

Behavior assessment in Rtl: Considerations when selecting assessment tools

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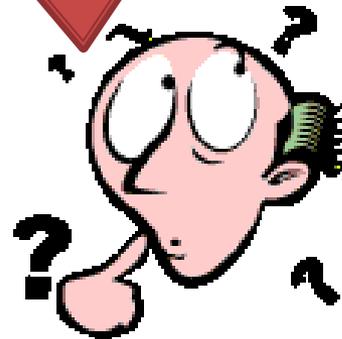
Purpose

- Review strengths and limitations of different school-based behavior methods within a multi-tiered model of assessment

Why should we care about social behavior outcomes?

Educators indicate spending a disproportionate amount of time responding to significant behavior challenges presented by a small number of students (U.S. Dept. of Ed., 2000)

1 in 5 children has mental
School discipline is a top concern by the American public (Rose & Gallup, 2005)
(U.S. Surgeon General, 1999)



How do we design systems to support behavior success?

Response to Intervention (RTI)

- An assessment and intervention process for systematically monitoring student progress and making data-based decisions about the need for instructional modifications or increasingly intensified services (see www.rti4success.org).

Original logic: Public health & disease prevention (Larson, 1994)

Tertiary (FEW)

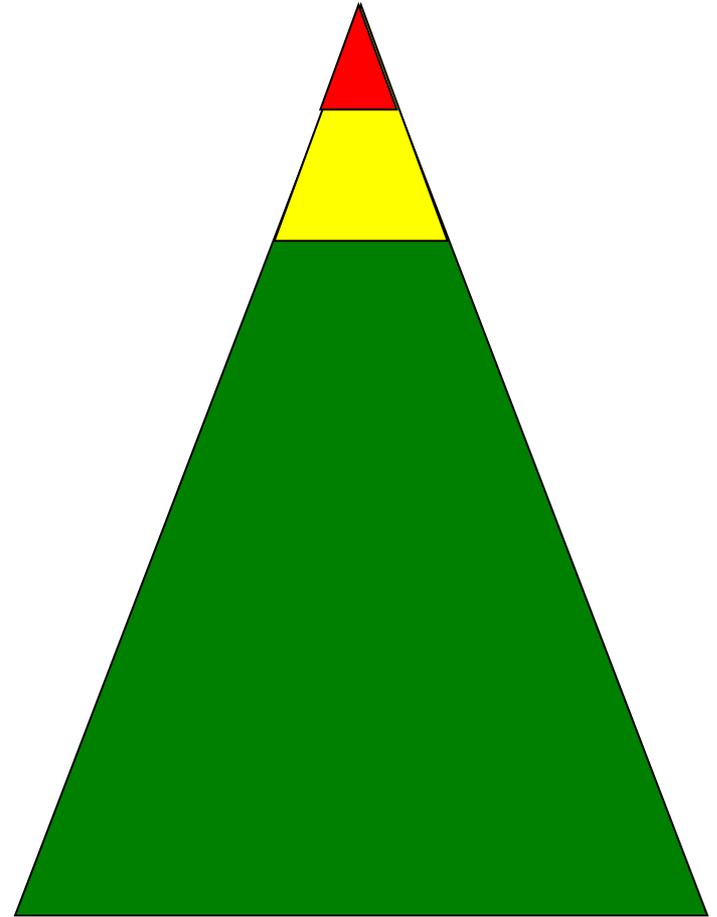
Reduce complications, intensity, severity of current cases

Secondary (SOME)

Reduce **current** cases of problem behavior

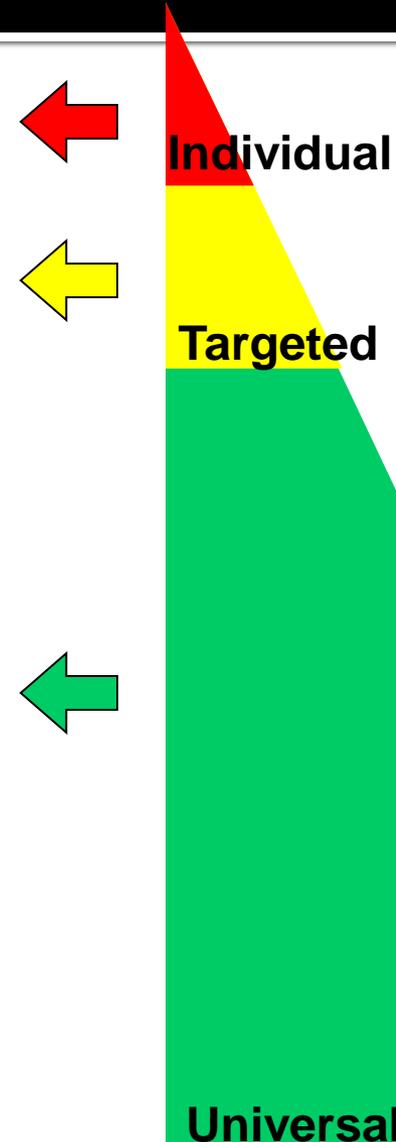
Primary (ALL)

Reduce **new** cases of problem behavior



Examples of Positive OUTCOMES across Tiers within Domains of Social Behavior

- IEP or other student-specific behavior **goal related to acquisition** of appropriate social skills
- Student-specific behavior **goal related to decrease** in problem behavior of student body
- **Decreases** in number of students referred for an **evaluation** for behavior related disorders



Great... So why can't we just implement good practices?

... but then, how will you know what you are doing is working?

- To make effective decisions about which practices are needed and then to evaluate the outcomes of those practices, you need **DATA!**

Statement of the Problem

Developing evidence-based assessment (EBA) begins through *a priori* delineation of

- a) the purposes of assessment, and then
- b) identification of the special requirements for each purpose (and associated criteria for stating when requirement is met)

Commentary by Kazdin (2005)

Statement of the Problem

A Few Caveats to Establishing EBA (Kazdin, 2005):

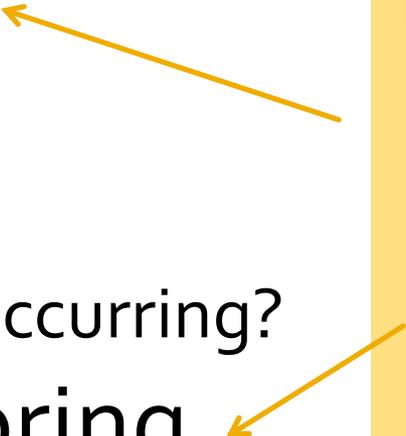
- Absence of a gold standard criterion
- One measure can't do it all
 - Multiple measures are needed to evaluate different facets
- Co-morbidity of "problems"
 - What are the most relevant problem features?
- Multiple perspectives are valuable yet agreement may (will) be low!



Purposes of Assessment

- Screening
 - Who needs help?
- Diagnosis
 - Why is the problem occurring?
- Progress Monitoring
 - Is intervention working?
- Evaluation
 - How well are we doing overall?

Emphasized by
the National
Center on
Response to
Intervention



Examples of school-based DATA sources for social behavior

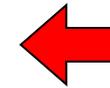
ALL BELOW plus functional assessment data

ALL BELOW plus...

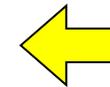
- Norm-referenced comparison data
- More detailed profiles of students' strengths/weaknesses
- Formative data sources sensitive to incremental change

EFFICIENT, EXTANT SOURCES such as...

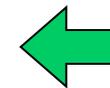
- Total number of office discipline referrals
- Number of students who are suspended or expelled
- Number students referred or found eligible for special education, particularly in the area of emotional disturbance



Individual

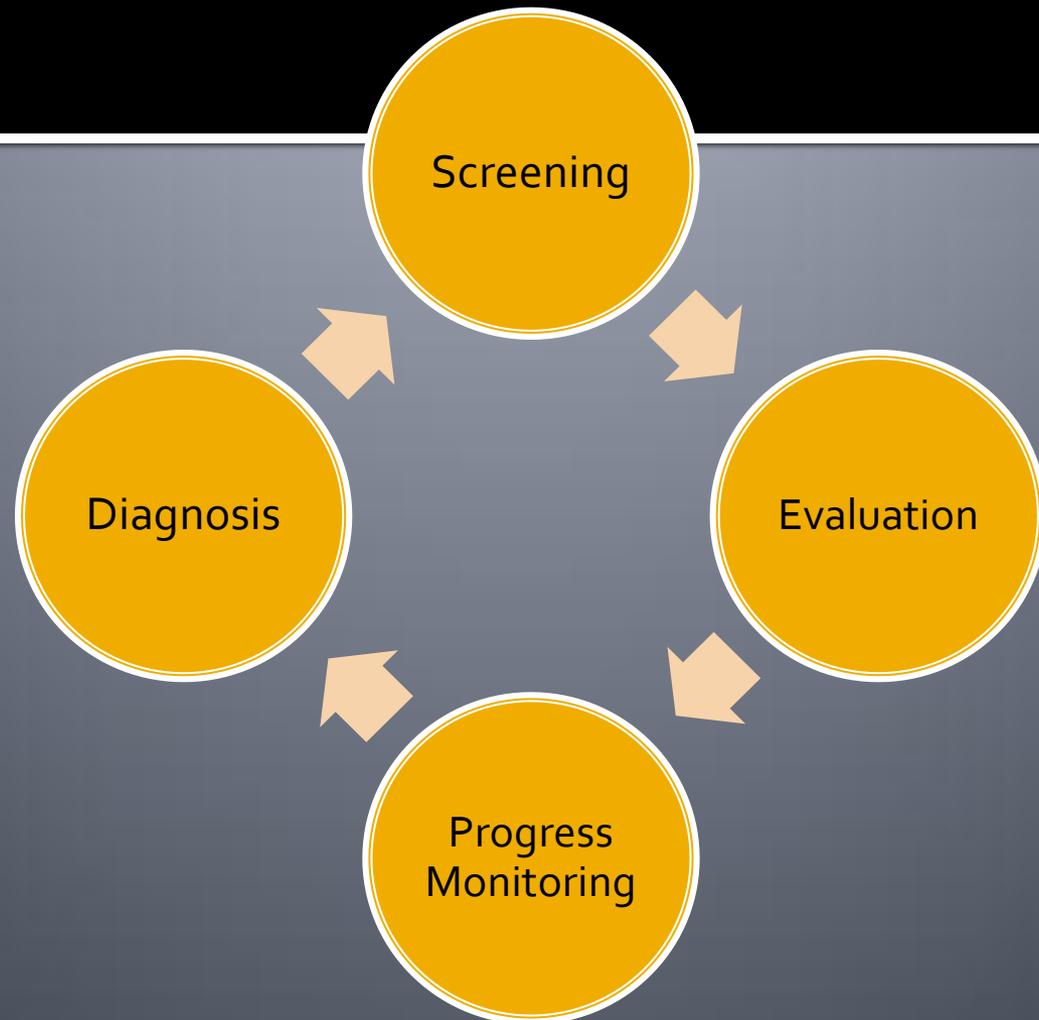


Targeted



Universal

What behavioral data sources do you use?



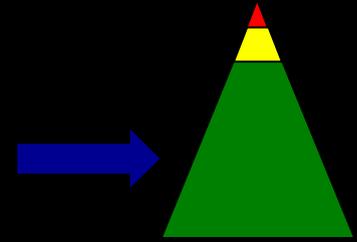
Sources of School-Based Data on Social Behavior

- Extant data
- Standardized behavior rating scales
- Systematic direct observation
- Direct Behavior Rating



Currently dominate in clinic and research

Extant Data



Definition:

- Data sources that already exist within the setting (“permanent products”)

Advantages:

- Already available
- Highly contextually relevant
- Natural occurrence can reduce/limit reactivity

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

Extant data

- **Examples:**
 - Office discipline referrals (ODRs)
 - Attendance and tardy records
 - Suspension/expulsion data
 - Special education data (e.g. referrals for emotional disturbance)
 - Data from existing behavior management plans (e.g. token economy)

What is an ODR?

“an event in which (a) a student engaged in a behavior that **violated a rule/social norm** in the school, (b) a problem behavior was **observed by** a member of the **school staff**, and (c) the event **resulted in a consequence** delivered by administrative staff who produced a permanent (written) produce defining the whole event” (Sugai, Horner, & Walker, 2000, p. 96)

CMSD OFFICE REFERRAL FORM

Student Name _____ Date ____/____/____

Time _____ a.m. / p.m. Grade: K 1 2 3 4 5 6 7 8

Location: __ Cafeteria __ Hallway __ Classroom __ Library
 __ Bathroom __ Music __ Gym __ other

Others involved: None Staff Teacher Substitute Other

If peers were involved, list them: _____

Referring Staff: _____

Problem Behavior	Possible Motivation	Action Taken in Classroom
Minor: Classroom Infractions <input type="checkbox"/> Inappropriate Verbal Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance/Disrespect/Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Lying/ cheating <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Classroom Transition Tardy <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> To Obtain Items/ Activities <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Loss of Privilege/Points <input type="checkbox"/> Conference with Student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Detention
Major: Administrative Referral <input type="checkbox"/> Abusive /Inappropriate Language <input type="checkbox"/> Fighting /Physical Aggression <input type="checkbox"/> Defiance/Disrespect/Noncompliance <input type="checkbox"/> Harassment /Bullying <input type="checkbox"/> Flagrant Disruption <input type="checkbox"/> Skip Class /Truancy <input type="checkbox"/> Property Damage <input type="checkbox"/> Forgery /Theft <input type="checkbox"/> Use /Possession __ Tobacco __ Alcohol __ Drugs <input type="checkbox"/> Vandalism <input type="checkbox"/> Bomb Threat/ False Alarm <input type="checkbox"/> Arson <input type="checkbox"/> Use/ Possession of Weapons <input type="checkbox"/> Other Behavior _____ <input type="checkbox"/> Unknown Behavior	<input type="checkbox"/> Avoid Task or Activity <input type="checkbox"/> Avoid Work <input type="checkbox"/> Unclear/Don't Know <input type="checkbox"/> Unknown Motivation <input type="checkbox"/> Other Motivation	<input type="checkbox"/> Mediation <input type="checkbox"/> Restitution <input type="checkbox"/> Time out <input type="checkbox"/> Shuffle <input type="checkbox"/> Other (i.e. Contracting)
Additional Comments: _____ _____ _____ _____ _____		

Targets of assessment

MAJOR

- Abusive Language/
Inappropriate
Language/ Profanity
- Arson
- Bomb Threat/ False
Alarm
- Defiance/Disrespect/
Insubordination/
- Non-Compliance
- Disruption
- Dress Code Violation
- Fighting/ Physical
Aggression
- Forgery/ Theft
- Gang Affiliation Display
- Harassment/Bullying
- Inappropriate Display of
Affection
- Inappropriate Location/
Out of Bounds
- Lying/Cheating
- Other Behavior
 - Property
Damage/Vandalism
 - Skip class
 - Truancy
 - Tardy
- Technology Violation
 - Unknown
- Use/Possession of Alcohol
- Use/Possession of
Combustibles
- Use/Possession of Drugs
- Use/Possession of Tobacco
- Use/Possession of Weapons

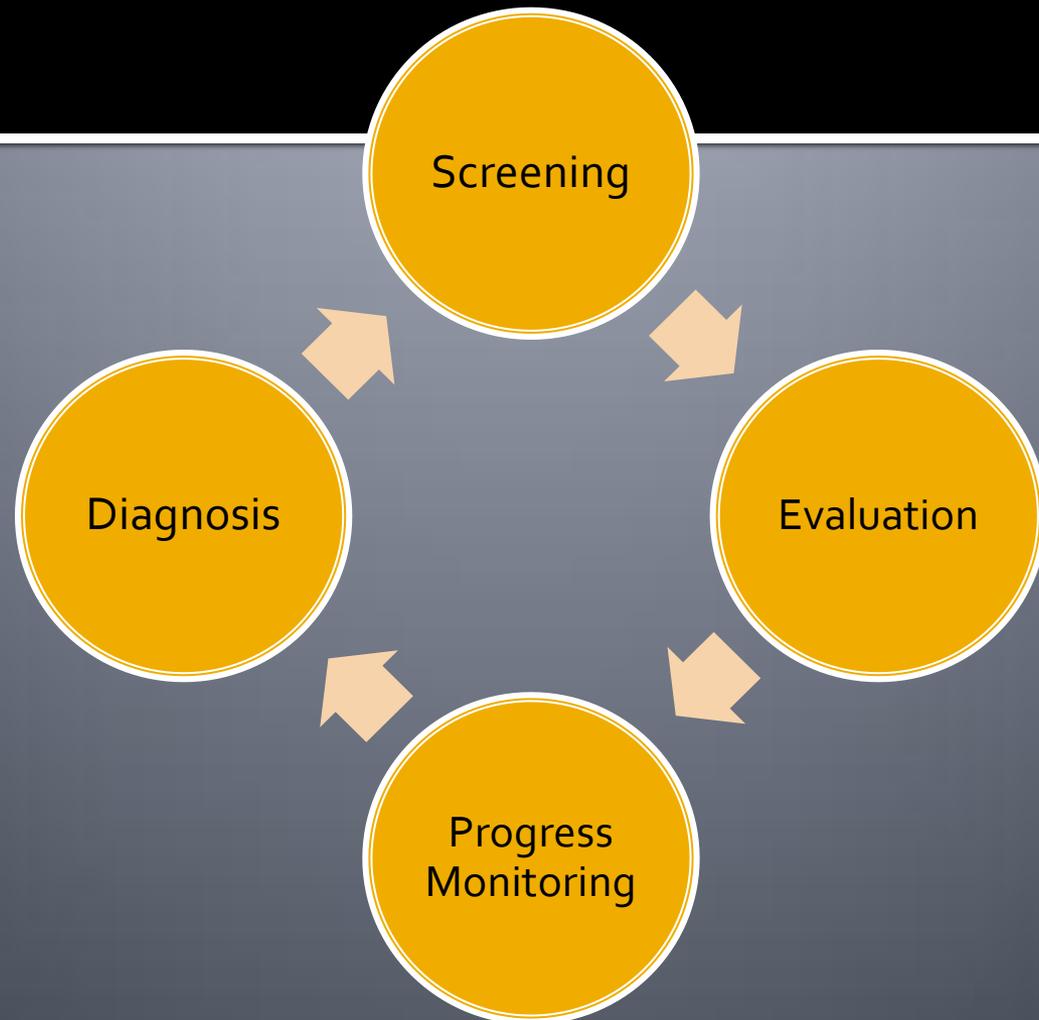
MINOR

- Defiance/Disrespect/
Non-compliance
- Disruption
- Dress Code Violation
- Inappropriate Language
- Other
- Physical Contact/ Physical
Aggression
- Property Misuse
- Tardy
- Technology Violation
- Unknown

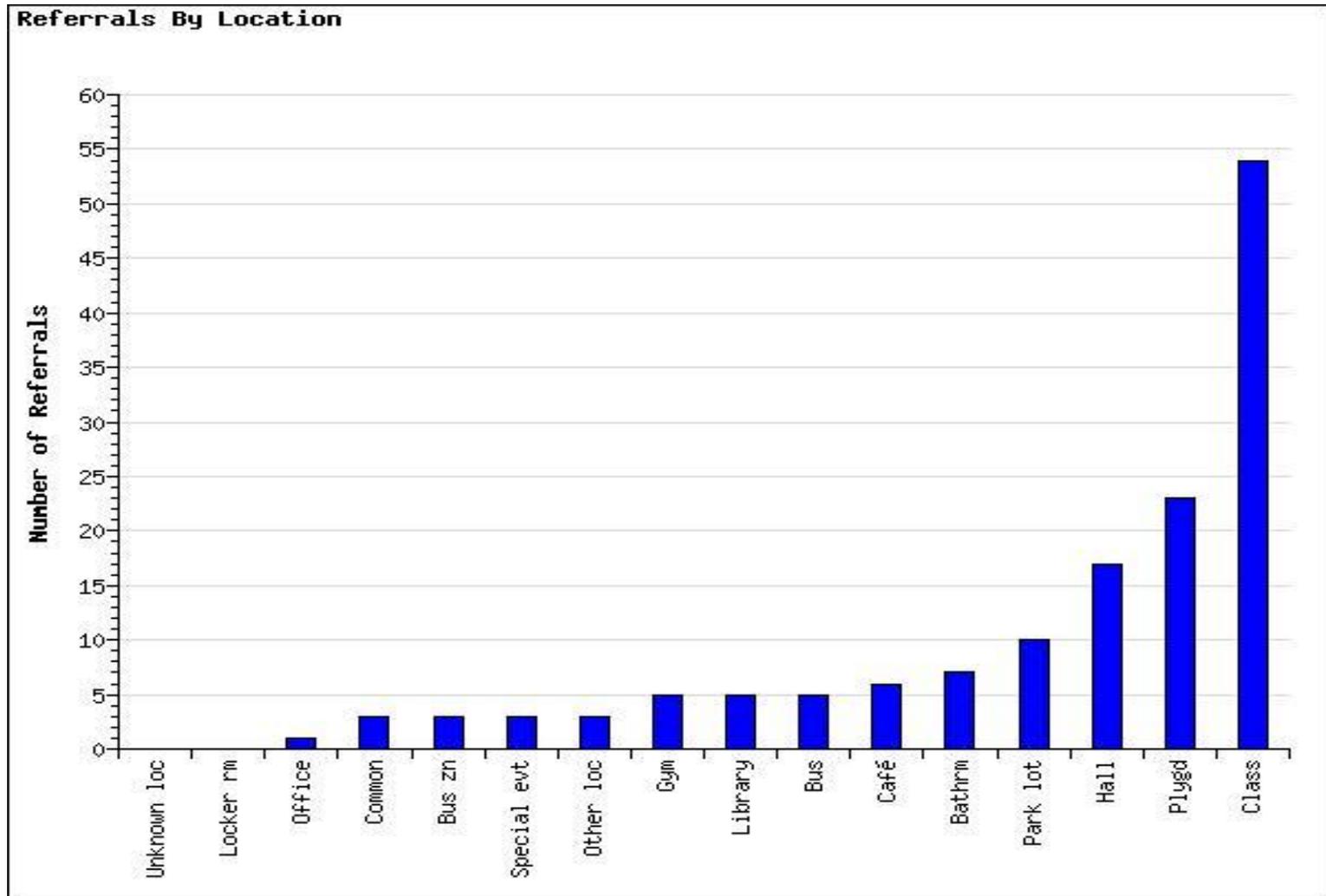
Source: 2009-10 Referral Definitions

www.swis.org

How might extant data be used?



System-wide screening

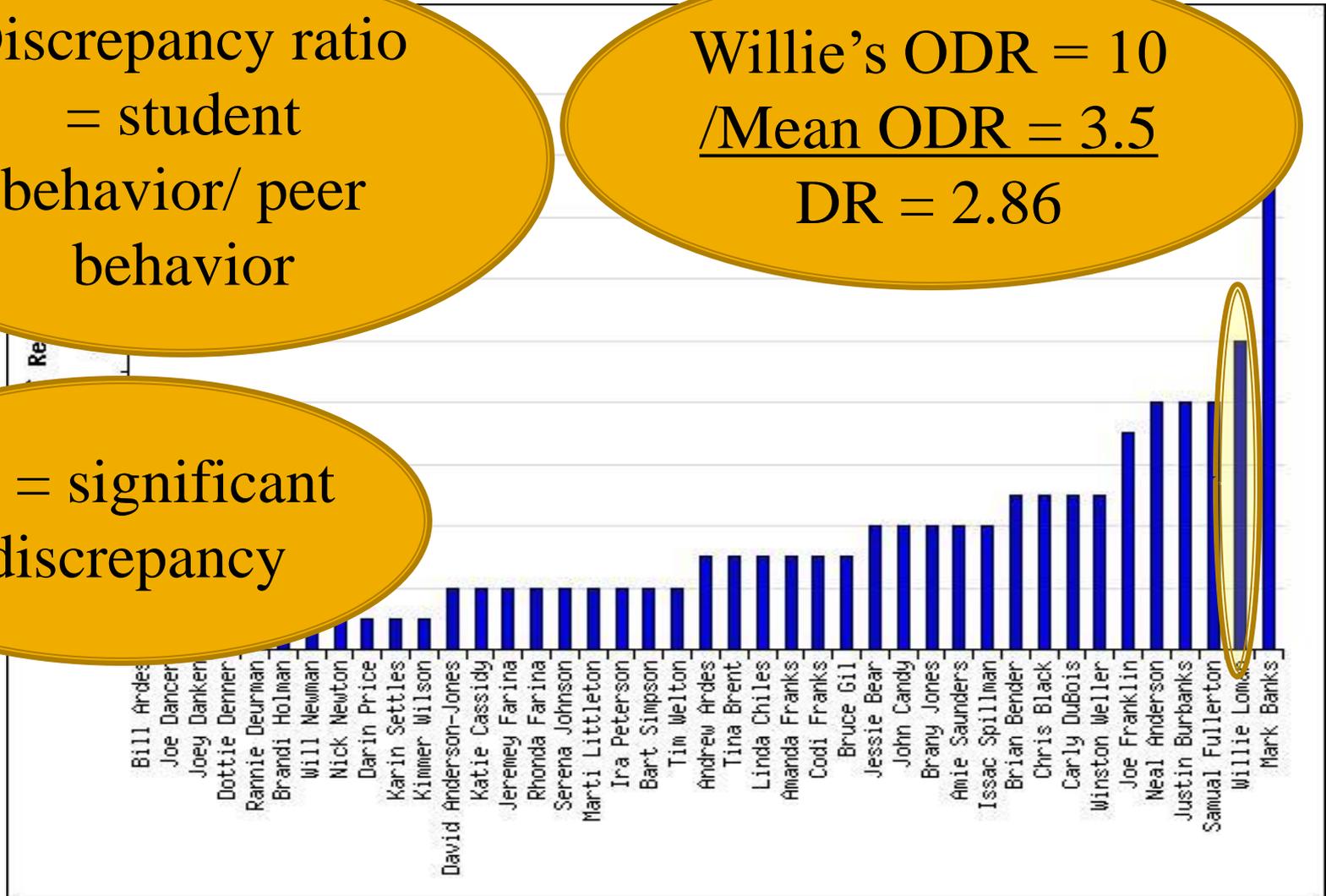


Screening/Diagnosis

Discrepancy ratio
= student
behavior/ peer
behavior

Willie's ODR = 10
/Mean ODR = 3.5
DR = 2.86

2x = significant
discrepancy



Screening example

Staff at West High School note concern about the number of fights occurring among students.

Staff are re-assigned to increase levels of active supervision in those areas at key times.

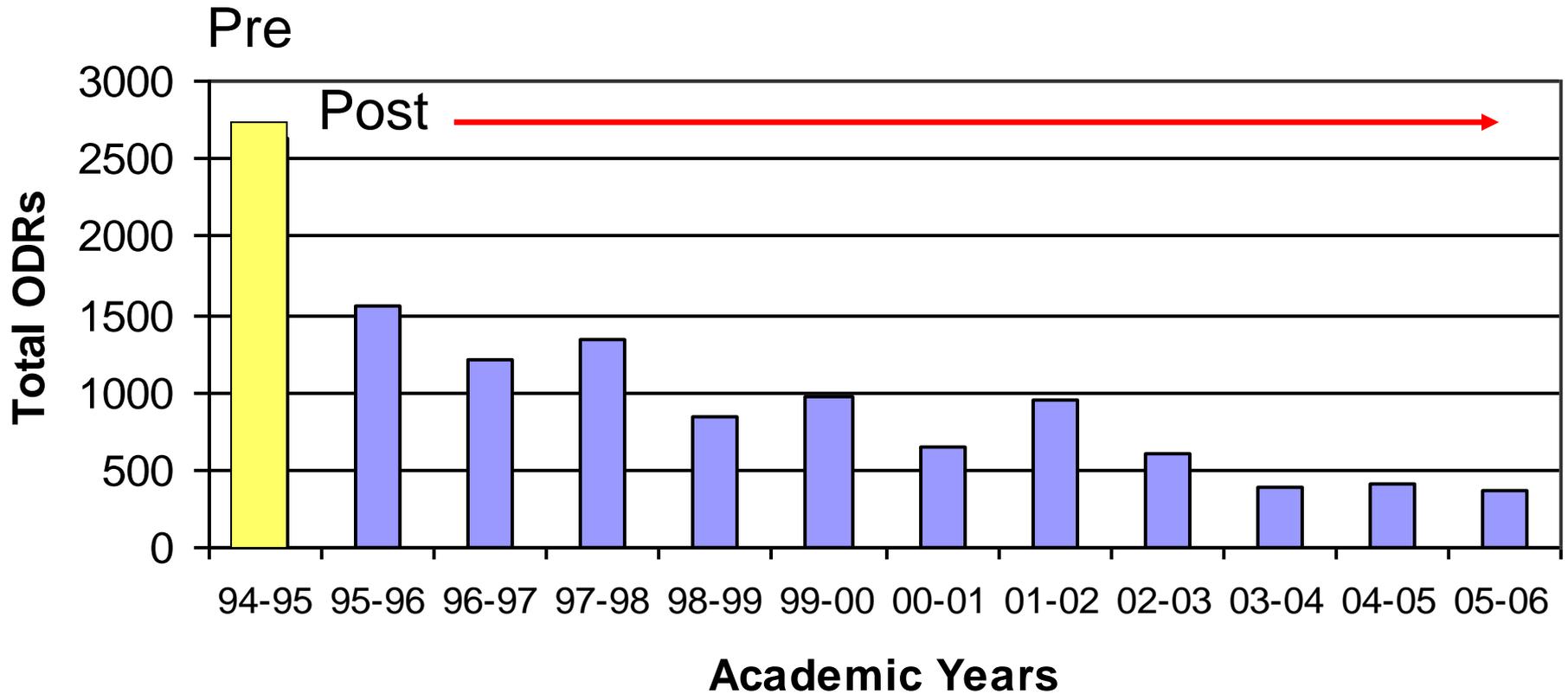
ODRs over the past 2 months are reviewed

"Johnny and Sam" are brought to Behavior Support Team for additional support planning.

Review revealed a) most fighting incidents are occurring outside cafeteria and in bus loading area AND b) Johnny and Sam are the most likely culprits.

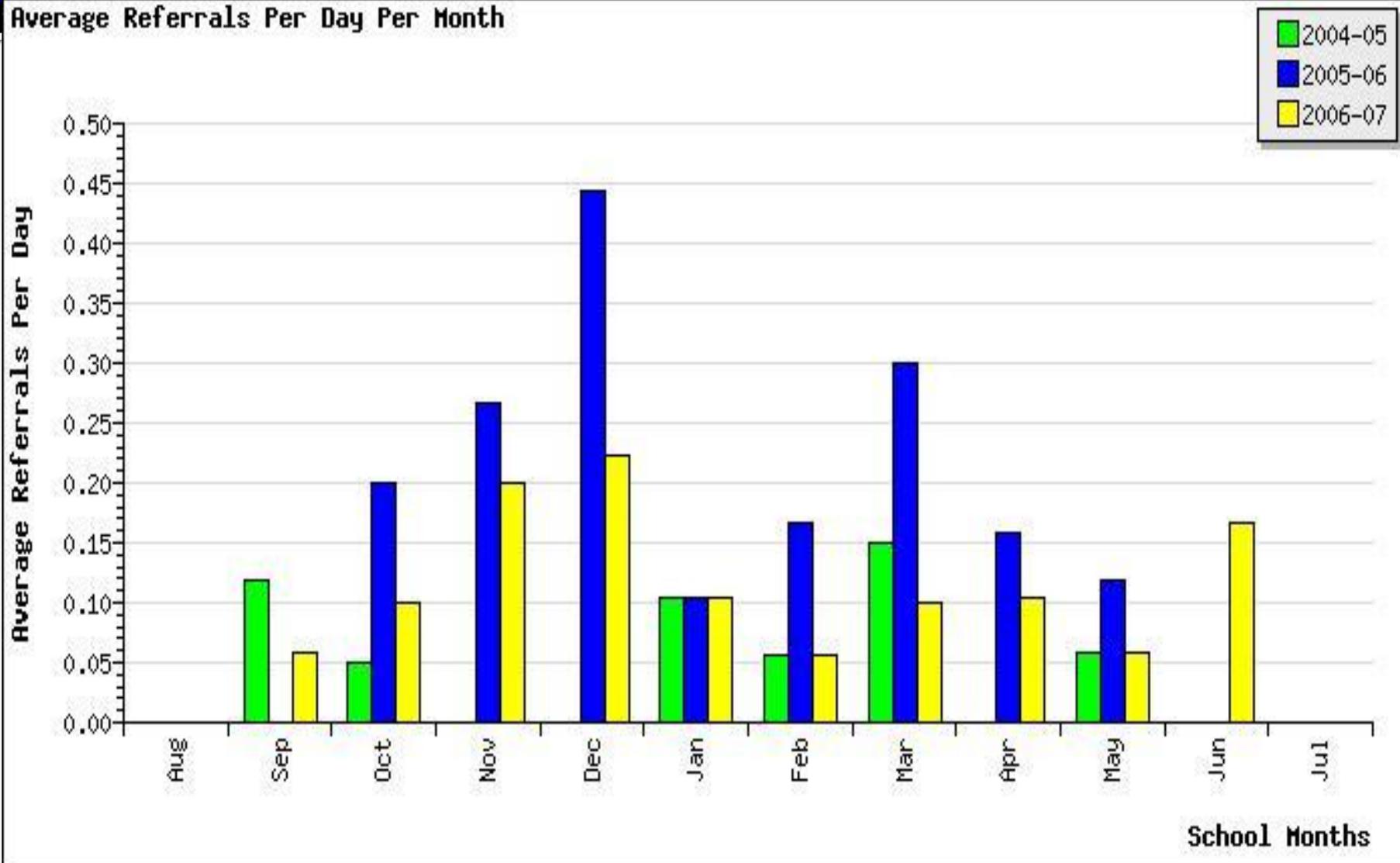
Evaluation

FRMS Total Office Discipline Referrals Sustained Impact



Progress Monitoring

Average Referrals Per Day Per Month



-
- Example for diagnosis with ODR?

Benefits & Limitations of Extant Data

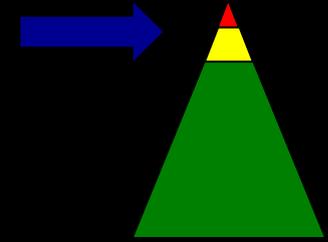
- Complements other sources in providing contextually relevant information
- Source of progress monitoring information
- Less resource-intensive (data readily available!)

- Limited application within prevention
- Tough to establish and maintain consistent/ accurate use.
- Unknown psychometric adequacy
- Challenging to create a system for efficient organization and interpretation

Extant data – summary

- *Screening* – yes, but may be limited in prevention/early intervention roles
- *Progress monitoring* – yes, but creating usable system for interpretation/presentation can be challenging
- *Diagnosis* – maybe, with regard to adding contextual relevance
- *Evaluation* – yes, relevance within the specific setting but limited with regard to norm comparisons

Behavior Rating Scales



- **Definition:**

Tools that require an individual to rate the behavior of another based on past observation of that person's behaviors (Kratochwill, Sheridan, Carlson, & Lasecki, 1999).

- **Examples:**

- Behavior Assessment System for Children – 2 (BASC-2)
- Achenbach System of Emprically-Based Assessment (e.g. CBCL)
- Conner's Rating Scales – 3
- Social Skills Intervention System (SSIS)

Scope of the scale

- **Comprehensive scales:** large number of items (often 100+) that cluster together to assess a wide range of behaviors
 - “General purpose” (Merrell, 2008)
 - Often include broadband and narrow-band syndromes (Ramsey, Reynolds & Kamphaus, 2002).
- **Narrow band scales:** focused on one or two behavioral constructs
 - Attention (Brown ADD Scales; Brown, 2001)
 - Adaptive behavior (Vineland-II; Sparrow, Balla, & Cicchetti, 1984)

SSiS Social Skills Improvement System

Frank M. Gresham, PhD, and Stephen N. Elliott, PhD

Rating Scales Teacher Hand-Scoring Form

Problem Behaviors:
Externalizing
Bullying
Hyperactivity/Inattention
Internalizing
Autism Spectrum

Please assess this student's academic or learning behaviors in your classroom. Compare this student with other students

Social Skills:
Communication
Cooperation
Assertion
Responsibility
Empathy
Engagement
Self-Control

Remember: How Often: **N** - Never **S** - Seldom **O** - Often **A** - Almost Always

How Important: **n** - not important **i** - important **c** - critical

Please mark

Social Skills

1. Asks for help from adults.	N S O A n i c	11. Stands up for herself/himself when treated unfairly.	N S O A n i c	21. Stays calm when teased.
2. Follows your directions.	N S O A n i c	12. Participates appropriately in class.	N S O A n i c	22. Acts responsibly when with others.
3. Tries to comfort others.	N S O A n i c	13. Feels bad when others are sad.	N S O A n i c	23. Joins activities that have already started.
4. Says "please."	N S O A n i c	14. Speaks in appropriate tone of voice.	N S O A n i c	24. Says "thank you."
5. Questions rules that may be unfair.	N S O A n i c	15. Says when there is a problem.	N S O A n i c	25. Expresses feelings when wronged.
6. Is well-behaved when unsupervised.	N S O A n i c	16. Takes responsibility for her/his own actions.	N S O A n i c	26. Takes care when using other people's things.
7. Completes tasks without bothering others.	N S O A n i c	17. Pays attention to your instructions.	N S O A n i c	27. Ignores classmates when they are distracting.
8. Forgives others.	N S O A n i c	18. Shows kindness to others when they are upset.	N S O A n i c	28. Is nice to others when they are feeling bad.
9. Makes friends easily.	N S O A n i c	19. Interacts well with other children.	N S O A n i c	29. Invites others to join in activities.
10. Responds well when others start a conversation or activity.	N S O A n i c	20. Takes turns in conversations.	N S O A n i c	30. Makes eye contact when talking.

Problem Behaviors

47. Acts without thinking.	N S O A	53. Fidgets or moves around too much.	N S O A	59. Breaks into or stops group activities.
48. Is preoccupied with object parts.	N S O A	54. Has stereotyped motor behaviors.	N S O A	60. Repeats the same thing over and over.
49. Bullies others.	N S O A	55. Forces others to act against their will.	N S O A	61. Is aggressive toward people or objects.
50. Becomes upset when routines change.	N S O A	56. Withdraws from others.	N S O A	62. Gets embarrassed easily.
51. Has difficulty waiting for turn.	N S O A	57. Has temper tantrums.	N S O A	63. Cheats in games or activities.
52. Does things to make others feel scared.	N S O A	58. Keeps others out of social circles.	N S O A	64. Acts lonely.

Academic Competence

(for students from kindergarten through Grade 12)

Remember:

Lowest	Next Lowest	Middle	Next Highest	Highest
10%	20%	40%	20%	10%
1	2	3	4	5

77. Compared with other students in my classroom, the overall academic performance of this student is:	1	2	3	4	5
78. In reading, how does this student compare with other students?	1	2	3	4	5

79. In mathematics, how does this student compare with other students?	1	2	3	4	5
80. In terms of grade-level expectations, this student's skills in reading are:	1	2	3	4	5

Children's Depression Inventory (Kovacs, 1992)

Ages 7-17

27 items (2 week reflection)

Negative mood I am sad... once in a while all the time	Interpersonal Problems I like being with people I do not want to be with people at all	Ineffectiveness I do most things... O.K. wrong	Anhedonia I am tired... Once in awhile all the time	Negative Self Esteem I look O.K. I look ugly
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Multidimensional Anxiety Scale for Children (MARCH, 1997)

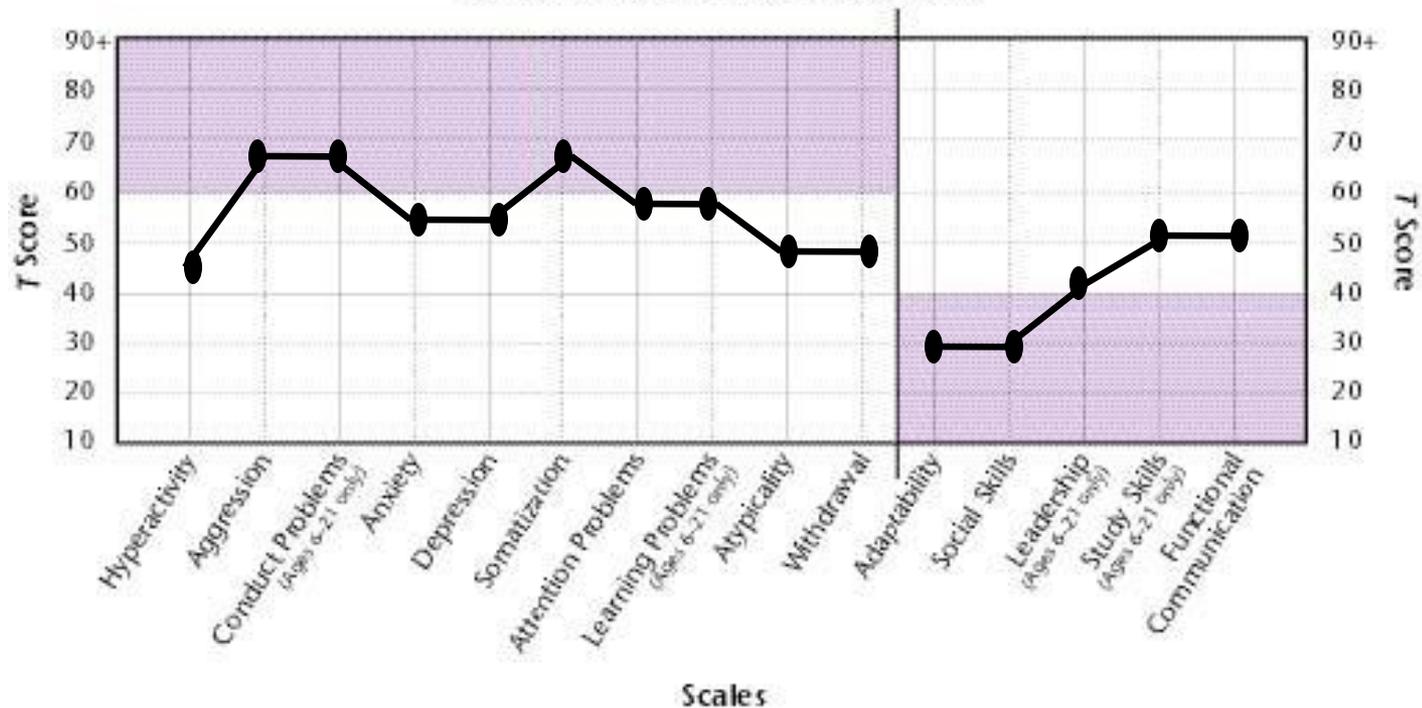
Scale	Item Example
Physical Symptoms	I have pains in my chest My hands feel sweaty or cold
Harm Avoidance	I check to make sure things are safe I worry about doing something stupid or embarrassing
Social Anxiety	I have trouble asking other kids to play with me I worry about other people laughing at me
Separation/Panic	I keep the light on at night I avoid going places without my family

Ages 8-19

Example BASC-2 Score Profile

Summary Chart of TRS Scale Scores

Possible Problem Areas (Shaded Areas)



Example: ASEBA TRF Score Profile

TRF/6-18 - Syndrome Scale Scores for Boys 12-18

ID: 200106-003

Gender: Male

Date Filled: 12/03/2001

Clinician: Dr. McConaughy

Informant: Janet Morehouse

Name: Karl J. Bryant

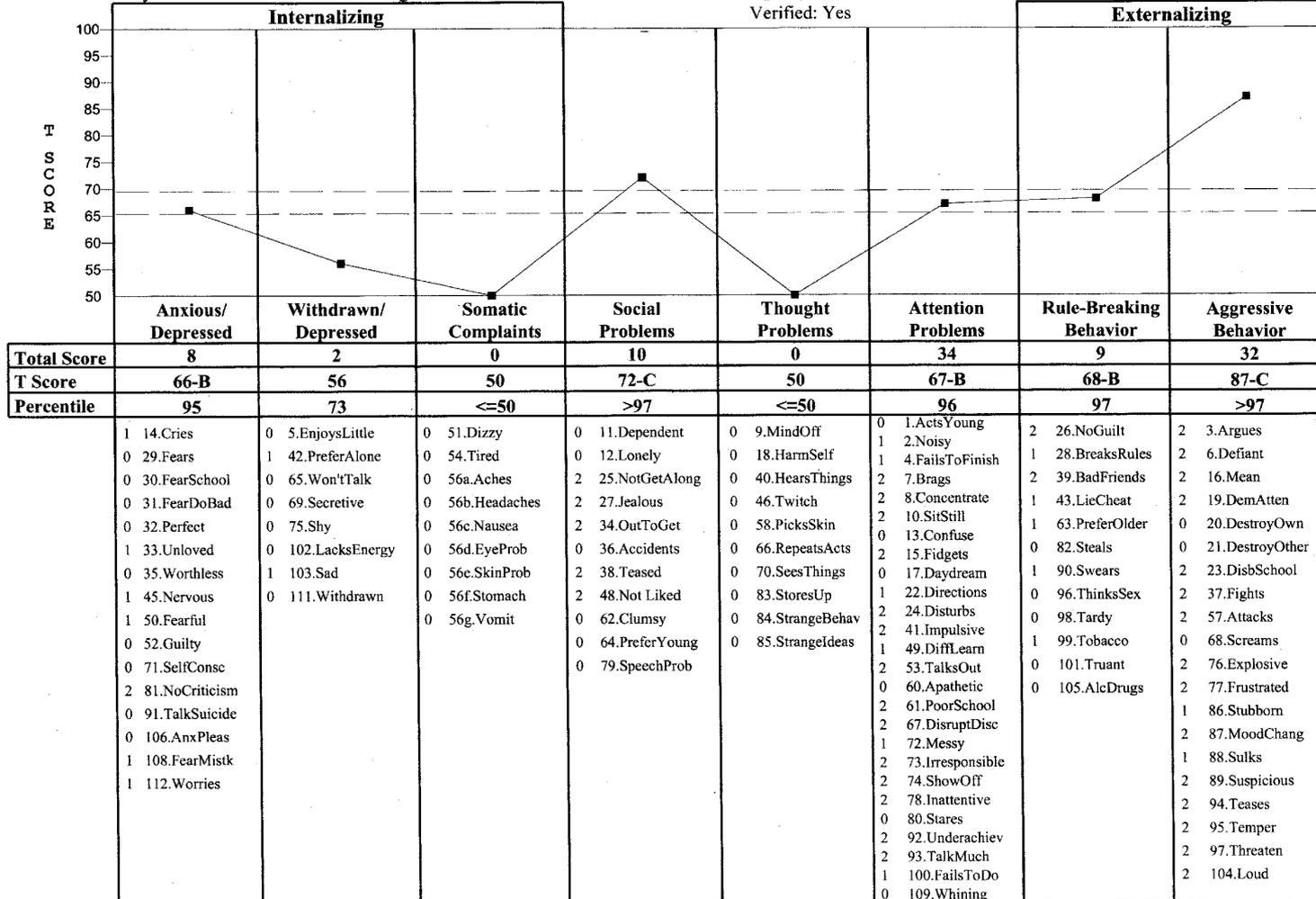
Age: 12

Birth Date: 01/10/1989

Agency: School

Relationship: Classroom Teacher {F}

Verified: Yes



CLINICAL
NORMAL

What assessment purpose(s) do we typically use broadband scales for?

But what about screening and progress monitoring?

BASC-2 Behavioral and Emotional Screening System (BESS)

Instructions:

Listed below are phrases that describe how children may act. Please read each phrase, and mark the response that describes how this child has behaved recently (in the last several months).

Mark N if the behavior **never** occurs.

Mark S if the behavior **sometimes** occurs.

Mark O if the behavior **often** occurs.

Mark A if the behavior **almost always** occurs.

Please mark every item. If you don't know or are unsure of your response to an item, give your best estimate.

A "Never" response does not mean that the child "never" engages in a behavior, only that you have not observed the child to behave that way.

Before starting, please fill in the information in the boxes on the first two pages of this form.

Mark: N—Never S—Sometimes O—Often A—Almost always

1. Pays attention. N S O A
 2. Disrupts the play of other children. N S O A
 3. Is easily upset. N S O A

4. Hits other children. N S O A
 5. Politely asks for help. N S O A
 6. Has poor self-control. N S O A

7. Is sad. N S O A
 8. Is easily distracted. N S O A
 9. Responds appropriately N S O A

10. Changes moods quickly. N S O A
 11. Worries about things that N S O A
 12. Volunteers to help with things N S O A

13. Annoys others on purpose. N S O A
 14. Is easily frustrated. N S O A
 15. Acts out of control. N S O A

16. Defies teachers or caregivers. N S O A
 17. Communicates clearly. N S O A
 18. Bothers other children with N S O A

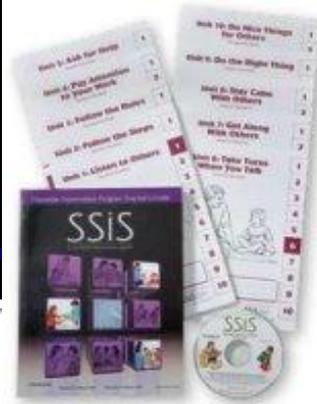
19. Is able to describe feelings. N S O A
 20. Listens to directions. N S O A
 21. Gets very upset when things N S O A

22. Is a "good sport." N S O A
 23. Is negative about things. N S O A
 24. Shares toys or possessions. N S O A
 25. Pouts. N S O A

T score 61-70 =
elevated risk
 T score 71+ =
highly elevated risk

Student	Test Date	Form Type	Validity Index Elevation			Scores			Classification
			F	CI	RP	Raw	T	%tile	
Frances, Ferris	10/06/2003	Child/Adol.	A	A	A	11	42	24	Normal
Grace, Gary	01/26/2004	Child/Adol.	A	A	A	17	47	45	Normal
Hughes, Hockum	10/15/2003	Child/Adol.	A	A	A	34	60	82	Normal
Jebson, Jorge	10/08/2003	Child/Adol.	A	A	A	36	61	85	Elevated
Karmelson, Kandy	06/30/2003	Child/Adol.	A	A	A	40	65	92	Elevated
Krackus, Kurt	12/16/2003	Child/Adol.	A	A	A	45	69	95	Elevated
Long, Lenny	01/11/2004	Child/Adol.	A	A	A	49	72	98	Extremely Elevated
Lupe, Lora	06/23/2003	Child/Adol.	C	A	A	54	76	99	Extremely Elevated

SSIS: Screening/Universal Monitoring



Definition of Prosocial Behavior

Prosocial Behavior is behavior directed toward other people that involves effective communication skills, cooperative acts, self-control in difficult situations, and empathic or supportive responses to others who experience a problem. For example, children who consistently act in a prosocial manner compromise in conflict situations, invite others to join activities, volunteer to help others, and listen when others are speaking.

Secondary Student Performance Descriptor

Level	Prosocial Behavior
5	<p>Students at this performance level demonstrate most of the following:</p> <ul style="list-style-type: none"> excellent skills to communicate and/or cooperate with others excellent skills to initiate and sustain conversations/interactions with others excellent self-control a high level of concern for others <p>Students at this performance level generally do not need additional instruction to improve their social skill level, and their current skill level is considered to be high for their age.</p>
4	<p>Students at this performance level demonstrate most of the following:</p> <ul style="list-style-type: none"> a general competence when communicating or cooperating with others adequate skills to initiate and sustain conversations/interactions with others adequate self-control an appropriate level of concern for others <p>Students at this performance level may benefit from additional instruction to improve their social skills, but their current skill level is considered to be appropriate for their age.</p>
3	<p>Students at this performance level demonstrate most of the following:</p> <ul style="list-style-type: none"> occasional difficulty communicating or cooperating with others occasional difficulty initiating and sustaining conversations/interactions with others somewhat less than expected self-control some concern for others <p>Students at this performance level are often in need of additional instruction to improve their social skills.</p>
2	<p>Students at this performance level demonstrate most of the following:</p> <ul style="list-style-type: none"> frequent difficulty communicating or cooperating with others frequent difficulty initiating and sustaining conversations/interactions with others limited self-control little concern for others <p>Students at this performance level are often in clear need of additional instruction to improve their social skills.</p>
1	<p>Students at this performance level demonstrate most of the following:</p> <ul style="list-style-type: none"> very limited communication or cooperation skills extreme difficulty initiating or sustaining conversations/interactions in an age-appropriate manner poor self-control little or no concern for others <p>Students at this performance level often need remedial instruction and/or coaching to improve their social skills.</p>

Class Roster Scoring Summary

Prosocial Behavior					No.	Student Name
5	4	3	2	1	1	
5	4	3	2	1	2	
5	4	3	2	1	3	
5	4	3	2	1	4	
5	4	3	2	1	5	
5	4	3	2	1	6	
5	4	3	2	1	7	
5	4	3	2	1	8	
5	4	3	2	1	9	
5	4	3	2	1	10	
5	4	3	2	1	11	
5	4	3	2	1	12	
5	4	3	2	1	13	
5	4	3	2	1	14	
5	4	3	2	1	15	
5	4	3	2	1	16	
5	4	3	2	1	17	
5	4	3	2	1	18	
5	4	3	2	1	19	
5	4	3	2	1	20	
5	4	3	2	1	21	
5	4	3	2	1	22	
5	4	3	2	1	23	
5	4	3	2	1	24	
5	4	3	2	1	25	

Conners' 3 (Conners, 2008)

- Short form (approx. 40 items)
 - Fewer items per scale
 - Recommended for progress monitoring
- ADHD Index
 - 10 items that best differentiate children with ADHD from those without a clinical diagnosis
 - Recommended for screening and progress monitoring
- Global Index
 - 10 best items from original Conners' Rating Scales
 - Progress monitoring

- Inattention
- Hyperactivity/Impulsivity
- Learning Problems
- Aggression
- Executive Functioning
- Peer Relations
- Family Relations

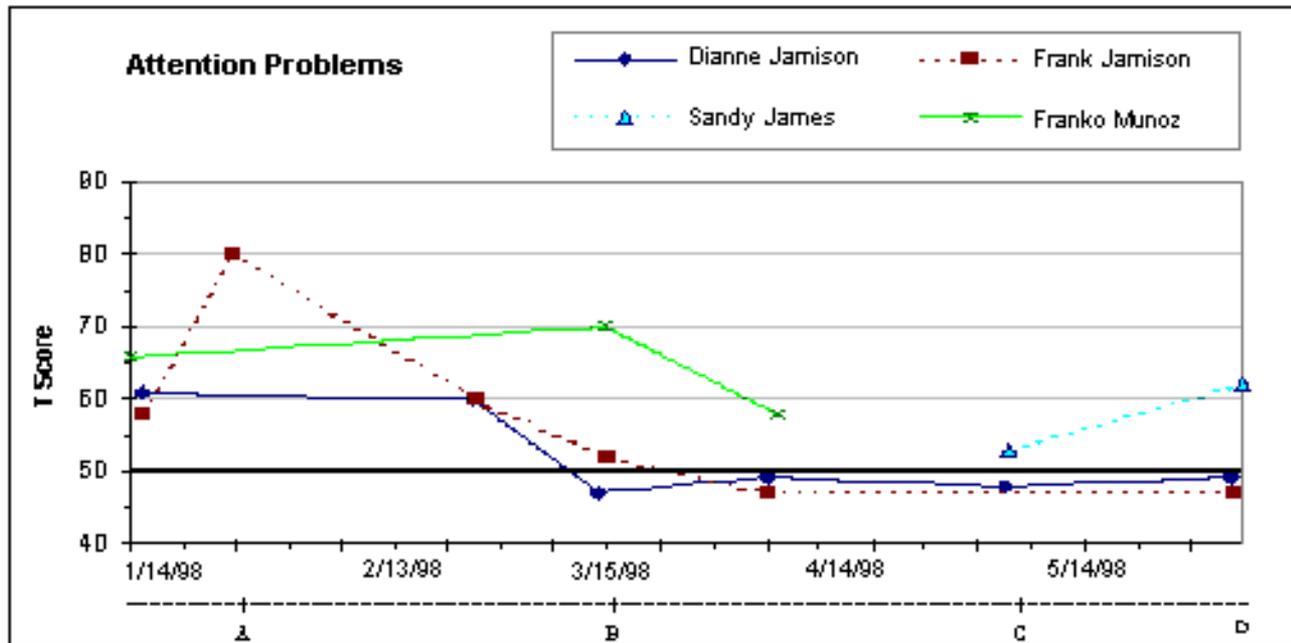
Temper outbursts, Excitable/impulsive, Restless, Cries often, Inattentive, Fidgeting, Disturbs other children, Easily frustrated, Fails to finish things, Mood changes quickly

BASC Monitor for ADHD

Kamphaus & Reynolds (1998)



- 47 items designed to assess scales of Attention Problems, Hyperactivity, Internalizing Problems, Adaptive Skills



Benefits & Limitations of Behavior Rating Scales

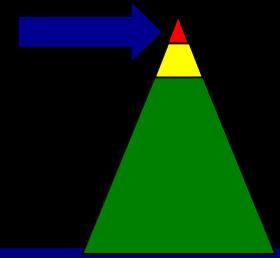
- May be most helpful in diagnostic assessment.
- Provide a common understanding of the specific behaviors that are indicative of a given cluster term.
- May also be suited for use in screening and evaluative assessment practices.

- May not be sensitive to incremental change.
- May be feasible only for occasional use given time/cost.
- Many clinically-focused (i.e., focus on problem rather than pro-social behavior).
- Do not directly assess behavior –rater bias may be present.

Behavior rating scales – summary:

- *Screening* – yes, but scope and size of measures varies widely
- *Progress monitoring* – not likely
- *Diagnosis* – yes, most common use within clinical settings
- *Evaluation* – maybe, if the period of time is sufficient and constructs measured are relevant

Systematic Direct Observation



- **Definition:**

Data collected by an observer watching an environment/person for some period of time

- **Examples:**

- Percentage of intervals observed to be actively engaged
- Frequency of positive peer initiations throughout the day
- Recording how long it takes to transition in the hallway (duration)

SDO Use

- Studies suggest moderate to high levels of reported use
 - 67% of school psychologist report using direct observation in 4 of their last 10 case Shapiro & Heick (2004), 63% to 73% of School Psychologist report moderate to frequent use (Riley-Tillman et. al, 2008).

Event-Based Techniques

Frequency - number of events in a period of time (e.g., 4 hits in a 6 hour day)

Rate - number of events per unit of time (e.g., 4 social initiations per hour)

Percentage of opportunities – use if behaviors follow specific cues (e.g., followed directions given on 40% of occasions)

Time-Based Techniques



- Data recorded during pre-specified intervals of time, then summarized into *percentage of intervals of behavioral occurrences*
- Time-based techniques result in **approximations** of behavioral events because behavior is sampled in one of three basic ways:
 - **Whole interval recording**
 - **Partial interval recording**
 - **Momentary time sampling**

Other techniques



Duration

- Total time (e.g., *actively engage in reading for 12 minutes*)
- Percent of time (e.g., *out of seat for 35% of the reading period*)
- Average time per event (e.g., *each temper tantrum lasted an average of 7.5 minutes*)

Latency – time for behavior to begin after prompt or antecedent cue provided (e.g., on average 2 minutes to begin task after teacher direction given)

Direct Observation Schemes

Volpe et al. (2005)

- **BASC-2 Student Observation System** (Reynolds & Kamphaus, 2004)
 - 15-minute observation w/ 30-second intervals
 - Response to teacher, Peer Interaction, Works on School Subjects, Transition Movement, Inappropriate Movement, Inattention, Inappropriate Vocalization, Somatization, Repetitive Motor Movements, Aggression, Self-Injurious Behavior, Inappropriate Sexual Behavior, Bowel/bladder problems
- **Academic Engaged Time Code of the SSBD** (Walker & Severson, 1990)
 - Time spent engaged in academic material
 - Let stopwatch run
 - Divide AET by Total Time
- **Behavioral Observation of Students in Schools** (Shapiro, 2004)
 - 15-minute observation w/ 15-second intervals
 - Active/Passive Engaged, Off-task motor/verbal/passive, Teacher-Directed Instruction

Additional Direct Observation Schemes

Volpe et al. (2005)

- **Direct Observation Form** (Achenbach, 1986)

- 10-minute observation w/ 10-minute intervals
- On/Off-Task

- **ADHD School Observation Code** (Gadow et al., 1996)

- 15-minute observation w/ 15-second intervals
- Interference, Motor Movement, Noncompliance, Non-physical aggression, Off-task

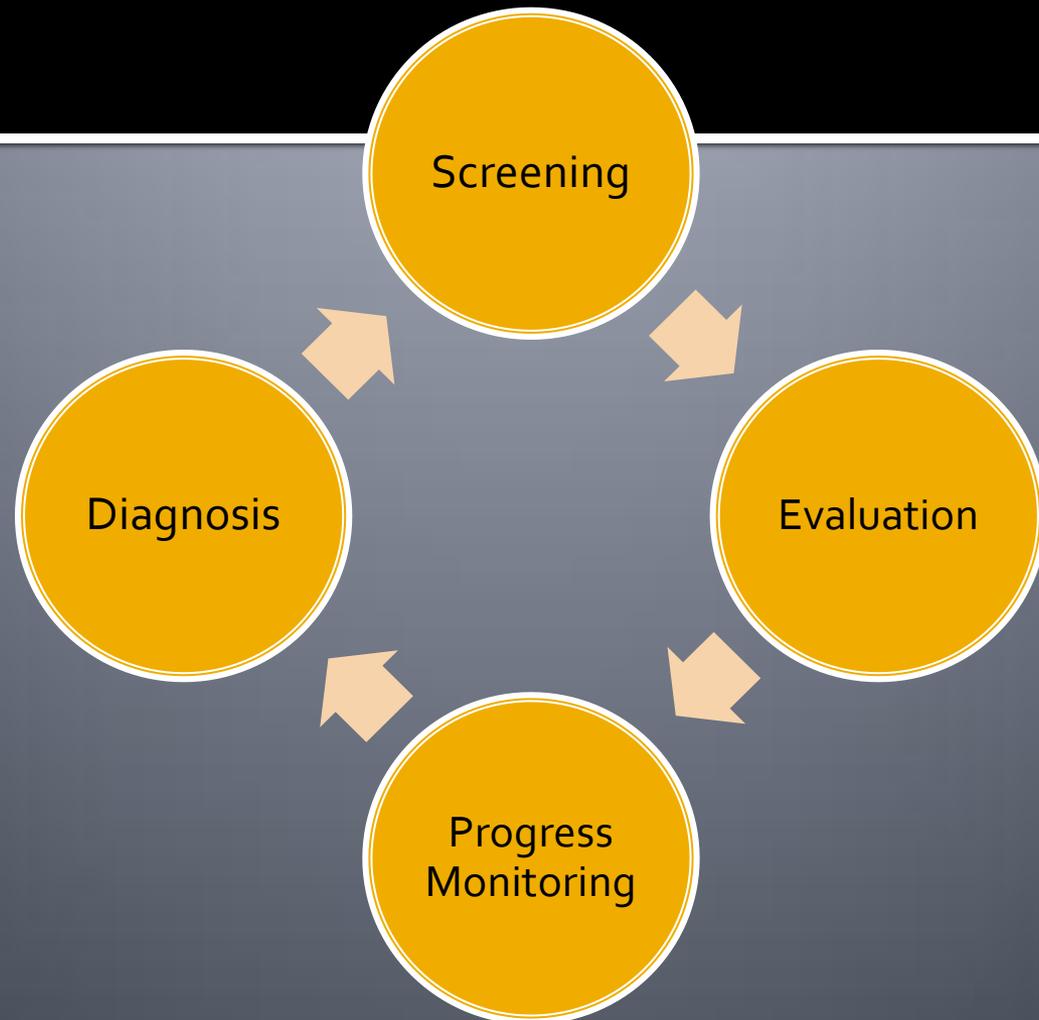
- **Classroom Observation Code** (Abikoff & Gittelman, 1985)

- 30-minute observation
- Interference, Minor Motor Movement, Gross Motor Standing/Vigorous, Physical/Verbal Aggression, Solicitation of Teacher, Off-Task, Noncompliance, Out of Chair, Absence of Behavior

- **State-Event Classroom Observation System** (Saudargas, 1997)

- 20-minute observation w/ 15-second intervals
- School Work, Looking Around, Social Interaction with Child/Teacher, Out of Seat, Raise Hand, Calling Out, Approach Teacher

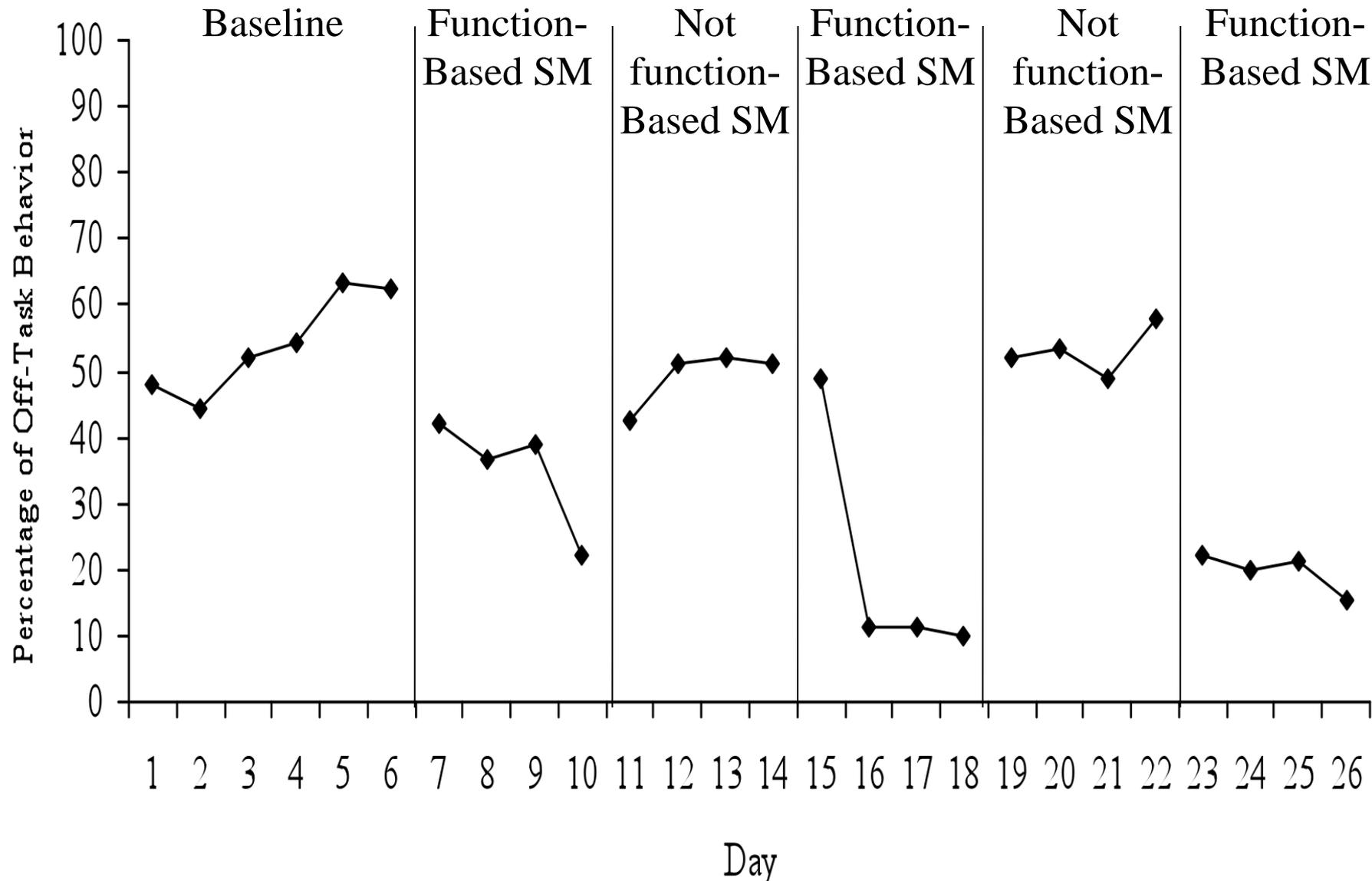
How might SDO data be used?



Feasibility

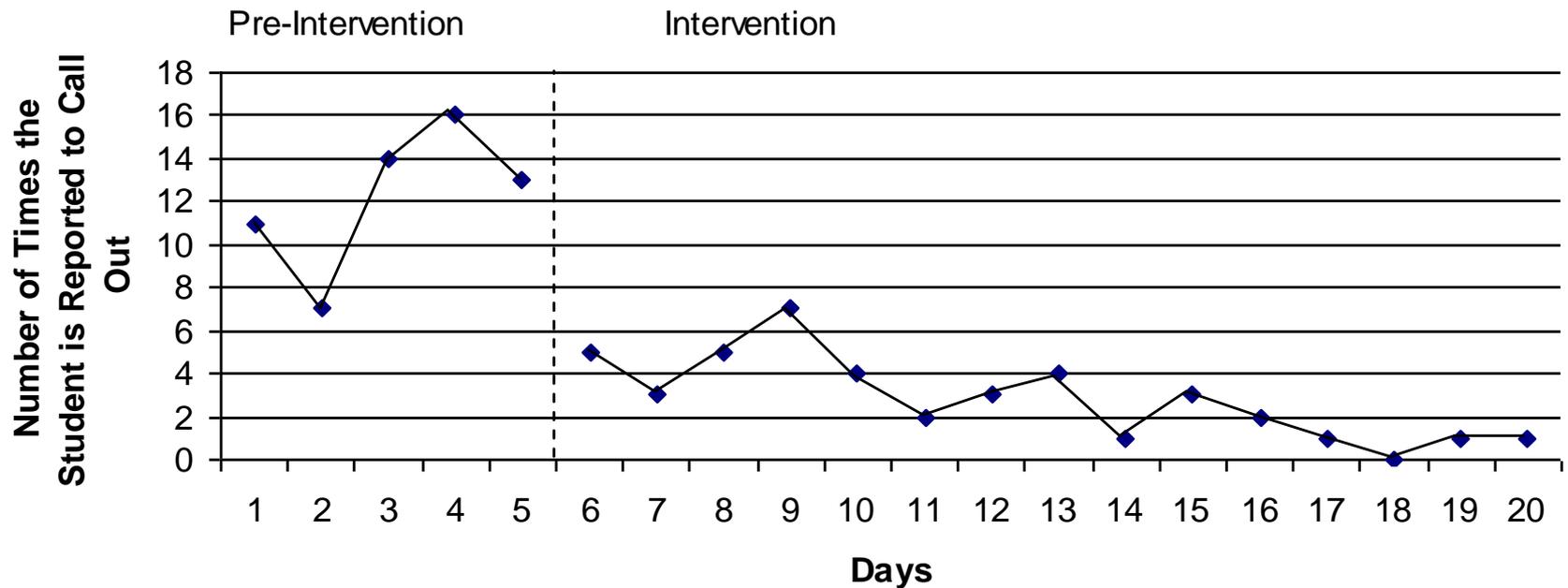
- A single SDO is rather feasible – 10-15min.
- Feasibility though decreases as observation numbers increase
 - Assuming a min number of observations (5), this balloons to 50-75 minutes of observation with additional entry/exit time.
 - Over 100 cases (a rather typical school psychologist yearly load), this is 5,000 – 7,500 minutes, or 83 – 125 hours.

Dawn's Percentage of Off-Task Behavior in History Class

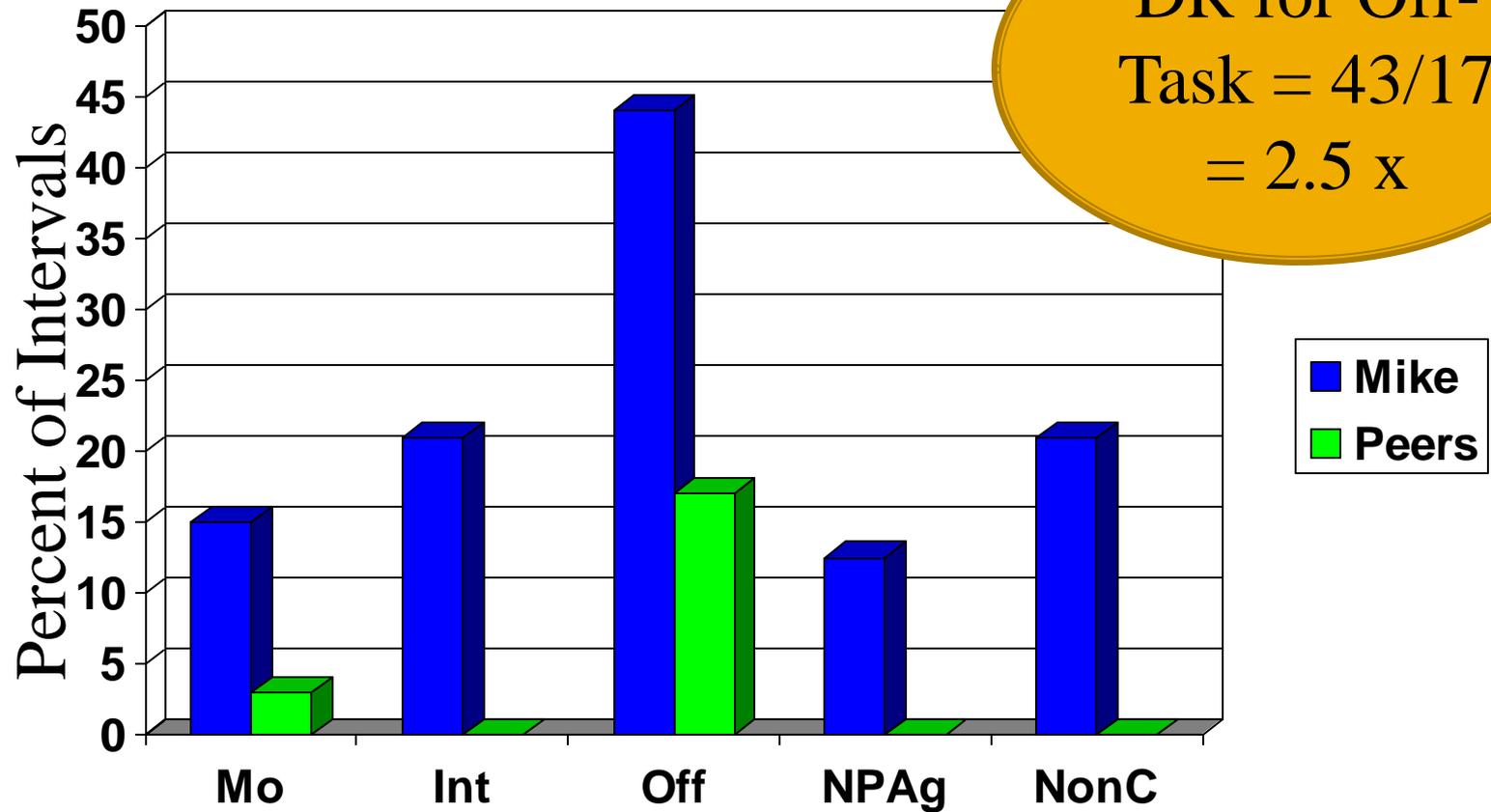


Progress Monitoring: Number of call-outs

Sample Intervention Graph



Example: Comparison w/ peers



Benefits & Limitations of SDO

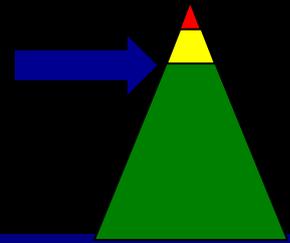
- Highly flexible
- Useful in progress monitoring
- Directness
- Standardized procedures
- Minimal cost for materials

- Potential reactivity
- Observer error/drift
- Limited feasibility re: training and intrusiveness
- Difficult to monitor low frequency behaviors
- Generalizability

Systematic Direct Observation– summary:

- *Screening* – not likely in universal assessment
- *Progress monitoring* – yes
- *Diagnosis* – maybe, particularly if within FBA
- *Evaluation* – not likely

Direct Behavior Rating



- **Definition:**

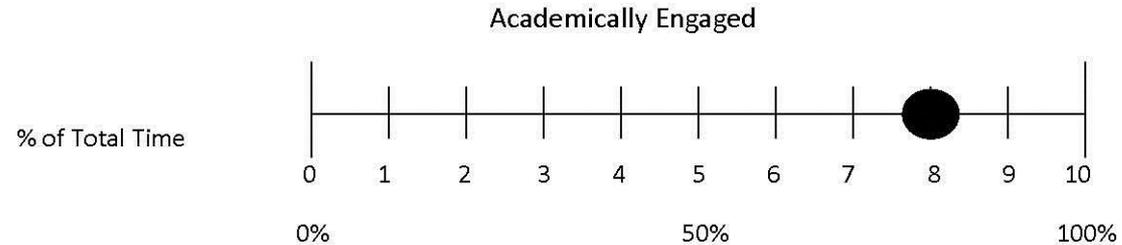
A tool that involves a brief rating of a target behavior following a specified observation period (e.g. class activity) by those persons who are **naturally occurring** in the **context of interest**

- **Examples:**

- Behavior Report Card
- Home-School Note
- Daily Progress Report
- Good Behavior Note
- Check-In Check-Out Card

Example DBR scales

Single Item Scale



Interpretation: The student displayed academically engaged behavior during 80% of the observation period.

Multi-Item Scale

	<u>Never</u>		<u>Always</u>
Did the student follow class rules?	0	1	2
Did the student follow teacher directions?	0	1	2
Did the student do his/her best work?	0	1	2
Total number of points earned:	<u>5</u>		

Interpretation: The student earned 84% (5/6) of possible points during the observation period.

Example: DBR-like Tool



The Behavior Reporter

On-Line Behavior Report Card Generator
A service of www.interventioncentral.org

Behavior Report Card

Student: _____ Date: _____

Teacher: _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

The student focused his or her attention on teacher instructions, classroom lessons and assigned work.

Circle the degree to which the student met the behavioral goal:

1.....2.....3.....| 4.....5.....6.....| 7.....8.....9
Never/Seldom Sometimes Usually/Always

The student sat in class without fidgeting or squirming more than most peers.

Circle the degree to which the student met the behavioral goal:

1.....2.....3.....| 4.....5.....6.....| 7.....8.....9
Never/Seldom Sometimes Usually/Always

The student remembered academic instructions and directions without needing extra reminders.

Circle the degree to which the student met the behavioral goal:

1.....2.....3.....| 4.....5.....6.....| 7.....8.....9
Never/Seldom Sometimes Usually/Always

Example: DBR-like Tool

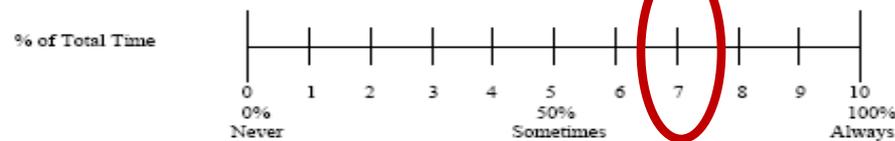
	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student _____ (specify behavior here)</p> <p style="text-align: center;">    </p>					
<p>Student _____ (specify behavior here)</p> <p style="text-align: center;">    </p>					
<p>Student _____ (specify behavior here)</p> <p style="text-align: center;">    </p>					
<p>Student _____ (specify behavior here)</p> <p style="text-align: center;">    </p>					

DBR Form

Date: M T W Th F	Student: Rater:	Activity Description:
Observation Time: Start: _____ End: _____ <input type="checkbox"/> 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. Disruptive Behavior is student action that interrupts regular school or classroom activity. For example: out of his/her seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction. (If desired) Optional Behavior is	

Directions: Place a slash (/) along the line that best reflects (a) % of total time student was academically engaged and (b) % of total time or total # of times student exhibited disruptive behavior during the observation period. If desired, an additional behavior may be included by providing a definition above and then rating on the "optional behavior" line.

Academically Engaged



Disruptive Behavior



Optional Behavior



**Example:
Standard
Form for
Single-item
DBR scales**

Download:

www.directbehaviorratings.com

Which behaviors do I rate?

Academic Engagement:

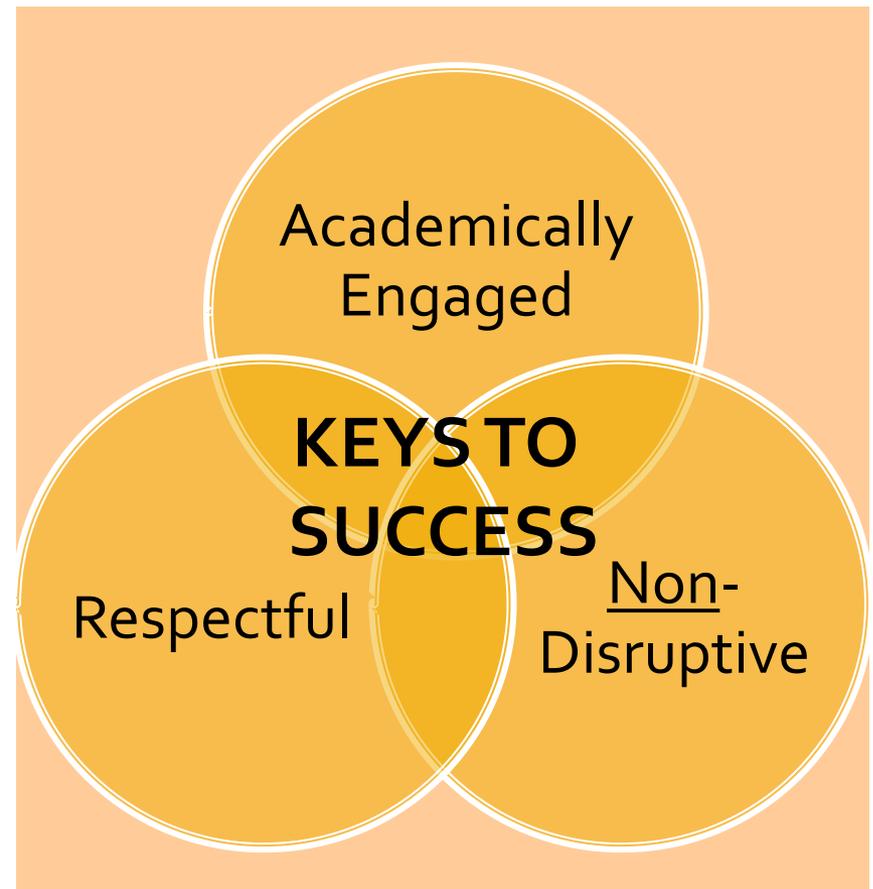
Actively or passively participating in the classroom activity.

Respectful:

Compliant and polite behavior in response to adult direction and/or interactions with peers and adults.

Disruptive Behavior:

A student action that interrupts regular school or classroom activity.



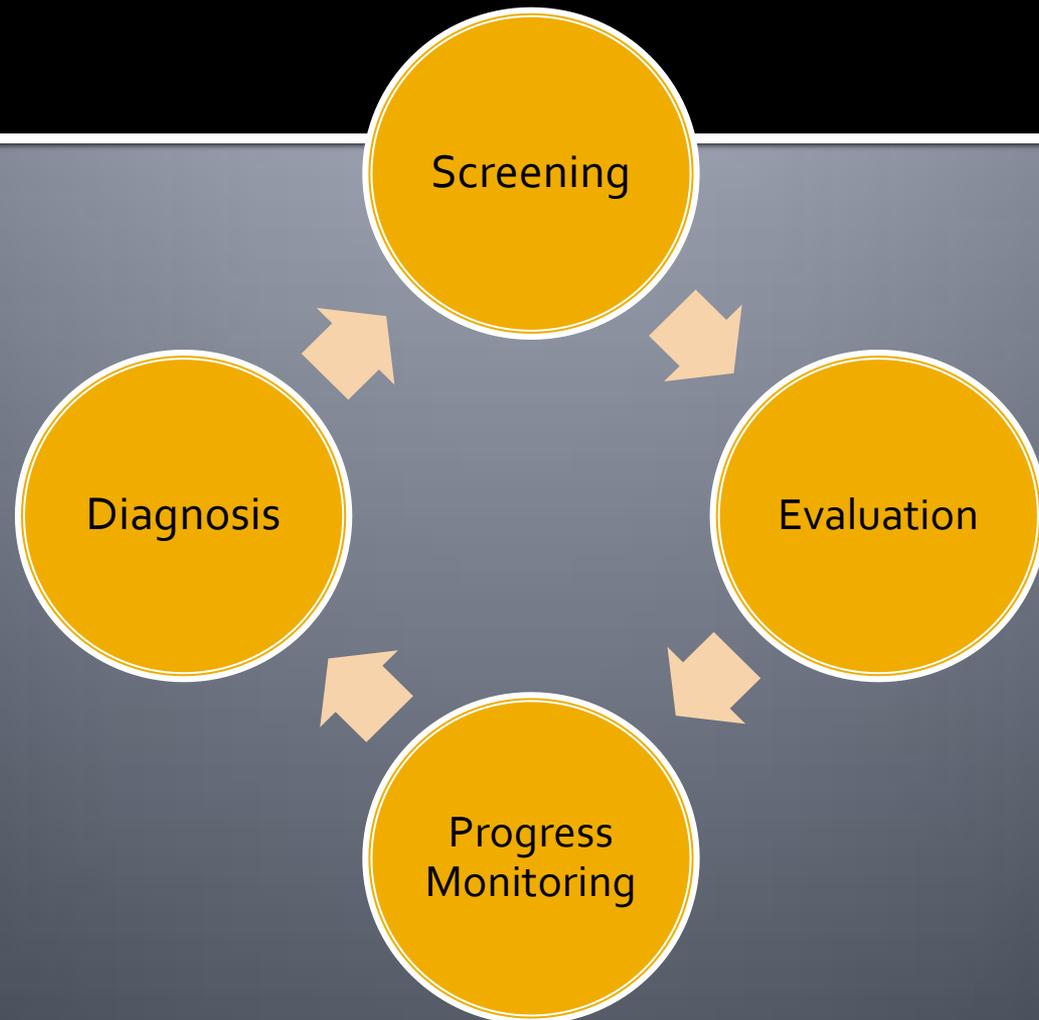
How do I use the DBR form?

- 1) Complete top portion of the form
 - ✓ Student's name, Date, Rating period(s)
 - ✓ Review behavior definitions and rating directions
- 2) Have the form ready for completion following each pre-identified activity period
 - ✓ e.g., Reading block, independent seat work
- 3) Immediately following the activity period, complete the ratings
 - ✓ Do not complete the rating if you aren't confident you directly observed the student for a sufficient amount of time

When rating, remember...

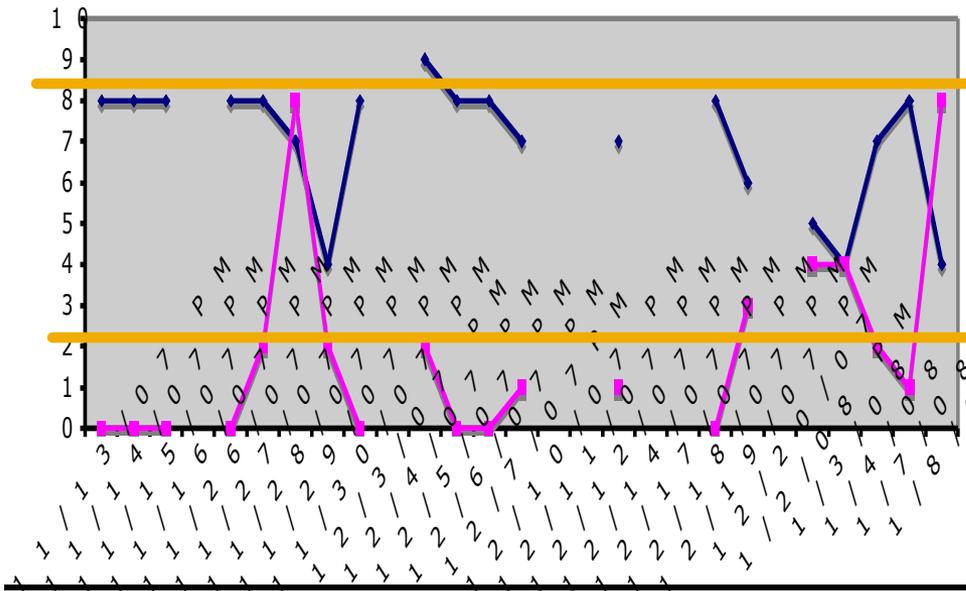
- Ratings should correspond to the proportion of time that you actually observed the student display the target behavior.
 - Complete immediately following the activity period.
 - Do not complete if you did not observe for a sufficient amount of time.
- When rating, each behavior should be considered independently of the other targets. **That is, total ratings across behaviors do not have to equal 100%.**
 - For example, a student may be engaged 50% of the time, and disruptive 20%. A student may also be engaged for 100% of the time, and disruptive for 10%.

How might DBR data be used?

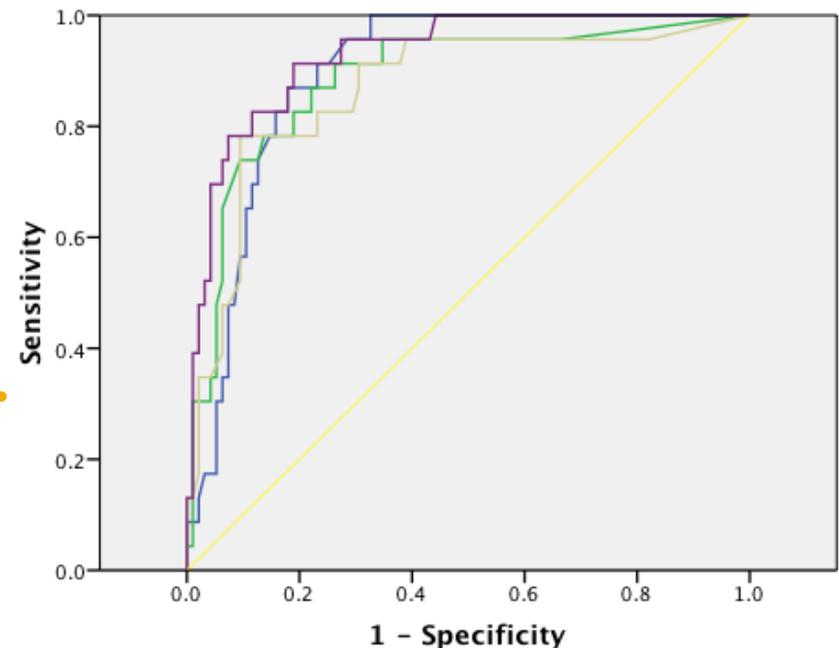


Example: DBR in Screening

“Local” Cut-Points



Normative Cut-Points...



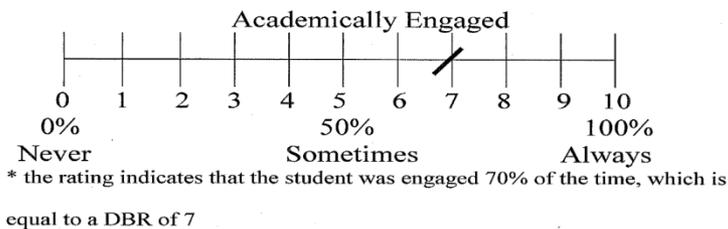
Source of the Curve

- Average DBR-AE
- Average DBR-CO
- AveDB_rev
- AVEDBR_COMBINED
- Reference Line

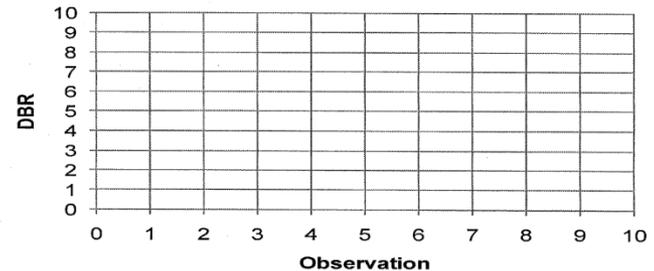
DBR Progress Monitoring

Directions for Direct Behavior Rating (DBR)

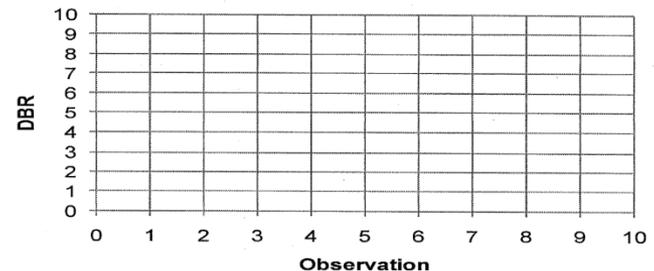
1. Determine the behaviors of interest, either by selecting from among the possible pre-defined target behaviors or identify your own target behavior.
2. Decide who, where, and how often to collect behavior ratings with DBR (e.g., daily, AM, PM). Ratings can be completed in a matter of seconds.
3. Observe and estimate the amount of time that the behavior occurs during an observation period (e.g., full day, half day, class period).
4. Collect multiple ratings across multiple occasions (see below).
5. Plot data graphically, and evaluate child behavior.



Behavior: _____



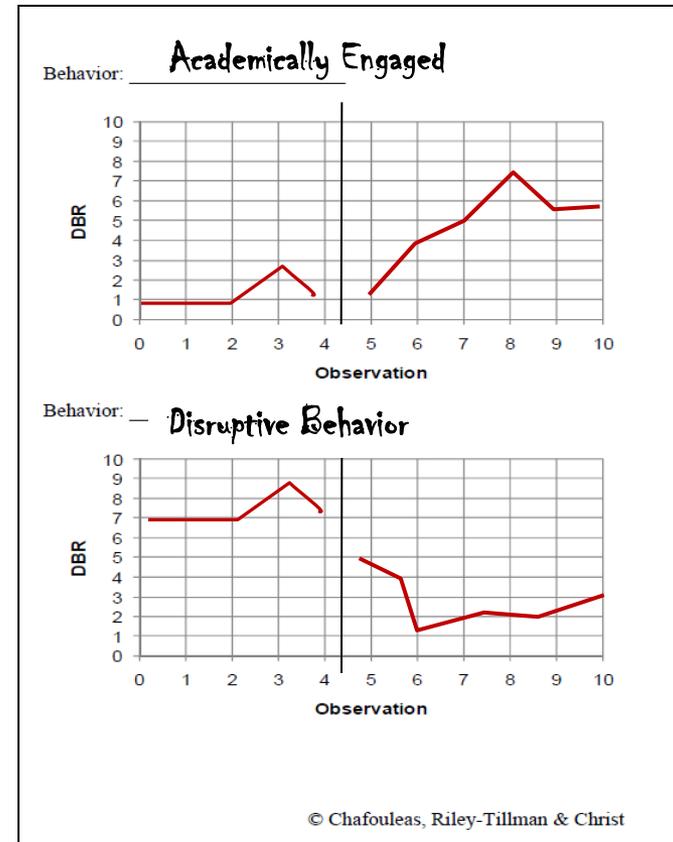
Behavior: _____



DBR Progress Monitoring

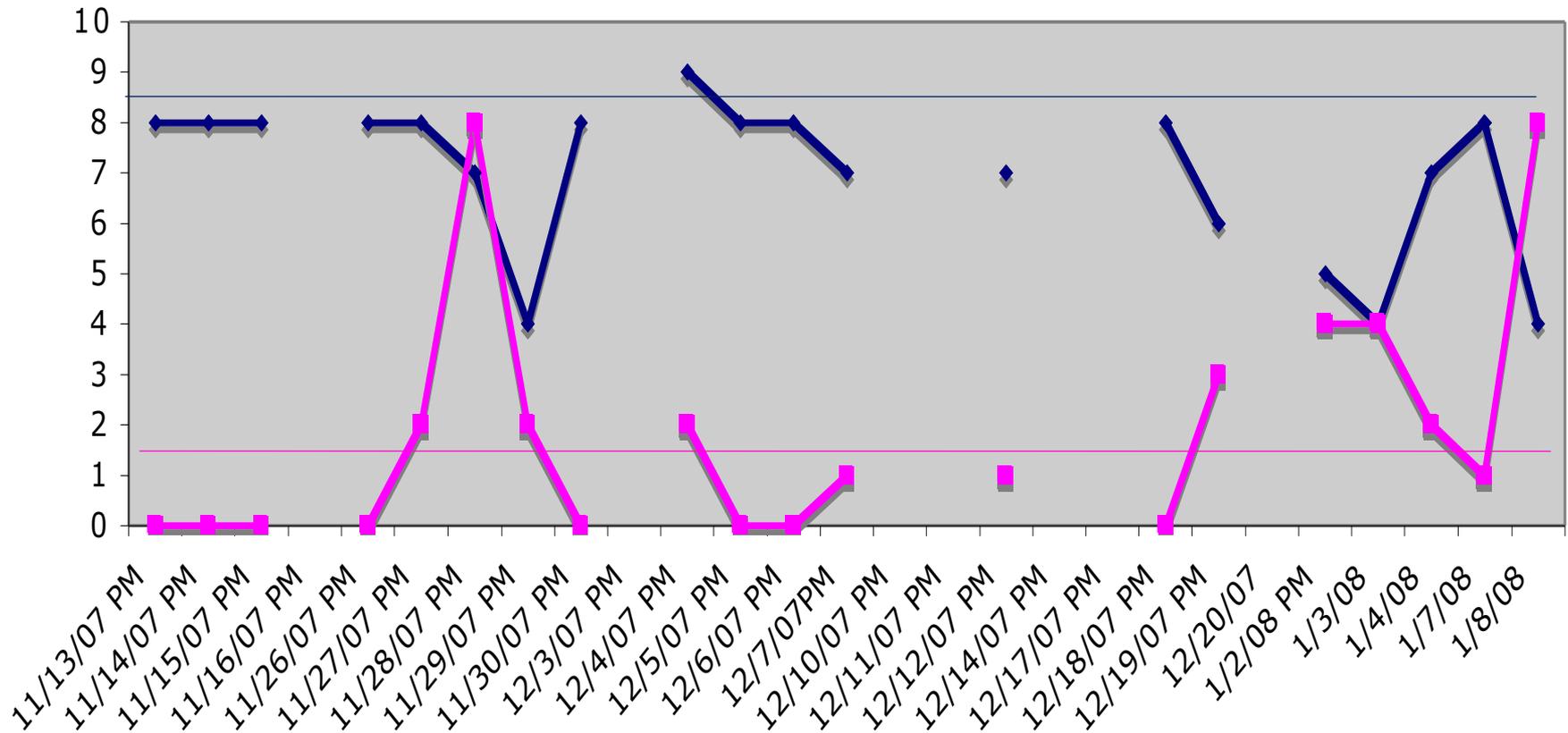
How Often?

We recommend (5 to) **10 datapoints** per phase, but the emphasis is on ideographic analysis *and* high/low stakes decisions



Example DBR Data Profile

DBR Afternoon (11/13 to 1/8)





Direct Behavior Ratings

Assessment • Communication • Intervention

www.directbehaviorratings.com/index.html

Direct Behavior Ratings
Assessment • Communication • Intervention

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News

Upcoming Special Issue of the Journal Assessment for Effective Interventions:

- Direct Behavior Rating (DBR): An Emerging Method for Assessing Social Behavior within a Focused Intervention System

Upcoming DBR Presentations:

Current/Recent Research Studies:

- Preschool intervention study that use Direct Behavior Ratings as a communication tool
- Direct Behavior Ratings direct training study looking at the effects of direct training with corrective feedback on ratings

[click for more](#)

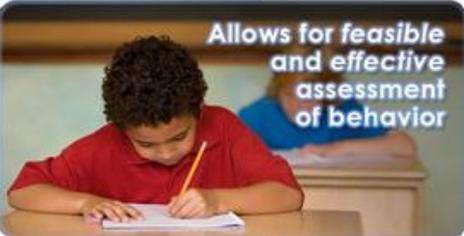
About Us

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[click for more](#)



Allows for feasible and effective assessment of behavior

"I was surprised at how easy it was to complete the Direct Behavior Rating forms. This information is really valuable in helping me understand what's happening in my classroom." Sue, Kindergarten teacher

What is Direct Behavior Rating (DBR)?

DBR involves rating of behavior following a specified observation period, and then sharing of that information to inform decisions. As an example, a teacher might use DBR to rate how well Johnny paid attention in math class. Then, that teacher might share that rating with Johnny and, as part of an intervention, link a consequence (e.g. sticker) to that rating. DBR tools have a long history of use as a component of a behavior support plan (e.g. self-management, behavior contract), as well as the method for collecting information about behavior change over time (e.g., monitoring effects of medication for ADHD). Other common terms for DBR tools have included home-school note, good behavior note, behavior report card, etc...

Why use Direct Behavior Rating?

DBR can facilitate communication among students, parents, and teachers because ratings can provide a simple, inexpensive, and flexible way to provide frequent feedback about behavior. DBR is also appealing given a connection between data collection and intervention – DBR may serve both purposes! For example, DBR can be used to monitor behavior in response to an intervention while at the same time serving as an intervention tool to teach and reinforce expectations regarding behavior.

Direct Behavior Ratings
Assessment • Communication • Intervention

Assessment | Communication | Intervention | People | **DBR News** | Projects | Library | DBR-BA 818 Login

DBR for Assessment

DBR use in assessment provides information to evaluate child behavior and guide decisions related to behavior supports. For instance, a DBR may be used to answer the question, "What percentage of time is Sarah disruptive during math class?" or "What percentage of the time is Immanuel compliant with adult instructions?"

How can I use a DBR in assessment?
It's simple and quick! Print out a DBR form and complete the top section.

1. Determine the behaviors of interest, either by selecting from among the possible pre-defined target behaviors or identify your own target behavior.
2. Decide who, where, and how often to collect behavior ratings with DBR (e.g., daily, weekly). Ratings can be completed in a matter of seconds.
3. Collect multiple ratings across different occasions (e.g. periods, days) (see [DBR Standard Instructions](#)).
4. Plot data graphically, and evaluate child behavior (see [DBR Graphing and Interpretation](#)).

Who can use a DBR for assessment?
DBR can be used by parents, teachers, students, administrators, and intervention teams to collect information and make decisions regarding a child's behavior. It's a great tool for everyone because it is quick, flexible, and [evidence-based](#).



Additional Resources

- PowerPoint: DBR for Assessment
- DBR Standard Form
- DBR Standard Form Instructions
- DBR Graphing and Interpretation
- Other Resources

DBR Training Site



Direct Behavior Ratings

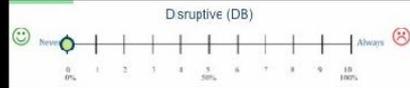
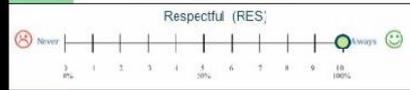
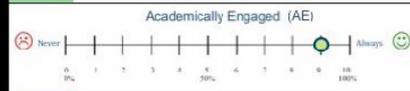
Assessment • Communication • Intervention

TRAINING
SITE

Hover for Definitions: Academically Engaged | Respectful | Disruptive

Your Rating: **AE** **RES** **DB**
 8 **10** **0**

Correct Score: **AE** **RES** **DB**
 9 **10** **0**



00:13/00:40

Click to continue

NEXT >>

Benefits & Limitations of DBR

- Highly flexible
- Useful in progress monitoring
- Directness
- Potential for standardized procedures
- Minimal cost for materials

- Generalizability
- Rater bias is likely present
- Training requirements unknown
- Limited psychometric knowledge beyond DBR-SIS

Direct Behavior Rating – summary:

- *Screening* - maybe
- *Progress monitoring* - yes
- *Diagnosis* – maybe, particularly if within FBA
- *Evaluation* – not likely

REVIEW: Methods of Social Behavior Assessment

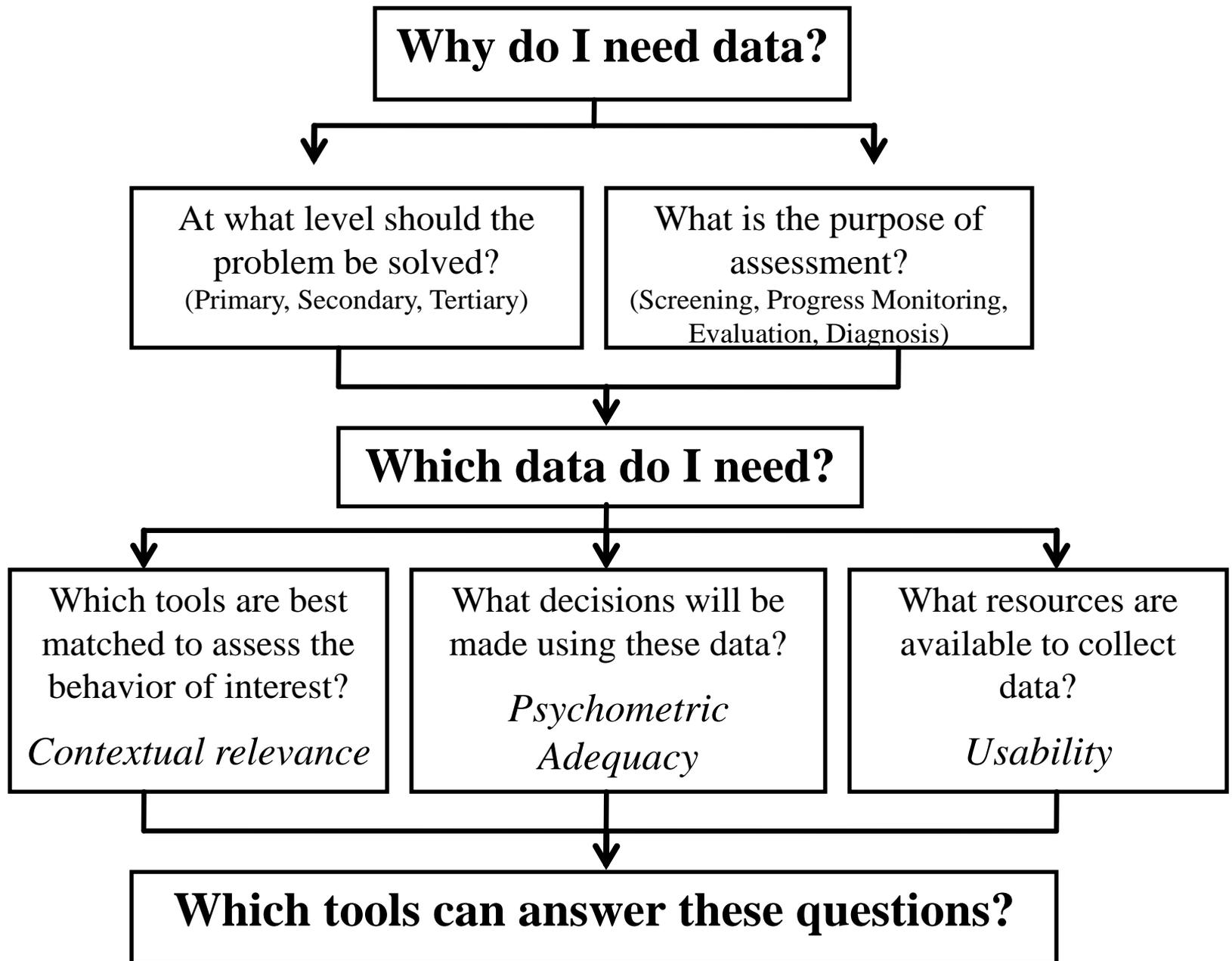
- Extant data
- Standardized behavior rating scales
- Systematic direct observation
- Direct Behavior Rating

WHICH TO USE? Consider...

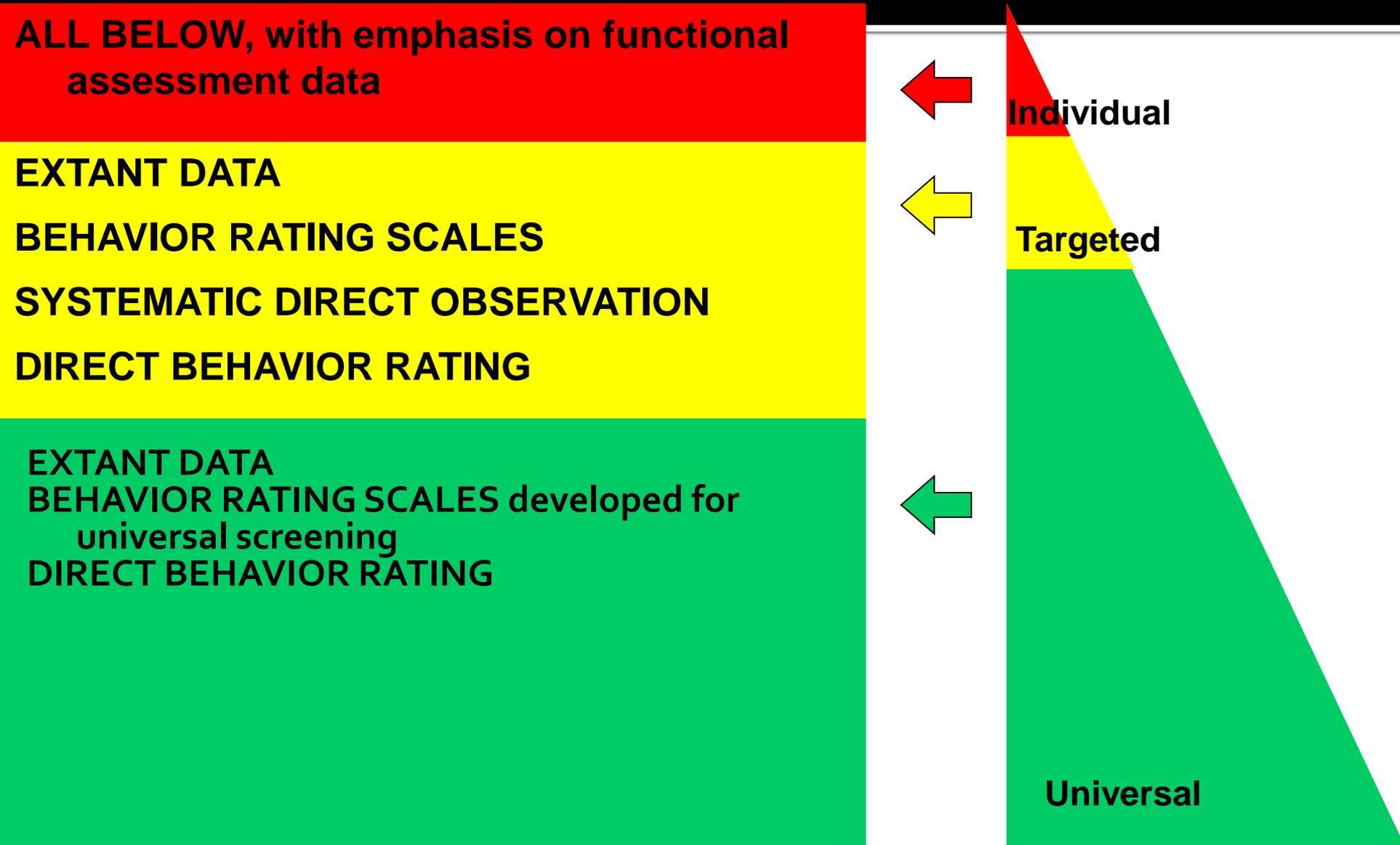
Psychometric adequacy

Usability

Contextual relevance



SUMMARY: Behavior Assessment Methods within RTI



Conclusion: Assessment Challenges in Domains of Social Behavior

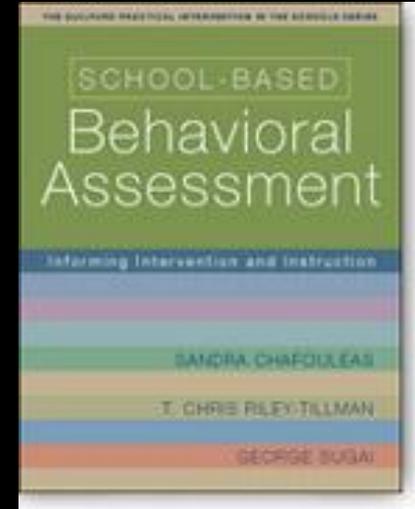
- How do we develop school “buy-in” and capacity regarding roles in prevention related to social behavior and mental health?
 - How do we facilitate capacity for schools to include universal screening?
- How can schools integrate a common logic and language within the domains of social behavior?
- How do we forge new directions in the development and evaluate of assessments that are *technically adequate, contextually relevant, and usable* in schools?

Contact Information

Further information:

Chafouleas, S.M., Riley-Tillman, T.C., & Sugai, G. (2007). *School-Based Behavioral Assessment: Informing Instruction and Intervention*. New York: Guilford.

Note. This presentation can be downloaded from www.directbehaviorratings.com



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