

PRESCRIPTION FOR REJECTING OR REFUSING HELP

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

COMMUNICATE EFFECTIVELY:

What to do:

- Use words of encouragement and positive statements.
For example, say: _____
- Speak slowly and give _____
extra time to respond to you.
- Provide 1 or 2 step simple verbal instructions.
- Be very specific with instructions.
- Pay attention to your body language.
- Use a light touch to reassure, calm and redirect.
- Limit number of cues used for taking medication.
- Other: _____

What to avoid doing:

- Rationalizing or arguing with _____.
- Rushing through questions or instructions with _____
in an effort to save time.
- Using long sentences or vague/complex words.
- Giving general directions or assuming _____ will
be able to "get the idea" of a task without specific instruction.
- Crossing your arms in front of your chest, tapping your fingers,
etc., as this may suggest impatience or frustration.
- Pulling or holding _____ too firmly, as
they may misinterpret this action as threatening.
- Giving multiple cues for each step of instructions.
- Other: _____

MODIFY YOUR HOME AND MAKE IT SAFE

What to do:

- Only put out the necessary items for a given activity.
- Keep room where care is provided warm and comfortable.
- Adapt bed/chair/toilet/bathtub, etc. so moving from place to place is easier.
- Keep background noise to a minimum.
- Other: _____

What to avoid doing:

- Putting too many items in full view. This may cause confusion and over-stimulation.
- Providing care in an area without adequate heat, lighting, space, etc.
- Struggling with furniture or fixtures that make moving difficult or unsafe for you and/or _____
- Having multiple sounds going at the same time, i.e. TV, radio, loud conversations in another room.
- Other: _____

SIMPLIFY THE WAY YOU SET UP DAILY ACTIVITIES AND ROUTINES

What to do:

- Establish routines around the activity being resisted.
- Allow extra time to perform the activity.
- Limit choices involved in the activity.
- Create signs in the home for everyday important tasks.
- Other: _____

What to avoid doing:

- Changing the time, location, or sequence of daily activities.
- Scheduling an activity into a tight, time-pressured period; rushing _____ to complete an activity.
- Overwhelming _____ with too many decisions to make regarding the activity.
- Relying only on verbal directions, especially if you know _____ responds well to visual signs.
- Other: _____

ENHANCE ACTIVITY PARTICIPATION

What to do:

- Provide meaningful activities on a routine basis.
- Refer to an activity list so you can redirect _____ to a simple activity if they become upset.
- Relax the rules; the goal is engagement and enjoyment, not a perfect end-product.
- Other: _____

What to avoid doing:

- Expecting _____ to come up with 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 _____ 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 _____
