

An Integrated Approach to Managing Resident Behavior and Caregiver Stress

LEADER-EFFECT® DYNAMICS, LLC

**PACAH Spring Meeting
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Negative Consequences

- Staff turnover
- Family complaints
- Citations
- Bottom line impact
- Administrator and D.O.N. stress

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Learning Objectives

- Describe behaviors to be expected from residents with different types of dementia
- Explain how dementia impacts behavior
- Identify likely precipitants & reinforcers of problem behaviors in residents with dementia
- Identify and control caregivers' internal responses to a wide range of inappropriate behaviors
- Implement specific behavior management strategies and techniques
- Work together as a team

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Methods

- 4, 2-hour workshop sessions
 - All material presented in context of detailed Case studies
- Follow-up group tele-coaching sessions
 - Real-life cases

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Workshop Sessions

- Case studies used to
 - Portray residents as individuals with a history
 - Understand dementia
 - Understand behaviors
 - Learn Leader-Effect skills

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Case Study Approach

- Why this method stays with staff
- Tom :The Resident who followed the Med cart
- Nancy: The Resident who just wanted to go home

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Case Study Incorporates:

- Definition of dementia
- Behaviors to be expected
- Intervention strategies
- Working as a team
- Reducing conflict
- Stress reduction

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TOM The Resident who followed the Med Cart

- See your handout about Tom

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Case Studies

- Alzheimer's – *Tom*
- Vascular
- Pick's Disease
- Other Dementias

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Tom

- Unsure of what work he used to do
- Going into other residents rooms
- Insisting he should be able to "help" the Med Nurse
- Grabbing meds on the cart, pushing staff when challenged

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DAT Mild-Moderate

- Memory loss
- Impaired judgment
- Difficulties with abstract thinking
- Faulty reasoning
- Inappropriate behaviors

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Intervention Strategies

- Leader-Effect® Model
 - 12 Skills that work together to change behaviors, decrease conflicts, and reduce stress

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Leader-Effect® Model

- Roots in bedside manner training
- Developed from and created for real life situations
- Increase competency and decrease stress
- Provides care-plan and assessment tools

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Get-Ready-to-Act Skills

- Control
- Listen
- Empathize
- Assess
- Focus

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Get-It-Done Skills

- Explain
- Direct
- Feedback
- Reinforce

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Sustaining Skills

- Engage
- Empower
- Team-Up

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Team-Up As a Staff

The difference between staff acting on their own and inconsistent outcomes
and
a band of closely knit colleagues that act together and create unified approaches and consistent results

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Conflict Resolution

- Key component of Team-Up
- Personality and value differences
- Typically not addressed directly

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Leader-Effect®

- Listen
- Empathize
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- Empower
- Reinforce
- Explain
- Focus
- Feedback
- Engage
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- Team-up

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Leader-Effect®

Get people to do what you want
them to do, AND LIKE IT!SM

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Tele-Coaching

- Ongoing Coaching
 - Actual residents
 - Triples effectiveness of earlier learning

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Positive Results

- Staff retention and stability
- Happy families and residents
- Good surveys
- Fewer empty beds
- Happy administrators and D.O.N.s

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Case Study 1: Tom

Tom is a tall 76 year old male resident in the locked dementia unit of a long-term care facility. After supper Tom, thought to have Alzheimer's Dementia, would follow the nurse around as she dispensed meds and provided care for other residents in their rooms. While a nuisance in the past, he has responded to redirection until very recently. You have noticed the change in Tom's behavior and have told everyone that Tom was getting out of hand.

Tonight he has been grabbing at things on the med cart and he has followed the nurse into the room of another resident. Now, Tom refuses to leave and is becoming physically threatening to the nurse. The other resident seems scared and angry and is yelling at Tom. You are the only other person nearby and the med nurse calls for help. You have seen things escalate in the hall and heard the commotion get louder in the room, and are now hurrying into the room. Stop the scene in you mind for a moment right there.

1. What kinds of feelings are you experiencing?

1. Anger
2. Frustration
3. Fear
4. Other _____

2. What physical sensation are you feeling?

1. Rapid heart rate
2. Rapid breathing
3. Feeling flushed
4. Sweating
5. Head pounding
6. Other _____

3. What kinds of responses might you be tempted to exhibit?

1. Overreact
2. Act on impulse
3. Yell
4. Other _____

4. What are you thinking?

Behavior Monitoring Form

Resident's Initials _____

Facility _____

Instructions:

1. Complete this form for each episode of problematic behavior.
2. Fax completed form to 724-545-7862 as soon as possible.

Date of episode _____ Time episode started _____

1. What was going on immediately prior to the episode? (Activity in progress <describe>), AM Care, Lunch, etc.)

2. Who else was involved? What was each involved person doing before and during the episode?

3. Describe the resident's behavior and affect during the episode.

4. What did each staff person involved say and do in response to the resident's behavior?

5. What did each other person involved say and do in response to the resident's behavior?

6. How long did the episode last?

7. Describe the episode's termination.

8. Describe the resident's behavior and affect immediately after the episode terminated.

Form Completed by _____