

## MOTIVATION ASSESSMENT SCALE

Name: \_\_\_\_\_ Rater: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

Behaviour Description:

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Setting Description

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Instructions: The Motivation Assessment Scale (MAS) is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the MAS, select one behaviour that is of particular interest. It is important that you identify the behaviour **very specifically**. For example, '**aggressive**' is not as good a description as '**hits his sister**'. Once you have specified the behaviour to be rated, read each question carefully and circle the one number that best describes your observation of this behaviour.

Questions	Never	Almost Never	Seldom	Half the time	Usually	Almost Always	Always
1. Would the behaviour occur continuously, over and over, if this person was left alone for long periods of time? (for example, several hours)	0	1	2	3	4	5	6
2. Does the behaviour occur following a request to perform a difficult task?	0	1	2	3	4	5	6
3. Does the behaviour seem to occur in response to your talking to other persons in the room?	0	1	2	3	4	5	6
4. Does the behaviour ever occur to get a toy, food, or activity that this person has been told that they can't have?	0	1	2	3	4	5	6
5. Would the behaviour occur repeatedly, in the same way, for very long periods of time, if one was around? (For example, rocking back and forth for over an hour)	0	1	2	3	4	5	6
6. Does the behaviour occur when any request is made of this person?	0	1	2	3	4	5	6
7. Does the behaviour occur whenever you stop attending to this person?	0	1	2	3	4	5	6
8. Does the behaviour occur when you take away a favourite toy, food or activity?	0	1	2	3	4	5	6

Questions	Never	Almost Never	Seldom	Half the time	Usually	Always	Always
9. Does it appear to you that this person enjoys performing the behaviour? (It feels, tastes, looks, smells and/or sounds pleasing)	0	1	2	3	4	5	6
10. Does this person seem to do the behaviour to upset or annoy you when you are trying to get them to do what you ask?	0	1	2	3	4	5	6
11. Does this person seem to do the behaviour to upset or annoy you when you are not paying attention to them? (For example, if you are sitting in a separate room, interacting with another person)	0	1	2	3	4	5	6
12. Does the behaviour stop occurring shortly after you give this person the toy, food or activity he has requested?	0	1	2	3	4	5	6
13. When the behaviour is occurring does this person seem calm and unaware of anything else going on around him or her?	0	1	2	3	4	5	6
14. Does the behaviour stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	0	1	2	3	4	5	6
15. Does this person seem to do the behaviour to get you to spend some time with them	0	1	2	3	4	5	6
16. Does the behaviour seem to occur when this person has been told that he or she can't do something they wanted to do	0	1	2	3	4	5	6

Sensory	Escape	Attention	Tangible
1 .....	2 .....	3 .....	4 .....
5 .....	6 .....	7 .....	8 .....
9 .....	10 .....	11 .....	12 .....
13 .....	14 .....	15 .....	16 .....

Total Score = .....

Mean Score = .....

Relative Ranking .....

