**Date: Person:**

**Rater:**

The Disruptive Behavior Intensity scale provides data on the intensity problem behavior that can be difficult to capture using traditional data collection methods. Someone who knows the person well and has been with them often during the past 2 weeks should serve as the rater.

**Instructions:** Generate definitions and a baseline description of the behaviors you are interested in, in the table directly below (the examples below are placeholders and provided for reference only). Then in the following tables record the number that most closely matches the way the behavior is happening now.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Operational Definition (EXAMPLES)** | **Baseline Description (EXAMPLES)** |
| **Behavior 1:**  Verbal Disruption | In the home, PERSON makes a growling sound, a clicking sound, or high pitched noise at any volume or says words or makes sounds or noises that can be heard from the outside hallway or bedrooms. | Makes inappropriate noises like a growl as if there is water in his throat |
| **Behavior 2:**  Physical Disruption | In the home, PERSON stands (except when sitting down or getting up), climbs, and/or jumps on furniture, puts inedible objects (with the exception of “chewys”) in his mouth, turns on the tap water except to wash his hands or brush his teeth, flushes the toilet except when using the bathroom, puts items other than toilet paper in the toilet, and/or takes food from other people. | Lies down on the floor, crawls under tables, walks around during meals, put items in the toilet, steals food (mostly candy), and stands, jumps, or climbs on furniture. |
| **Behavior 3:**  Aggression | In the home, PERSON bites another person in the arm or the chest, head butting another person’s head or chest, scratching, hitting with an open hand, pushing another person. | Reported to happen once every few days and didn’t break the skin or leave marks. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Section 1 – Frequency** | Verbal Disruption | Physical Disruption | Aggression |
| The behavior happens:   1. Not applicable—behavior did not occur 2. Less than once per week 3. About once per week 4. Several times per week 5. About once per day 6. Several times per day 7. About once per hour 8. Several times per hour 9. Several times in a 30 min period 10. Several times in a 15 min period |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Section 2 – Duration** | Verbal Disruption | Physical Disruption | Aggression |
| The average occurrence episode of the behavior lasts:   1. Not applicable—behavior did not occur 2. Just a few seconds 3. Less than 1 min 4. Between 1 and 5 min 5. Between 5 and 15 min 6. Between 15 and 30 min 7. Between 30 min and 1 hour 8. About one hour 9. More than 1 hour |  |  |  |

|  |  |
| --- | --- |
| **Section 3a – Permanent Products: Vocal disruption** |  |
| The disruptive vocalizations are, on average:   1. Not applicable—behavior did not occur 2. Not audible to an intended listener 3. Audible only to an intended listener 4. Audible throughout the room it occurs in 5. Audible in other rooms |  |

|  |  |
| --- | --- |
| **Section 3b – Permanent Products: Destruction** |  |
| The behavior results, on average, in:   1. Not applicable—behavior did not occur 2. Disruption of 1 object (e.g., tipped on chair, swept one piece of game off table) 3. Disruption of multiple objects (e.g., tipped furniture, swept game off table) 4. Damage to, but not total destruction of 1 object / wall 5. Damage to, but not total destruction of multiple objects / walls 6. Destruction of 1 object / hole in wall 7. Destruction of multiple objects / holes in walls |  |

|  |  |
| --- | --- |
| **Section 3c – Permanent Products: Aggression or Self-injury** |  |
| The behavior results, on average, in:   1. Not applicable—behavior did not occur 2. No visible permanent product 3. Redness 4. Bruising / lost hair / person knocked from standing or sitting to the ground 5. Open tissue damage / bleeding 6. Unknown – medical opinion required (e.g., eye gouging) |  |