

Sample EDGE Worksheet B: use to teach staff how to fill out worksheet

| Worksheet B: EDGE Worksheet for Describing Disruptive Behavior (Fill out a worksheet for each disruptive behavior that the resident displays.) | | |
|---|---|-----------------------------|
| Resident Name: Doris S. Unit: 3K | Name of person filling out worksheet: Give Name & Title Anne K.LPN and Mary R. CNA | |
| Type of Behavior: (Check all that apply and describe behavior in few words under each type of behavior checked: e. g. under VDB: intermittent screaming; under PAB: bites staff during bath; under Other: sexually aggressive - continuously tries to sit in lap of a male resident during music group despite his protest) | Verbally Disruptive Behavior (VDB): Screamed at staff | X |
| | Physically Aggressive Behavior (PAB): Tried to hit staff member | X |
| | Other: Sexually aggressive Sat, uninvited, on male resident's lap | X |
| Date: 6/3/98 | Time: 2pm | Location: Great room |
| <i>(Describe what you saw):</i> Situation before Disruptive Behavior (Resident was in the music group with 7 other residents sitting between a married resident couple. She was looking at the group leader with steady attention while holding an instrument and waiting for the music to begin. | | |
| <i>(Describe what you saw):</i> Describe Disruptive Behavior (Resident D..... got up quickly and sat in J's lap and started stroking his arm, as soon as the music started. A staff member and the resident's wife asked her to get off of J's lap. J seemed upset by the incident. When the staff member took D's arm and tried to encourage her to return to her chair, D. rushed toward the staff member and screamed very loudly: "Leave me alone. Mind your own business" and tried to hit her with her tambourine. | | |
| Intensity: How upset was the resident? How did (s)he show this? Check level of intensity and describe (compared to usual behavior when not upset): Mild _____ Moderate____ Severe <u>X</u> D. was screaming very loudly right in the staff member's face and swung her instrument and just missed hitting her in the head when she ducked out of the way saying, "I wish I hadn't missed." | Duration: (How long did it last?) (Check one that applies) | |
| | 1. Less than 1 min. | |
| | 2. 1-3 min. | |
| | 3. 3-10 min. | X |
| | 4. _____min | |
| | 5. ____ times in ____ hour(s) | |
| Staff/other reaction after Disruptive Behavior (What did staff/others do or say) The staff member and facilitator tried to talk to D. and told her that they were just trying to help her as her behavior was upsetting to everyone in the group and especially to J and his wife. <i>J's wife told D. she was crazy and took her husband's arm and led him out of the room. Two women in the group yelled at D to sit down and behave herself. One told her she should be ashamed of herself</i> | | |

Resident reaction after Disruptive Behavior (*What did resident do or say*)

D. hung onto one of J's arms as his wife was leading him away and said: " No, stay with me. You don't want to go with her, you belong with me." After, J. left she hung her head and looked sad and was quiet. She then, looked at the other residents watching her and shouted: "What are you looking at? Mind your own business". She did agree to go with her primary care aide and have a cup of coffee. She then went to her room and took a nap and refused to get up for supper.

Possible triggers: (*What do you think caused the resident to react with disruptive behavior*)

Physical: Resident seated next to J.

Social : Resident not receiving attention in group while waiting for group to start.

Psychological: J. reminds her of husband, boyfriend ?

Possible unmet resident need:

Need to feel part of couple.

Need for attention, love.

Need to feel attractive to men, like a woman.

What seems to increase this behavior:

Being in coed situation with nothing to engage interest.

Sitting next to J. or few other men she seems to want to get close to.

What seems to decrease this behavior:

Becoming engaged in activity in music group: playing music and especially dancing

1:1 attention from staff

Suggested approaches for care:

1. Do not sit D. next to men.

2. Bring D. to group just before it is ready to start.

3. Assign one staff member to "watch out" for D. at music group by encouraging her to participate, telling her she is playing her instrument well, or dancing with her.

Reviewed by:

Signature: G. Derry RN

Date: 6/15/98

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