

# Aspect Positive Behaviour Support

## Measuring Behaviour Change

This measure can be used by service providers when working with families to evaluate and demonstrate their effectiveness in bringing about positive behaviour change.

### Why measure behaviour change?

When a Positive Behaviour Support (PBS) service works with your family or child it is important that they can demonstrate to you that they are effective, both with other families and your own. There are lots of potential areas to evaluate (family goals met, a person's quality of life, parent stress and confidence, family centredness) but one key measure is making a significant change to a person's challenging behaviour. The most objective way that behaviour change can be evaluated is through a published measure of behaviour change - this is better than people's opinion or testimonials (such as one family reporting on a flyer "This service was brilliant").

**The Checklist of Challenging Behaviour (CCB)** is one published and commonly used measure that evaluates both aggressive and non-aggressive behaviour. It is divided into two parts; the first looks at aggressive behaviour toward others and oneself (self-injury) and assesses the frequency, severity and management difficulty of the behaviour. The second part looks at other behaviours such as refusing, yelling/screaming, repetitive behaviour, being withdrawn, sleeping issues etc. These 18 non-aggressive behaviours are rated for frequency and management difficulty. Parents are asked to rate behaviour on a scale from 1 to 5 and descriptions are provided for each point (see below).

Name:	Date:
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Frequency	Severity	Management Difficulty
1 = not in the past 6 months 2 = has occurred, but not in past month 3 = in the past month, once a week 4 = in the past month, 2-3 times per week 5 = daily or more often	1 = no injury, did not appear to cause pain 2 = minor injury, caused superficial scratching or reddening. First aid or not needed 3 = moderate injury (e.g., bites/hits/kicks breaking the skin or resulting in bruising). First Aid attention 4 = serious injury, caused serious tissue damage (e.g. cuts/wounds requiring stitching). Immediate medical attention essential 5 = very serious injury, caused very serious tissue damage (e.g., bones broken, deep lacerations/wounds). Hospitalisation and/or certified absences from work necessary	1 = no problem, I can manage this situation without any difficulty 2 = slight problem, I can manage but it does cause me some difficulty 3 = moderate problem, I find this situation quite difficult to manage, but I feel confident I can 4 = considerable problem, I find it very difficult to manage this situation on my own 5 = extreme problem, I simply cannot manage this situation without help

Aggressive Behaviour Checklist	Please describe	Frequency	Severity	Management Difficulty
Self-Injury (biting self, hitting own head etc)				
<b>Aggression towards others</b>				
Hitting				
Grabbing aggressively				
Throwing Objects				
Scratching				

Kicking				
Pinching				
Pulling hair				
Unwanted sexual contact				
Using objects as weapons				
Biting				
Tearing clothes				
Choking				
Head butting				
<b>Non-aggressive Behaviour Checklist</b>				
Refusal (to participate in activities, follow instructions)				
Shouting/swearing				
Making loud vocalisations				
Withdrawn (quiet, isolates themselves)				
Taking food (outside of mealtimes)				
Repetitive behaviour				
Damaging property				
Stereotypy (flapping hands, rocking etc)				
Threatening others (verbally or with object)				
Night-time disturbance (waking up, not sleeping etc)				
Exposing Body (e.g. taking clothes off in public)				
Sexualised behaviour (masturbating, humping)				
Absconding (running away)				
Spitting				
Soiling (poo in pants)				
Pica (eating things that are not food such as dirt, sticks)				
Smearing (poo)				
Smashing windows				
Vomiting, regurgitation				
Setting Fires				

- The checklist can be given to families at the beginning, middle and end of a service to provide evidence that the service was effective in bringing behaviour change. Ideally you would like to see a reduction in scores in all three areas (difficulty, severity and management difficulty).
- Families can also ask services to show them their outcome data.

**Please Note:** The main goal of PBS is to increase a person and family's quality of life - to ensure long term behaviour change these areas also need to improve.

**Reference:**

**Printed with permission.** *A checklist of challenging behaviour: the development of a survey instrument.* Harris, Humphries & Thompson (1994) *Mental Handicap Research* 7,2.