



NEURO  
INSTITUTE

Continuing Education for Rehabilitation Professionals



# 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

### Before we say:

- Lazy & unmotivated
- Rude chauvinistic pig
- Stubborn
- He does it only when he want to

### Consider:

- Inertia and resistance
- Dis-inhibition
- Perseveration
- Limited cognitive resources

# 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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