

Short report

The Problem Behaviour Checklist: short scale to assess challenging behaviours

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Background

Challenging behaviour, especially in intellectual disability, covers a wide range that is in need of further evaluation.

Aims

To develop a short but comprehensive instrument for all aspects of challenging behaviour.

Method

In the first part of a two-stage enquiry, a 28-item scale was constructed to examine the components of challenging behaviour. Following a simple factor analysis this was developed further to create a new short scale, the Problem Behaviour Checklist (PBCL). The scale was subsequently used in a randomised controlled trial and tested for inter-rater reliability. Scores were also compared with a standard scale, the Modified Overt Aggression Scale (MOAS).

Results

Seven identified factors – personal violence, violence against property, self-harm, sexually inappropriate, contrary, demanding and disappearing behaviour – were scored on a

5-point scale. A subsequent factor analysis with the second population showed demanding, violent and contrary behaviour to account for most of the variance. Inter-rater reliability using weighted kappa showed good agreement (0.91; 95% CI 0.83–0.99). Good agreement was also shown with scores on the MOAS and a score of 1 on the PBCL showed high sensitivity (97%) and specificity (85%) for a threshold MOAS score of 4.

Conclusions

The PBCL appears to be a suitable and practical scale for assessing all aspects of challenging behaviour.

Declaration of interest

None.

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There is increasing concern about problem behaviours in many forms of psychiatric care, and research has been handicapped by the absence of formal incorporation of these behaviours into diagnostic systems. Although there are several instruments that record these features,¹ many have poor internal consistency and reliability or only assess one component of challenging behaviour, and others with much better psychometric properties such as the Aberrant Behaviour Checklist² are a little long and not ideal for repeat assessments. We describe the development of a seven-item 5-point scale, the Problem Behaviour Checklist (PBCL), and tested its reliability and utility in practice.

Problem behaviours, mainly in people with intellectual disability, cover a wide range of disturbance, are a source of considerable distress to hospital staff and carers^{3,4} and are often expensive to manage in practice, especially at more severe levels.⁵ Assessment is handicapped by the absence of a satisfactory diagnostic system for recording challenging behaviour and the overlap with existing diagnoses such as personality and mood disorders.⁶ Thus, although the prevalence of challenging behaviours is higher than any formal diagnostic group,⁷ the fact that it is not recognised diagnostically makes it even more important for it to be reliably and consistently assessed. In the course of research into interventions for these problems, we recognised the need to examine the full range of behaviours reported as challenging and felt that these could be condensed into a much shorter instrument.

Method**Participants**

During a randomised trial on the management of aggressive challenging behaviour⁸ it was observed that some forms of

challenging behaviour apparently independent of aggression were not identified and these were noted. We subsequently attempted to encompass the range of all potential behaviours suitable for inclusion by close examination of two international comprehensive descriptions.^{9,10} Two studies were then involved in testing the scale. In the first, a field study was carried out for the World Health Organisation on personality status and aggressive challenging behaviour in patients with intellectual disability in Jamaica.¹¹ The participant population was selected from a specialist intellectual disability high school (School of Hope), a supported care home and an adult day centre for people with intellectual disabilities, all operated by the Jamaican Association on Intellectual Disabilities (JAID) in Kingston, Jamaica.

In the second study, linked to a trial of nifedipine (details available from the author on request) in the treatment of challenging behaviour in 200 residents in care homes, the same list of behaviours was recorded for all residents at monthly intervals over the course of at least 1 year. The projects were ethically approved by the JAID and North West Wales Research Ethics Committee (10/WYN001/1).

Statistical analysis

Each of the possible challenging behaviours were scored using a 4-point scale. A key aim of the analysis was to understand the associations between the different behaviours, and factor analysis was the main tool of investigation, using a standard Varimax rotation. An individual's behaviour was considered to be associated with each factor if the factor loadings for that variable were greater than 0.5. Separate factor analyses were performed for each of the two data-sets. The scale, called the PBCL, was created after the first analysis.

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Manual for the Child Behavior Checklist/4-18 and 1991 Profile Thomas M. Achenbach, 1991-01-01 The Child Behavior Checklist for ages 4-18 is designed to record children's competencies and problems as reported by their parents or parent surrogates. It can be self-administered or administered by an interviewer. The 20 competence items obtain parents' reports of the amount and quality of their child's participation in sports, hobbies, games, activities, jobs, and chores, and friendships; how well the child gets along with others; and plays and works alone and school functioning. Each of the 118 specific problem items and two open-ended problem items are scored on a 3-step response scale. The Checklist is intended as only one component of many, including teacher reports, standardized tests, physical assessment, and direct assessment of the child. Reliability and validity are discussed.

Handbook of Intellectual Disabilities Johnny L. Matson, 2019-09-03 This handbook offers a comprehensive review of intellectual disabilities (ID). It examines historical perspectives and foundational principles in the field. The handbook addresses philosophy of care for individuals with ID, as well as parent and professional issues and organizations, staffing, and working on multidisciplinary teams. Chapters explore issues of client protection, risk factors of ID, basic research issues, and legal concerns. In addition, chapters include information on evidence-based assessments and innovative treatments to address a variety of behaviors associated with ID. The handbook provides an in-depth analysis of comorbid physical disorders such as cerebral palsy, epilepsy, and seizures, and developmental coordination disorders (DCD) in relation to ID. Topics featured in this handbook include informed consent and the enablement of persons with ID; the responsible use of restraint and seclusion as a protective measure; vocational training and job preparation programs that assist individuals with ID; psychological and educational approaches to the treatment of aggression and tantrums; emerging technologies that support learning for students with ID; key sexuality and relationship issues that are faced by individuals with ID; effective approaches to weight management for individuals with intellectual and developmental disabilities. The Handbook of Intellectual Disabilities is an essential reference for researchers, graduate students, clinicians, and related therapists and professionals in clinical child and school psychology, pediatrics, social work, developmental psychology, behavioral therapy, rehabilitation, child and adolescent psychiatry, and special education.

Handbook of Crisis Intervention and Developmental Disabilities Derek D. Reed, Florence D. DiGennaro Reed, James K. Luiselli, 2013-04-05 The Handbook of Crisis Intervention and Developmental Disabilities synthesizes a substantive range of evidence-based research on clinical treatments, as well as organizational processes and policy. This comprehensive resource examines the concept of behavioral crisis in children and adults with special needs and provides a data-rich trove of research into practice findings. Emphasizing a continuum of care options and evidence-based best practices, the volume examines crisis interventions across diverse treatment settings, including public and private schools, nonacademic residential settings, as well as outpatient and home-based programs. Key coverage includes assessment of problem behaviors, co-occurring psychiatric disorders, in

individuals with intellectual disabilities Family members involvement in prevention and intervention Intensive treatment in pediatric feeding disorders Therapeutic restraint and protective holding Effective evaluation of psychotropic drug effects The Handbook of Crisis Intervention and Developmental Disabilities is a must have resource for researchers scientist practitioners and graduate students in clinical child school developmental and counseling psychology clinical social work behavior therapy analysis and special education as well as other related professionals working across a continuum of service delivery settings

International Handbook of Autism and Pervasive Developmental Disorders Johnny L. Matson, Peter Sturmey, 2011-06-16 Since the early 1940s when first identified as childhood psychosis and autistic psychopathy autism spectrum disorder ASD has continued to burgeon into a major focus of inquiry and interest among researchers practitioners and the public alike With each passing decade the number of scholarly articles addressing ASD and related disabilities continues to soar Today thousands of papers on autism are published annually across various disciplines and journals making it challenging if not impossible to keep pace with let alone synthesize all the latest developments Based on a solid historical foundation of autism theory and research the International Handbook of Autism and Pervasive Developmental Disorders integrates the broad scholarly base of literature with a trenchant analysis of the state of the field in nosology etiology assessment and treatment Its expert contributors examine recent findings and controversies e g how prevalent autism actually is along with longstanding topics of interest as well as emerging issues Coverage includes A survey of diagnostic criteria and assessment strategies Genetic behavioral biopsychosocial and cognitive models Psychiatric disorders in persons with ASD Theory of mind and facial recognition Diagnostic instruments for assessing core features and challenging behaviors Evidence based psychosocial pharmacological and integrative treatments Interventions specifically for adults with ASD Training issues for professionals and parents A review of findings of successful and promising therapies coupled with guidance on how to distinguish between dubious and effective treatments The International Handbook of Autism and Pervasive Developmental Disorders is an indispensable resource for researchers professors graduate students and allied practitioners in clinical child and school psychology child and adolescent psychiatry education social work rehabilitation pediatric medicine and developmental psychology

Comprehensive Handbook of Personality and Psychopathology, Child Psychopathology Robert T. Ammerman, 2006-01-03 Child Psychopathology presents an overview of the classification and diagnosis genetic sociological and neuropsychiatric influences and research and behavioral considerations of psychopathology in infants and children This state of the art volume also includes the latest research on the major childhood disorders and discusses the three most popular treatment approaches

Textbook of Psychiatry for Intellectual Disability and Autism Spectrum Disorder Marco O. Bertelli, Shoumitro (Shoumi) Deb, Kerim Munir, Angela Hassiotis, Luis Salvador-Carulla, 2022-05-11 This textbook provides a state of the art of the knowledge on the prevalence risk and etiological factors clinical features assessment procedures and tools diagnostic criteria treatment and prognosis of the psychiatric

disorders encountered in people with intellectual disability ID and low functioning autism spectrum disorder ASD ID and ASD represent two meta syndromic groups of several different conditions each with particular cognitive and communication features People with ID ASD display an increased prevalence of a variety of psychiatric disorders including psychotic disorders mood disorders anxiety and stress related disorders somatoform disorders and obsessive compulsive disorder as well behavioral syndromes personality disorders and disorders due to psychoactive substance use This book will enable readers to understand the specificities of psychiatric disorders in the context of ID ASD It explains clearly how diagnostic criteria and assessment procedures for psychiatric disorders that were created for the general population have to be modified for use with ID ASD Above all it will enable clinicians to overcome difficulties in diagnosis and to deliver more effective care that meets the particular needs of patients with ID ASD

Handbook of Assessment and Diagnosis of Autism Spectrum Disorder Johnny L. Matson, 2016-02-04 This handbook details best practices and discusses ongoing challenges in assessment and diagnosis of autism spectrum disorder ASD Chapters address assessment and diagnostic protocols developmental considerations in ASD assessment and issues concerning comorbid psychological and medical conditions Various aspects of the disorder are emphasized throughout the handbook from assessment in adolescent and adult populations to the latest findings in neuropsychology The book concludes with future directions for research and clinical applications focusing on universal screening improved assessment methods and earlier and more accurate diagnosis Topics featured in this handbook include Types of ASD assessment Report writing for ASD evaluations Stress and satisfaction in the diagnostic process Clinical and neuropsychological perspectives from comorbid diagnosis of ASD and ADHD Executive functions in ASD The Handbook of Assessment and Diagnosis of Autism Spectrum Disorder is an essential reference for researchers clinicians professionals and graduate students in clinical child and school psychology child and adolescent psychiatry and social work as well as rehabilitation medicine therapy behavioral therapy pediatrics and educational psychology

Handbook of Dual Diagnosis Johnny L. Matson, 2020-07-24 This handbook addresses behavior problems and mental health disorders in persons with intellectual disabilities It provides an overview of the history of dual diagnosis and related theories ethics diagnostic systems mental health disorders and challenging behaviors The handbook examines general clinical issues such as the effects of cognitive performance on the choice of assessment and treatment methods service delivery systems education models risk factors functional assessment and structured interviews Chapters provide a much needed reference for practitioners and practitioners in training The applied focus of the book continues with assessment diagnosis sections of mental health disorders and challenging behaviors In addition chapters describe treatments for discrete mental health and behavior problems such as intellectual disabilities severe psychopathology autism ADHD substance abuse and aggression Topics featured in this handbook include Genetic disorders and dual diagnosis Assessment of anxiety in persons with dual diagnosis Aging with intellectual disabilities Feeding problems and assessment in individuals

with dual diagnosis Pica in individuals with intellectual disability Treatment of social skills in dual diagnosis The Handbook of Dual Diagnosis is an essential reference for researchers graduate students clinicians and related therapists and professionals in clinical child and school psychology child and adolescent psychiatry social work developmental psychology behavioral therapy rehabilitation pediatrics and special education Strategies for Managing Behavior Problems in the Classroom

Mary Margaret Kerr, Charles Michael Nelson, 1983 **Handbook of Psychotherapy with Children and Adolescents** Thomas R. Kratochwill, Richard J. Morris, 1993 Intended to be a resource for individuals who are working directly with children and adolescents in diverse applied and clinical settings The first section contains perspectives on the field The second section contains an overview of assessment issues in child and adolescent psychotherapy The third section offers a state of the art overview of major therapeutic approaches that represent current practice in child and adolescent psychotherapy The last section includes chapters that are related to major assessment and therapeutic practices A Longwood Professional Book *The Eleventh Mental Measurements Yearbook* Buros Center, 1992-08 Customers who place a standing order for the Tests in Print series or the Mental Measurements Yearbook series will receive a 10% discount on every volume To place your standing order please call 1 800 848 6224 in the U S or 919 966 7449 outside the U S The most widely acclaimed reference series in education and psychology the Mental Measurements Yearbooks are designed to assist professionals in selecting and using standardized tests The series initiated in 1938 provides factual information critical reviews and comprehensive bibliographic references on the construction use and validity of all tests published in English The objectives of the Mental Measurements Yearbooks have remained essentially the same since the publication of the series These objectives include provision to test users of factual information on all known tests published as separates in the English speaking countries of the world candidly critical test reviews written for the MMY series by qualified professional people representing a variety of viewpoints unique publication of each volume in the MMY series with new volumes supplementing rather than supplanting previous series volumes Each yearbook is a unique publication supplementing rather than supplanting the previous volumes *Directory of Unpublished Experimental Mental Measures* Bert A. Goldman, 2003 Directory intended to provide researchers ready access to sources of recently developed experimental measures For the most part only American journals were used as sources Entries arranged under categories e g Achievement Each entry gives test name purpose number of items format author journal reference and related research Index Only v 2 1978 examined

Problem Behavior Development in Sons of Alcoholics Alexandra Loukas, 1997 **Manual for the Behavior Problem Checklist** Herbert Callister Quay, Donald Robert Peterson, 1975 **Substance Abuse Education in Nursing: Curriculum modules** Madeline A. Naegle, 1991 **Drug Use by Adolescents** Ontario. Addiction Research Foundation, 1991 This publication assembles review papers by leading researchers in the field of youth and drugs and is intended to provide front line professionals with an overview of current findings in adolescent development drug use assessment and intervention

strategies The first two chapters address background issues and research findings in the areas of adolescent development and youth substance abuse covering such topics as health risk behaviours characteristics of users and problem behaviour theory Legal issues in the assessment and treatment of alcohol and drug problems are explored in depth in chapter 3 Areas covered include principles of consent to treatment the concepts of confidentiality and privilege reporting and record keeping obligations and the potential criminal liability concerns for professionals that may arise in the course of treating drug users The final three chapters review identification and assessment methods along with intervention strategies including family counselling Acta Psychiatrica Scandinavica ,1992 Issued also online **Cognitive and Behavioral Treatment** Donald K. Granvold,1994 This up to date book combines an introduction to cognitive and behavioral principles concepts and methods with applications of those methods to various populations The application chapters provide detailed information regarding the population being treated and detailed descriptions of intervention strategies Chapters are contributed by well known experts on cognitive behavioral methods of clinical treatment Topics include work with children work with adults and interventions based on specific problems Cumulative Risk and Behavioral Problems in Early Adolescence Pil Young Kim,2007 **The American Journal of Occupational Therapy** ,1974 Official publication of the American Occupational Therapy Association

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