

Measure of Supported Conversation & Behavior Change (MSCBC)

Overview

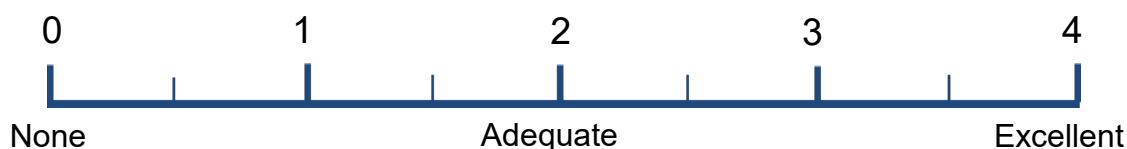
This rating scale is an adaptation of the [Measure of Skill in Supported Conversation \(MSC\)](#) (Kagan, Simmons-Mackie & Shumway, 2018). The MSCBC is designed to assess aphasia therapy sessions by rating a speech-language pathologist's (SLP) skill in providing communication support/managing the therapy interaction **and also** using behaviors known to promote behavior change. A small pilot trial found the tool to be reliable, but further psychometric testing is needed to confirm that the MSCBC reliably captures SLP skill in interaction and support of behavior change.

The full reference for this measure is as follows:

Simmons-Mackie, N. & Kagan, A. (2022). *Measure of Supported Conversation & Behavior Change (MSCBC)*. Toronto, ON: Aphasia Institute. Available at:
https://www.aphasia.ca/VF_MSCBC

MSCBC: Interaction and Presentation of Therapy Activities

A global rating of the therapist's ability to treat the person with aphasia respectfully as an intelligent adult through use of observable communication behaviors. Includes the ability to motivate and actively engage the client in therapy tasks and activities, as well as demonstrating enthusiasm for material and tasks.



Rating anchors:

Complete lack of techniques used to acknowledge competence and/or use of behaviors that indicate an assumption of incompetence. Lack of behaviors to engage or motivate the client. Poor management of interactive aspects of session.

0

Examples:

- Lack of enthusiasm or motivating behaviors.
- Use of patronizing behaviors/tone of voice.
- Lack of inflection or monotone voice.
- Behaviors indicate a lack of warmth or concern for client's feelings and ideas.

1

2

Several sufficient and appropriate techniques used to acknowledge competence. Moderately motivating and concerned. Demonstrates moderate ability to manage the session interaction.

3

Consistent and appropriate use of techniques to acknowledge competence and engage the client in the activities.

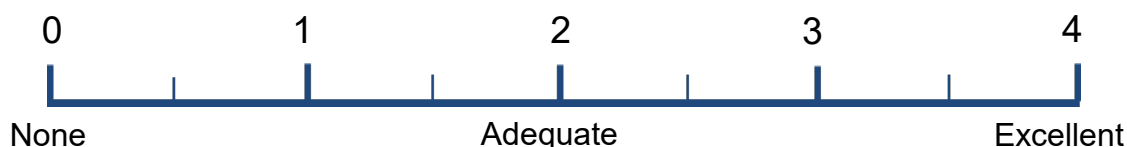
Examples:

4

- Explicit acknowledgement of competence such as using a phrase such as "I know that you know" at appropriate times.
- Implicit acknowledgement of competence such as treating the client as an intelligent adult capable of talking about topics that matter and performing tasks.
- Use of a natural tone of voice that is not patronizing.
- Positive presentation of activities in a way that motivates and engages the client.

MSCBC: Support for Learning and Behavior Change

A global rating of the therapist's ability to support learning and behavior change.



Examples:

- Strategies to get the message in/ensure understanding of task and aims (ensure that person understands what is being communicated).
- Ensures that the person with aphasia has a means to express him/herself.
- Makes sure that the client performs necessary elements of the activity.
- Supports learning using accepted teaching/stimulation techniques (e.g., multiple modes).
- Verifies that client understands and is learning the material.
- Uses behaviors that promote behavior change (e.g., practice, repetition).

Rating anchors:

No successful use of techniques to reveal competence, and/or use of techniques that are not appropriate to the person with aphasia. Lack of support for behavior change or learning.

Examples:

- 0**
- Visual supports are not used or not clearly visible to the client.
 - Does not introduce material through multiple modalities.
 - Fails to make sure client is 'getting it' (demonstrates understanding of activities).
 - Moves through activity without sufficient responses from client.
 - Lack of repetition appropriate to task.
 - Lack of practice opportunities.
 - Fails to check for learning or behavior change.
 - Spends session time "off task".

1

- 2**
- Several** uses of relevant and appropriate techniques to reveal competence. Uses some learning supports appropriate to client with some practice. Sometimes verifies or checks for learning.

3

Consistently uses relevant & appropriate techniques to reveal competence & support learning.

Examples:

- 4**
- Instruction employs multiple modes to support learning /behavior change.
 - Provides clear rationales for activities.
 - Verifies and checks for learning throughout.
 - Pace of activities is appropriate to support learning or behavior change.
 - Listens to client and individualizes activities.
 - Aims are explained to client (& family member if appropriate); ensures that purpose/goal of session is understood.