

Table 2.1. The Four Phases of Resolution in Validation Therapy

	Phase One	Phase Two	Phase Three	Phase Four
Basic helping clues (to be used by caregiver)	Use who-, what-, where-, and when-type questions, Maintain social distance	Use "feeling" words (I see... I feel) Use touch and eye contact	Use touch and eye contact, Pace to person's movements, Mirror emotions and movements	Use sensory stimulation Use music and touch Get close and make eye contact
Orientation (of person)	Keeps time Holds on to present Realizes and is threatened by own disorientation	Does not keep track of clock Forgets facts, names, and places Difficulty with nouns	Shuts out most stimulation from the outside world Has own sense of time	Will not recognize family, visitors, old friends, or staff No sense of time
Body patterns: muscles (of person)	Often tense, tight muscles Usually continent Quick, direct movements Purposeful gait	Sits upright but relaxed Aware of incontinence Slow, smooth movements	Slumps forward, Unaware of incontinence Restless, paces Repeats early-childhood movements/sounds	Flaccid, Little movement No effort to control continence
Vocal tone (of person)	Harsh, accusatory, and often whining Clear and bright, good eye	Low, rarely harsh Sings readily	Slow, steady	No speech
Eyes (of person)	contact	Downcast, eye contact triggers recognition	Usually closed	Eyes shut (face closed, lacks expression) Stares without focusing
Emotions (of person)	Denies feelings	Applies memories and feelings from past to present situations	Demonstrates feelings openly	Difficult to assess
Personal care (of person)	Can do basic care	Misplaces personal items often, Creates own rules of behavior	Cannot care for themselves	Cannot care for themselves
Communication (of person)	Positive responses to recognized roles and people Negative responses to those less oriented	Responds to nurturing, tone and touch Smiles when greeted Begins to use unique word combinations	Uses few commonly used words Communicates mainly on a nonverbal level Substitutes movements for speech	Rare, minimal, Responds occasionally to singing and touching
Memory and intellect rules	Can read and write, (of person) unless blind. Sticks to rules and conventions	Can read but no longer writes legibly Makes up own rules	Is not motivated to read or write, Early memories and universal symbols are most meaningful	Difficult to assess
Humor (of person)	Some humor retained	Cannot play games with rules Humor is unique	Laughs easily, often unprompted	Difficult to assess

Reproduced by kind permission of Nursing Times, where this table first appeared in an article on February 10, 1988; updated December 2021.