

Rosa Rosario Scenario

Facilitator's Guide

**Abuse and Neglect Prevention
Training**

**Facility Serving People
with Developmental Disabilities
Abuse of a Resident**

caregivers

PREVENT  PROTECT  PROMOTE
abuse/neglect *clients* *dignity*

This training project is sponsored by the Wisconsin Department of Health and Family Services in partnership with the University of Wisconsin-Oshkosh Center for Career Development. The project is funded by a federal grant from the Centers for Medicare and Medicaid Services.

The primary goal of the training is to reduce the incidence of abuse, neglect, and misappropriation. The training is designed for direct caregivers and managers in nursing homes, long-term care hospitals, facilities serving people with developmental disabilities, hospices, home health agencies, community-based residential facilities, and personal care worker agencies.

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Facilitator Notes – Opening the Scenario

Opening Section: 10 minutes

Facilitator says¹:

Welcome to the Rosa Rosario Scenario. Each of you has chosen a life to lead in this session. Please read through the starter descriptions in your binder. In a few minutes, I will ask you to briefly introduce your life to everyone, describing your values and relationships to others.

[Give participants approximately 3 minutes to read through their life starter information.]

Before each of you introduces yourselves, let me provide a brief description of the scenario and walk you through the Learning Points we'll focus on.

[Read the Summary of the Scenario to the group. Review learning points for the scenario. Refer to Learning Points poster.]

Summary of the Scenario

Rosa is a non-verbal resident of Red River Valley Facility serving people with Developmental Disabilities (FDD). Rosa uses sign language to communicate her needs and wants. She understands basic language and responds by nodding or shaking her head, pointing and sounding out her approval or disapproval. Rosa enjoys spending time with her peers and is motivated by affection and interaction. She will sometimes enter peers' rooms and refuse to leave. When asked by staff to leave, she may get upset or refuse to move.

In this scenario, Rosa entered the room of another resident named Bill. Charles, a resident care technician, tried to redirect her away from the room. At that point, Charles pulled Rosa up by one arm and pushed her into the activity area. Rosa resisted. This was witnessed by 2 other caregivers, Phyllis and Lashanda. Rosa was examined by the nursing supervisor who noted a small red mark on her elbow and a scratch to the top of her hand. The mark appeared to be not older than 24 hours.

¹ Please note that we do not expect you to read these sections verbatim. This is only a guide to what you'll tell the group.

Scenario Learning Points

As a result of this session, participants will:	Participants will demonstrate this by:
1. Recognize signs of possible caregiver misconduct	<ul style="list-style-type: none"> • Naming the <i>red flags</i> of abuse that Charles' behavior was inappropriate • Naming the signs that Rosa was upset by Charles' behavior
2. Identify strategies for responding to challenging behaviors while treating clients and coworkers with dignity and respect	<ul style="list-style-type: none"> • Discussing, then practicing, using communication tips with residents and with coworkers
3. Review the value of knowing details of each resident's plan of care	<ul style="list-style-type: none"> • Comparing results of knowing the complete plan as opposed to not having sufficient information to work effectively with a resident

[Ask participants to go around the group and introduce themselves, in character, using their starter page. Start with the resident.]

Facilitator says:

Here's how we'll go about conducting the session:

- You can identify the scenes you will be in by looking at the bottom of your starter page.
- You don't have to memorize your lines. Before each scene, you'll be given a few minutes to look over your lines.
- I'll call for each scene by number and color, so you'll know when it's your turn to participate. I'll also give you some stage direction so you'll know where to stand or sit as you have your conversations. When you are not in a scene, simply relax and follow along.
- You'll be given an opportunity to get into the life you are leading during the warm-up.

Time Check: 70 minutes remaining

Facilitator Notes – Warm-Up

Warm up: 3 minutes

Facilitator says:

Let's get into our lives with a brief warm-up exercise. This is meant to give you an opportunity to get comfortable in your new lives.

Remember, these are casual chit chats – not about the situation. Everyone will be interacting in a warm-up exercise at the same time.

[Point out warm-up handout to each participant.
Give them general stage direction. You may need to encourage them to start.]

Warm-Up

Phyllis, Charles, Rosa, and Lashanda

- You are having a casual conversation, as coworkers often do, in the hallway.
- Phyllis and Lashanda talk about how it's been a stressful day with another coworker out sick today.
- Charles, talk about your remaining duties: making sure everyone has their meds and dinner. You get to go home in one hour. Rosa, you are hanging out near the open door to Bill's room.

Alice, Carmela, Quinton, and Dawn

- Alice and Carmela, you can discuss Rosa's Individualized Program Plan (IPP).
- Quinton and Dawn join the conversation.

Facilitator Notes – Scene One (Blue)

Time check: 67 minutes remaining

[Direct the participants in the scene to read through the script briefly. Tell other participants they may relax and prepare to watch the scene unfold. If an optional life is **not** being played, the facilitator may read those lines.]

[At the end of the scene, thank the participants and ask them to return to their seats as necessary. Be sure to praise the participants for their efforts.]

Facilitator says:

It's Tuesday evening. Rosa has just entered Bill's room and is handling his family photos. She is waiting for Bill to return – he is not here at this time. Charles sees her go in and follows her into Bill's room. Charles knows that Rosa is not to be in other residents' rooms.

Phyllis and Lashanda, you are still down the hallway at first, then once Charles goes into Bill's room, you pass by and stop outside the open door. You can see and hear Charles but you don't interact with Charles or Rosa at this time.

Rosa, please go into Bill's room and stand there looking at Bill's pictures. Charles, please follow Rosa in. Phyllis and Lashanda, please remain in the hallway for now.

Scene One: Blue

Time: Tuesday, 7:00 pm

Participants: Charles, Rosa, Phyllis, and Lashanda

Charles: Rosa, you know you're not supposed to be in here.
(pause) Rosa, we need to leave Bill's room. Rosa, we need to leave the room NOW!

Rosa looks at Charles and doesn't move.

Charles: (*getting frustrated*) Rosa, you know we need to respect Bill's privacy. We need to get you out of his room. How about listening to some music? You like music.

Rosa sits on the chair or floor.

Charles: I don't have time to find someone else to help, Rosa. Come on... Come with me right now!

Rosa shakes her head and begins tapping on something, showing that she is getting more agitated.

Charles: Rosa... I really need to leave. I can't go get any help because we're short-staffed already and it will take five minutes to get somebody over here. I've got to get you up and out of here.

Rosa refuses to stand, turning her back to Charles and continues to get agitated.

Charles: OK, this is enough. I've already had to deal with you twice today. Rosa, I need you to stand up right now, so we can get you back to your room.

Charles reaches out to take hold of Rosa's arm (but doesn't actually touch her.)

Facilitator Notes – Scene Two (Green)

Time Check: 62 minutes remaining

[Direct the participants in the scene to read through the script briefly. Tell other participants they may relax and prepare to watch the scene unfold. If an optional life is **not** being played, the facilitator may read those lines.]

[At the end of the scene, thank the participants and ask them to return to their seats as necessary. Be sure to praise the participants for their efforts.]

Facilitator says:

Phyllis and Lashanda were walking by Bill's open door and heard and saw Charles talking to Rosa on their way to take care of other duties. They do not enter the room or intervene during the scene between Charles and Rosa, and neither Charles nor Rosa saw them pass by.

Phyllis and Lashanda, please move into the hallway for your discussion. Quinton, please join them.

Scene Two: Green

Time: Tuesday, 7:00 pm

Participants: Phyllis and Lashanda, and Quinton

Phyllis: Did you see Charles in Bill's room? He looked like he was having some trouble with Rosa. He was getting a little upset. Should we have done something?

Lashanda: Well, maybe... It did look like he tried a few things from her care plan. He was trying to offer a distraction with the music.

Phyllis: Well, I don't think it was working. Both of them looked like they were getting upset. He was kind of raising his voice and standing over her like that. It really looked like he could get in trouble if he's not careful. What else should he have tried?

Quinton: I didn't see it, but it sounds like there were other things he didn't try.

Lashanda: Well, he could have tried talking about personal space and making sure that Rosa knew where her room is.

Phyllis: He could have called someone else to help out.

Lashanda: He could have been more patient with her and tried to redirect her to an activity.

Phyllis: He could have tried to get Rosa to leave the room by using something she likes to do.

Quinton: She likes to hold a staff member's hand or arm when looking at catalogs and magazines. She needs this type of interpersonal attention.

Facilitator Notes – Post Scene Two

Facilitator says:

We left off in scene one with Charles about to grab Rosa's arm and forcibly pull her up and remove her from the room. Of course we're not going to have anyone actually DO anything that would harm Rosa here today.

However, let's explore what happened next. Charles became so frustrated that he pulls Rosa up by her arm and walks behind her, placing his hand on her back and pushing her out of the room. Phyllis, Lashanda, and Quinton did not observe this part of the incident.

The next day, a nurse noticed the bruise caused by this action, documents it and reports it to the supervisor.

Let's take a look at the medical report indicating the bruise on Rosa's arm.

Medical Examination Report:

Bruising and scratch on left arm of Rosa Rosario. Scratch and bruise consistent with thumb-print. Pain assessment shows moderate pain when hand moves.



Facilitator Notes – Scene Three (Yellow)

Time Check: 57 minutes remaining

[Direct the participants in the scene to read through the script briefly. Tell other participants they may relax and prepare to watch the scene unfold. If an optional life is **not** being played, the facilitator may read those lines.]

[At the end of the scene, thank the participants and ask them to return to their seats as necessary. Be sure to praise the participants for their efforts.]

Facilitator says:

On Wednesday, another staff person on the day shift observes a bruise on Rosa's arm and reports it to the supervisor, Alice. Alice begins an investigation by interviewing everyone who worked the day before and discovers that Charles may have grabbed Rosa by the arm. Alice reports the incident to Rosa's guardian and sister, Carmela. Carmela comes in to Red River Valley to speak with Alice directly in this scene.

Carmela, please join Alice in her office.

Scene Three: Yellow

Time: Thursday morning, 2 days after the incident

Participants: Alice and Carmela

Carmela: Thank you for seeing me on such short notice, Alice. I'm very worried about Rosa's safety.

Alice: I want you to know that I am conducting an investigation into what happened on Tuesday. In the meantime, I've reassigned the caregiver who was involved.

Carmela: I know that Rosa can be difficult sometimes, but I expect her caregivers to be professional in the way they treat her.

Alice: I agree. Our caregivers are trained and there is no excuse for being rough with a resident.

Carmela: It's just that Rosa must depend on people to figure out her needs and wants without words.

Alice: I will continue my investigation and help Rosa feel comfortable and safe in the meantime—that's my first responsibility.

Carmela: What will happen to the caregiver if it's true that he grabbed Rosa to re-direct her and bruised her arm?

Alice: I will have to report the incident to the State. A finding against the caregiver could be substantiated and his name added to the Caregiver Misconduct Registry. That would bar him from working in most health care facilities in Wisconsin.

Carmela: I feel better knowing that there is some form of protection for Rosa and other residents. Thanks again for seeing me, Alice.

Carmela rises to leave.

Alice: I will let you know the outcome and please try not to worry about Rosa.

Carmela: Thank you. Bye, Alice.

Facilitator Notes – Debrief Scenes 1, 2, 3

Time Check: 50 minutes remaining

Debrief: 30 minutes

Participant Observation Time

Facilitator says:

Let's take a break from the action to give you time to reflect for a few minutes.

[Hand out Participant Observation Sheet to each person]

On your **Participant Observation Sheet**, take about 3 minutes to reflect and document your reaction, feelings, and thoughts.

You should work independently on this. We won't be asking you to hand this in. It is only for you to write down some of your thoughts about the situation. Your observations should be made from your *character's* point of view.

[After they've each written, begin the discussion]

Participant Observation Sheet

Name of Character: _____

Please answer the following questions from the perspective of your character in the scenario:

How do you feel about what has happened so far?

What are some of the **red flags** that things aren't right?

What do you wish would have happened?

Facilitator says:

Let's discuss the scenario starting first with how each of you are feeling about what is happening, then we'll move on to what could have happened differently in this situation. Please use your **Participant Observation Sheet** [hold up sheet] during this discussion and stay in your life.

[Always start by asking the resident how she feels first – we are here to serve the resident! Next, ask others about their feelings. After everyone shares feelings, move to Promising Practices discussion]

Facilitator says:

[Only allow about a minute per person to explain their feelings]

- **Rosa** (you can miraculously speak now), how did this situation feel to you?
- **Charles**, how are you feeling about what you did? Didn't do?
- **Lashanda**, how are you feeling about your involvement?
- **Phyllis**, your feelings?
- **Quinton**, your feelings at this point?
- **Carmela**, are you worried about your sister?
- **Alice**, how are you feeling from the supervisor's standpoint?
- **Dawn**, anything you observed that needs to be added to the conversation at this point? Red Flags? Efforts various staff made that were appropriate/ helpful?

Promising Practices Discussion

Facilitator says:

[Facilitator can document key Promising Practices on tear sheets or white board during the discussion. If the recorder or documentation specialist is present, he/she may document as well.]

What were the *red flags* that the caregiver's behaviors were not appropriate?

Sample answers:

- Raised his voice, tone of voice
- Came too close to Rosa – in her space
- Did not know or did not follow the care plan
- Did not ask for help
- Used physical force to move resident against her will

Facilitator says:

How did Rosa demonstrate that it was upsetting her?

Sample answers:

- Did not follow request by caregiver
- Sat on floor
- Shook her head no
- No eye contact
- Any other sign she demonstrated during the scene

Facilitator says:

Let's take a look at the handout "General Tips for Communicating with People with Developmental Disabilities."

[Facilitator gives each participant the handout with the following information]

Tips for Communicating with People with Developmental Disabilities

Good communications tips for any situation

- Always approach from the front so you do not startle the person
- Determine how close the person wants you to be
- Communicate in a calm place with little noise or distraction
- Always identify yourself and use the person's name
- Speak slowly-- using a lower voice is calming and easier to understand
- Be aware and adjust your approach if the person has a hearing impairment

Respond positively

- Care plan should focus on encouraging positive interests and activities of the client.
- Ensure care plan includes actions to take when client is resistant
- Focus on the least restrictive approaches
- Assess the person's behavior in various activities to identify positive responses that may be more effective in the facility
- Investigate the need for added activities in the facility, taking into account the person's likes and dislikes
- Complete behavioral assessments on all clients, recommend appropriate activities and provide comprehensive training to caregivers on conducting these activities

Offer choices

- Positive communication includes responding to the needs and wishes of the resident in a way that encourages dignity and respect.

Be positive

- Demonstrate calm and understanding
- Keep a cheerful, positive, friendly, playful, and encouraging attitude

Work collaboratively

- Acknowledge the good work of others in meeting the challenges of the job.
- Check with other staff members to develop an individual program plan that ensures service design and delivery that includes an appropriate active treatment program
- Document your observations to improve a person's individual program plan and update appropriately as behaviors change
- Ensure client and guardian are aware of rights and procedures for reporting
- Direct care staff and supervisors should work collaboratively and provide input regularly as part of patients' ongoing evaluations.

Facilitator says:

What tips from the sheet should Charles use? What could Charles have done differently in the moment? What would have made Rosa motivated to move and still feel like her dignity had been respected?

[Document suggestions on flip chart. You can ask Dawn to document.]

Sample answers:

- Always approach from the front so you do not startle the person
- Determine how close the person wants you to be
- If possible, communicate in a calm place with little noise or distraction
- Always use the person's name
- Speak slowly, using a lower voice than normal-- this is calming and easier to understand

Facilitator says:

If Lashanda and Phyllis wanted to offer Charles support, what might they do and say?

Sample answers:

- Charles, is there something I can do to help?
- Charles, what have you already tried? I may have another suggestion.
- Let's remember Rosa's care plan – what ideas does it offer about what we should do?

Facilitator says:

Why might it be difficult to confront Charles in the moment?

Sample answers:

- Charles might be angry with his coworkers for trying to tell him how to do his job.
- Charles might think that he knows the best way to handle the situation with Rosa.
- Charles might have been employed here for a longer time and think that people who haven't been working here for as long don't know how to do the job as well as he does.

Facilitator says:

Charles, how would this feel to you? Would this feel like your coworkers were offering you support?

Let's focus on the care plan for a moment.

Rosa Rosario – Individual Program Plan

(excerpted)

Statement of Problem:

- Agitation – dropping to the floor when she is upset
- Entering peers' rooms and refusing to leave

Response Plan:

- Rosa must have an escort to all activities.
- The escort should prevent her from entering other residents' rooms (since the requirement of an escort was implemented, Rosa has been happier and engages in more activities, and she also enters other residents' rooms less often).

Interventions to use PRIOR to the behavior:

- Invite Rosa to participate in activities. If Rosa is focusing on one peer too much, engage her in activities separate of the peer.
- Provide Rosa with positive interactions with peers and staff. Encourage her to do things she enjoys: listening to music or reading magazines.
- Spend one-on-one time with Rosa. She likes to hold a staff member's hand or arm when looking at catalogs and magazines. She needs this type of interpersonal attention.
- If Rosa enters another person's room, talk to her about personal space. Make sure she knows where her own room is.
- When she is doing an activity in an appropriate location, staff should interact with her frequently and praise her behavior. When Rosa is redirected to an activity, staff should reinforce her behavior with thanks, praise and/or a small edible reinforcer.

- Rosa enjoys the company of males. When possible, a male staff member should read to or play a game with Rosa during his shift. Praise her verbally when she interacts appropriately with staff or peers.
- The interdisciplinary team will help Rosa learn to respect the privacy of others through a goal in her Individual Program Plan.

Interventions to use AFTER the behavior:

- Rosa often follows peers around, sits too close to peers, or goes in their rooms. If she does this, staff should verbally redirect her to another area and help her with an alternative activity. Staff should explain to Rosa the importance of having privacy and personal space. As always, staff should thank her and praise her when she cooperates.
- Spend one-on-one time with her, so she can show some affection and meet her need for interpersonal contact.
- If Rosa enters another resident's room, ask her to leave the room. Encourage her to focus on a physical activity or book for distraction. If she refuses to leave after the verbal cue, continue to try and persuade her and provide some kind interaction with her.
- If Rosa sits on the floor or refuses to leave an area more than three minutes after verbal cues are given, a two or three-person escort may be used to take her to an area of leisure activity. Explain to her the importance of personal space and privacy and tell her why you need to help her with the relocation. Staff should then spend time with her in the leisure area and praise/provide edible reinforcer after 5 minutes of participation.

Facilitator says:

Why is it important for each caregiver to be completely familiar with a resident's care plan?

Sample answers:

- To provide consistency of care
- To ensure that the needs of all residents are met
- So all caregivers are aware of any behavioral issues
- So all caregivers know possible interventions for each resident
- It is a way that the Qualified Mental Retardation Professional (QMRP) can communicate things that he or she has seen.

Facilitator says:

What ideas from Rosa's care plan could Charles have tried?

Sample answers:

- Encourage her to do things she enjoys, like listening to music or reading magazines
- Spend one-on-one time with Rosa; she likes to hold a staff member's hand or arm when looking at catalogs and magazines. She needs this type of interpersonal attention.
- Talk to her about personal space; make sure she knows where her own room is
- When Charles redirects Rosa to an activity, he should reinforce her behavior with thanks and praise. He may also offer her a small edible reinforcer like raisins or M&Ms.
- Explain to Rosa the importance of having privacy and personal space; thank her and praise her when she cooperates

- Encourage her to focus on a physical activity or book for distraction
- If she refuses to leave after the verbal cue, continue to try and persuade her, and provide some kind interaction with her.
- If Rosa refuses to leave an area more than three minutes after verbal cues are given, a two or three-person escort may be used to take her to an area of leisure activity. Explain to her the importance of personal space and privacy and explain to her why you need to help her with the relocation. Then spend time with her in the leisure area and praise/provide edible reinforcer after 5 minutes of participation.

Facilitator says:

Before we move onto the last scene, let's compare the Learning Points to the questions and answers we just discussed.

Facilitator Notes – Scene Four (Pink)

Time check: 20 minutes remaining

[Direct the participants in the scene to read through the script briefly. Tell other participants they may relax and prepare to watch the scene unfold. If an optional life is **not** being played, the facilitator may read those lines.]

[At the end of the scene, thank the participants and ask them to return to their seats as necessary. Be sure to praise the participants for their efforts.]

Facilitator says:

Now let's give Charles, Rosa, Lashanda, and Phyllis an opportunity to try this same incident again. We're going to roll back the clock to the interaction that Charles and Rosa just had. Charles has not touched Rosa. Let's focus on the variety of "tools" available to help each of you respond to Rosa's challenging behaviors. We'll start right before the point at which Charles is getting ready to pull Rosa up from the stool.

Rosa, you are still sitting, refusing to move for now. Charles, you are standing over her trying to get her to leave Bill's room. You've just about run out of patience with Rosa. Lashanda, Phyllis, Quinton are in the open doorway.

Scene Four: Pink

Time: Tuesday evening, 7pm

Participants: Charles, Rosa, Phyllis, Lashanda, and Quinton

Charles: Rosa, I need you to stand up right now!

Rosa remains on her chair. Charles, Phyllis, Lashanda and Quinton talk outside of the room.

Lashanda: Charles, can we help you?

Charles: Don't you think I know how to do my job? What would you suggest?

Lashanda: I know you've worked with Rosa for a long time. What have you already tried? Let's think about this.

Phyllis: I know you already tried the music. But doesn't her care plan say that she likes interpersonal attention?

Charles: Yeah, she does like it when I offer her my arm. It usually works better when I'm trying to re-direct her.

Quinton: She really does like that approach, Charles.

Charles and Phyllis enter room.

Phyllis: Hi, Rosa. It's Phyllis. I saw a new *People* magazine in the lounge I think you might like. Let's go see who's in it this week—some of your favorite stars I bet!

Rosa looks at Phyllis with interest.

Charles: That's right. I know how much you enjoy looking at the photos. Here, Rosa, why don't you take my arm and we'll walk to the lounge together.

Rosa rises from the chair and takes Charles' arm, and they walk into the hallway.

Lashanda: We're going to walk right by your room on the way to the lounge, Rosa. That's your own personal space.

All four walk out of Bill's room into the hallway.

Phyllis: I'm very proud of you for remembering about Bill having his own personal space. Good job!

Rosa smiles at Phyllis.

Quinton: It's great to remind Rosa of that.

Lashanda: I have some treats in my pocket, Rosa. I'll let you choose one when we get to the lounge.

Charles: Thanks—I guess I was getting a little frustrated in there!

Quinton: It's good to know that the strategies in her care plan work.

Phyllis: Happy to help out, Charles. Everyone needs a little support once in awhile!

Facilitator Notes – Debrief Scene Four and Scenario Wrap-Up

Time Check: 15 minutes remaining

Facilitator says:

In the second version of the story:

- **Rosa**, how did that second version of the scenario feel?
- **Charles**, did that version make your job easier?
- **Phyllis and Lashanda**, how do you feel about your involvement this time?
- **Carmela**, as Rosa's guardian, what are your feelings?
- **Alice**, do you feel good about how your staff handled this situation?
- **Quinton**, do you feel the staff did a good job?
- **Dawn**, how do you feel about this version of the scenario?
- Which version resulted in the greatest safety, dignity, and respect for all concerned?

Facilitator says:

What were some effective strategies and responses to protect **Rosa** in this situation? Why were they effective?

Sample answers:

- Reminding Charles about the things to try that are listed in Rosa's care plan
- Approaching Rosa calmly
- Giving her something to do that she enjoys
- Giving her some kind attention

Facilitator says:

What are the benefits of knowing details of each resident's care plan?

Sample answers:

- You know the things that might work to help the person.
- You know what you should and shouldn't do to help the person.
- You know if there are any food/medications that should be avoided.

Wrap-up discussion

Time check: 3 minutes remaining

[Review the Learning Points, thank participants for their participation, and tell them what they will be doing next]

If you have an extra 10 minutes, Facilitator says prior to wrap-up:

What if Charles had just said, “Fine. You two handle her. I’m out of here?”

- How would that feel?
- What would be the outcome at that moment?
- What would be likely to happen the next time Rosa was resisting?
- How might that impact your work together as a team?
- How might the story get told in the break room later?

Facilitator says prior to wrap-up:

What if it happened like the first scenario, but there was no “observable bruise” or at least no nurse noticed and documented it.

- Should Phyllis and Lashanda report what they observed?
- Pros? Cons? Possible consequences?
- What are some reasons they may decide not to report the first version of the incident?
- What is the proper REPORTING process for this case?

Summary of the Scenario

Rosa is a non-verbal resident of Red River Valley Facility serving people with Developmental Disabilities (FDD). Rosa uses sign language to communicate her needs and wants. She understands basic language and responds by nodding or shaking her head, pointing and sounding out her approval or disapproval. Rosa enjoys spending time with her peers and is motivated by affection and interaction. She will sometimes enter peers' rooms and refuse to leave. When asked by staff to leave, she may get upset or refuse to move.

In this scenario, Rosa entered the room of another resident named Bill. Charles, a resident care technician, tried to redirect her away from the room. At that point, Charles pulled Rosa up by one arm and pushed her into the activity area. Rosa resisted. This was witnessed by 2 other caregivers, Phyllis and Lashanda. Rosa was examined by the nursing supervisor who noted a small red mark on her elbow and a scratch to the top of her hand. The mark appeared to be not older than 24 hours.

Lives

Lives depicted:

- **Rosa Rosario**, resident at FDD
- **Charles Caringham**, a resident care technician at FDD
- **Phyllis Parker**, a CNA at FDD
- **Lashanda Long**, a CNA at FDD
- **Carmela Rosario**, Rosa's sister and guardian
- **Alice Walker**, RN supervisor at FDD

Optional lives:

- **Quinton Quinoñes**, the Qualified Mental Retardation Professional (QMRP)
- **Dawn Records**, Documentation Specialist

Life not depicted:

- **Bill**, a 44-year old male resident living in the facility

Who is in each scene:

- **Scene One** (on Blue paper): Rosa and Charles
- **Scene Two** (Green): Phyllis, Lashanda, Quinton
- **Scene Three** (Yellow): Alice and Carmela
- **Scene Four** (Pink): Phyllis, Lashanda, Charles, Rosa, Quinton

Color of the Scenario: Red

Materials needed

Props:

- Small stool or low chair
- Family photos for Bill's room
- Red bed covering for Bill's room
- Office supplies for Alice
- Pillow for bed
- Snacks & treats (raisins & M&Ms)
- Magazine
- Puzzle

Theme posters:

- Station poster
- Learning Points
- More Support = Less Report
- Scenario settings

Handouts:

- "Tips for Communicating with People with Developmental Disabilities"
- Participant Observation Sheet
- Recorder forms

Handouts in Experiential Training Handbook:

These handouts are optional, but are recommended for the best possible outcome to experiential training. They can be found in the Appendix of the Experiential Training Handbook at <http://dhfs.wisconsin.gov/caregiver/training/trgIndex.HTM>. The Handbook has important information and tips on how to conduct the training.

- "Caregiver Misconduct: *Definitions and Examples*"
- "What You Should Know About Reporting"
- Professional Action Plan
- Participant Evaluation

Rosa Rosario, age 28

Starter page

- You are able to communicate only by nodding and pointing.
- You like to see your friends-- especially men. You like to go into their rooms.
- When you are upset, you often shake your head, tap your knee, and resist doing what people ask you to do.
- Sometimes you just sit on the floor or a chair and do not listen to people.
- You might feel upset when someone asks you to do something you don't want to do.
- You like to go into Bill's room because you like to be close to Bill.

You value:

- Seeing your friends
- Working puzzles
- Going on walks
- Listening to music
- Treats and snacks

Props: Family pictures in Bill's room

Scenes you are in: One (Blue) and Four (Pink)

Charles Caringham, age 34

Starter page

- You are a CNA. You have worked at Red River Valley for two years.
- You generally enjoy working with the residents.
- You spend a lot of time responding to residents' behaviors.
- You have been understaffed because one of your coworkers is sick this evening.
- You just worked a 10-hour shift and you need to get home soon. Your wife is about to leave for work. You need to take over the care of your children.

You value:

- Getting your work done in a timely manner
- Ensuring that residents are where they need to be at the appropriate time
- Getting home so you can be with your kids

Props: None

Scenes you are in: One (Blue) and Four (Pink)

Phyllis Parker, age 22

Starter page

- You have just completed training as a CNA and are on your first month on the job here at Red River Valley.
- You know the appropriate techniques for resident care and transfer. It is fresh in your mind.
- You are in the hallway reviewing case notes with your mentor, Lashanda.
- You don't want to make anyone upset without being sure of the right thing to do.

You value:

- Finding out how you can apply what you have learned in your classes to the real world setting here at Red River Valley
- Compassionate caregiving
- Making a good impression on your coworkers and getting a good start to your career

Props: None

Scenes you are in: Two (Green) and Four (Pink)

Lashanda Long, age 30

Starter page

- You are an experienced CNA and have been working at Red River Valley for nearly three years. You have taken on additional responsibility for training new staff members.
- Today has been particularly busy. You have been training Phyllis and another coworker is out sick.
- You are in the hallway reviewing case notes with your trainee, Phyllis.
- You are known for promoting the motto: “More cooperation and support of coworkers now equals fewer problems and less need for reporting later.”

You value:

- Ensuring that your residents are cared for
- Getting along with coworkers
- Getting past some of the “gossiping” or “tattling” that happens among staff members

Props: Edible reinforcers (bag with treats)

Scenes you are in: Two (Green) and Four (Pink)

Quinton Quiñones, age 40

Starter page

- You are the Qualified Mental Retardation Professional (QMRP) at Red River Valley.
- You serve as a resident advocate, suggesting activities and ideas for residents and making recommendations for each resident's activity plan.
- You hold meetings in which residents and guardians suggest ideas for events.
- You plan a monthly calendar that includes entertainment, outings, birthday and holiday parties, and events.
- You started your career here as a resident care technician 5 years ago. Because you were good at activity planning, you advanced to your current position.

You value:

- Working with the residents
- Solving problems
- Gaining the trust of residents and staff

Props: None

Scenes you are in: Two (Green) and Four (Pink)

Alice Walker, age 32

Starter page

- You are a registered nurse (RN) and a unit supervisor at Red River Valley FDD.
- You directly supervise the CNAs in this scenario: Lashanda, Charles, and Phyllis.
- You are very committed to quality care for each of the residents.
- You feel that your residents are some of the most vulnerable because of their developmental disabilities.
- You are single but have several nieces and nephews that you are very fond of.

You value:

- Your extended family and personal life
- Your professional status, training, and education
- Providing leadership and training to your staff

Props: Office supplies

Scenes you are in: Three (Yellow)

Carmela Rosario, age 35

Starter page

- You are Rosa's older sister. You have been her guardian since Rosa turned 18.
- You are married with children of your own and a full-time job.
- Rosa is very dear to you. You like to bring her home to visit with you and your family on some weekends and holidays.
- It takes quite a bit of time to act as Rosa's guardian, but you wouldn't have it any other way.

You value:

- Ensuring that Rosa knows she has a family that loves her
- Making sure Rosa gets the best care possible in the FDD
- Teaching your children that the world is made up of many special people like Rosa

Props: None

Scenes you are in: Three (Yellow)

Dawn Records, Documentation Specialist

You are the documentation specialist. You will need to pay close attention to the activity in this scenario. Your job is to observe all the scenes and report on the following topics:

General observations worth noting and reporting:

Identify potential *red flags* of harm to the resident:

What could staff have done to prevent the situation from happening?

Evidence of efforts to protect Rosa after the incident:

Evidence of ways to promote Rosa's dignity and respect:

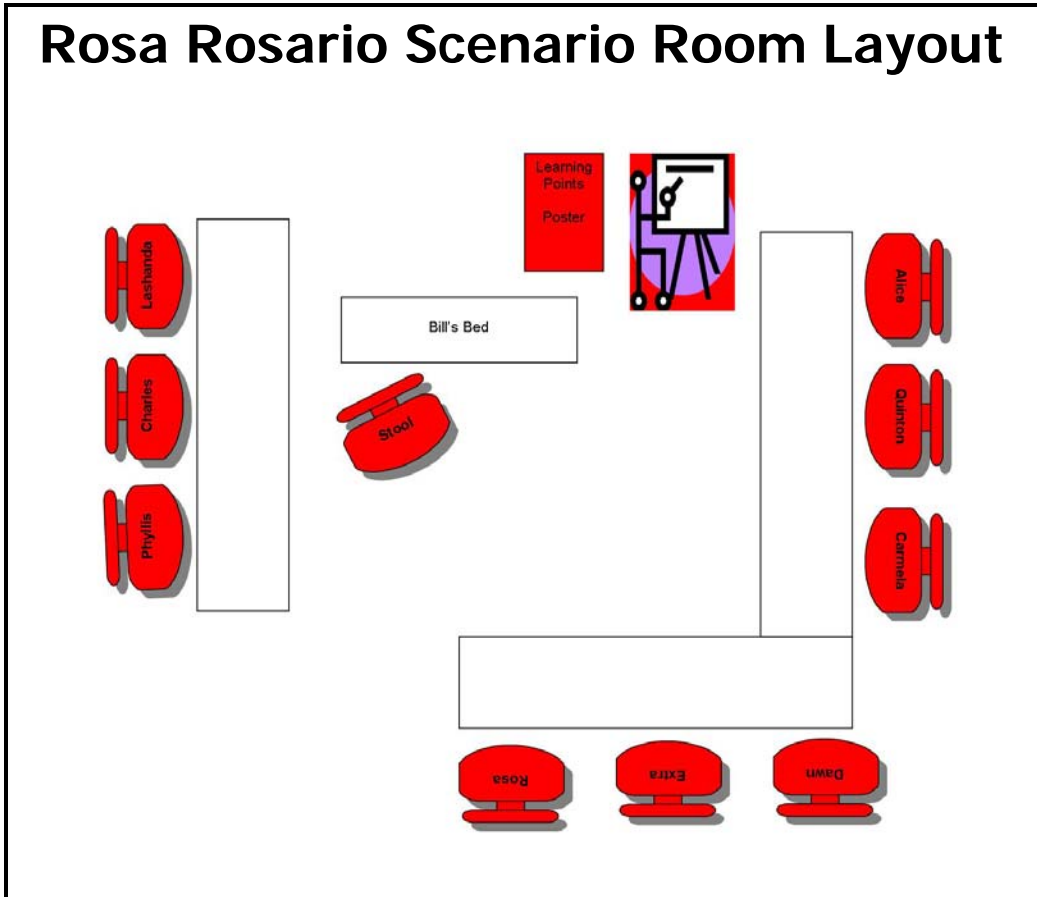
Evidence of ways to promote staff members' dignity and respect:

Materials Checklist

The documents on the following pages will be printed full-scale for this Scenario.

Rosa Rosario Scenario Suggested Materials Checklist	
<u>Scenario Props:</u>	
<input type="checkbox"/>	3 red tablecloths
<input type="checkbox"/>	Family photos for Bill's room
<input type="checkbox"/>	Red bed cover for Bill's room
<input type="checkbox"/>	Pillow for bed
<input type="checkbox"/>	Snacks & treats (raisins, M&Ms)
<input type="checkbox"/>	Office supplies for Alice
<input type="checkbox"/>	Magazine
<input type="checkbox"/>	Puzzle
<u>Handouts:</u>	
<input type="checkbox"/>	"Tips for Communicating with People with Developmental Disabilities"
<input type="checkbox"/>	Participant Observation Sheet
<input type="checkbox"/>	Recorder forms
<u>Facilitator Supplies:</u>	
<input type="checkbox"/>	1 Facilitator's Guide
<input type="checkbox"/>	8 Life Binders
<input type="checkbox"/>	Pencils for participants
<input type="checkbox"/>	Flip chart or Whiteboard with markers
<input type="checkbox"/>	Timer with battery
<input type="checkbox"/>	9 Name Badges
<input type="checkbox"/>	Scenario Setting posters
<input type="checkbox"/>	Support Posters
<input type="checkbox"/>	Scenario Layout sheet
<input type="checkbox"/>	Learning Points poster
<input type="checkbox"/>	Station poster

Room Layout and Name Badges



Scenario Setting Name Badges

Facilitator	Rosa FDD Resident	Charles Resident Care Technician
Carmela Rosa's sister	Phyllis CNA	Lashanda CNA
Alice RN Supervisor	Quinton QMRP	Dawn Documentation Specialist

Scenario Setting Posters



Red River Valley Break Room



Bill's Room



Bill's Door



Alice's Office



Carmela's Home

Support Poster




Learning Points and Station Poster

Learning Points Poster

ROSA ROSARIO

LEARNING POINTS

- Recognize signs of caregiver misconduct
- Identify how to respond to challenging behaviors while treating clients & co-workers with dignity and respect
- Review the value of knowing details of each resident's plan of care



PREVENT ■ PROTECT ■ PROMOTE
abuse/neglect *clients* *dignity*

Station Poster for Main Meeting Area

Rosa	Rosario
	<p style="color: red; font-weight: bold;">Neglect of Resident</p> <p style="color: red; font-weight: bold;">Facility serving People with Developmental Disabilities</p>