A Model of Care for Neurobehavioral and Neurocognitive Rehabilitation

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Evolution of presentation

- This presentation is an excerpt from a longer workshop entitled: “How to Maintain a Therapeutic Relationship when your buttons are being pushed: This and 20 other lessons for treating individuals with neurocognitive and neurobehavioral disorders”.

- For the purposes of the webinar format, we reduced the number of lessons from 21 to 16.
Objectives

• Participants will be able to discuss at least two techniques for better understanding the program participant.

• Participants will be able to discuss at least two techniques for therapeutic rapport building.

• Participants will be able to discuss at least two techniques for supporting the program participant.
Understanding the resident and the behavior
Lesson 1: Respect the healing power of listening

• We heal more by listening than by talking.
Lesson 2: Understand the whole person

• **Ask the person**
  – Know the people you are caring for: This is the beginning of the therapeutic relationship.

• **Read the record to understand**
  – Developmental history: Biographical data.
  – Frequency of past and present cognitive, behavioral, emotional and physical strengths and weaknesses.
  – Presence of social support.
Lesson 3: Understand the behavior; don’t label it

- Labels & diagnoses can be distractions to forming a therapeutic relationship.
- Remember to understand behavior as part of the whole person.
- Look for patterns.
- All volitional behavior is goal-directed.
- Use the ABC analysis (antecedent-behavior-consequence).
Lesson 4: Understand noncompliance before trying to overcome it

• Be mindful that there are always valid reasons for noncompliance.

• Understand the cause.

• Client noncompliance rarely, if ever, means a desire not to improve.
Developing Rapport & Resolving Conflict
Lesson 5: The starting point for resolving staff-client conflict is often the staff and not the client

- Consider:
  – What does the resident need now?
  – What can I do to assist the resident?

- A bigger hammer is rarely a better approach
  – “If telling a client to do something does not produce the expected outcome, telling them again will likely result in the same”
Lesson 6: Avoid the power struggle

• The more we try to control people’s behavior, the more we lose control of ourselves.
Lesson 7: Being punitive is not treatment

- Don’t make it personal
- Avoid having a parental tone
- Punishment vs. natural consequences
- The role of behavior plans
  - Who writes them
  - Who agrees to them
Lesson 8: Professional language guides creative treatment

Before we say:

• Inappropriate

• This is a problem that we cannot fix

• He is lying

Consider:

• Phrases like, “if you would like my attention, this is how I would prefer to be addressed”

• This a person who wants to be successful

• Confabulation
Lesson 8: Professional language guides creative treatment

<table>
<thead>
<tr>
<th>Before we say:</th>
<th>Consider:</th>
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<tbody>
<tr>
<td>• Lazy &amp; unmotivated</td>
<td>• Inertia and resistance</td>
</tr>
<tr>
<td>• Rude chauvinistic pig</td>
<td>• Dis-inhibition</td>
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<tr>
<td>• Stubborn</td>
<td>• Perseveration</td>
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<tr>
<td>• He does it only when he want to</td>
<td>• Limited cognitive resources</td>
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How to Help: Preparing for the Marathon
Lesson 9: Asking permission is a powerful intervention tool
Lesson 10: Providing control & predictability will reduce stress

- Control and predictability are essential: clients who perceive they are in control and can predict their day will be more likely to participate in programming.

- Treatments are successful when they lower a person’s level of stress.
Lesson 11: Understand the difference between providing assistance vs. fostering dependence. Keep in mind the big picture.

- Don’t enable dependence out of convenience.
- It may be easier to do it for him, but is it therapeutic?
- What are the big picture goals?
- Disregard the fear of “reinforcing that behavior”.

Lesson 12: Teach new skills to replace problem behaviors

- Behavior is goal-directed

- If you simply remove an unwanted behavior, chances are another maladaptive behavior will develop in its place.

- We are in the business of skill development.
Lesson 13: Be careful of how we measure success for our clients and ourselves
Lesson 14: Celebrate success with the client

- Administer verbal praise often. It is our most powerful tool.
Lesson 15: Utilize supervision and the team regularly not “as needed”
Lesson 16: Know your buttons

- No one leaves their emotions at home.
For more information about this training and others

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