

Checking the Message Booklet

When you have completed the background assessment and the functional assessment, you should have enough evidence to give you some ideas around what message the behaviour may be serving to communicate. Sometimes you may still be unclear on exactly what the message is, or you may have several messages and want to find out which is strongest.

This booklet will help you distill all the information you have collected until you have one clear message to focus on. It will also help you develop interventions that are based on all the information you've collected and the message of the behaviour.

Step 1: Conduct Motivation Assessment Scale:

This is a standardized tool that will help you identify the function of the behaviour into one of four broad categories - Sensory, Escape, Attention & Tangible. This can act as a useful signpost to ensure you're on the right track with the messages you've come up with.

Step 2: Complete ABC Worksheets:

If you don't have a clear idea what the message is yet, the ABC worksheets can help you analyse behavioural incidents. By looking closely at each behavioural incident using the ABC worksheets, you will soon be able to see patterns emerging regarding what triggers the behaviour, and what happens as a consequence of the behaviour. If you already have an idea of what the message may be, this evidence will help confirm or deny the message you are checking.

Step 3: Message Testing:

Often a behaviour can serve multiple functions, or you may have several ideas about what the message may be. Completing an incident analysis will identify what message is being communicated most often, and if the behaviour is serving a few different functions, it will give you an idea of the relative strengths of the different messages.

Step 4: Intervention Development worksheet:

Once we know the message of the behaviour, we can start to develop interventions that are designed specifically for that person, and focused on their particular needs. The Intervention development sheet will help you ensure you have a broad range of interventions, and that the plan being developed is truly multi element.

Step 5: Social Validity of Interventions:

Social validity is a subjective measure of how acceptable a treatment intervention is to the service user and the people around them. It can influence how people will feel about using it and how likely it is to be used.

1. Conduct a Motivation Assessment Scale (MAS) and score.

Name: Sidney O'Brien Rater: Jenny Miton Date: 15 Feb 2012

Behaviour Description: Hair Pulling

Setting Description: At School

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the Motivation Assessment Scale, select one behaviour that is of particular interest. It is important that you identify the behaviour *very specifically*. 'Aggressive' for example, is not as good a description as 'hits his sister'. Once you have specified the behaviour to be rated, read each question carefully and circle the *one* number that best describes your observations of this behaviour.

QUESTIONS:	ANSWERS:						
	Never	Almost Never	Seldom	Half the Time 3	Usually	Almost Always	Always
1. Would the behaviour occur continuously, over and over, if this person was left alone for long periods of time? (For example, several hours.)	0	1	2✓		4	5	6
2. Does the behaviour occur following a request to perform a difficult task?	0	1	2	3	4✓	5	6
3. Does the behaviour seem to occur in response to your talking to other persons in the room?	0	1	2	3	4	5✓	6
4. Does the behaviour ever occur to get a toy, food or activity that this person has been told he or she can't have?	0	1	2	3	4✓	5	6
5. Would the behaviour occur repeatedly, in the same way, for very long periods of time if no one was around? (For example, rocking back and forth for over an hour.)	0	1	2✓	3	4	5	6
6. Does the behaviour occur when any request is made of this person?	0	1	2	3	4✓	5	6
7. Does the behaviour occur whenever you stop attending to this person?	0	1	2	3	4	5	6✓

8. Does the behaviour occur when you take away a favourite toy, food or activity?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4✓	Almost Always 5	Always 6
9. Does it appear to you that this person enjoys performing the behaviour? (It feels, tastes, looks, smells and/or sounds pleasing.)	Never 0	Almost Never 1	Seldom 2✓	Half the Time 3	Usually 4	Almost Always 5	Always 6
10. Does this person seem to do the behaviour to upset or annoy you when you are trying to get him or her to do what you ask?	Never 0	Almost Never 1	Seldom 2	Half the Time 3✓	Usually 4	Almost Always 5	Always 6
11. Does this person seem to do the behaviour to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6✓
12. Does the behaviour stop occurring shortly after you give this person the toy, food or activity he or she has requested?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4✓	Almost Always 5	Always 6
13. When the behaviour is occurring, does this person seem calm and unaware of anything else going on around him or her?	Never 0	Almost Never 1	Seldom 2	Half the Time 3✓	Usually 4	Almost Always 5	Always 6
14. Does the behaviour stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4✓	Almost Always 5	Always 6
15. Does this person seem to do the behaviour to get to you to spend some time with him or her?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5✓	Always 6
16. Does the behaviour seem to occur when this person has been told that he or she can't do something he or she had wanted to do?	Never 0	Almost Never 1	Seldom 2	Half the Time 3✓	Usually 4	Almost Always 5	Always 6

Sensory	Escape	Attention	Tangible
1. 2	2. 4	3. 5	4. 4
5. 2	6. 4	7. 6	8. 4
9. 2	10. 3	11. 6	12. 4
13. 3	14. 4	15. 5	16. 3

Total Score:	9	15	22	15
Mean Score	2.25	3.75	5.5	3.75
Relative Ranking	1	2	4	2

Administration:

- Reponses* The MAS is a 16-item questionnaire that assesses the functional significance of behaviour. Informants rate the likelihood of a specific behaviour occurring in different trigger conditions. Respondents may be parents, teacher, or any other individuals who have had close contact with the student. The raters are asked to circle the number estimating the probability of the targeted behaviour occurring in each of sixteen trigger conditions. These conditions are organised into four classes (attention, tangible, escape & sensory) with four questions for each class
- Definitions* We have found it important to re-emphasize to raters using the MAS the need to select a specific behaviour (e.g. hits his head) rather than a more general description of the persons' behaviour (e.g. gets upset). Often raters select behaviours that are too broad and are left with behaviours being maintained by several consequences
- Settings* We have observed that individuals may exhibit the same behaviour in two different settings, but the maintaining variables may be different in each setting. Aggression at home, for examples, may serve to gain access to tangible reward. However, the same behaviour at school may result in escape from difficult tasks. It is therefore recommended that the MAS be completed separately in different settings to assess for possible differences in maintaining variables.

Scoring Procedure:

Calculations Scoring the MAS is relatively simple. The number circled on each question is entered on the blank next to the question number on the back of the form Each column of numbers is totalled separately and a mean (total / 4) is calculated. The first column corresponds to the score for sensory consequences as the maintaining variable, the second column for escape from demands, the third column for social attention, and the last column for tangible consequences. The consequence with the highest mean score (e.g. social attention) is assumed to be the maintaining variable. If there is a tie for the highest score or if the top two consequences are within .25 to .50 points, then both are considered as possible maintaining variables.

	Sensory	Escape	Attention	Tangible
Score:	<i>1</i>	<i>2</i>	<i>4</i>	<i>2</i>

2. Complete ABC worksheets

ABC (Trigger (Antecedent), Behaviour & Consequences) Sheet:

Name of Client: *Sidney O'Brien*

Behaviour: *Hair Pulling*

Start Definition: *Gripping the person's hair by closing one or both hands around any part of the hair on another person's head*

Stop Definition: *Releasing his grip without making an attempt to re-engage within 5 seconds.*

Areas for Review:	To be completed:
Date of incident?	<i>17th Feb 2012</i>
Time incident started?	<i>14.07</i>
Time incident ended?	<i>14.12</i>
Location: Where was the client when the incident occurred?	<i>In the classroom</i>
Who was working with the client at the time the incident occurred?	<i>Jenny & Carla</i>
Where were staff at the time of the incident?	<i>Jenny was up at the top of the room, while Carla was assisting another child at the next table</i>
Who else (staff and clients) were present in the immediate environment when the incident occurred?	<i>5 Other children were in the room with Sid</i>
What was the general atmosphere – e.g. noise level, heat, light, party, crowding, etc.)	<i>It was after lunch, so people were a bit tired. It was fairly quiet in the room as children were settling into their work</i>
What was the client doing at the time of the incident? Describe the activity, task, event or interaction occurring during the incident.	<i>Sid was lying on his desk looking around the room. Another boy, Tim, was carrying work from the shelf to his own work table.</i>
What occurred immediately before the incident? Describe demands, changes in activities, interactions with staff or other clients, requests, other activities, etc..?	<i>Children were being asked to settle down to their work tasks after lunch.</i>

<p>Describe what the client did during the incident in detail (e.g. hit out, threw chair, kicked out at other clients, etc.).</p>	<p><i>Sid followed Tim, until Tim, backing away, was in a corner. Sid first curled his hands to his mouth and shook them once. Then facing Tim, and pressing him into the corner with his body, Sid grabbed the hair on the back of Tim's head with both hands, pulled Tim's head towards his and mouthed/bit Tim's forehead and nose. He began giggling only after gripping Tim's hair and continued to giggle and curl his hands towards his mouth after a staff member released Tim from his grip.</i></p>
<p>Describe the severity of the incident, e.g. damage to the environment, injuries to others, etc.</p>	<p><i>Tim was scared after the incident, and didn't want to be in the same room as Sid. He had slight reddening where he was bite, but there was no skin broken. Tim was brought to the nurse for first aid.</i></p>
<p>Describe who or what the incident was directed at (person or object or situation)</p>	<p><i>The incident seemed targeted towards Tim</i></p>
<p>Describe the immediate reaction to the behaviour. How did staff and other clients react to this behaviour?</p>	<p><i>Tim went quiet, and then began to cry. As a staff member, Carla was closest and immediately intervened.</i></p>
<p>What action was taken to de-escalate or redirect the behaviour?</p>	<p><i>As Carla approached Sid & Tim, she grabbed a toy that she knows Sid likes. She offered this to him and he released his grip on Tim. She brought Sid to a separate area while Jenny attended to Tim.</i></p>
<p>Describe the methods used to manage the incident (e.g. active listening, relaxation, physical intervention, etc.) (If physical intervention was used, please attach details)</p>	<p><i>Distraction was used to release the grip, then Sid was engaged in an activity which was deemed to be the quickest way to make the situation safe.</i></p>
<p>Briefly give your impression of why the client engaged in the behaviour.</p>	<p><i>Sid had been having great fun playing at lunch, and I don't think he wanted to do the work being asked of him. It seemed he wanted to continue playing as he had been.</i></p>
<p>Is any follow up required as a result of this incident (e.g. environmental changes, change of intervention strategy, supervisory action, medical attention, etc.)</p>	<p><i>A picture timetable is being set up so Sid is clear of when is playtime and when is work. He is also been given the opportunity to play every 20 minutes for a break. A full behaviour support plan is currently being developed</i></p>

Carla Swift
Staff Signature

17th Feb 2012
Date

Analysis of ABC Worksheet

Trigger Analysis Summary

Incident number	Trigger present?	Why is that or might it be a trigger?	What was the message of this incident?	How sure are you? 1 2 3 4 5 Not Very
1.	<i>Table top activities</i>	<i>Boredom</i>	<i>I want to play</i>	5
2.				
3.				
4.				
5.				

Consequence Analysis Summary:

Incident Number	Consequence to behaviour: (What happened to/for the person)	What might the person be gaining /losing	Now, what might the message of this incident?	How sure are you? 1 2 3 4 5 Not Very
1.	<i>Did an activity with teacher</i>	<i>Getting playtime</i>	<i>'I want to play'</i>	5
2.				
3.				

3. Message Testing

Name of person: *Sidney O'Brien*

Target Behaviour: *Pulling Hair*

For each incident of behaviour, please tick message you think the person was trying to communicate, until you have at least 60% agreement on one message.

Date of Incident	<i>Sid was trying to say 'I'm Finished'</i>	<i>Sid was trying to say 'Let's Play'</i>	<i>Sid was trying to say 'I'm tired'</i>
19/2/12		✓	
19/2/12		✓	
19/2/12		✓	
19/2/12		✓	
20/2/12	✓		
20/2/12		✓	
22/2/12	✓		
23/2/12		✓	
23/2/12		✓	
23/2/12		✓	
24/2/12			✓
24/2/12	✓		
24/2/12			✓
24/2/12		✓	
25/2/12		✓	
27/2/12	✓		
27/2/12			✓
28/2/12	✓		
29/2/12		✓	
29/2/12		✓	
Total	5	17	3
%	20%	68%	12%




Results:











'Let's Play!' **68%**
'I'm Finished' 20%
'I'm Tired' 12%

4: Intervention Development Worksheet

List the setting events, triggers and message from the evidence you have collected.

Then use this information to identify interventions to overcome these issues in the relevant section of the plan

Setting Events <i>(From Background Assessment)</i>	Triggers <i>(From Trigger Analysis)</i>	Message <i>(From Incident Analysis)</i>
 <ul style="list-style-type: none"> • People he doesn't like are in his environment • He gets tired late afternoon/evening • Has epilepsy • No way of communicating choice or change in activity 	 <ul style="list-style-type: none"> • Someone in close proximity • No adult interaction for 5+ minutes • Involved in an academic task for 10+ minutes • Unstructured activity • Sitting and watching others for 5+ minutes 	 <ul style="list-style-type: none"> • 'Let's Play' 68% • 'I'm finished' 20% • 'I'm tired' 12%

Environmental Changes	Skills Teaching	Direct Interventions	Reactive Strategy
 <p>Social Play scheduled every 20 mins for 2/3 mins</p> <p>Timetable of activities represented by photographs</p> <p>Picture communication board – 5 pictures of favourite activities</p>	 <p style="text-align: center;"><i>General</i></p> <p>Water play</p>	 <p style="text-align: center;">Trigger Control</p>	 <p style="text-align: center;"><i>Anxiety – Supportive</i></p> <p>Talk to him and introduce fun into task</p>
	 <p style="text-align: center;"><i>Functionally Equivalent</i></p> <p>'Let's Play' – by appropriate touching and greeting skill</p>		 <p style="text-align: center;"><i>Resistance - Supportive</i></p> <p>Redirect to suitable activity</p>
	 <p style="text-align: center;"><i>Functionally Related</i></p> <p>Choice Box</p>	 <p style="text-align: center;"><i>Reward Contract</i></p> <p>Reward Contract at 20 minute intervals</p>	<p style="text-align: center;"><i>Acting Out – Safety and reducing episodic severity</i></p> <p>See clinical team's guidelines</p>
	 <p style="text-align: center;"><i>Coping & Tolerance Skill</i></p> <p>Tolerating new children close by</p>	 <p style="text-align: center;"><i>Calm – Reassurance</i></p> <p>Re-engage with group in a positive way</p>	

5. Social validity of Interventions

Name: Sidney O'BrienDate: 29 February 2012

(Please rate each intervention on- 1 being very unlikely to agree with- to 5 being very likely to agree with)

Component of plan	The person will agree with this intervention	Likelihood of use	Ease of use	Total	%
1. Social Play	5	4	5	14/15	93%
2. Timetable	4	4	4	12/15	80%
3. Picture Communication Board	4	4	4	12/15	80%
4. Water play	5	3	5	13/15	86%
5. 'Let's Play'	5	4	3	12/15	80%
6. Choice Box	3	4	4	11/15	73%
7. Tolerating new children nearby	2	3	3	8/15	53%
8. Reward Contract	4	3	3	10/15	67%
9. Reactive strategy - Redirection	3	5	5	13/15	86%
Total	35/45	34/45	36/45		
Percentage score	73%	73%	80%		

Completed by: Jenny Milton