







1

## Ground Rules

-  **TIME**  
90 minutes long  
May need to interrupt
-  **PARTICIPATION**  
Is voluntary but,  
Best way to learn
-  **PRIVACY**  
Said in the group,  
Stays in the group
-  **SURROUNDINGS**  
Check screen visibility,  
Reduce noise
-  **IF DUTY CALLS**  
Leave to do what you need  
Come back when you can

2

## Introductions



Your Name

Who you are caring for and their diagnosis

One thing you hope to learn today

3

## Today's Topics



Challenging Behaviors



Anatomy of Behavior



Step by Step Examples

4

## What are Challenging Behaviors?

- Cause distress to both caregiver and person being cared for
- Aggression (either physical or verbal), agitation, apathy, wandering, sleep disturbances, inappropriate sexual behavior, paranoia, etc.
- Not “behaving badly”
  - Direct result of changes in brain
  - Caused by a general health issue (pain, dizziness, etc.)
  - Communication an unmet need (hunger, thirst, lights too bright, etc.)



5

## The Three Parts of Behavior

Before

During

After

6

## Before the Behavior

Identifying the triggers:



An event or activity



Something that affects a person over a long period of time



Cues in the environment

7

## During or the Behavior

The Behavior is what the person who you are caring for does

Be very specific and detailed, no vague terms

Identify exactly what they did or said



8

## After the Behavior

Reactions occur immediately after the behavior

Reactions include:

What you do, how you feel

What the person who you are caring for does

In other words, what happens after the behavior?

**It is very important to pay attention to reactions**

Depending on how you react, you may increase or decrease the problem behavior



9

## Key Point

*A person with memory problems has a lot of difficulty learning new information. For example, it is difficult to teach him/her the difference between right and wrong behavior.*

***The only things you as a caregiver have control over are triggers and reactions.***

*Occasionally, we can't change the triggers. During those times, changing how **you** react to the behavior will keep the situation from getting worse.*

10

## The BDA

Time/ Date/ Day of week	BEFORE	DURING	AFTER

11

## Roger & Ginger: Scenario

It is 10 am on Monday morning, and Ginger is quietly sitting in her favorite chair when her son, Robert, comes over to her side and says, "It's time to go to the doctor, let's put your coat on." Ginger says, "No, I'm not going to the doctor." When Robert pleads for her to get up, Ginger starts to yell. Robert feels overwhelmed since this has happened over and over before. Robert cancels the appointment and leaves Ginger alone in her chair. Ginger stops yelling. Robert completes the following behavioral log.

12

## Roger & Ginger: BDA

Time/ Date/ Day of week	BEFORE	DURING	AFTER
Monday 10am Robert	Mom is quietly sitting in her chair  Robert tells her it is time to go to the doctor	Mom yells when Robert tells her she has a doctor's appointment and needs to get ready	Robert leaves Ginger alone and cancel's the doctor's appointment

13

## Jim & Sue: Scenario

Every morning at 8 am, Jim and his wife Sue have breakfast. After breakfast, Jim sees car keys on the key hook by the breakfast table, and tells his wife, Sue, "I am going out for a drive."

Sue reminds him that he no longer has a driver's license and is not permitted to drive. Jim responds by yelling, "I don't know what you are talking about," and angrily walks toward the driveway. Sue feels helpless and frustrated.

14

## Jim & Sue: BDA

Time/ Date/ Day of week	BEFORE	DURING	AFTER
Every morning	Have breakfast	Says he is going for a drive	Sue feels helpless and frustrated
After breakfast	Sees the keys	Grabs the keys Reminds him he shouldn't drive He yells and walks out	Nothing is said about what happens to Jim

15

## Jane & Betty: Scenario

It is 3 am and Betty wakes up and begins to walk around the house. Jane, her daughter, is sleeping. Betty paces throughout the house and wakes Jane up. Jane is upset because she has a long day at work tomorrow.

Jane says, "Mom, you need to go back to bed, it is 3 am." Betty says, "I am not sleepy." Jane yells "I can't take this anymore." Betty starts to cry.

16



## Jane & Betty: BDA

Time/ Date/ Day of week	BEFORE	DURING	AFTER
Almost every night around 3am	Betty wakes at 3am  Jane is sleeping	Betty doesn't go back to sleep  Betty wanders around the house	Jane tells her Mom to go to sleep.  Jane yells  Betty cries

17

## Review BDA

### BEFORE

- What happens before the behavior

### DURING

- This is the challenging behavior

### AFTER

- The reaction to the challenging behavior

18

## Behavioral Log Reminders: Before

To figure out possible **triggers**:

Was the environment quiet or noisy?  
Dark or bright?

Were they alone or was someone present?  
If so, who?

Was an event occurring, such as bathing, or administering medications?

Do they want something, such as food, a beverage, or keys?

Do they appear to be seeking attention?  
If so why? Are they in pain?



19

## Behavioral Log Reminders: After

To figure out your **reaction**:

Did you stop the event?  
Such as bathing, administering medications

What kind of feelings did you experience?  
Did your level of stress increase or decrease?

What did you actually do?



20

## Take Away

- Challenging behaviors have a large effect on caregivers and the people they care for.
- Behavior has three parts: what happens before the behavior, the behavior itself, and the reactions to the behavior after.
- The only things you as a caregiver have control over are triggers and reactions

21

## Homework

Spend the next time between this session and the next examining one challenging behavior the person you are caring for has.

Break down the behavior to Before, During, and After.

Bring it with you to the next session where we will work on how to change the behavior.

22