



Louisiana Health Care Review

The Medicare Quality Improvement Organization
www.lhcr.org

**WELCOME TO
TODAY'S WEBINAR
HOSTED BY LHCR,
LOUISIANA'S MEDICARE
QUALITY IMPROVEMENT ORGANIZATION**

***YOUR MODERATOR WILL BE
WITH YOU SHORTLY***

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FROM DEFIANCE TO COMPLIANCE : “THE ART OF SETTING LIMITS”

Presenter :

Jeff DeMars

Master Level Crisis Specialist

Licensed Nursing Facility Administrator

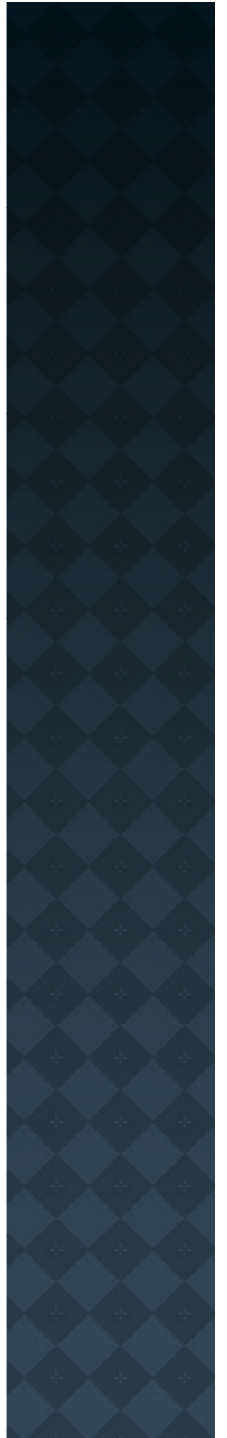
Certified Nursing Home Administrator

Activity Director Certified - NCCAP

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OBJECTIVES FOR THE WEBINAR

- ◉ Identify the non-compliant resistive resident and describe an approach to deal with this individual
- ◉ Develop strategies to set clear and enforceable limits
- ◉ Learn how to ask any questions and receive answers on how to guide the defiant resident toward compliance



WHY DO WE NEED TO LEARN TO DEAL WITH DIFFICULT BEHAVIORS

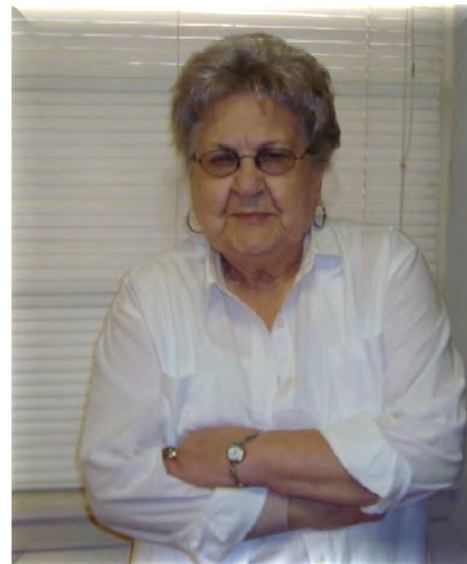
- ◉ Difficult behaviors are a very common occurrence in nursing homes
- ◉ They are a natural progress of aging
- ◉ Staff need to be well prepared for these behaviors to protect their residents
 - Unprepared staff suffer undue stress
 - Unprepared staff tend to have high turnover

DIFFICULT BEHAVIORS AND DEMENTIA

- Behavioral and Psychological Symptoms of Dementia
 - Screaming
 - Wandering
 - Resisting Care
 - Hitting
 - Depression
 - Psychosis
- Behavioral and psychological symptoms occurs in 67% to 78% of those with dementia

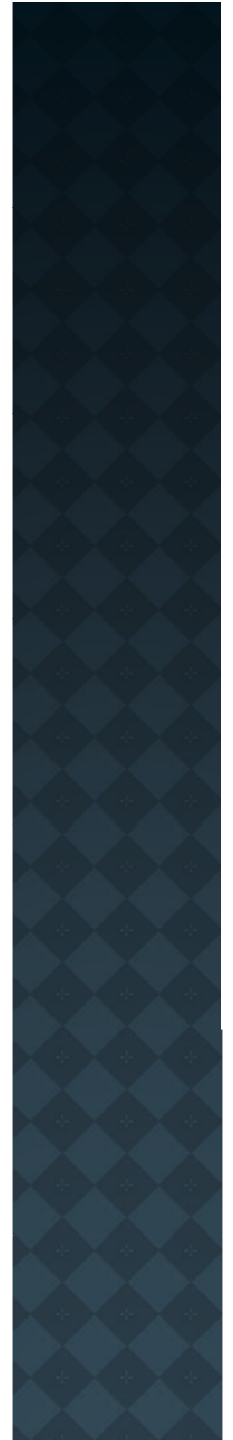
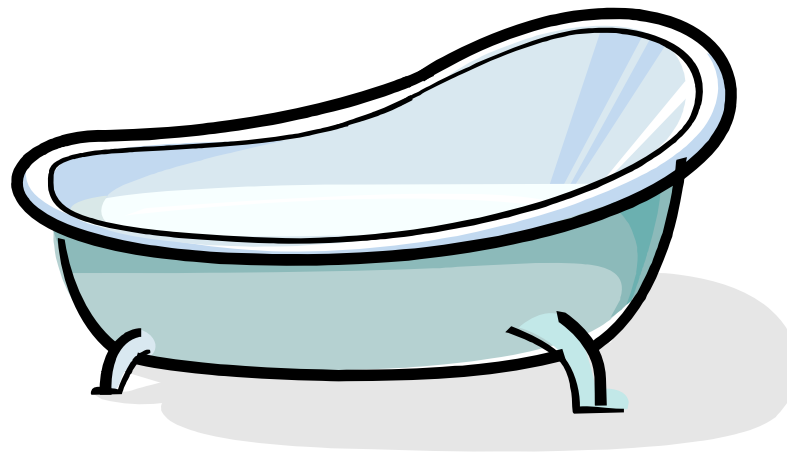
PATTERNS OR TRIGGERS

- Behavioral and psychological symptoms of dementia have triggers and patterns:
 - Environment
 - Noise
 - Under and over stimulation
 - Frequency
 - Duration
 - Intensity
 - Time of day
 - Medications
 - Care givers



AREA WHERE MOST BEHAVIORS OCCURS

- ◉ During bathing
- ◉ Dining room
- ◉ When toileting





To understand your residents, you might have to go in their uncharted world.

BEHAVIOR AND STAFF

- ◉ **Defensive Behavior Level** : Individual has a slight loss in rational thinking due to becoming emotional and upset.
- ◉ **Directive Staff Approach** : Your attempt to take control of a potentially escalating situation by becoming directive, and possibly provide a structure of choices and consequences.

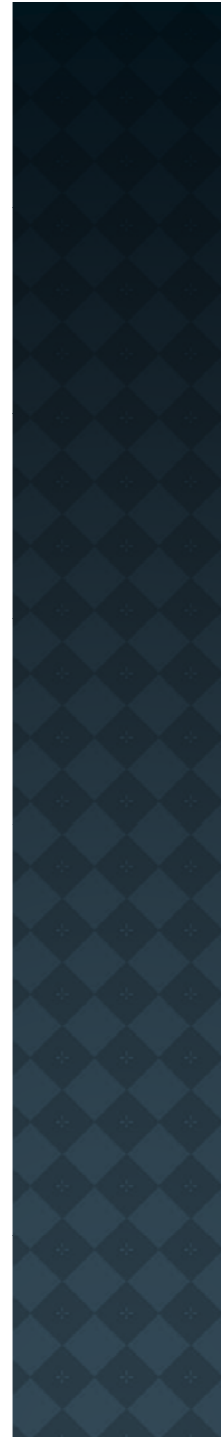
QUESTIONING



- ◉ Questioning Phase :

- Information Seeking Question
- Challenge Question

- ◉ Broken Record Technique Approach :
Redirecting back to the initial directive.

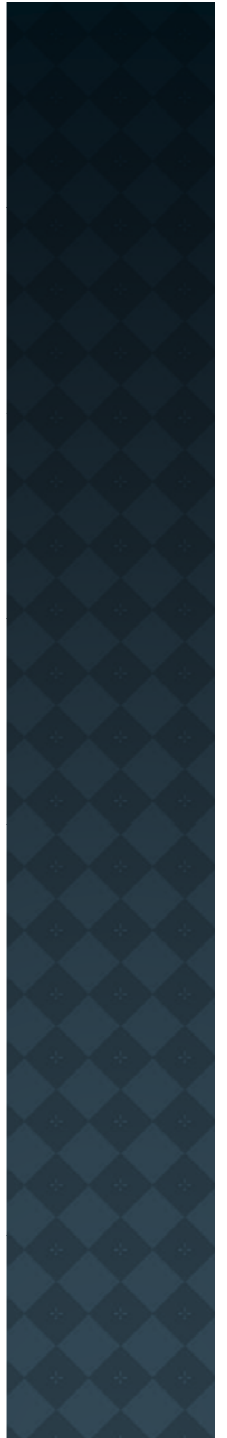


CHOICES FOR THE ELDER

- ◉ Refusal Phase : Total Noncompliance
- ◉ Giving Choices and Consequences : For every choice one makes in life comes along a _____.
- ◉ Choices and Consequences should be:
 - Simple
 - Clear
 - Reasonable
 - Enforceable

THREE STEP TECHNIQUE PROCESS

There are many ways to go about setting limits, but staff members who use these techniques must know three things



STEP ONE

- ◉ Setting a limit is not the same as issuing an ultimatum.

Limits aren't threats. *"If you don't take your shower, you will not get a cigarette"*

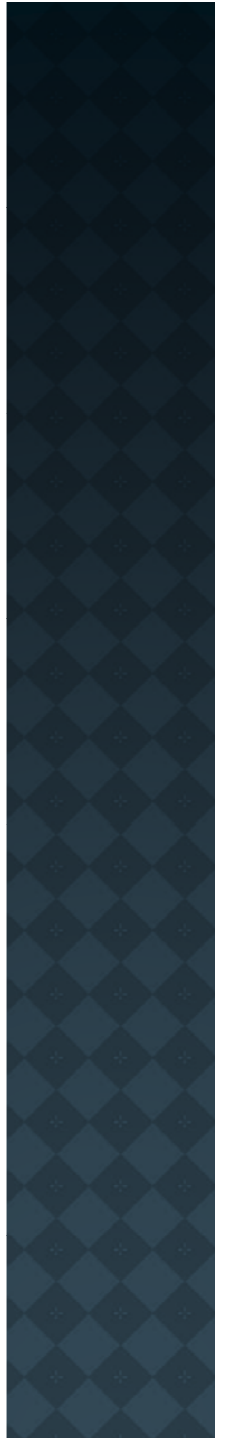
Limits offer choices with consequences. *"If you take your shower you will feel so much better, and you and I could go for a nature walk after your shower"*

If you choose not to take your shower, you will continue to feel bad, and you will not be able to join me for that nature walk"

STEP TWO

- ⦿ The purpose of limits is to teach, not to punish.

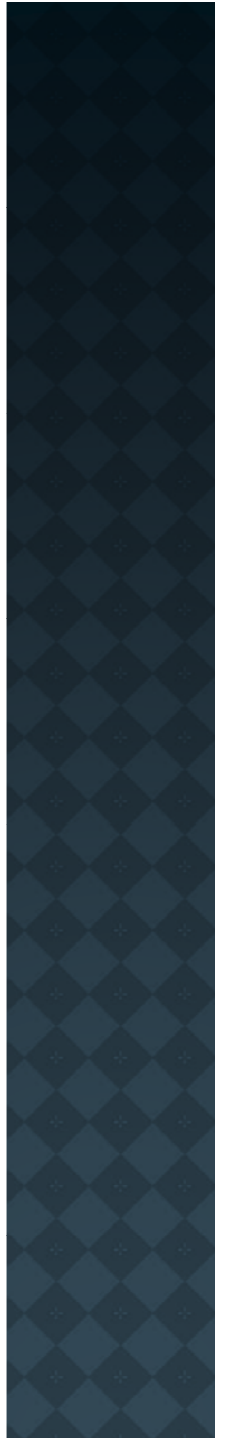
Through limits, people begin to understand that actions, positive or negative, result in predictable consequences. By giving such choices and consequences, staff members provide a structure for good decision making.



STEP THREE

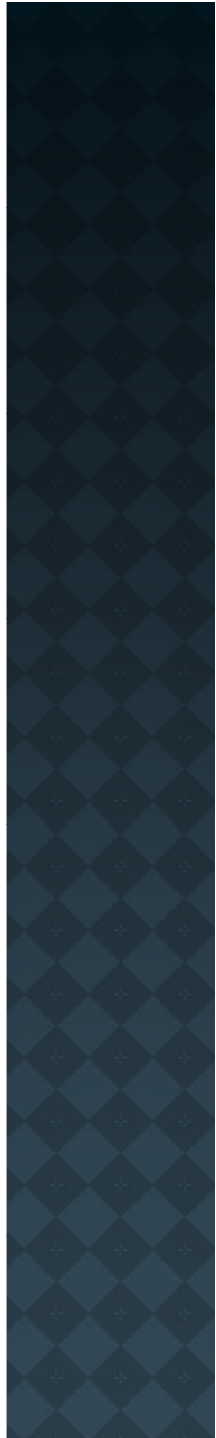
- ⦿ Setting limits is more about listening than talking.

Taking the time to really listen to those in your charge will help you to better understand their thoughts and feelings. By listening, you will learn more about what's important to them, and that will help you set more meaningful limits.



FIVE-STEP APPROACH TO SETTING LIMITS

Here's a five-step approach to limit setting that will increase your effectiveness in using this technique



STEP ONE TO SETTING LIMITS

- Explain which behavior is inappropriate.

Saying, *“Stop that!”* may not be enough. The person may not know if you are objecting to how loudly he is talking, or objecting to the language that he is using. Be specific.



STEP TWO TO SETTING LIMITS

- ⦿ Explain *why* the behavior is inappropriate.

Again, don't assume the person knows why his/her behavior is not acceptable. Is he/she disturbing others? Being disrespectful? Not doing a task he or she is assigned to do?



STEP THREE TO SETTING LIMITS

- ◉ Give reasonable choices with consequences.

Instead of issuing an ultimatum (“Do this or else”), tell the person what his choices are, and what the consequences of those choices will be.

Ultimatums often lead to power struggles because no one wants to be “forced” to do something. By providing choices with consequences, you are admitting that you cannot force the decision.

But you can determine what the consequences for his choices will be.

STEP FOUR TO SETTING LIMITS

- ⦿ Allow Time.

Generally, it's best to allow the person a few moments to make her decision.

Remember that if she's upset, she may not be thinking clearly. It may take longer for her to think through what you've said to her.



STEP FIVE TO SETTING LIMITS

- ◉ Be prepared to enforce your consequences.

Limit setting is meaningless if you don't consistently enforce the consequences you've set. For that reason, it's important to set consequences that are reasonable, enforceable, within your authority, and within the policies and procedures of your facility.

Limits are a powerful tool for teaching appropriate behavior. Their purpose is not to show who's the boss, but to give the individuals in your charge guidance, respect, and a feeling of security.

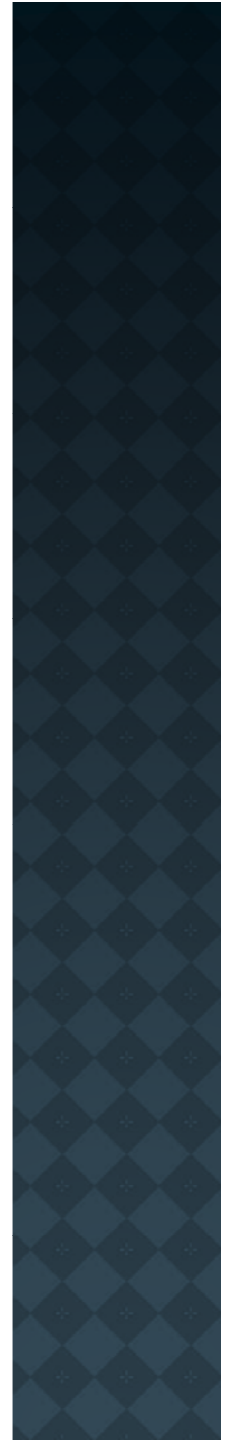
RELEASE PHASE

- ◉ Release Phase : Emotional / Verbal Outburst

- ◉ Allow Venting Approach

Or

- ◉ Isolate the Situation Approach



QUESTIONS



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