

Navigating Agitation and Challenging Behaviors

3.1 Accessibility Preferences

Accessibility Preferences

Select the "Turn Accessibility ON" button to use an accessible version of this course. This version is ideal for those who use screen readers, require keyboard-only access, or prefer high contrast content.

Then, choose next.



3.2 Texas Health and Human Services



TEXAS
Health and Human
Services

"This presentation was developed under grant CFDA 93.791 from the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. However, these contents do not necessarily represent the policy of the U.S. Department of Health and Human Services, and you should not assume endorsement by the Federal Government."



MFP
MONEY FOLLOWS THE PERSON

Slide 1
Accessible Version
Non-Narrated

Next is enabled.

1. Published

1.1 Navigating Agitation and Challenging Behaviors



1.2 In This Training

In This Training		
	Understand	Agitation and challenging behaviors are forms of communication
	Approach	Approaching individuals who are agitated and/or exhibiting challenging behaviors
	De-escalate	De-escalating agitated individuals and addressing disruptive behaviors

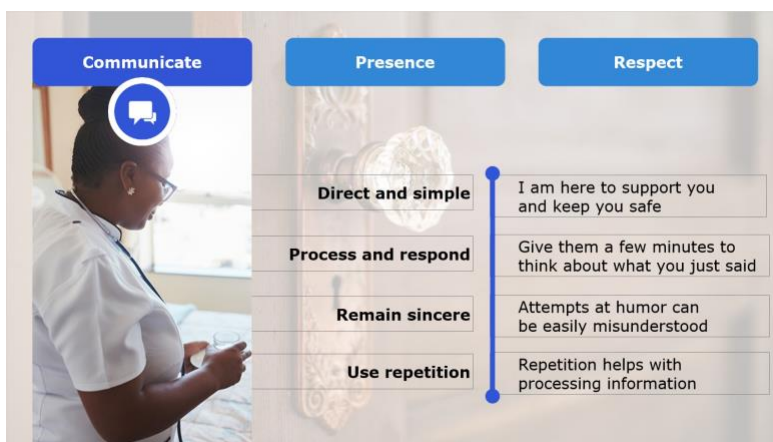
1.3 What is Agitation?



1.4 Working with Agitated Individuals



1.5 Communication



1.6 Communicating with Trina



Trina's agitation is peaking, and she has been yelling at other residents all afternoon. Her sister was supposed to visit but cancelled last minute due to car trouble. What do you say?

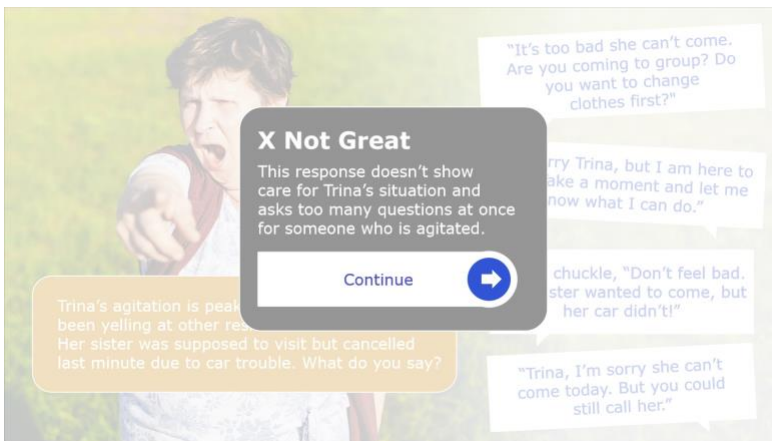
"It's too bad she can't come. Are you coming to group? Do you want to change clothes first?"

"I'm sorry Trina, but I am here to help. Take a moment and let me know what I can do."

With a chuckle, "Don't feel bad. Your sister wanted to come, but her car didn't!"

"Trina, I'm sorry she can't come today. But you could still call her."

Passage One (Slide Layer)

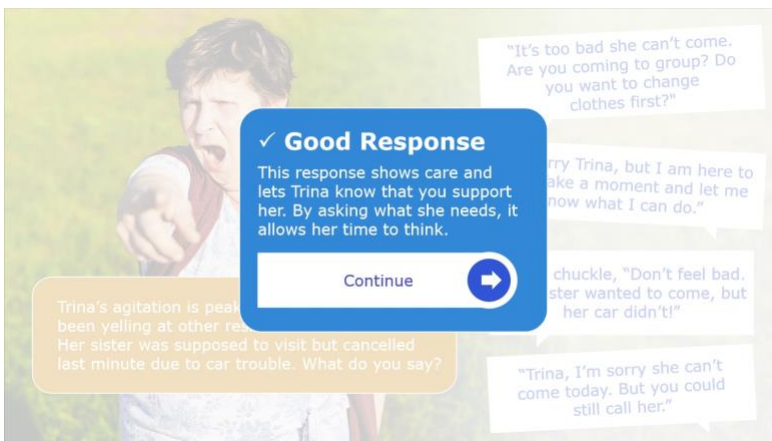


X Not Great

This response doesn't show care for Trina's situation and asks too many questions at once for someone who is agitated.

Continue

Passage Two (Slide Layer)

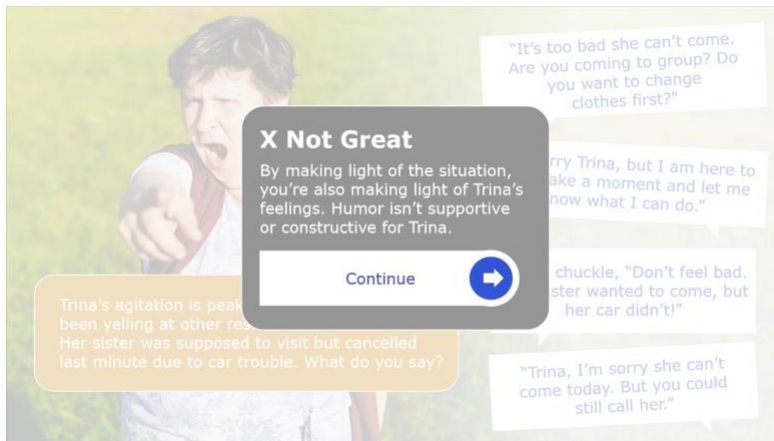


✓ Good Response

This response shows care and lets Trina know that you support her. By asking what she needs, it allows her time to think.

Continue

Passage Three (Slide Layer)



The interface for Passage Three shows a background image of a woman (Trina) looking distressed. A central grey box with a red 'X' icon is titled "X Not Great". It contains the text: "By making light of the situation, you're also making light of Trina's feelings. Humor isn't supportive or constructive for Trina." Below this text is a "Continue" button with a right arrow icon. To the left of the central box is a yellow text box: "Trina's agitation is peaking. She's been yelling at other residents. Her sister was supposed to visit but cancelled last minute due to car trouble. What do you say?". To the right are three speech bubbles: "It's too bad she can't come. Are you coming to group? Do you want to change clothes first?", "I'm sorry Trina, but I am here to help. Take a moment and let me know what I can do.", and "Trina, I'm sorry she can't come today. But you could still call her.".

X Not Great

By making light of the situation, you're also making light of Trina's feelings. Humor isn't supportive or constructive for Trina.

Continue

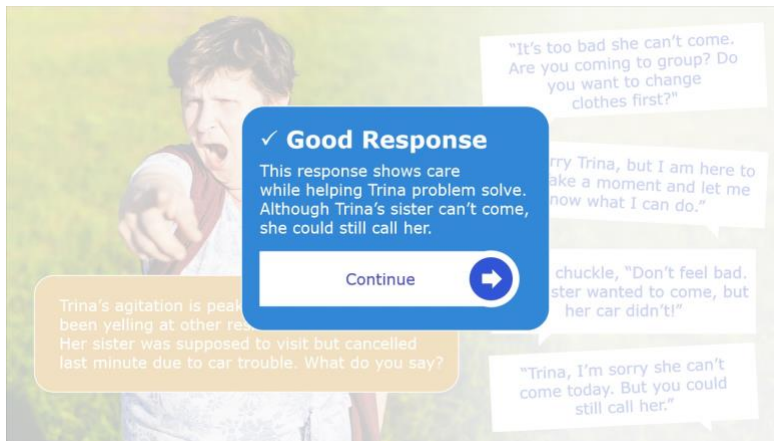
Trina's agitation is peaking. She's been yelling at other residents. Her sister was supposed to visit but cancelled last minute due to car trouble. What do you say?

"It's too bad she can't come. Are you coming to group? Do you want to change clothes first?"

"I'm sorry Trina, but I am here to help. Take a moment and let me know what I can do."

"Trina, I'm sorry she can't come today. But you could still call her."

Passage Four (Slide Layer)



The interface for Passage Four is identical to Passage Three, but the central box is blue with a green checkmark icon and is titled "Good Response". It contains the text: "This response shows care while helping Trina problem solve. Although Trina's sister can't come, she could still call her." Below this text is a "Continue" button with a right arrow icon. The background image, yellow text box, and speech bubbles are the same as in Passage Three.

Good Response

This response shows care while helping Trina problem solve. Although Trina's sister can't come, she could still call her.

Continue

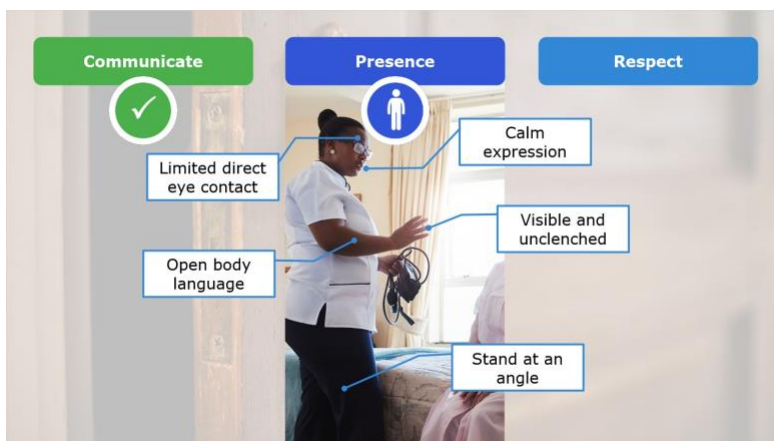
Trina's agitation is peaking. She's been yelling at other residents. Her sister was supposed to visit but cancelled last minute due to car trouble. What do you say?

"It's too bad she can't come. Are you coming to group? Do you want to change clothes first?"

"I'm sorry Trina, but I am here to help. Take a moment and let me know what I can do."

"Trina, I'm sorry she can't come today. But you could still call her."

1.7 Presence



The interface for 1.7 Presence shows a background image of a healthcare worker in a white uniform interacting with a patient in a hospital bed. At the top are three tabs: "Communicate" (green), "Presence" (blue, selected), and "Respect" (blue). Below the "Communicate" tab is a green circle with a white checkmark. Below the "Presence" tab is a blue circle with a white person icon. Four callout boxes with blue arrows point to specific aspects of the worker's presence: "Limited direct eye contact" (pointing to the worker's face), "Open body language" (pointing to the worker's arms), "Calm expression" (pointing to the worker's face), and "Visible and unclenched" (pointing to the worker's hands). A fifth callout box, "Stand at an angle" (pointing to the worker's stance), is located at the bottom right.

Communicate **Presence** **Respect**

Limited direct eye contact

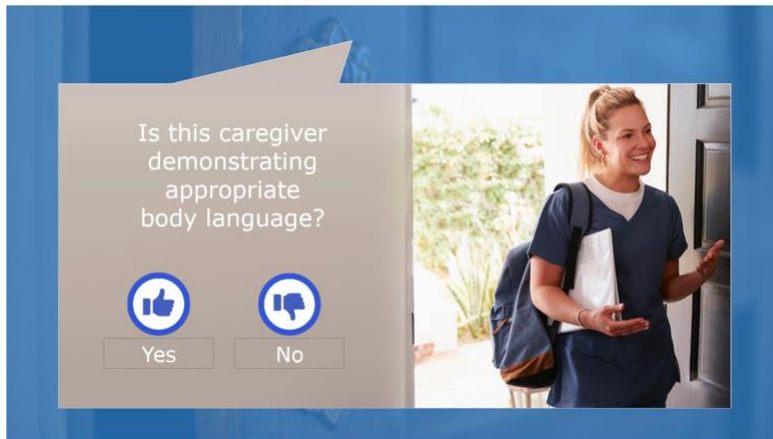
Open body language

Calm expression

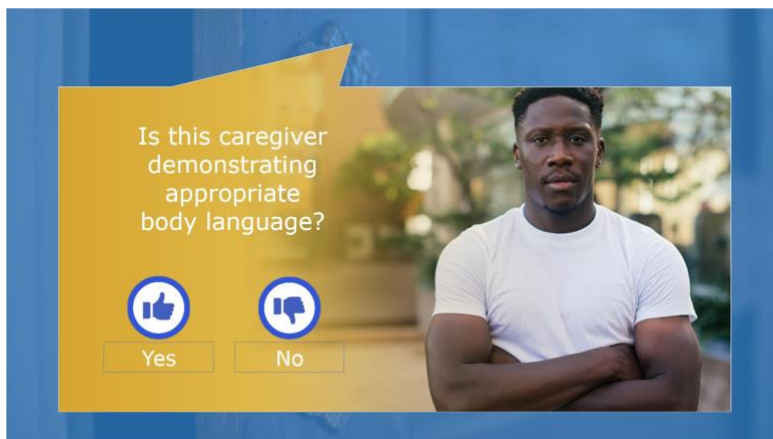
Visible and unclenched

Stand at an angle

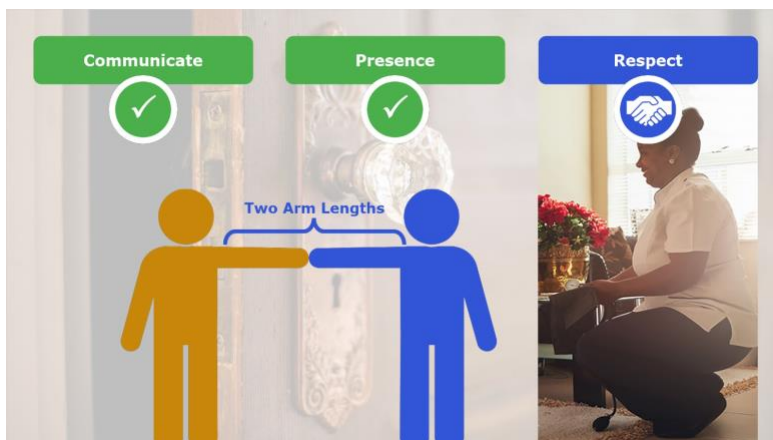
1.8 Stacey



1.9 Marcus



1.10 Respect



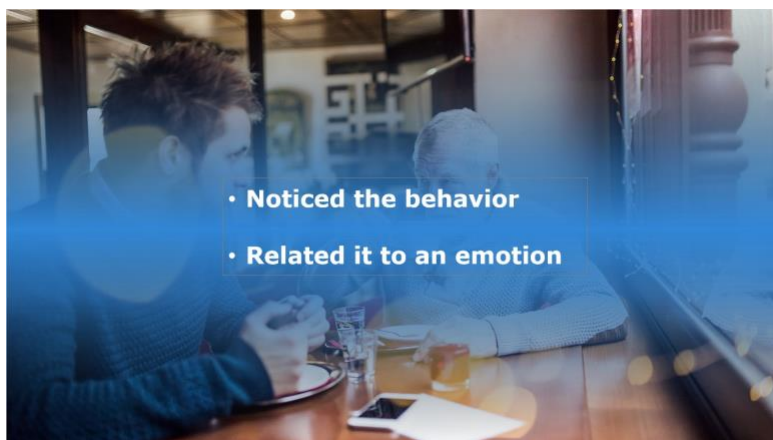
1.11 De-Escalating Agitation



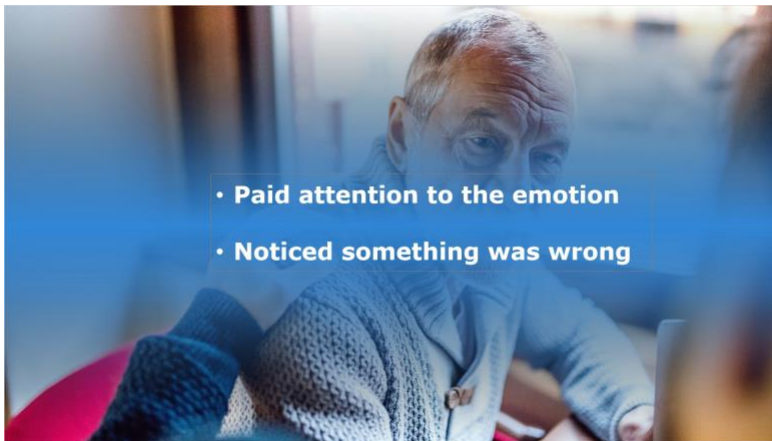
1.12 Victor



1.13 Victor 1



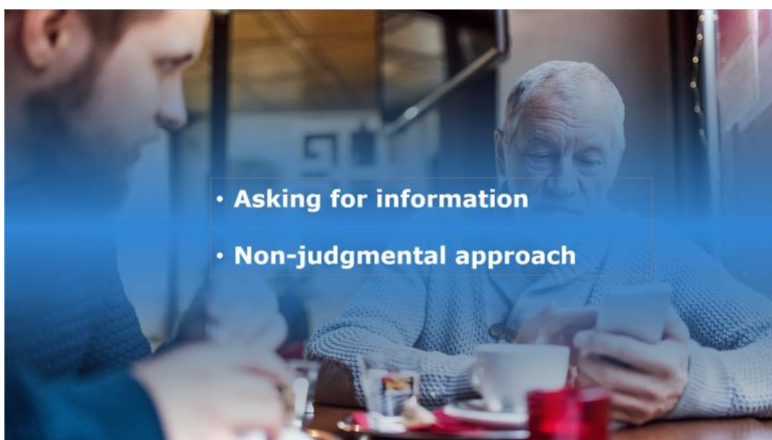
1.14 Victor 2



1.15 Victor 3



1.16 Victor 4



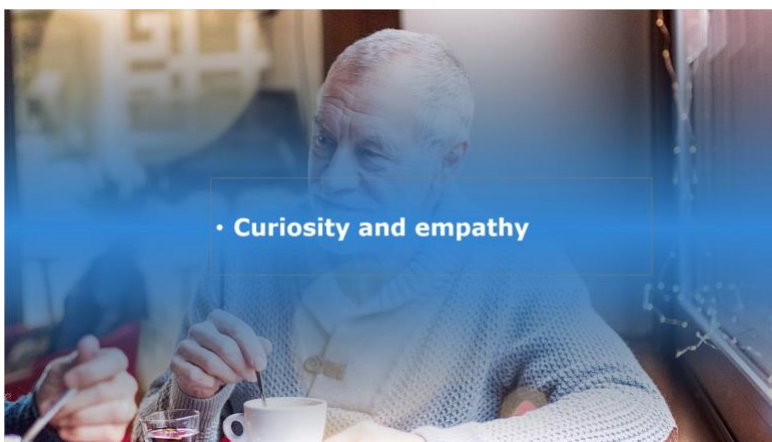
1.17 Victor 5



1.18 Victor 6



1.19 Victor 7



1.20 Question 1)

Knowledge Check

When working with agitated individuals, which of the following would be appropriate as the care provider?

A	Speak loudly	C	Stand close to them so they don't have room to move
B	Communicate clearly and concisely	D	Ignore their behavior and walk away

1.21 Question 2

Knowledge Check

When you notice a change in behavior but are not sure which emotion is related, it is okay to take a guess.

	True		False
---	------	---	-------

1.22 Challenging Behaviors



1.23 Challenging Behaviors



1.24 Challenging Behaviors



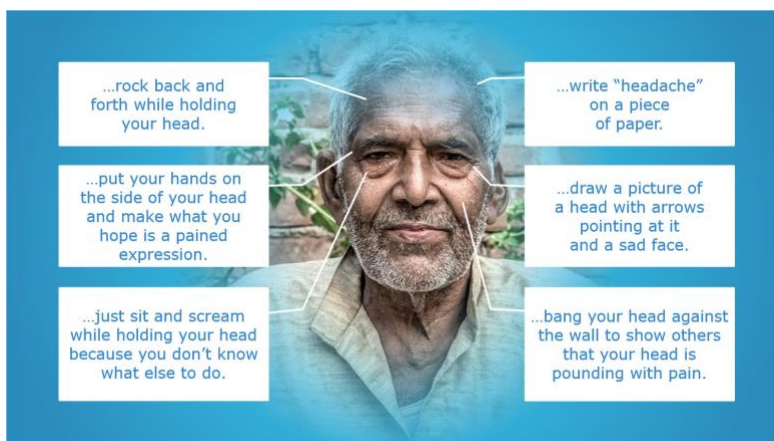
1.25 Identifying Reasons for Behavior



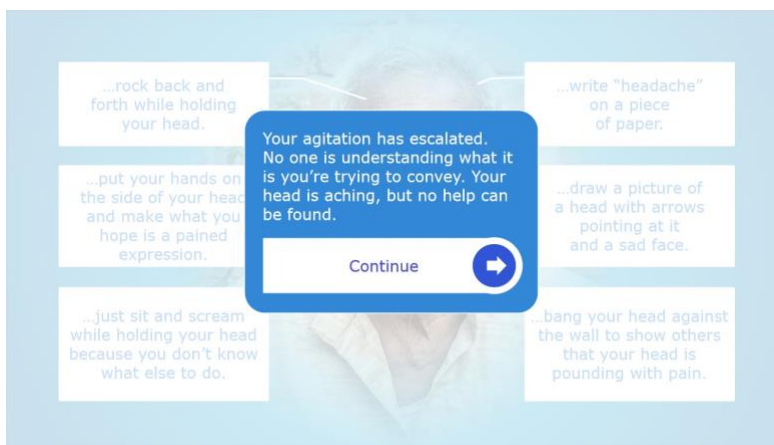
1.26 Behavior as Communication



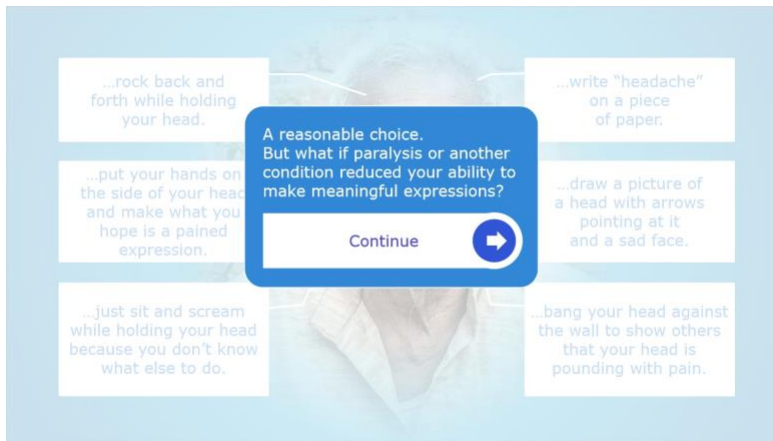
1.27 Headache Activity



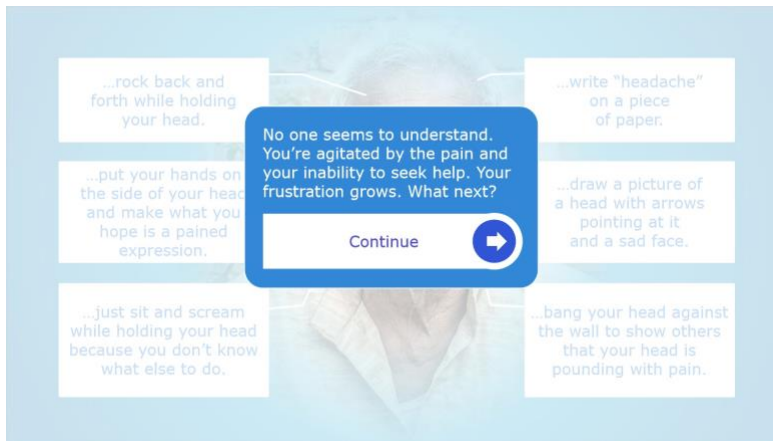
One (Slide Layer)



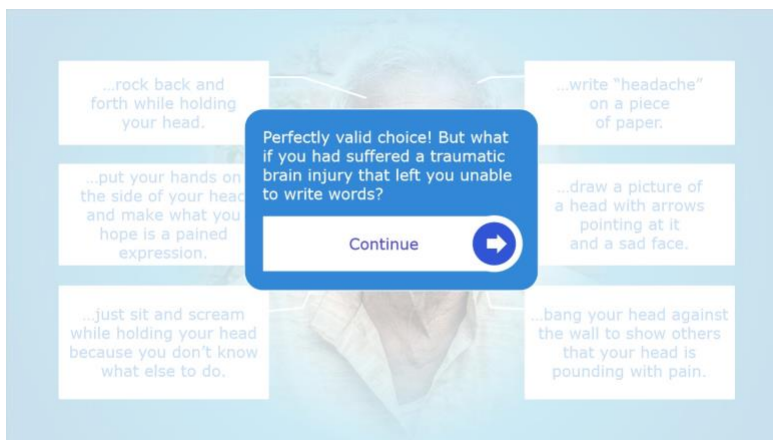
Two (Slide Layer)



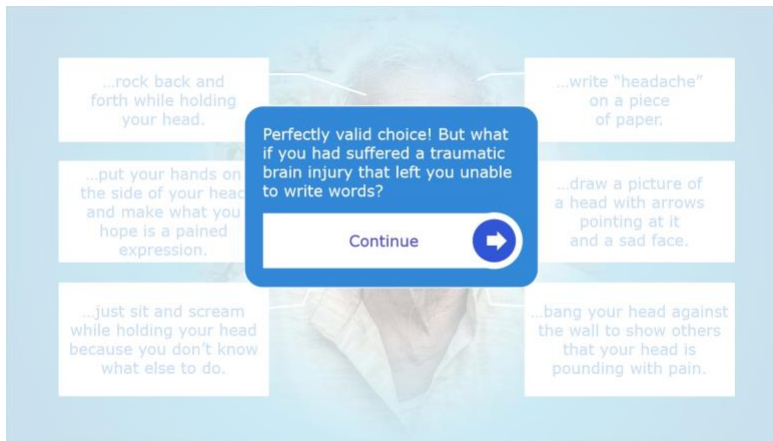
Three (Slide Layer)



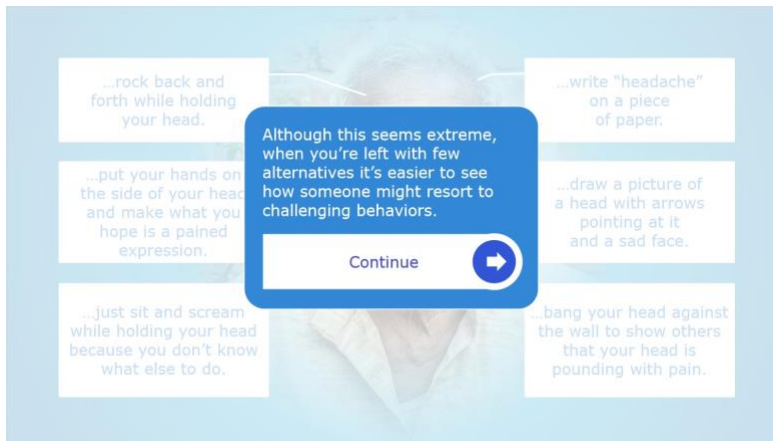
Four (Slide Layer)



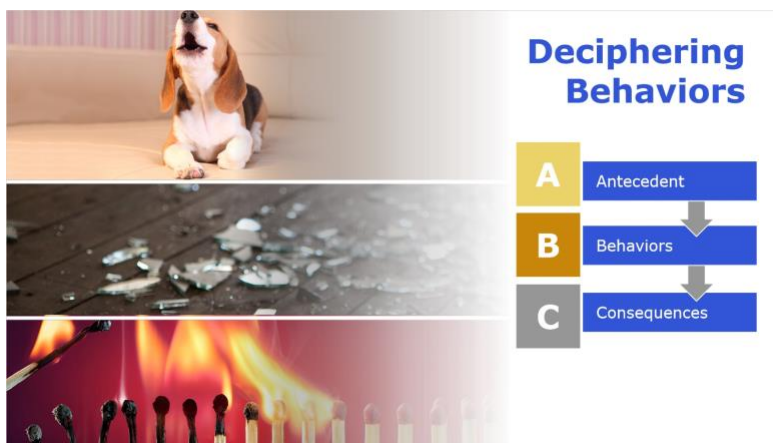
Five (Slide Layer)



Six (Slide Layer)



1.28 Deciphering Behaviors



1.29 Maya's Story

A photograph of an elderly woman, Maya, lying in a hospital bed. She is looking towards the camera with a serious expression. She is wearing a light blue hospital gown. The bed has white pillows and a light-colored headboard.

A Enter the room and turn on the light

B Throwing objects and yelling at you

C Maya sleeps another hour

Maya's Story

1.30 Question 1

Knowledge Check

Drag-and-drop the "A" onto the antecedent, the "B" onto the behavior, and the "C" onto the consequence.

A **B** **C**

?
Doris has started to refuse eating lunch. When encouraged to eat, she pushes the tray onto the floor.

?
It takes nearly an hour for Doris to eat. When she sees the residents return from the afternoon outing, she'll agree to eat.

?
The care facility at which Doris lives has started an after-lunch outing that overlaps with her favorite television show.

1.31 Question 2

Knowledge Check

Drag-and-drop the "A" onto the antecedent, the "B" onto the behavior, and the "C" onto the consequence.

A **B** **C**

?
When Mark becomes violent, his caretakers rely on mild sedatives to help him relax and sleep.

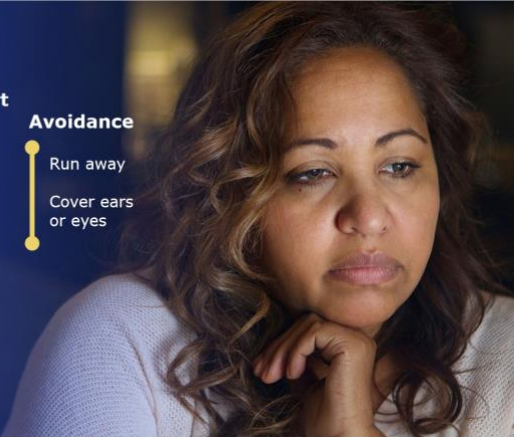
?
Mark has a cold and has been unable to sleep well for three nights due to congestion.

?
Lately, Mark has been screaming in the night. When anyone tries to help, he swings violently.

1.32 Causes

Causes

Changes in routine	Discomfort or illness	Avoidance
Wander around	Sitting	Run away
Agitated	Moaning	Cover ears or eyes
Confused	Rocking	



1.33 Behavior Checklist



Question	Yes	No
Change		
Has there been a change in the person's routine?	x	
Has there been a medication added or taken away?		x
Has the environment changed?		x
Discomfort/Illness		
Are their physical needs unmet (hunger, thirst, pain, toileting, body temperature, sleep)?		x
Are their psychological needs unmet (loneliness, attention)?		x
Avoidance		
Are they being asked to participate in an activity that is painful or difficult for them?		x
Is their environment over-stimulating (too loud, too bright)?		x

1.34 Key Takeaways

