Managing Behavioral Changes in Older Adults Training Course

21 – 25 December 2026
Tbilisi

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Training Center

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Ref: 1503_210986 **Date:** 21 – 25 December 2026 **Location:** Tbilisi **Fees:** 5000 Euro

Overview

Managing Behavioral Changes in Older Adults Training Course is a one-week course for elder-care managers, nurses, care coordinators, social care supervisors, and family-support professionals, who leave with an Older Adult Behavioral Response Pack. The course connects person-centered elderly care, structured behavioral observation, supportive communication, environmental adjustment, safeguarding, multidisciplinary escalation, family partnership, and care-quality governance without teaching diagnosis or treatment. Agile Leaders Training Center presents behavioral change management in elder care as a traceable care practice.

Who Should Attend

- Teams responsible for care planning and daily support for older adults
- Functions responsible for nursing coordination and observable-change reporting
- Supervisors responsible for safe responses, escalation, and staff guidance
- Personnel responsible for safeguarding, incident review, and service quality
- Professionals responsible for family communication and care coordination

The course assumes participants already influence care delivery or support decisions and leaves out clinical diagnosis, prescribing, and medical treatment planning.

Departments and Industries

The course supports departments that coordinate older-adult care across residential, community, home-care, and healthcare settings.

- Residential care and assisted-living services
- Community and home-care operations
- Nursing, care coordination, and social care departments
- Safeguarding, quality, and risk functions
- Family-support and service-user liaison teams

Learning Objectives

By the end of this course, participants will be able to:

- Analyze patterns in observable behavioral changes
- Apply a structured multifactorial assessment pathway
- Use supportive communication and de-escalation methods
- Evaluate environmental and routine adjustments
- Build safeguarding and multidisciplinary escalation records
- Prioritize governance and family-partnership improvements

Course Agenda

Day 1: Person-Centered Behavioral Context

- Person-Centered Care Profile
- Life Story and Preference Map
- Behavior-as-Communication Interpretation Method
- Baseline Function and Routine Record
- Professional Scope and Clinical Boundary Matrix

Day 2: Observation and Multifactorial Assessment

- Antecedent-Behavior-Consequence Observation Log
- Pattern and Trigger Analysis Grid
- Pain, Sensory, and Communication Check
- Environmental and Medication Concern Screen
- Urgency and Reversible-Cause Escalation Pathway

Day 3: Communication and Environmental Response

- Supportive Communication Sequence
- Emotion Validation and Rephrasing Guide
- Distress De-escalation Decision Tree
- Noise, Lighting, and Space Adjustment Checklist
- Meaningful Activity and Routine Adaptation Plan

Day 4: Safeguarding and Care Governance

- Safeguarding Concern Recognition Matrix
- Multidisciplinary Escalation and Handover Record
- Family Partnership Conversation Planner
- Behavioral Incident Documentation Standard
- Care-Quality Review and Learning Dashboard

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Day 5: Integrated Response Practice

- Suggested Exercise: Behavioral Pattern Analysis
- Suggested Exercise: Supportive Communication Simulation
- Suggested Exercise: Environmental Adjustment Decision
- Suggested Exercise: Safeguarding Escalation Handover
- Capstone Exercise: Older Adult Behavioral Response Pack

Practical Exercises

The course uses suggested activities with fictional residential, community, home-care, and healthcare scenarios.

- Suggested activity: distinguish a new behavioral pattern from baseline preferences using observation records and contextual evidence.
- Suggested activity: conduct a calm support conversation while adapting language, pace, choices, and nonverbal communication.
- Suggested activity: compare routine and environmental adjustments against dignity, safety, feasibility, and review needs.
- Suggested activity: present a coordinated response linking safeguarding, escalation, family partnership, documentation, and quality review.

FAQs

Who suits behavioral change management in older adults training, and what does it assume?

Elder-care managers, nurses, care coordinators, supervisors, and family-support professionals suit the training; it assumes responsibility for care delivery, support decisions, or service quality.

How does behavioral change management in elder care differ from dementia awareness training?

Behavioral change management in elder care emphasizes observation, multifactorial assessment, communication, environmental adjustment, safeguarding, escalation, documentation, and governance rather than awareness of one condition.

How should carers respond to sudden behavioral changes in older adults?

Carers should compare the change with the person's baseline, check immediate safety, observe possible pain or distress, reduce environmental pressure, document facts, and follow the appropriate clinical or safeguarding escalation route.

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What does person-centered elderly care add to behavioral support?

Person-centered elderly care uses the person's identity, life story, preferences, abilities, relationships, and communication needs to interpret behavior and select respectful support.

How can care teams improve behavioral incident documentation?

Care teams can record observable facts, context, possible triggers, actions taken, the person's response, safety concerns, people notified, agreed follow-up, and review findings without using unsupported labels.

Conclusion

Participants leave with an Older Adult Behavioral Response Pack containing observation, communication, environmental adjustment, safeguarding, escalation, family-partnership, documentation, and review tools. The pack creates a traceable route from observable change to coordinated action. It helps care teams respond consistently, protect dignity, involve families, and review whether support remains appropriate.