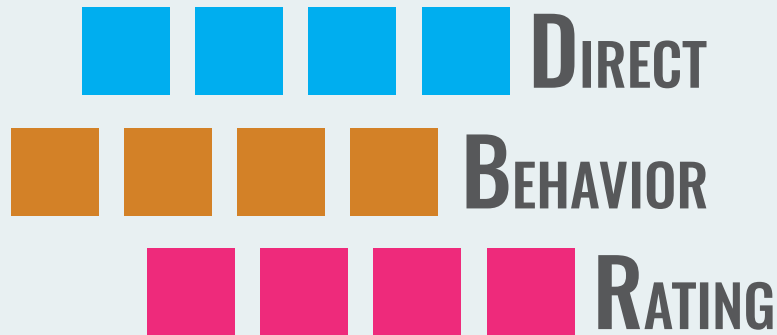


# Direct Behavior Rating:

## Use in Assessment of

## Student Behavior



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This project was supported in part by a grant from the Institute for Education Sciences, U.S. Department of Education (R324A110017). Opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education, and such endorsements should not be inferred.



# What is Direct Behavior Rating?

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- ▶ A tool that involves a brief rating of target behavior following a specified observation period (for example, a class activity such as science lab).



# DBR can be used as a:

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- ▶ Means to repeatedly assess key behaviors

 **DIRECT**

- ▶ Component of an intervention plan

 **BEHAVIOR**

- ▶ Tool to communicate information about behavior

 **RATING**



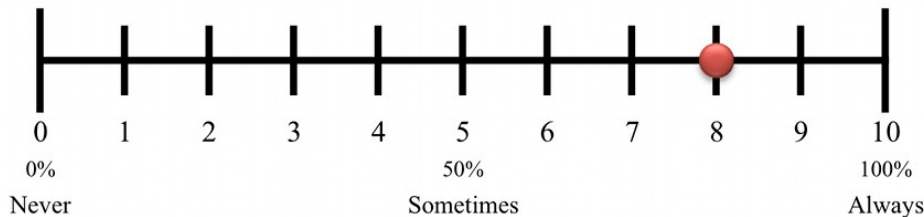


# Example DBR scales

## Academically Engaged

Place a mark along the line that best reflects the percentage of total time the student was Academically Engaged during math today.

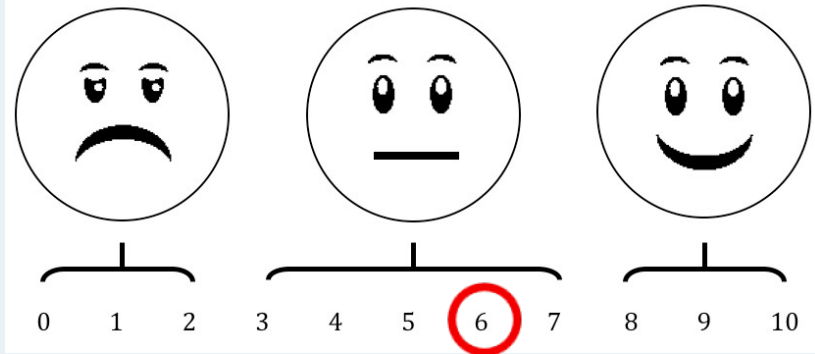
Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.



**Interpretation:** The student displayed academically engaged behavior during 80% of large group math instruction today.

## Academically Engaged

Circle the number that best represents the student's attention during circle time.



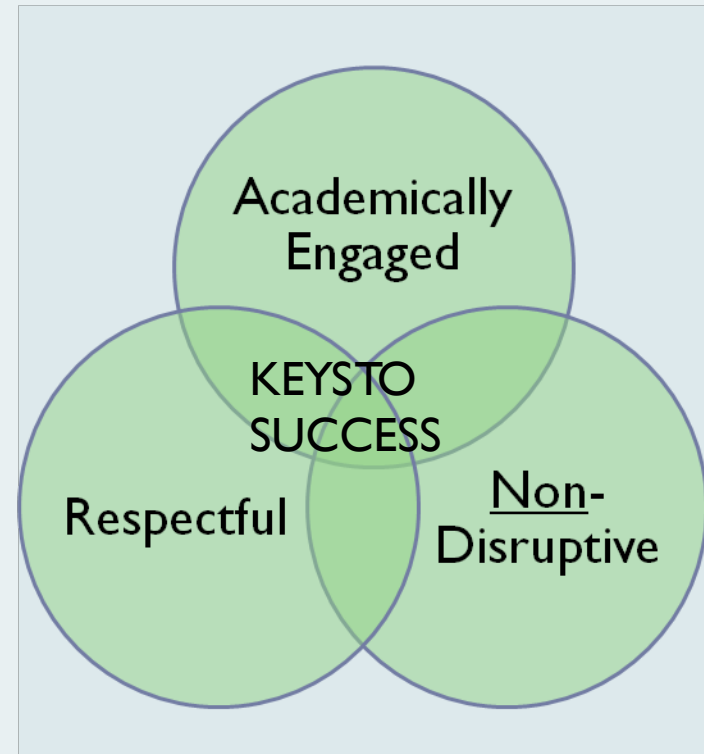
**Interpretation:** The student received a 6 for attention during group circle time activities today.



# Which behaviors will I rate?



- ▶ Academically Engaged
- ▶ Respectful
- ▶ Disruptive





# Which behaviors will I rate?

## ► Academically Engaged:

Academically engaged behavior is defined as actively or passively participating in the classroom activity.

- Examples: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.





# Which behaviors will I rate?

## ▶ Respectful:

Respectful behavior is defined as compliant and polite behavior in response to adult directions, and/or peer interactions.

- ▶ Examples: follows teacher directions, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation
- ▶ Non-examples: refusal to follow teacher directions, talking back, eye-rolling, inappropriate gesture, inappropriate language and/or social interactions with adults and peers, disruption with negative tone/connotation





# Which behaviors will I rate?

## ▶ Disruptive:

Disruptive behavior is defined as a student action that interrupts regular school or classroom activity.

- ▶ Examples: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

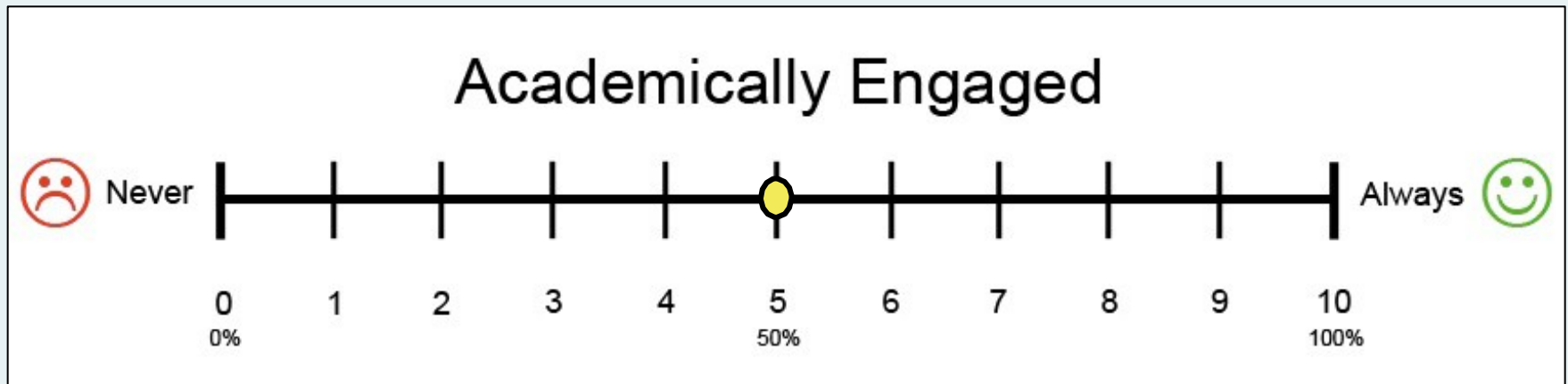






# How do I use the DBR scale?

- ▶ Ratings should correspond to the extent to which the student was observed displaying the target behavior.
  - ▶ Percentage of time is one way to anchor yourself when thinking about your rating.
    - ▶ For example: When rating at the end of a 40-minute Independent Reading Block, if the student was engaged about half of the time, then the student receives a rating of 5 on the DBR.





# How do I use the DBR scale?

- ▶ Ratings should correspond to the extent to which the student was observed displaying the target behavior.
- ▶ Another way to anchor your rating is to think in terms of Low, Medium, and High.

Low			Medium					High		
0	1	2	3	4	5	6	7	8	9	10
Never					Sometimes					Always



# How do I use the DBR scale?

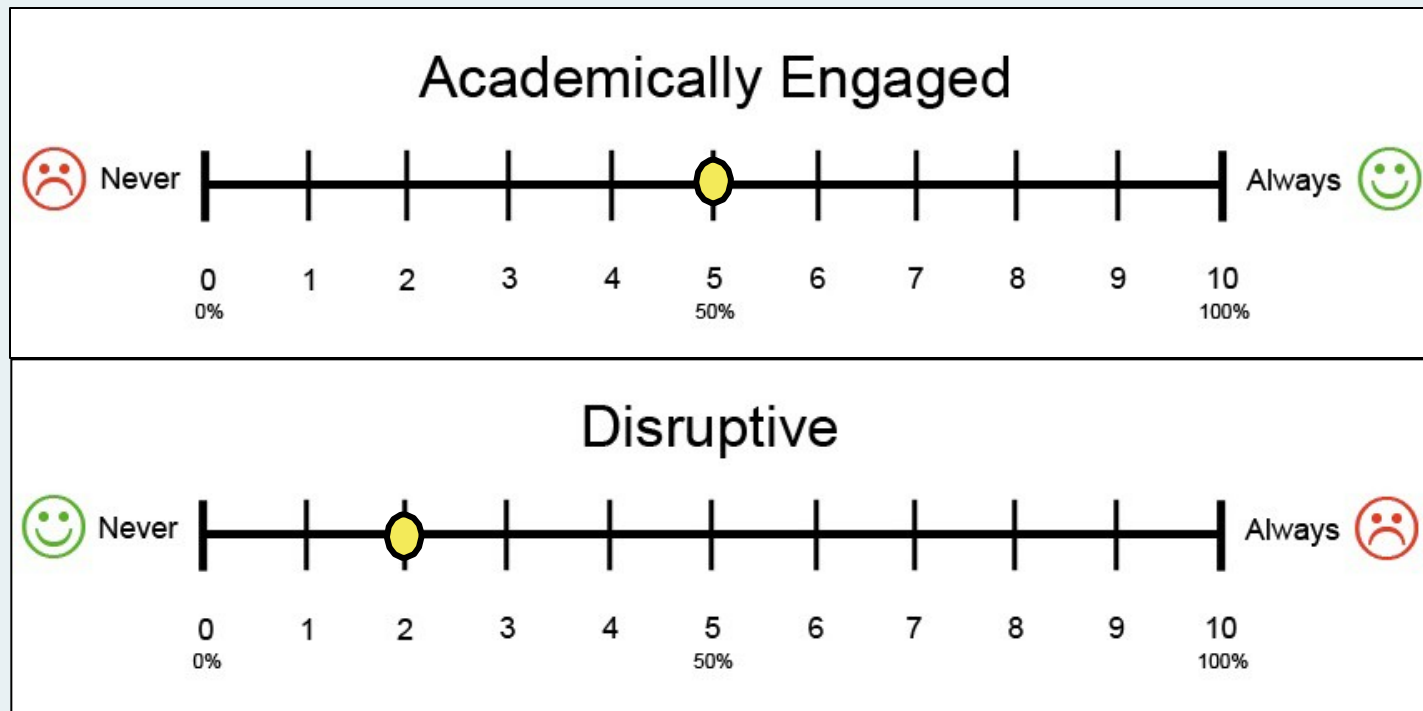
- ▶ This table contains tips to help you determine the best rating for a student you have just observed.

Low			Medium					High		
0	1	2	3	4	5	6	7	8	9	10
Never	Occasionally		A little less than half the time		Sometimes	A little more than half the time		Very frequently		Always



# How do I use the DBR scale?

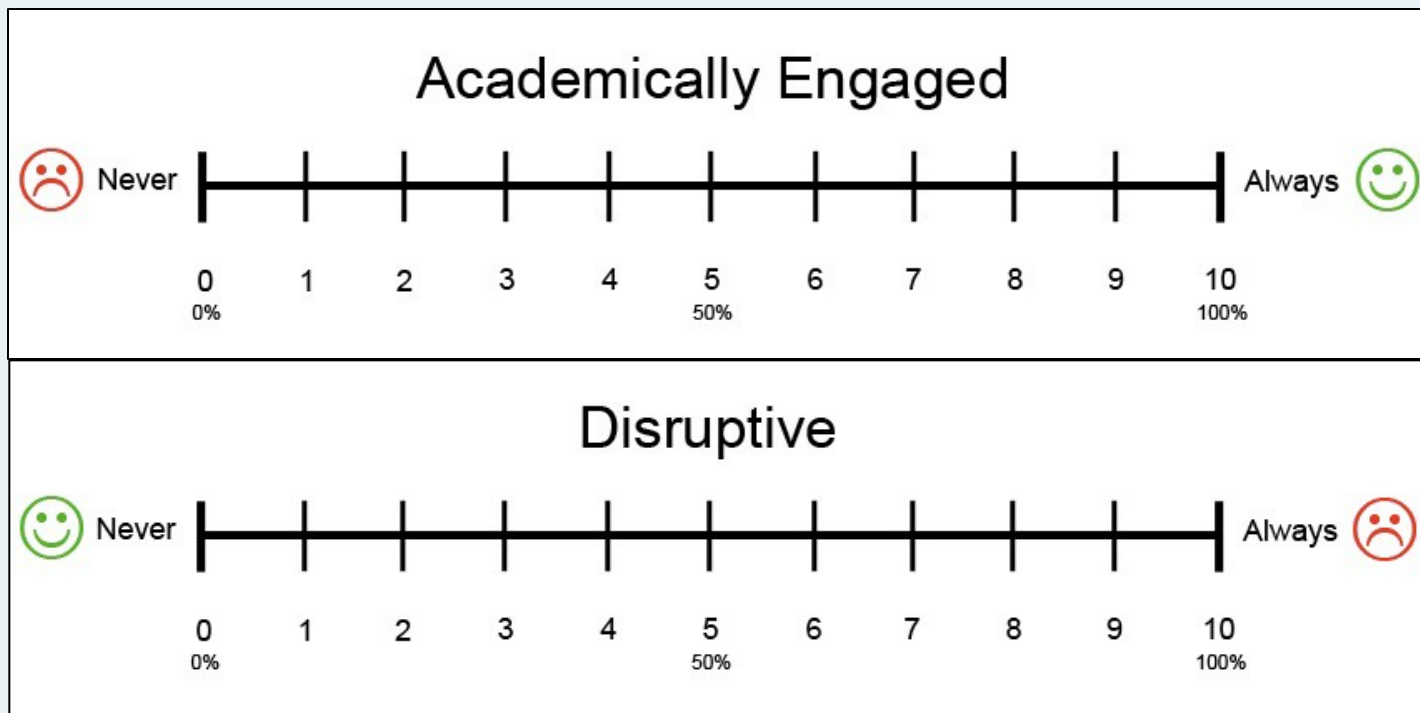
- ▶ When rating, each behavior should be considered independently of the other targets.
  - ▶ That is, total ratings across behaviors do not have to equal 100%.





# How do I use the DBR scale?

- ▶ Attend to the directionality of the scale prior to rating.
- ▶ In this module, note that a lower score for 'Disruptive' is more desirable, whereas a higher score on the other items is desirable.





# How do I use a standard DBR form?

- 1) Complete top portion of the form, and review the behavior definitions and rating directions

## Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

Date:	Student:	Activity Description:
M   T   W   Th   F	Rater:	
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	<b>Behavior Descriptions:</b>  <b>Academically engaged</b> is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.  <b>Respectful</b> is defined as compliant and polite behavior in response to adult directions and/or peer interactions. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.  <b>Disruptive</b> is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.	



# How do I use a standard DBR form?

## 2) Have the form ready for completion following each pre-identified observation period

✓ For example: Reading block, independent seat work

**DBR Form**

Date: _____	Student: _____	Activity Description: _____
M T W T F	Rate: _____	

Observation Time: \_\_\_\_\_

Start: \_\_\_\_\_

End: \_\_\_\_\_

☐ Check if no observation today

**Behavior Descriptions:**

**Academically engaged** is actively or passively participating in the classroom activity. For example: writing, raising his/her hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.

**Respectful** is compliant and polite behavior in response to classroom rules, adult directions, and/or peer instructions. For example: follows teacher direction, pre-social interaction with peers, positive response to adult request, conformity to classroom rules and norms.

**Disruptive** is student action that interrupts regular school or classroom activity. For example: out of his/her seat, talking, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages DBR MUST total 100% across behaviors since some behaviors may co-occur.

**Academically Engaged**

% of Total Time: 0 1 2 3 4 5 6 7 8 9 10  
0% 100%  
Never Sometimes Always

**Respectful**

% of Total Time: 0 1 2 3 4 5 6 7 8 9 10  
0% 100%  
Never Sometimes Always

**Disruptive \***

% of Total Time: 0 1 2 3 4 5 6 7 8 9 10  
0% 100%  
Never Sometimes Always

\* Remember that a lower score for "Disruptive" is more desirable.

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# How do I use a standard DBR form?

## 3) Immediately following the activity period, complete the ratings.

- ✓ Only complete the ratings if...
- ✓ you are confident you directly observed the student for a sufficient amount of time
- ✓ you are able to complete the form soon after the end of the activity

Date:	Student:	Activity Description:
M T W Th F	Rater:	
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	Behavior Descriptions:  <b>Academically engaged</b> is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.  <b>Respectful</b> is defined as compliant and polite behavior in response to adult directions and/or peer interactions. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.  <b>Disruptive</b> is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.	





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Observation Time: Start: _____ End: _____	<p>Behavior Descriptions:</p> <p><b>Academically engaged</b> is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.</p> <p><b>Respectful</b> is defined as compliant and polite behavior in response to adult directions and/or peer interactions. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.</p> <p><b>Disruptive</b> is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.</p>	
<input checked="" type="checkbox"/> Check if no observation today		



[www.dbr.education.uconn.edu](http://www.dbr.education.uconn.edu)

