

**Role Playing for Difficult Behaviors**

This is interactive training designed to give the caregiver an opportunity to role play different scenarios that occur in a memory care setting. The training will have the caregiver develop different approaches with resident behaviors that can be challenging. The training will encourage group discussion and participation by all those attending. The trainer will present the following steps in order and encourage group discussion. Have all participants sign the sign in sheet to get credit for The Cottages Memory Care Program.

1. **Have all participants get into teams of two. They will need to be sitting in chairs that can be moved easily and are facing each other.**
2. **Cut out the role playing scenarios and hand out one part to each person. Have each team designate which person will be the resident and which person will be the caregiver in this exercise.**
3. **At the end of the exercise, ask the participants how it felt to be treated as a resident. Was it comfortable? What did that do to their feelings of pride and independence? Is this exercise something every caregiver should go through before they care to resident? Try to get everyone to speak and participate in the discussion and encourage sharing feelings.**

****

**Scenarios - Role Playing for Difficult Behaviors**

**#1 Where’s my Mother?**

**Resident says: “Where’s my mother? I need to go home. My mother is expecting me to be at home. Can I call my mother?”**

**#1 Where’s my Mother?**

**Staff says: “Your mother is dead. Don’t you remember? She died a long time ago. I’ve told you that a hundred times.”**

**#1 Where’s my Mother?**

**Positive ideas.**

**Staff says: “Tell me about your mother. What was your favorite thing that you did with your mother?” Discuss ideas with group.**

**#2 Help Me Repeater**

**Resident repeats: Help me. Help me. Help me. HELP ME!! (various ways and volume)**

**#2 Help Me Repeater**

**Staff says: “Please don’t say that. Stop it. Stop yelling. Don’t you remember we just helped you? Please shush. Be Quiet!”**

**#2 Help Me Repeater**

**Positive ideas.**

**Staff says: “Let’s go do something together. Let’s sit at the table. Let’s have a snack. I need your help with……..” Discuss ideas with group.**

****

**#3 The Stander Upper**

**Resident continues to stand up without asking for assistance. Unsteady balance. Fall risk with seat alarms on chair. Doesn’t stay sitting for long.**

**#3 The Stander Upper**

**Staff says: “Sit down. I just told you to sit down. Don’t you remember that you’re supposed to ask for help with getting up?”**

**#3 The Stander Upper**

**Positive ideas.**

**“ Let’s sit at the dining room table.” Put something in lap—a pillow, game, or object to keep hands busy. Offer snack to hold in hands. Discuss ideas with group.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **#4 The Self Grabber**

**Resident grabs and holds inappropriate body parts in public areas. Hands in pants.**

**#4 The Self Grabber**

**Staff says: “Don’t touch that. Let go. Stop touching yourself. Don’t do that here. That’s not nice. You know better than that.”**

**#4 The Self Grabber**

**Positive ideas.**

**Take resident to restroom. Make sure all clothes are clean and dry. Check for clothes that pinch or don’t fit correctly. Put an object or treat in hands. Discuss ideas with group.**

****

 **#5 Baby Talk**

**Staff says:**  “**Ok Honey Bunches, here’s your bib so you don’t make a mess. Let’s go peepee. Do you want to take a nappy-poo?”**

**#5 Baby Talk**

**Resident says: “I am not a child. Please do not treat me like a baby. I’ve raised 6 kids and was a teacher for over 20 years. I am not a child!”**

**#5 Baby Talk**

**Positive ideas.**

**Offer a clothing protector. Address resident by first name, sir, or ma’am. Speak in a low, clear voice and avoid using baby names for items. Always speak in a respectful manner. Discuss ideas with group.**

**#6 Invisible Resident**

**Staff says to another staff in front of resident:**

**“Stella has been so crazy today. She won’t sit still and gets into everything. I know she knows what she’s doing. She just does it to drive me crazy. Her rash is still pretty awful and is seeping all over. It’s so gross! I hate working with her, she’s nasty.”**

**#6 Invisible Resident**

 **Resident stands and listens to staff complaining about her. How would you feel?**

**#6 Invisible Resident**

**Positive ideas.**

**Speak privately with other staff when giving information about resident. Always act as if everyone can hear what you say and can understand your words. Discuss ideas with group.**