

**ABS ITEM RATING EXAMPLES**

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**1. Short attention span, distractibility, inability to concentrate****Score 2 if:**

- The patient is distracted by other persons, objects, activities in the room while engaged in a task, but returns to task easily without redirection.

Example: The patient becomes distracted by a television program while eating, but resumes eating after a brief period of time.

**Score 3 if:**

- While completing a task, the patient is distracted by other persons, objects, activities in the room, but returns to the task after cueing or after distractors are removed.

Example: The patient becomes distracted by a television program while eating, but allows the television to be turned off when reminded that he or she needs to eat.

**Score 4 if:**

- The patient is distracted by other persons, objects, activities in the room while engaged in a task, and cannot return to the task after cueing or distractors are removed, or cannot attend to task at all.

Example: The patient requires feeding by another because he or she cannot attend to the meal.

**2. Impulsive, impatient, low tolerance for pain or frustration****Score 2 if:**

- The patient occasionally begins a task without considering all steps, but can self-correct.

Example: The patient begins to get in/out of the wheelchair without locking the brakes, stops self, and locks brakes.

- The patient protests a necessary treatment procedure verbally but allows it to continue.

Example: The patient complains about G-tube care, but allows it to be done.

**Score 3 if:**

- The patient begins a task without considering all steps, but can be redirected to the steps with cues.

Example: The patient begins to get in/out of the wheelchair without locking the brakes; after being reminded to lock the brakes and consider the other steps, he follows through as directed, but requires supervision throughout the procedure.

- The patient protests a necessary treatment procedure verbally and occasionally physically, but can cooperate with reassurance.

Example: The patient complains about G-tube care and pushes the nurse's hand away; the nurse reassures and can resume the activity for at least a brief period of time.

**Score 4 if:**

- The patient begins a task without considering all steps, and cannot be redirected to the steps with cues. The patient needs physical assistance to complete the task, or cannot complete task at all.

Example: The patient will not lock the brakes before getting in/out of the chair; the nurse needs to complete this step and others.

- The patient protests necessary treatment procedure verbally and physically, and reassurance/redirection does not improve behavior.

Example: The G-tube procedure requires two nurses, and may require mechanical or pharmacologic restraint.

**3. Uncooperative, resistant to care, demanding**

**Score 2 if:**

- The patient initially refuses to engage in a task or cooperate with care, but then begins to cooperate without additional cueing.

Example: The patient initially refuses to get dressed or allow another to assist, but then begins the procedure.

**Score 3 if:**

- The patient initially refuses to engage in a task or cooperate with care, but cooperates after being reminded of contingencies or after being left alone for brief period of time.

Example: The patient initially refuses to get dressed or allow another to assist, then begins the procedure after being reminded that she will need to be dressed before leaving the room. She may need further reminders and cues to continue.

**Score 4 if:**

- The patient refuses to engage in a task or cooperate with care. The caregiver must complete the task, or the task may need to be deferred at that time.

Example: The patient refuses to get dressed or allow another to assist, requires two caregivers to complete dressing, or may need to remain in her gown.

**4. Violent and/or threatening violence toward people or property****Score 2 if:**

- The patient threatens violence briefly in response to noxious stimuli, but redirects self.

Example: The patient has brief outburst toward caregiver cleaning tracheostomy site, then allows the caregiver to continue without further mention of threat.

**Score 3 if:**

- The patient frequently threatens violence, may push others away in response to noxious stimuli, but can be redirected; alternatively, the task can be completed with a change in approach or brief time away from task/person.

Example: The patient pushes caregiver's hand away when attempting to clean the tracheostomy site. The caregiver engages in another activity briefly and then returns to cleaning without incident for at least a brief period of time.

**Score 4 if:**

- The patient frequently threatens violence, pushes others away or may engage in other violent behavior. The triggering stimulus may not be easily identified and requires physical or pharmacological restraints to perform any care activity.

Example: The patient requires restraint to complete tracheostomy care.

**5. Explosive and/or unpredictable anger****Score 2 if:**

- The patient expresses anger suddenly without an identifiable trigger or a trigger that would not normally lead to anger; the anger terminates quickly without cueing.

Example: The patient's schedule is changed by a new appointment. The patient swears briefly.

**Score 3 if:**

- The patient expresses anger suddenly without an identifiable trigger or a trigger that would not normally lead to anger, then stops after cueing or redirection.

Example: The patient's schedule is changed by a new appointment. The patient swears angrily, then stops after being redirected to the next task or activity.

**Score 4 if:**

- The patient expresses anger suddenly without an identifiable trigger or a trigger that would not normally lead to anger, continues even with redirection and cueing or may escalate in response.

Example: The patient begins swearing, may not identify source of anger, continues to swear despite redirection to another activity.

**6. Rocking & rubbing, moaning, or other self-stimulating behavior****Score 2 if:**

- The patient occasionally moans or engages in self-stimulation, quickly terminates without redirection and the behavior does not interfere with the task.

Example: The patient starts to touch genital area in public, but ceases quickly and independently.

**Score 3 if:**

- The patient moans or self-stimulates constantly if not redirected to a task or cued to stop.

Example: The patient masturbates in public, but ceases with cues.

**Score 4 if:**

- The patient moans or self-stimulates and does not stop after redirection.

Example: The patient masturbates in public and redirection and cueing are not effective. The patient must be removed from public view.

**7. Pulling at tubes, restraints, etc.****Score 2 if:**

- The patient occasionally pulls at tubes or restraints, but stops without damage and without cueing.

Example: The patient touches tube as if to pull it out, but terminates quickly without additional cues.

**Score 3 if:**

- The patient frequently pulls at tubes and restraints, but stops after verbal or physical cueing. He or she requires constant supervision.

Example: The patient frequently pulls at tubes but stops when his hand is removed from area.

**Score 4 if:**

- The patient frequently pulls at tubes and restraints, requires additional physical and/or pharmacologic restraints despite constant supervision.

Example: The patient requires mitts or other restraints to keep tube in place.

**8. Wanders from treatment areas****Score 2 if:**

- The patient occasionally leaves the treatment area briefly, but then returns without cueing.

Example: When waiting for transportation assistance or the therapist, the patient leaves area briefly, then returns independently.

**Score 3 if:**

- The patient frequently leaves treatment area, and needs cueing to remain in the area.

Example: When waiting for the therapist or transportation assistance, needs occasional cueing to remain in the area if required to wait for more than a few minutes.

**Score 4 if:**

- The patient cannot remain in the area for brief periods of time, and needs to be moving constantly or otherwise engaged in activity. He or she requires constant supervision.

Example: When waiting for transportation assistance, the caregiver must remain with the patient to provide continuous supervision.

**9. Restlessness, pacing, excessive movement**

**Score 2 if:**

- The patient engages in random movements or fidgets occasionally. The behavior does not threaten safety and terminates spontaneously.

Examples:

- a. The patient fidgets in bed but remains in place.
- b. The patient occasionally fidgets in the chair but the chair remains stable.

**Score 3 if:**

- The patient engages in random movements or fidgets frequently. There is some threat to safety but the behavior terminates with verbal or physical cueing or redirection.

Examples:

- a. The patient frequently slips down in bed, needing replacement.
- b. The patient fidgets in the chair, threatening stability, stops at least briefly after redirected.

**Score 4 if:**

- The patient engages in random movements or fidgets frequently, threatening safety. The behavior does not terminate with verbal or physical cueing or redirection. The patient must be moved frequently or allowed free movement with constant supervision.

Examples:

- a. The patient cannot stay in bed, must be moved to wheelchair and allowed to move about.

- b. The patient fidgets in the chair, threatening stability. The caregiver must push the chair, move the patient to bed, or allow the patient to walk with assistance.

**10. Repetitive behaviors, motor and/or verbal**

**Score 2 if:**

- The patient repeats the same statement or movement a few times, but this does not interfere with treatment or the patient spontaneously ceases repetition.

Example: The patient repeatedly asks to go to the restroom when her bladder is empty. When reminded that she urinated recently, she ceases the request for a period of time.

**Score 3 if:**

- The patient repeats the same statement or movement several times, ceases briefly when redirected to task, but requires further cueing to remain on task.

Example: The patient repeatedly asks to go to the restroom when her bladder is empty; the patient stops at least briefly when redirected to another activity or when shown a bathroom schedule.

**Score 4 if:**

- The patient repeats the same statement or movement several times, and cannot attend to task.

Example: The patient constantly repeats a request to go to the restroom when her bladder is empty; she refuses to attend to task or cooperate with treatment and referring to the bathroom schedule is not effective.

**11. Rapid, loud, or excessive talking**

**Score 2 if:**

- The patient speaks loudly or rapidly, sometimes after being startled or excited for some reason, but quickly returns to normal speech patterns.

Examples:

- a. An object drops to the floor with a loud clatter, startling the patient. The patient begins to speak rapidly and/or loudly, but quiets quickly without cues.

- b. The patient becomes upset because a family member needs to leave. He begins to express the upset loudly, but then calms quickly without assistance.
- The patient may be overly talkative, however the patient is able to allow others to take a turn in the conversation.

**Score 3 if:**

- The patient speaks rapidly or loudly when upset or startled, but returns to normal speech patterns when calmed or otherwise cued by another.

## Examples:

- a. An object drops to the floor with a loud clatter, startling the patient. The patient begins to speak rapidly and/or loudly, but quiets after being calmed by another.
  - b. The patient becomes upset because a family member needs to leave. He begins to express the upset loudly, but can be redirected to an activity and quiets.
- The patient is overly talkative, and others cannot take a turn in the conversation unless they cut in or the patient is cued beforehand.

**Score 4 if:**

- The patient speaks rapidly or loudly when upset or startled, and this continues despite efforts to redirect or calm.

## Examples:

- a. An object drops to the floor with a loud clatter, startling the patient. The patient begins to speak rapidly and/or loudly and is not able to return to task.
  - b. The patient becomes upset because a family member needs to leave. He begins to express the upset loudly and cannot be calmed.
- The patient is overly talkative and he speaks over others who try to cut into the conversation.

**12. Sudden changes in mood****Score 2 if:**

- The patient occasionally shifts moods without any apparent triggers (or shows an exaggerated reaction to a trigger), but the intensity of the change is subtle and does not interfere with the completion of tasks.



Example: The patient begins to swear or bang materials in frustration while completing a task, but is able calm him or herself to continue the task without intervention from the therapist.

**Score 3 if:**

- The patient shifts moods without any apparent triggers (or shows an exaggerated reaction to a trigger), and the intensity of the change is significant enough to disrupt tasks at least briefly. The patient can be calmed and is able to return to task.

Example: The patient is completing a task calmly, but then becomes frustrated and upset. Through encouragement and assistance, the patient is able to return to the task.

**Score 4 if:**

- The patient shifts moods without any apparent triggers (or shows an exaggerated reaction to a trigger), and the intensity of the change is significant enough to require a change in activity or setting, and possibly sedation.

Example: The patient becomes upset very quickly when encountering the slightest difficulty with a task. Cueing and/or reducing task demands are not effective in calming the patient.

**13. Easily initiated excessive crying or laughter**

**Score 2 if:**

- The patient occasionally cries for a brief period of time. The patient may remark that he doesn't know why he is crying. The patient can self-redirect attention and ceases crying.

Example: The patient is told that a family member will be coming to visit later than usual. The patient initially begins to cry, but then changes the topic of conversation and regains control of self.

- The patient occasionally laughs or giggles at inappropriate times. He ceases without cueing.

Example: The patient giggles while in a psychoeducational group focusing on a serious topic. He or she quickly refocuses on the topic without further incident.

**Score 3 if:**

- The patient cries very easily in response to events that would not normally lead to an intense response. He can be redirected to another activity and the crying stops.

Example: The patient is told that a family member will be coming to visit later than usual. The patient begins to cry, but can be redirected to another topic of conversation.

- The patient occasionally laughs or giggles briefly at inappropriate times. He ceases with cueing.

Example: The patient giggles while in a psychoeducational group focusing on serious topic. The therapist must correct the behavior and redirect attention back to the topic

**Score 4 if:**

- The patient cries very easily in response to events that would not normally lead to an intense response. He cannot be redirected to another activity and crying continues for an extended period.

Example: The patient is told that a family member will be coming to visit later than usual. The patient begins crying and cannot be redirected.

- The patient laughs or giggles at inappropriate times. Correction or redirection is not effective.

Example: The patient giggles while in a psychoeducational group focusing on serious topic. The group is seriously disrupted because the patient cannot be redirected.

**14. Self-abusiveness, physical and/or verbal**

**Score 2 if:**

- The patient will briefly physically attack him/herself without significant damage (slap, pick, head bang) or use derogative language directed toward self. The behavior can occur suddenly, lasts briefly, and does not cause damage.

Example: The patient has difficulty completing a task and disparages him/herself briefly, but then returns to task without further incident.

**Score 3 if:**

- The patient will physically attack oneself or use derogative language directed toward self. She stops with redirection or cues.

Example: The patient disparages self and begins banging her head against the wall. Therapist successfully interrupts the behavior.

**Score 4 if:**

- The patient will physically attack herself or use derogative language directed toward self. Redirection/cueing is not effective and significant physical damage can occur if not mechanically restrained.

Example: The patient begins to bang his/her head against the wall, requiring padding with pillows and mechanical restraints.