

Module 5

Understanding and managing behaviour changes following a TBI

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Workshop overview

Aim

This workshop explores the behavioural changes that occur following a Traumatic Brain Injury (TBI) and offers a framework for effective behaviour management.

Rationale

A TBI often results in a multitude of changes that affect behaviour. If these changes are not understood or managed appropriately, there is an increased risk that long-term psychosocial, emotional and behavioural problems may emerge. To manage behaviour effectively, staff need to understand the behaviour changes typically confronting the person with a TBI and the effect of these behaviours on their family and carers.

Outcomes

At the end of this session, participants should be able to:

- list the main changes following TBI
- recall a number of strategies used for managing common cognitive changes
- outline the main steps involved in analysing problem behaviours
- identify when behaviour is being used for communication purposes
- identify early warning signals that an individual is becoming irritated/angry
- recognise potential triggers in an individual with a TBI
- explain how their own behaviour can exacerbate a difficult situation
- understand the concept of 'anger as a secondary feeling'

Evaluation

Some presenters may wish to evaluate the effectiveness of their training. For example, if the modules are provided as part of a training day, the organisers may want to evaluate the success of the program and the usefulness of this approach to the provision of the training.

A generic evaluation form has been provided in **How do I use this resource?**

This form is an example of how you may want to evaluate your training. It can be modified before you print it out, to make it specific to your training.

The evaluation can be completed at the conclusion of each module or at the completion of the training program (eg. several modules). The form can be distributed and collected by the presenter/s on the day, or returned by mail/email for feedback to a designated person to collate the responses for later feedback, to assist planning or to provide a training report (eg. as a Quality Assurance project).

The use of the evaluation tool will be specific to the type of training organised.

Summary outline

approximately 2 hours

Content	Resources	Suggested Timing
Introduction	Blank overhead OH 5.1: Workshop outline OH 5.2: Workshop objectives HO 5.1: Workshop objectives	5 minutes
Overview of main changes that can effect an individual following a TBI	OH 5.3 (a & b): Changes following a TBI HO 5.2: Changes following a TBI	10 minutes
Strategies for dealing with specific cognitive changes	OH 5.4 (a-e): Strategies for dealing with specific cognitive changes HO 5.3: Strategies for dealing with specific cognitive changes	10 minutes
Analysing problem behaviour with a view to management	OH 5.5: Analysing Problem Behaviour OH 5.6: Other factors to consider when analysing problem behaviour HO 5.4: Checklist	
Behaviour management techniques	OH 5.7 (a-e): Common behaviour management techniques OH 5.8 (a-c): Case scenarios/group work HO 5.5 (a-c): Common behaviour management techniques HO 5.6: Case scenarios	20 minutes
Understanding anger	OH 5.9: Potential anger triggers OH 5.10: Early warning signals OH 5.11: Anger scale OH 5.12: Model of anger OH 5.13: Anger as a second feeling OH 5.14: Recognising your feelings OH 5.15: Strategies for staff managing clients who display anger HO 5.7: Potential triggers HO 5.8: Early warning signals HO 5.9: Anger scale HO 5.10: Model of anger	45 minutes

Summary outline *(continued)*

Content	Resources	Suggested Timing
Crisis management	OH 5.16 (a–b): Managing an escalating situation (crisis) OH 5.17: Managing after a crisis HO 5.11: Managing an escalating situation (crisis) HO 5.12: Managing after a crisis	15 minutes
Workshop outcomes	Blank overhead Outcomes reviewed from introduction exercise OH 5.2: Workshop outcomes (Refer group to HO 5.1) Collect completed Evaluation Forms (if utilised) Close	10 minutes



Key strategies and concepts

This workshop is designed to be presented either as a lecture, or for use in alternative or participant-interaction educational methods. It assumes no prior in-depth knowledge of behaviour management.

The underlying principles are to educate carers/workers to focus on the behaviour not the person. Understanding the behaviour is fundamental to developing solutions to problems for the person.

Workshop outline

Resources	Content
OH 5.1: Workshop outline	Introduction (5 minutes) Make participants welcome and check everyone is present. Introduce yourself and ask participants to introduce themselves.
OH 5.2: Workshop objectives	Display OH 5.1 & 5.2 and distribute HO 5.1. Explain the purpose and focus of the workshop
HO 5.1: Workshop objectives Blank overhead	The facilitator can use the blank overhead to record participant goals for workshop participation and use this at the end of the session to match expectations with workshop content.
OH 5.3: Changes following a TBI	Changes following a TBI – overview (10 minutes) Briefly discuss the changes that occur in a person after they sustain a TBI. Ask participants what they have found the most problematic changes in people with TBI.
HO 5.2: Changes following a TBI	Use OH 5.3 and HO 5.2 to review main changes following a TBI.
OH 5.4: Strategies for dealing with specific cognitive changes	Strategies for dealing with specific cognitive changes (10 minutes) Discuss the key behaviour problems that participants have identified, together with the corresponding strategies for managing cognitive changes. Refer to OH 5.4 and HO 5.3.
HO 5.3: Strategies for dealing with specific cognitive changes	The aim of this section is to introduce the handout and orientate participants on how to use it. Discuss the remaining items listed and highlight potential difficulties. Reinforce that these strategies are suggestions only, and that the use of a particular strategy in any situation is 'common sense dependent'. Note: The information in OH 5.4 and HO 5.3 overlaps with the information included in Module 4: <i>Understanding and managing changes in cognition after a TBI</i>. It may be useful to check whether participants have attended a Module 4 training session, and are therefore familiar with this information. In this case, abbreviate the cognitive items so that you spend less time on this and more on the executive/behavioural items.

Workshop outline continued

Resources	Content
	Management starts with analysing problem behaviour (10 minutes)
OH 5.5 and OH 5.6: Analysing problem behaviour HO 5.4: Checklist	Discuss the steps involved with analysing problem behaviour as set out in OH 5.5 and OH 5.6, and HO 5.4. Emphasise that trained psychologists should prepare a formal behaviour management program, but that these steps can be used to assist in isolating triggers and help in prediction of behaviour.
	Common behaviour management techniques (20 minutes)
OH 5.7 (a-e): Techniques	Highlight the basic principles of behaviour management, providing the case studies or other appropriate examples to illustrate the various techniques.
OH 5.8 (a-c): Case scenarios HO 5.5: Techniques HO 5.6: Case scenarios	Note: Highlight the importance of consistency with behavioural approaches, as well as likelihood that behaviours often get worse before they get better. Emphasise the role of behaviour as a communication tool.
	Understanding Anger (45 minutes)
	Explain that anger management problems for the client can stem from emotional factors and from the brain injury itself.
OH 5.9 and HO 5.7: Potential triggers	Refer to OH 5.9 and HO 5.7 and discuss the list of potential anger 'triggers'. Ask participants to suggest others.
OH 5.10 and HO 5.8: Early warning signals	Discuss the importance of being able to identify when a person is demonstrating 'early warning signals' that they are becoming angry. Ask participants to make a list of early warning signals. Based on this discussion, review OH 5.10 and HO 5.8.
OH 5.11 and HO 5.9: Anger scale	Refer to OH 5.11 and HO 5.9 and discuss the stages of anger that a person will go through once 'triggered'. Highlight the importance of the person being able to catch themselves before their feelings or actions escalate.
OH 5.12 and HO 5.10: Anger model	Explain the anger model in OH 5.12 and HO 5.10 and illustrate the importance of providing alternative strategies for dealing with anger.

Workshop outline continued

Resources	Content
OH 5.13: Anger as a secondary feeling	Refer to OH 5.13 and explain the role of anger as a secondary feeling (as opposed to primary feeling).
OH 5.14: Recognise your feelings	Refer to OH 14 and discuss how carers/ workers need to be able to recognise their own “early warning signals”.
OH 5.10: Early warning signals	Use OH 5.10 and OH 5.13 to discuss the importance of knowing when the carer/worker is showing early warning signals, and being able to identify when they themselves are going through stages of anger. Highlight the importance of not taking things too personally.
OH 5.15: Strategies for carer/worker	Use OH 5.15 to provide a few key strategies for assisting the worker/carer to manage their own anger and to calm down.
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Crisis Management (15 minutes)	
OH 5.16 and HO 5.11: Managing an escalating situation	Refer to OH 5.16 and discuss the steps of managing a crisis. Highlight the importance of safety, body language & tone, staying calm and clear communication.
OH5.17 and HO 5.12: Managing after a crisis	Discuss the importance of ‘after-crisis management’. Refer to OH 5.17 and HO5.12 and explain ‘normal’ post crisis/trauma reactions and strategies for dealing with these reactions.
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Workshop Outcomes	Outcomes (10 minutes)
OH 5.2: Workshop Objectives	Using OH 5.2 and HO 5.1 review the workshop objectives as a summary of the workshop information covered.
Blank overhead with list of expectations (from Introduction to workshop)	Display the blank overhead with the list of participants’ expectations of the workshop. Ask the group to reflect on their expectations and discuss whether these have been achieved.
HO 5.1 Workshop outcomes	Use HO 5.1 to summarise workshop.
Evaluation forms	Ask them to complete the evaluation form (if utilised).
	Thank participants for their involvement!