

Rosa Rosario Scenario

Phyllis Parker

Your life:

- You have just completed training as a CNA and are on your first month on the job at Red River Valley.
- You know the appropriate techniques for resident care and transfer.
- 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 at Red River Valley
- Compassionate caregiving
- Making a good impression on your coworkers and getting a good start to your career

You appear in Scenes Two and Four

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

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

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

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)

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.

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.

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.

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!