

ICE Breaker

DEALING WITH FRUSTRATION



This ICE Breaker is designed to supplement your lecture on how to respond to a client's emotional instability, including frustration and lack of participation.



Watch

Assign this video for students to watch before, during, or after class: **Self-Care: Dressing in Acute Care, Part 2**. In this 4-minute video, a young stroke survivor exhibits behavioral problems while therapists work on his cognitive, perceptual, and motor deficits in the context of a dressing activity.



Practice

Challenge students to role-play interactions with a “difficult” client. Students should reflect on what they did well and what areas could use improvement.



Discuss

Stimulate small or large group discussions with questions, such as:

1. What signs suggest that this client is frustrated?
2. In what ways can you modify the activity demands, context, and/or environment to meet the emotional needs of your client?
3. How should you document a client's frustration?



Supplement

Consider using [the corresponding ICE Lesson Plan](#) which includes learning objectives meeting ACOTE/CAPTE standards and specific creative learning activities.



Watch more!

Watch more videos on this topic by searching the ICE Video Library for these titles.

- **Self-Care, Part 2: Washing at the Sink in Acute Care**
- **Self-Care, Part 3: Brushing Hair at the Sink in Acute Care**
- **Acute Care Part 5: Bed to Chair Transfer**