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**Behavior Management Training DVD**  
 (Alzheimer’s Association)  
**Script Version 1.3**

Note: The term “B-roll” is used in this column to indicate background video that accompanies voice-over narration

Scene	Audio	Video
<p><b>3E.0</b></p>	<p><b>(Applications of the Behavior Management Model)</b>  <b>VO:</b>            Now that you’ve learned about a three-step model that can help you manage behaviors caused by dementia, we’ll apply this model to several common situations that you’ve probably experienced your job.</p>	<p><b>Video (b-roll):</b>            Scene of CNA responding to inappropriate behavior</p>
<p><b>3E.1</b></p>	<p><b>VO:</b>            First, let’s review the three steps of the model.</p> <p>The first step, when you observe dementia-caused behavior, is to check for possible physical discomfort, like pain, hunger, thirst, or the need for a bathroom break.</p> <p>The second step is to look for a pattern or trigger that might help you understand what prompted the behavior. Pay careful attention to the emotion behind the behavior, which might reveal fear, anxiety or embarrassment.</p> <p>The third step is to respond constructively to remove or minimize whatever triggered the behavior.</p>	<p><b>Graphic:</b></p> <p><u>3-step Behavior Management Model</u></p> <ol style="list-style-type: none"> <li>1. Check for possible physical discomfort</li> <li>2. Look for pattern or trigger; understand emotion behind behavior</li> <li>3. Respond constructively to remove or reduce trigger</li> </ol> <p>Assess and address!</p>
<p><b>3E.2</b></p>	<p><b>VO:</b>            Now, let’s take a look at a situation that may occur with a resident with dementia. (Bring up sound from video)</p>	<p><b>Video:</b>            Show aide helping resident remove a shirt. The resident becomes increasingly agitated and begins screaming and/or pushing away</p>

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		in fear.
3E.3	<p><b>VO:</b>            How would you handle this situation? Let’s see what happens when you apply the three step model for behavior management.</p> <p>First, you would check for any physical discomfort that might be causing the distress.</p>	<p><b>Video:</b>            Freeze the video image.</p> <p><b>Superimpose graphic:</b>            1. Check for possible physical discomfort (remember arthritic hand example)            Continue the video, showing the CNA checking for any physical causes.</p>
3E.4	<p><b>VO:</b>            Once you determine that the distress doesn’t seem to be a result of some physical discomfort, what would you do next?</p> <p>You would look for a pattern or trigger and try to understand the emotion behind the behavior. Has this happened before under similar circumstances? Is the distress triggered by attempting to undress the resident? You will want to talk with other staff members to see if they have observed a similar response to the situation.</p> <p>What emotion do you detect – Fear? Embarrassment? The emotion may give you a clue to why the resident is distressed.</p> <p>Perhaps you appear to be a stranger to the resident. Imagine how you would feel if a stranger suddenly start to undress you! Wouldn’t you be afraid?</p> <p>Or, if the resident doesn’t recognize you, perhaps he or she is embarrassed to be undressing in front of a stranger.</p>	<p><b>Video:</b>            Freeze the video image again</p> <p><b>Superimpose graphic:</b>            2. Look for pattern or trigger; understand emotion behind behavior</p> <p><b>Video or still image:</b>            Focus on face of resident in distress</p> <p>Freeze image on face that exhibits emotion</p>
3E.5	<p><b>VO:</b>            Once you think you’ve identified the trigger or at least have identified the</p>	<p><b>Video:</b>            Show CNA starting to calm the resident</p>

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	<p>emotion underlying the behavior, you can respond appropriately to remove or reduce the distress of the resident. You may have to try several approaches before you find the one that works.</p> <p>What are some techniques you could use to calm the resident in this situation?</p>	<p><b>Superimpose graphic:</b>            3. Respond constructively to remove or reduce trigger</p>
<p><b>3E.6</b></p>	<p><b>VO:</b>            But first, let's look at a couple of responses that DON'T work very well:</p> <p>(Bring up audio of CNA trying to explain task to resident; then fade under VO)</p> <p><b>VO:</b>            Attempting to give a detailed explanation of what you would like the resident to do probably won't be very effective, particularly if the person has difficulty with language.</p>	<p><b>Video:</b>            Show uncooperative resident, who appears to have poor comprehension, and CNA going into a detailed explanation of the task she's trying to get the resident to do</p> <p>Superimpose "not allowed" graphic (red circle with diagonal line)</p>
<p><b>3E.7</b></p>	<p><b>VO:</b>            Another approach that should be avoided is giving orders to the resident, trying to force cooperation.</p> <p>(Bring up of audio of CNA ordering the resident to cooperate.)</p> <p><b>VO:</b>            If you've ever tried this, you probably know that trying to force cooperation usually backfires, just making the person more agitated.</p>	<p><b>Video:</b>            Show uncooperative resident, and CNA sternly ordering resident to cooperate</p> <p>Superimpose "not allowed" graphic (red circle with diagonal line)</p>
<p><b>3E.8</b></p>	<p><b>VO:</b>            Finally, begging the person to do it for you is not a good approach.</p> <p>(Bring up of audio of CNA ordering the resident to cooperate.)</p>	<p><b>Video:</b>            Show uncooperative resident, and CNA begging the resident to cooperate</p> <p>Superimpose "not allowed" graphic (red</p>

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	<p><b>VO:</b>            Now that we know some approaches that don't work well, let's look at some that can be more effective.</p>	<p>circle with diagonal line)</p>
<p><b>3E.9</b></p>	<p><b>VO:</b>            One approach, that's good to use in almost any situation with an agitated or uncooperative resident, is to make contact at eye level , smile, introduce yourself and say – briefly and quietly - what you will do.</p> <p>(bring up audio of CNA)</p>	<p><b>Video:</b>            Show CNA demonstrating technique: establishing eye contact, introducing self, explaining what she will do</p>
<p><b>3E.10</b></p>	<p><b>VO:</b>            If appropriate, you may try distracting the resident by chatting or singing with him or her.</p> <p>(bring up audio of CNA)</p>	<p><b>Video:</b>            Show CNA demonstrating technique: chatting with resident</p>
<p><b>3E.11</b></p>	<p><b>VO:</b>            Modesty is frequently an issue;, you should keep the person covered as much as possible.</p>	<p><b>Video:</b>            Show CNA demonstrating technique: keeping resident covered</p>
<p><b>3E.12</b></p>	<p><b>VO:</b>            If you think a person doesn't understand what you're asking them to do , you may be able to start the person undressing, with a gentle physical movement. Often people will continue with a familiar movement, once they receive help getting started.</p> <p>Maintaining eye contact and a friendly smile will help to assure the resident while you are helping them get started.</p>	<p><b>Video:</b>            Show CNA demonstrating technique: starting the resident with a physical movement</p>
<p><b>3E.13</b></p>	<p><b>VO:</b>            Once you've found something that works well with a particular resident, be sure to tell others about it. You should also tell your colleagues about your thoughts on what seems to trigger the behavior. This may help them be</p>	<p><b>Video:</b>            Show CNA talking with other staff</p>

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	better prepared to handle it when it appears again.	
3E.14	<p><b>VO:</b>            Now, let's look at another common behavior that you've probably encountered.</p> <p>Here we see a resident who is not eating at mealtime. Although this isn't disruptive behavior, obviously it's important to help the resident engage in eating, to maintain proper nutrition.</p> <p>Let's apply our behavior management model to this situation.</p>	<p><b>Video:</b>            Show resident at table, not engaged in eating.</p>
3E.15	<p><b>VO:</b>            So, what's the first step?</p> <p>That's right! You check for any physical discomfort For example, any problems with dentures or teeth? Swallowing? Sore throat? Upset stomach?</p>	<p><b>Video:</b>            Continue</p> <p><b>Superimpose graphic:</b>            1. Check for possible physical discomfort</p> <p>Continue the video, showing the CNA checking for any physical causes.</p>
3E.16	<p><b>VO:</b>            Once you've ruled out physical discomfort, what's the next step?</p> <p>Right again! You look for a pattern or trigger and try to understand the emotion behind the behavior. Does this behavior typically occur at meals? Are there any special circumstances that may have triggered the behavior? Could it be triggered by specific food being offered – perhaps something the resident dislikes? Could the noisy environment be a trigger?</p> <p>Consider the resident's history. Was he used to eating differently? Does the person remember how to eat, or even why he should?</p>	<p><b>Video:</b>            Freeze the video image again</p> <p><b>Superimpose graphic:</b>            2. Look for pattern or trigger; understand emotion behind behavior</p> <p>Continue video of resident not engaged in eating</p>

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	As we've said before, this step may involve talking with other staff to determine if there is a pattern or specific trigger that typically results in this type of behavior.	
<b>3E.17</b>	<b>VO:</b> And now, the third step in our model, which is .... (pause)  of course – to respond appropriately to remove or reduce the trigger.	<b>Video:</b> Show CNA starting to calm the resident  <b>Superimpose graphic:</b> 3. Respond constructively to remove or reduce trigger
<b>3E.18</b>	<b>VO:</b> As we've seen before, there are a few responses you should avoid. You shouldn't try to demand or beg for cooperation. These almost never work, and can even aggravate the situation.	<b>Superimpose new graphic:</b> Avoid: <ul style="list-style-type: none"> <li>• demanding</li> <li>• begging</li> </ul>
<b>3E.19</b>	<b>VO:</b> As we saw in the previous example, it's always a good idea to make eye contact, introduce yourself and say what you will do.  (bring up audio of CNA)	<b>Video:</b> Show CNA demonstrating technique: establishing eye contact, introducing self, explaining what she will do
<b>3E.20</b>	<b>VO:</b> If you feel the food, itself, might be a trigger, perhaps you can find some alternative that will be acceptable to the resident.  If someone else at the table appears to be the trigger for the behavior, perhaps you can move the resident to another table.  [  Sometimes, the most effective action is to drop the issue, and re-approach	<b>Video:</b> Show CNA engaging resident; show CNA helping resident move to another table (?)

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	<p>in a few minutes, or later, to try again. Or, you could “mirror” the desired action – that is, act out doing it yourself to cue the person on what to do.</p>	
<p><b>3E.21</b></p>	<p><b>VO:</b>            Now, let’s look at one more application of the behavior management model.</p> <p>(Bring up audio of resident, briefly)</p> <p><b>VO:</b>            Here, we see a resident who is asking to be taken to the toilet every few minutes? Look familiar?</p>	<p><b>Video:</b>            Show resident begging CNA to be taken to the toilet</p>
<p><b>3E.22</b></p>	<p><b>VO:</b>            Once again, what’s the first step in managing this behavior?</p> <p>Right: Check for a possible physical cause. If this is a new behavior for this person, you should check with the nurse or physician to determine if there is a known medical problem causing the resident’s behavior. Can you think of any other physical causes for this type of behavior?</p>	<p><b>Video:</b>            Freeze the video image.</p> <p><b>Superimpose graphic:</b>            1. Check for possible physical discomfort</p> <p>Continue the video, showing the CNA checking for any physical causes.</p>
<p><b>3E.23</b></p>	<p><b>VO:</b>            If you’ve addressed the physical basis and the behavior continues, what should you do next?</p> <p>That’s right: Look for a pattern or trigger and try to understand the emotion underlying the behavior.</p> <p>Does this behavior seem to occur in specific circumstances or in the presence of certain people? Does it seem to be a result of short-term</p>	<p><b>Video:</b>            Freeze the video image again</p> <p><b>Superimpose graphic:</b>            2. Look for pattern or trigger; understand emotion behind behavior</p>

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	<p>memory problems, so the resident simply doesn't remember having gone to the toilet? Is the resident bored or needing attention?</p> <p>All of these are possibilities, and you may need to talk to others on the staff to compare notes and ideas about the pattern or possible trigger.</p>	<p>Continue video of resident asking to be toileted.</p>
<p><b>3E.24</b></p>	<p><b>VO:</b>            Finally, we have the third step in our model:</p> <p>Find a constructive response that will remove or reduce the trigger. You may need to try several different approaches before you find one that works. Since triggers can change, approaches may need to change from day to day.</p>	<p><b>Video:</b>            Show CNA starting to calm the resident</p> <p><b>Superimpose graphic:</b>            3. Respond constructively to remove or reduce trigger</p>
<p><b>3E.25</b></p>	<p><b>VO:</b>            Assuming that you've determined that there is no underlying physical cause for the resident's behavior, evaluate the following responses to this situation. Decide if each one is appropriate or not, and why.</p> <p>(Scenario #1)  <b>CNA</b> (in response to resident's request):            I'm sorry Joe, but you just went to the bathroom. You have to stop asking to go every two minutes. I know you don't really have to go and I can't keep taking you. I have other things I have to do. Why don't you visit with Mary Anne over here?</p> <p>(If "Appropriate" button is selected)  <b>VO:</b>            Sorry, but this isn't an appropriate response. Although time pressures and frustration may make us feel like we should be stern with Joe, this is likely to only aggravate the situation. Joe most likely does not remember having asked before. Venting your frustration to residents, no matter how politely</p>	<p><b>Video:</b>            Show scenario. Freeze last image. Display two buttons: "Appropriate" and "Not Appropriate"</p> <p><b>Graphic:</b> (superimposed over freeze frame)            red circle with diagonal line            No!</p>

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	<p>you do it, is always an inappropriate response.</p> <p>(If “Not Appropriate” button is selected)</p> <p><b>VO:</b>            That’s correct. Although time pressures and frustration may make us feel like we should be stern with Joe , this is likely to only aggravate the situation. Joe most likely does not remember having asked before. Venting your frustration to residents, no matter how politely you do it, is always an inappropriate response.</p>	<p><b>Graphic:</b> (superimposed over freeze frame)            red circle with diagonal line            Yes!</p>
<p><b>3E.26</b></p>	<p>(Scenario #2)</p> <p><b>CNA</b> (in response to resident’s request):            Oh, please, Joe . I’ve got my hands full right now. Please, just for me, why don’t you go visit with Mary Anne so I can finish up what I have to do. Pretty please?</p> <p>(If “Appropriate” button is selected)</p> <p><b>VO:</b>            Sorry, but this isn’t an appropriate response. As we’ve pointed out previously, begging is not an effective way to manage inappropriate behavior or gain cooperation. You may well leave Joe feeling like you haven’t done anything to help him resolve his problem. And again, Joe may not even remember having asked before.</p> <p>(If “Not Appropriate” button is selected)</p> <p><b>VO:</b>            That’s correct. As we’ve pointed out previously, begging is not an effective way to manage inappropriate behavior or gain cooperation.</p>	<p><b>Video:</b>            Show scenario. Freeze last image. Display two buttons: “Appropriate” and “Not Appropriate”</p> <p><b>Graphic:</b> (superimposed over freeze frame)            red circle with diagonal line            No!</p> <p><b>Graphic:</b> (superimposed over freeze frame)            red circle with diagonal line            Yes!</p>
<p><b>3E.27</b></p>	<p>(Scenario #3)</p> <p><b>CNA</b> (in response to resident’s request): (no eye contact)            Sit tight, Mr. Thomas. I’ll get to you in a few minutes.</p>	<p><b>Video:</b>            Show scenario. Freeze last image. Display two buttons: “Appropriate” and “Not</p>

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	<p>(If “Appropriate” button is selected)  <b>VO:</b>            Sorry, but this isn’t an appropriate response. Avoiding eye contact or asking the resident to wait is simply not an appropriate or effective way to manage behavior.</p> <p>(If “Not Appropriate” button is selected)  <b>VO:</b>            That’s correct. Avoiding eye contact or asking the resident to wait is simply not an appropriate or effective way to manage behavior.</p>	<p>Appropriate”</p> <p><b>Graphic:</b> (superimposed over freeze frame)            red circle with diagonal line            No!</p> <p><b>Graphic:</b> (superimposed over freeze frame)            red circle with diagonal line            Yes!</p>
<p><b>3E.28</b></p>	<p>(Scenario #4)  <b>CNA</b> (in response to resident’s request):            (with good eye contact) Joe , I’m Susan. Let’s go over to the lounge. We’re playing the Jeopardy game and that’s one of your favorites. I hear you’re pretty sharp on American history questions. Let’s go so you can get a good seat.</p> <p>(If “Appropriate” button is selected)  <b>VO:</b>            That’s correct. You notice that the CNA established good eye contact with the resident and was able to distract him by getting him involved in another activity. By doing this, she was able to effectively manage the behavior.</p> <p>(If “Not Appropriate” button is selected)  <b>VO:</b>            Sorry, but this is an appropriate response. You notice that the CNA established good eye contact with the resident and was able to distract him by getting him involved in another activity. By doing this, she was able to effectively manage the behavior.</p>	<p><b>Video:</b>            Show scenario. Freeze last image. Display two buttons: “Appropriate” and “Not Appropriate”</p> <p><b>Graphic:</b> (superimposed over freeze frame)            Yes!</p> <p><b>Graphic:</b> (superimposed over freeze frame)            No! This is an appropriate response.</p>

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Scene	Audio	Video
<b>3E.29</b>	<b>VO:</b> This concludes this module. You will now return to the menu.	<b>Graphic:</b> End of module.