

# THE BRIEF BEHAVIOURAL ASSESSMENT TOOL (BBAT)

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Date of birth:

Date of assessmen	nt:	Interviewer:		
Informant(s):				
	S)- SERVICE USER RELATIONSH	IP		
	ntionship to the service user?			
	mily member, Social Worker)			
	ou known the service user?			
	ndents, note the range)			
	many hours a week do you			
interact with the				
service user?	s do you typically observe the			
service user:				
DEFINING TH	TE DELLAMOUD OF CONCEDN	OVED THE LAST 1	2 MONTHE	
	E BEHAVIOUR OF CONCERN Specific descrip			Corrowiter
Categories of behaviour	Specific descrip	OUIOII	Frequency	Severity (See
Deliavioui				definitions on
				next page)
[ ] Verbal			[ ] Hourly	Negligible
aggression:			Daily	[ ] Minor
			Weekly	Moderate
			Less	Severe
				[ ] Major
[ ] Physical			[ ] Hourly	[ ] Negligible
aggression:			[ ] Daily	[ ] Minor
			[ ] Weekly	[ ] Moderate
			[ ] Less	[ ] Severe
LID			F 3 TT 1	[ ] Major
[] Property			[ ] Hourly	[ ] Negligible
destruction:			[ ] Daily [ ] Weekly	[ ] Minor [ ] Moderate
			Less	[ ] Noderate
			[ ] LCSS	[ ] Major
[ ] Self			[] Hourly	Negligible
injurious			Daily	[ ] Minor
behaviour:			Weekly	Moderate
			Less	Severe
			1	Major
[ ] Stereotypic			[ ] Hourly	[] Negligible
/repetitive			[ ] Daily	[ ] Minor
behaviour:			[ ] Weekly	[ ] Moderate
			[ ] Less	[ ] Severe
	ļ		 	[ ] Major
[ ] Disruntive	Ī		[ ] Hourly	[ ] Neolioible

behaviour:

Service user:

] Minor

] Daily



[ ] Sexually inappropriate behaviour:			[ ] Weel [ ] Less  [ ] Hour [ ] Daily [ ] Less  [ ] Hour [ ] Daily [ ] Weel [ ] Less	[ ] Severe [ ] Major  fly [ ] Negligible y [ ] Minor kly [ ] Moderate [ ] Severe [ ] Major  fly [ ] Negligible y [ ] Minor kly [ ] Moderate
Definitions of severity	scale:			
Negligible No harm or distress	Minor Minor harm or	Moderate  Moderate harm or	Severe Substantial harm or	Major Extremely serious
to self, others or property	distress to self, others or property.	distress to self, others or property.	distress to self, others or property.	harm or distress to self, others or property.
Do any of these behaviours tend to occur together? If so, in what order/sequencing?				
efore going any furth Priority 1:	ner, prioritise <i>three</i> beha	aviours that will be the	focus the rest of the a	ssessment:
Priority 2:				
Priority 3:				
. WHEN IS THE B	EHAVIOUR MOST I	LIKELY TO OCCUI	R?	
Do the behaviours tend to coincide with	Please give specific de	tails here	to	licable all 3 specific categories?

Changes in the

person's mental health? E.G:

If mood is low? If mood is high?

(1)

(2)

(3)

Yes/No

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If anxious/worried? If experiening bizarre/paranoid thoughts?  Changes in the person's physical health? E.G.: Pre/post seizure? In pain/ill? Dental problems? Recurring conditions causing discomfor? Menstruation? Constipation?  The presence or absence of certain people (or types of people c.g. loud/quiet)?  Being in certain places (specific locations or types of locations e.g. crowded/hot?)  Doing certain activities OR lack of activities?  Certain times of day/days of the week? Key times of the year (c.g. birthdays/xmas etc)?  Any other slow triggers you can think of not covered above?  (1)  Pres/No (1)  Pres/No (1)  Quantity (2)  Quantity (3)  Pres/No (1)  Quantity (3)  Pres/No (1)  Quantity (4)  Quantity (2)  Quantity (3)  Pres/No (1)  Quantity (4)  Quantity (4			
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bizarre/paranoid thoughts?  Changes in the person's physical health? E.G: Pre/post seizure? In pain/ill? Dental problems? Recurring conditions causing discomfor? Menstruation? The presence or absence of certain people (or types of people e.g. loud/quiet)?  Being in certain places (specific locations or types of locations or types of locations or types of locations e.g. crowded/hort?)  Doing certain activities OR lack of activities?  Any other slow triggers you can think of not covered above?  Any other slow triggers you can think of not covered above?			
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think of not covered above? (2)		195/110	(-)
covered above?			
			(2)
	covered above?		1
			(3)

Do the following	Please give specific details here	Applicable	If no, which				
tend to result in		to all 3	specific				
the behaviour		categories?	categories?				
occurring?			(tick)				

The person being asked to do	Yes/No	(1)
something s/he finds difficult?		(2)
		(3)
The person being asked to do	Yes/No	(1)
something s/he doesn't enjoy		(2)
doing?		(3)
The person being interrupted when	Yes/No	(1)
doing something s/he likes?		(2)
		(3)
A routine being changed?	Yes/No	(1)
		(2)
		(3)
A planned activity being cancelled?	Yes/No	(1)
semg cancened.		(2)
		(3)
Others not paying attention to the	Yes/No	(1)
person?		(2)
		(3)
The person being told that s/he can't	Yes/No	(1)
have something?		(2)
		(3)
The person being spoken to in a way	Yes/No	(1)
that s/he doesn't like or understand?		(2)
into or understand:		(3)
The occurrence of certain sounds,	Yes/No	(1)
sights, smells, being touched by a		(2)
person or the		(3)

sensation of a particular item?		
Any other fast	Yes/No	(1)
triggers you can think of not covered above?		(2)
covered above:		(3)
What is the one	Yes/No	(1)
thing that would make this person behave in a		(2)
challenging way if it happened?		(3)
What would the person's <i>best</i> day look like, when s/he is <u>least likely</u> to show these behaviours?		

## 4. EARLY INDICATORS

How would you know the person is starting to move off baseline?	Facial expression/Body Language	What the person says	What the person does
move on basefule?			



#### 5. POSSIBLE MAINTAINING CONSEQUENCES

0- Never 1- Rarely 2- Some of the time 3- Often 4- Always	Behaviour 1:	Behaviou r 2:	Behaviour 3:
1. Does the person tend to carry out the behaviour when they are on their own?			
2. Does the person seem to engage in the behaviour to get your attention?			
3. Does the behaviour tend to occur when you have something the person wants?			
4. Does the behaviour tend to happen when the person doesn't want to do something?			
5. Is the behaviour about getting other people to interact with the person in some way, even if this isn't always what happens?**			
6. Does the behaviour tend to happen when the person sees someone else having something s/he wants?			
7. Does the person's behaviour seem to be saying "please spend some time with me"?			
8. Does the person's behaviour seem to be saying 'I want that (activity drink, snack etc.)'?			
9. Does the behaviour occur over and over again where the person seems absorbed in what they are doing?			
10. Does the person seem to get enjoyment or comfort from engaging in the behaviour?			
11. Does the person's behaviour seem to be saying 'leave me alone' or 'stop asking me to do that?			
12. Does the person seem to carry out the behaviour to try to get things that they enjoy (e.g. food, drinks, activities)?			
13. Does the behaviour seem to be a way for the person to get out of doing things that they do not like?			
14. Does the behaviour seem to be the person's way of getting others to back off/leave them alone, even if this isn't always what happens?**			
15. Does the person appear to do this behaviour to get some kind of reaction, even if this is not always positive?			
16. Is the behaviour likely to happen when the person is asked to do a task (e.g. get dressed, help out in the kitchen)?			
17. Does the person seem to perform the behaviour when there is not much going on, as a way of occupying themselves?			
18. Does the behaviour seem designed to get a response from others?			
19. Does the behaviour seem to make the person feel good ?			
20. Would the behaviour occur if something that the person enjoys was taken away for some reason?			

<sup>\*\*</sup> Please refer to the BBAT training notes on how to ask these two questions, as research has shown that they may not be understood correctly by informants without careful prompting.



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Is the person able to cope v	with situations they t	find difficult without	engaging in challen	iging behaviour (e.g.
walking away, counting to	10, breathing, askin	g for help, talking to	staff, going for a wa	ılk etc)?

#### 7. BASIC COMMUNICATION SKILLS (tick <u>one</u> for each question)

What is the service user's primary form of communication?	Verbal	Signs	Gestures	Pictures	Vocalisations
How well do you think the service user is able to communicate a want or need (without challenging behaviour)?	Extremely well	With some difficulty	With great difficulty	Not at all	
How well do you think the service user can	Extremely well	With some difficulty	With great difficulty	Not at all	

#### 8. PREFERENCES

stop an activity or interaction (without challenging behaviour)?

communicate a desire to

List the things that appear to be the service user's preferences, which could be used as reinforcers for non-challenging behaviour. Use the following as prompts: preferred people/types of interaction, activities, tangibles (food drinks etc) and any other.

Preference		ften does 1	the nerson	currently	v access		
Treference	How often does the person currently access this (tick one)?						
	Several times a day	Daily	Weekly	Monthly	Less frequent		





## SCORING THE POSSIBLE MAINTAINING CONSEQUENCES

#### **Behaviour 1:**

Tangible reinforcement		Social attention	Self-stimulatory	Escape
	Q3=	Q2=3	Q1=	Q4=
	Q6=	Q5=	Q9=	Q11=
	Q8=	Q7=4	Q10=	Q13=
	Q12=	Q15=3	Q17=	Q14=
	Q20=	Q18=4	Q19=	Q16=
	Total Score=	Total Score= 15	Total Score=	Total Score=

#### **Behaviour 2:**

Tangible reinforcement	Social attention	Self-stimulatory	Escape
Q3=	Q2=	Q1=	Q4=
Q6=	Q5=	Q9=	Q11=
Q8=	Q7=	Q10=	Q13=
Q12=	Q15=	Q17=	Q14=
Q20=	Q18=	Q19=	Q16=
Total Score=	Total Score=	Total Score=	Total Score=

## **Behaviour 3:**

Tangible	Social attention	Self-stimulatory	Escape
reinforcement			
Q3=	Q2=	Q1=	Q4=
Q6=	Q5=	Q9=	Q11=
Q8=	Q7=	Q10=	Q13=
Q12=	Q15=	Q17=	Q14=
Q20=	Q18=	Q19=	Q16=
Total Score=	Total Score=	Total Score=	Total Score=

## **SUMMARY OF ASSESSMENT**



#### Disclaimer:

The BBAT should not be modified from its original format. It should not be distributed without the accompanying training notes and it is the responsibility of those who use the BBAT to seek appropriate support and supervision.