

PRESCRIPTION FOR ANXIETY / WORRY / FEAR

DESCRIBE THE BEHAVIOR

INVESTIGATE WHY THE BEHAVIOR MAY OCCUR

PERSON:

- Confusion as to what to do
- Difficulty communicating
- Difficulty recognizing, holding or using objects
- Discomfort or unmet need (hunger, thirst, boredom, full bladder, fatigue, lack of exercise, social isolation, need for attention, sensory stimulation)
- Disorientation (time or place)
- Feeling fearful, insecure, anxious, or paranoid
- Feelings of failure, loss of control or frustration
- Health (pain, fatigue, poor vision, hearing loss, constipation, infection, medication effects)
- Inhibition
- Invasion of personal space
- Too much/too little sleep
- Unable to start, organize, or complete the task
- Unable to follow directions
- Other: _____

ABILITIES:

- _____
- _____
- _____

CAREGIVER:

- Expectations too high
- Feeling stressed and/or frustrated
- Lack of or change in daily routine
- Rushing routines
- Too many choices offered
- Verbal communications too complex
- Other: _____

PHYSICAL ENVIRONMENT:

- Cannot distinguish between objects
- Difficulty finding room or location
- Objects not in sight or hard to find
- Over stimulation (too noisy or too many people)
- Under-stimulation
- Unfamiliar or uncomfortable environment
- Poor lighting
- Poor seating
- Too hot/too cold
- Too many objects
- Other: _____

CREATE A PRESCRIPTION

MODIFY YOUR HOME AND MAKE IT SAFE

What to do:

- Allow extra time for performing tasks/activities.
- Adjust lighting so it is even without shadows or pools of light.
- Keep background noise to a minimum.
- Other: _____

What to avoid doing:

- Trying to convince _____ that an object is “perfectly fine” or “will not hurt”.
- Keeping it too dark or having uneven light that might cause shadows.
- Having multiple sounds going on at the same time, i.e. TV, radio, loud conversations in another room.
- Other: _____

COMMUNICATE EFFECTIVELY:

What to do:

- Use words of encouragement.
- Provide reassuring physical affection such as a rub on the shoulder, holding hands, or a hug.
- Use a calm voice.
- Provide reassurance and validate _____'s feelings.
- Provide 1 to 2 step simple verbal instructions.
- Talk about pleasant topics/memories to divert _____ from anxious thoughts.
- Other: _____

What to avoid doing:

- Rationalizing or arguing with _____.
- Approaching _____ suddenly or startling them when providing physical affection.
- Raising your voice or yelling at _____.
- Ignoring _____'s feelings and fears.
- Using long sentences or vague/complex words.
- Talking about leaving or expressing your anxieties to _____.
- Other: _____

SIMPLIFY THE WAY YOU SET UP DAILY ACTIVITIES AND ROUTINES

What to do:

- Try to keep _____ on a structured daily routine that is consistent.
- Allow extra time to perform an activity.
- Other: _____

What to avoid doing:

- Changing _____'s schedule every day. Fluctuating schedules cause anxiety.
- Rushing _____ to complete an activity.
- Other: _____

ENHANCE ACTIVITY PARTICIPATION

What to do:

- Provide simple meaningful activities for _____ to do on a routine basis.
- Refer to an activity list during difficult times of the day to redirect _____ if they become anxious or fearful.
- Relax the rules. The goal of the activity is engagement and pleasure, not a perfect end product.
- Other: _____

What to avoid doing:

- Expecting _____ to come up with meaningful activities on their own, even if they have done so in the past.
- Assuming _____ needs "down time" in order to become calm.
- Expecting that an activity will go exactly as planned or that _____ will follow your instructions precisely.
- Other: _____

STRATEGIES FOR YOU

- Try to relax; use a deep breathing technique if you feel stress or tension.
- Feel good about yourself — you are doing a great job!

EVALUATE

Keep track of the strategies you try and how things go as you practice them. This will help to make adjustments and find the best strategies for you.

STRATEGY 1 _____

STRATEGY 2 _____

STRATEGY 3 _____
