

## **Sussex Behaviour Grids - Parents Priorities for Change**

The Sussex Behaviour Grid (SBG) is designed to help parents describe the nature of their problems with their child. The SBG provides an individualised understanding of each family's or individual parent's three priorities for behavior change. The SBG can be completed by parents/carer's together or can be completed individually.

The aim is to ensure parents' priorities and concerns about their child's behaviours are identified at the beginning of the helping process in order to guide agreements about shared goals and family service planning. Parents complete the SBG's again at review and the end of the helping process to provide outcome data on their identified behaviour priorities.

The Sussex Behaviour Grids are based on the Problem Perception Inventory developed by Davis et al (1997) and Emerson & Bromley's 1995 Behavioural Difficulties Checklist.

Parents are invited to look at a list of behaviours some children display (based upon the Behavioural Difficulties Checklist, Emerson & Bromley, 1995). Parents consulted in the development of the tool indicated that such a checklist reassured them that the service was familiar with the types of behaviour their child may exhibit and helped them to focus on more specific descriptions of the nature of their problems with their child.

Parents identify their three 'priorities for behaviour change' and are asked to rate these on a four point Likert scale:

- **When did this behaviour begin?**
- **How severe is this behaviour?**
- **How often does the behaviour occur?**
- **How distressing do you find the behaviour?**
- **How confident do you feel to manage the behaviour?**
- **How do you feel you are coping with this behaviour?**

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At review, Behaviour Grids are re-distributed with the addition of two more questions:

- **To what extent has the problem changed since referral?**
- **To what extent do you think any change was to do with the help you received?**

Below is a list of behaviour some children display. Do any of these apply to your child?

**Please tick those that do apply and add any behaviours not listed in the space provided.**

BEHAVIOUR CHECKLIST		
Behaviour	Tick if present	Please give a little more detail if possible
Eating problems		
Eating inedible objects		
Drinking problems		
Hitting others		
Hitting self		
Bites others		
Bites self		
Scratches others		
Scratches self		
Pulls others hair		

Behaviour	Tick if present	Please give a little more detail if possible
Pulls own hair		
Shouting/ Screaming		
Swearing		
Stripping clothes		
Smearing faeces		
Does not follow instructions		
Running away		
Outbursts of temper		
Causes damage to property		
Inappropriate sexual behaviour		
Stealing		
Repetitive behaviour, e.g. rocking back and forwards		
Depressed		
Anxious		
Sleep problems		
Dislikes touch		
Sensitive to bright lights or busy environments		

Behaviour	Tick if present	Please give a little more detail if possible
Loses balance daily		
Covers ears (e.g. with hands)		

If there are other behaviours not included in this list **or** if you would like to tell us more about the behaviours you have ticked, please use this space to tell us about them:

## **SBG 1: Start of Help - Identifying Priorities for Change**

Please write down the three behaviours you are most concerned about in the boxes below.

For each behaviour please circle one of the four ratings for how severe the behaviour is, how often it occurs, how distressing you find it, how confident you feel to manage it and how you feel you are coping with it.

### **Behaviour 1:**

When did this behaviour begin?	Within the last few weeks	A few weeks ago	Within the last Year	Over a year ago
How severe is the behaviour?	Mild	Moderate	Severe	Very severe
How often does the behaviour occur?	Very often	Often	Sometimes	Rarely
How distressing do you find the behaviour?	Not distressing	A little distressing	Quite distressing	Extremely Distressing
How confident do you feel to manage the behaviour?	Not at all confident	A bit confident	Quite confident	Extremely confident
How do you feel you are coping with this behaviour?	Coping well	Coping ok	Just about coping	Not coping at all

### **Behaviour 2:**

When did this behaviour begin?	Within the last few weeks	A few weeks ago	Within the last Year	Over a year ago
How severe is the behaviour?	Mild	Moderate	Severe	Very severe
How often does the behaviour occur?	Very often	Often	Sometimes	Rarely
How distressing do you find the behaviour?	Not distressing	A little distressing	Quite distressing	Extremely Distressing
How confident do you feel to manage the behaviour?	Not at all confident	A bit confident	Quite confident	Extremely confident
How do you feel you are coping with this behaviour?	Coping well	Coping ok	Just about coping	Not coping at all

**Behaviour 3:**

When did this behaviour begin?	Within the last few weeks	A few weeks ago	Within the last Year	Over a year ago
How severe is the behaviour?	Mild	Moderate	Severe	Very severe
How often does the behaviour occur?	Very often	Often	Sometimes	Rarely
How distressing do you find the behaviour?	Not distressing	A little distressing	Quite distressing	Extremely Distressing
How confident do you feel to manage the behaviour?	Not at all confident	A bit confident	Quite confident	Extremely confident
How do you feel you are coping with this behaviour?	Coping well	Coping ok	Just about coping	Not coping at all

**References:**

- Austin, C., Davis, H. & Jezzard, B. (1995) Evaluation of Lewisham and Guys child mental health service: Final research report. London: Lewisham and Guy's Mental Health Trust,
- Emerson, E. & Bromley, J. (1995) The form and function of challenging behaviours. *J Intellect Disabil Res*, 39: 388-98