Paro

During an interaction with Paro, clients may ask questions about it. Here are some frequently asked questions and their answers.

Please note that answers are not limited to those below. Caregivers may be required to change the answers as per situation and client.

### A) Comments regarding Paro being “Heavy”

Examples:

“Yes, please be careful not to let it slip through your arms.”

“Yes, it is heavier than it looks.”

“Yes, it is as heavy as a baby. I guess your grandchild was as heavy as it is.”

“Paro eats lots of good food.”

**B) “Is Paro a dog (or another animal)?”**

Examples:

“It looks like a dog, but not exactly. It is a baby seal.”

“What do you think it is?”

※ Flexible answers tailored to clients or vague answers will allow clients to give different answers. The same is true of other questions, e.g., “Is it a boy or girl?” or “How much did it cost?”

**C) “Do we keep Paro here?”/“Who keeps Paro?”**

Examples:

“We keep it here.”

“She lives here.”

**D) “What is the whirring noise?” (Questions about motor noise)**

Examples:

“She must be happy to be hugged.”

“Of course, she is alive.”

“She is moving, that’s why.”

“She’s had a nice big lunch.”

※ Handlers and staff can treat Paro as if it were a living animal. *To those clients who consider Paro a machine, it is sometimes better to confirm their belief.*



#### 4.5 Involving Onlookers in Interactive Activities

When a group of people are playing with Paro, some onlookers watching the interaction may also be present. *Usually, such onlookers also want to play with Paro but are unable to express their desire.* Caregivers and staff are expected to watch the whole group and make sure that there are no onlookers. Involvement of new people will stimulate the conversation and activities.



Some other examples include:

Examples:

“Did you hold Paro today? Would you like to?”

“I believe Paro wants to see you, Mr./Ms. A.”

## Chapter 5: Withdrawing Paro

When Paro is used in a daycare center or other facilities, it may happen that one person prevents others from interacting with it. The handler needs to be observant so that *more than one client can have interactions with Paro*. A handler is also required to withdraw Paro in various situations, e.g., when Paro needs to be recharged or when clients go home. This chapter introduces phrases that can be used to withdraw Paro.

### 5.1 Withdrawing Paro so that Another Client May Play with It

In a facility, many people may be waiting for their turn to interact with Paro within a limited time, but some clients who love Paro do not let go of it willingly. Some options to withdraw Paro are given below:

#### ① From Those Who Dominate Paro

It works well to say that *staff is going to take Paro under their care, not to let other people use it*.

Examples:

“Could I ask you a favor? Would you mind letting me pet Paro?”

“Could I take Paro? Paro must go out now.”

May I take Paro?  
Paro must go out now.



## ② From Thoughtful or Caring People

It is best to tell them frankly that *someone else is waiting for his/her turn to play with Paro*.

Examples:

“Could you pass Paro to the next person?”

“Would you mind leaving Paro with Mr./Ms. X?”

“We would like many people to love Paro. So, may I introduce Paro to someone else?”

## 5.2 Withdrawing Paro after Therapy

In a non-residential facility, Paro needs to be collected when a client leaves for home or participates in another recreational program. This section introduces some phrases to collect Paro, according to the situation.

### ① When Encouraging Clients to Join Other Programs or Activities

This is a case that *Paro leaves clients for another place*. Use belowmentioned phrases to pass Paro to another person or to encourage clients to join other activities. The handler has to *intervene in an interaction* between Paro and clients, and create an atmosphere where clients see it as natural to collect Paro.

Examples:

“I will look after Paro for you.”

“I am afraid Paro has to say goodbye to you. You must be going.”

“It looks like Paro is getting heavy for your arms. Are you tired?”

### ② When Clients Must Go to the Bathroom or Home

This is a case that *clients leave Paro*. Words as follows can be used when clients need to go to the bathroom or when they must go home. Give affirmative comments indicating that *Paro will not go anywhere and be waiting for them* so that they do not worry about Paro when they leave.

Examples:

**“Paro will be here waiting for you.”**

**“I will keep Paro for you.”**

**“Paro will be coming later.”**

In addition, when clients leave for the day, offer below words while holding Paro ***as if it is saying:***

Examples:

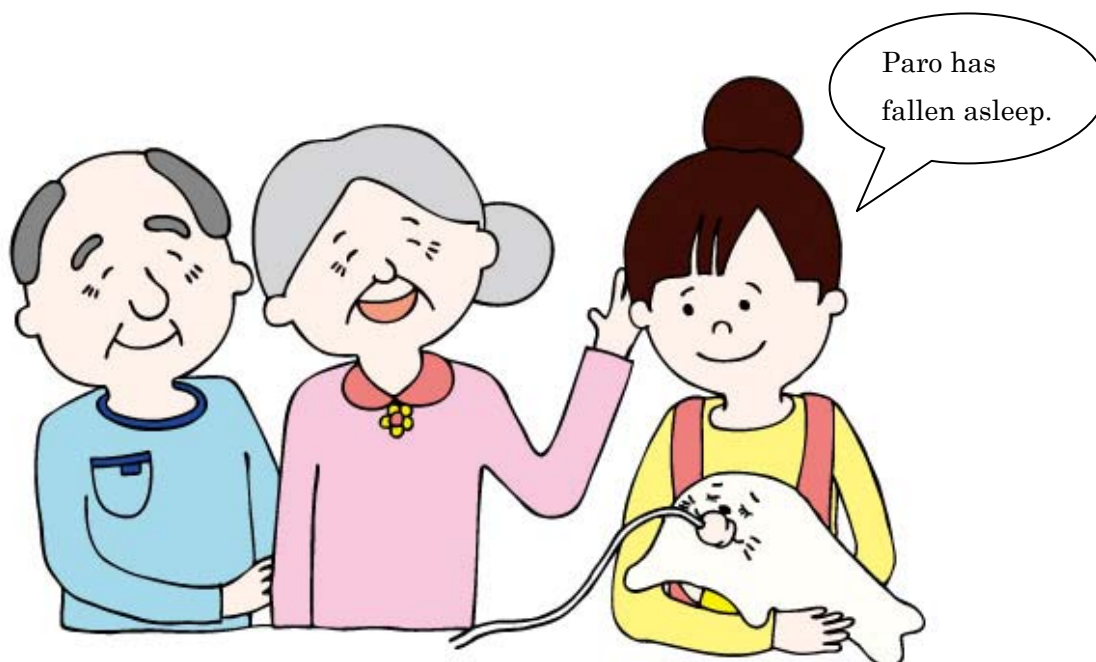
**“I will be expecting you next week.” (as if Paro is talking)**

**“See you next time.”**



### ③ When Battery Runs Out

When the battery runs out and Paro stops working, it is important to *treat Paro as a living animal*.



Other suggestions:

Examples:

“Paro is taking a nap.”

“It is Paro’s nap time.”

## Chapter 6: Quick and Casual Encouragement

Other staff that is not primarily in charge of the interactive activities can be of significant help in enhancing the therapy by *using encouraging words* when they pass by. It can be just a simple, quick word, but can provide benefits such as *a fresh boost* to conversations or interactive activities.

Examples:

“So cuddly!”

“I want to keep Paro at home.”

“You are really lucky, Mr./Ms. X.”

“Give me a hug, too.”



It is also effective to playfully tease Paro, such as:

Examples:

(Patting on the head) **“Cute pie.”**

(Tickling Paro) **“Goochie-goo”**

## Chapter 7: Case Studies

### **Case 1: Worrisome Person**

Ms. A is an 84-year-old woman who goes to a daycare center. She has a worrisome nature and, as peripheral symptoms, experiences delusions and has developed collecting behavior. She used to hold her bag in her hands all the time, with her purse in it, and would stow others' belongings in it; this caused trouble frequently. She was also seen wandering restlessly near the exit or around the room and complained of anxiety on the way home.

By focusing on Paro, however, she is distracted from the attributes of other people as well as from her own anxiety, and is now able to stay largely untroubled.

### **Case 2: Reclusive Person**

Ms. B is a reserved 81-year-old woman who uses daycare services. She used to sit quietly, without actively communicating with others. This probably stemmed from her anxiety and sense of alienation. She also tended to have a desire to go home.

Through Paro, however, her communication with other clients is increasing, and she rarely feels a desire to go home.

### **Case 3: Person Used to Keeping Pets**

Mr. C is 82 years old, and has kept a few pets, including dogs, cats, and birds. He is mild and conscientious but a little nervous. He has peripheral symptoms of lowered initiative and speech disturbance.

He used to sit quietly in a rather stiff and nervous manner and would rarely take an initiative. He now pays attention to Paro when it yips, and it is observed that he pets Paro and interacts with it in other ways as well.

### **Case 4: Person Restless at Mealtimes**

Client D lives in a residential nursing home and is one of those who love Paro. The facility where he lives accommodates mild cases of dementia. Client D leads an independent life, taking care of his own eating, bathing and other self-care chores. The



residents have an interaction time with Paro during breaks between exercises or recreational activities.

Client D is almost always calm and can speak well; however, once in a while he turns restless as the evening mealtime approaches.

In such a case, the staff uses Paro. They ask Client D to be seated at the dining table and put Paro on it, encouraging him to pet it. Petting Paro makes him feel at ease and helps him stay there until his meal starts.

### **Case 5: Person Restless at Bedtime**

Client E, who lives in a residential nursing home, regains comfort and calm by interacting with Paro. Client E, however, exhibits serious symptoms of dementia. She does not remember Paro, and every time she sees Paro, it is the first time for her. She does not show any feeling of dislike, which is considered to be a sign of her liking Paro. In the nursing home, bedtime is around 9:00 pm. One night she went to bed amenably, but around midnight, she was heard wailing from her room. The staff saw her crying “I want to go home.”

The staff thought of using Paro to calm her down. Paro was kept beside Client E who was lying in bed, and she was encouraged to pet Paro. A staff member stayed at the bedside until Client E regained her composure. Paro’s companionship seemed to have comforted her in her loneliness, and she went back to sleep after that.