



Direct Behavior Rating: Use in Assessing Student Behavior within RTI Frameworks



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Purpose:

- » To review critical features of Direct Behavior Rating (DBR) as a flexible, defensible, repeatable and efficient approach to behavior assessment
- » To understand how DBR might be applied within multi-tiered models of service delivery (RTI) – assessment for screening and progress monitoring purposes.
- » To build skill in using DBR within decision making about student behavior supports.



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
within a Multi-
Tiered Service
Delivery
Framework
(RTI)



Behavior assessment within RTI frameworks

» Current methods of behavior assessment were not built for multi-tiered assessment

» New options must possess four desirable characteristics...





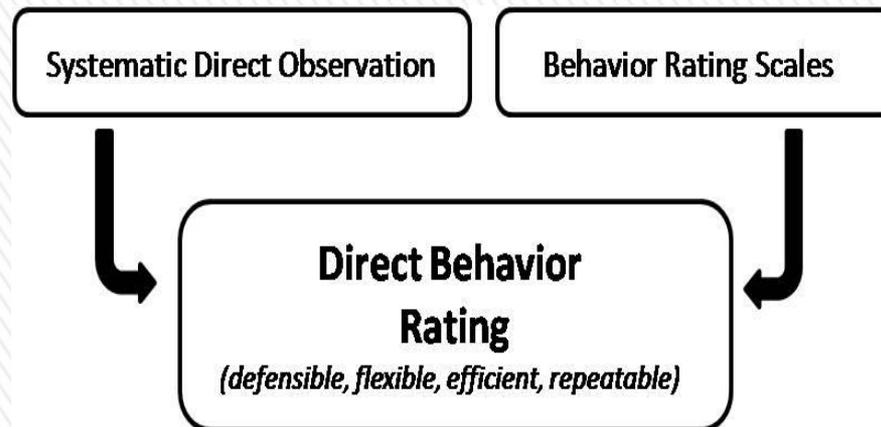
Direct
Behavior
Rating as an
option...



DIRECT BEHAVIOR RATING :

What is DBR?

An emerging alternative to systematic direct observation and behavior rating scales which involves *brief rating* of target behavior following a specified observation period



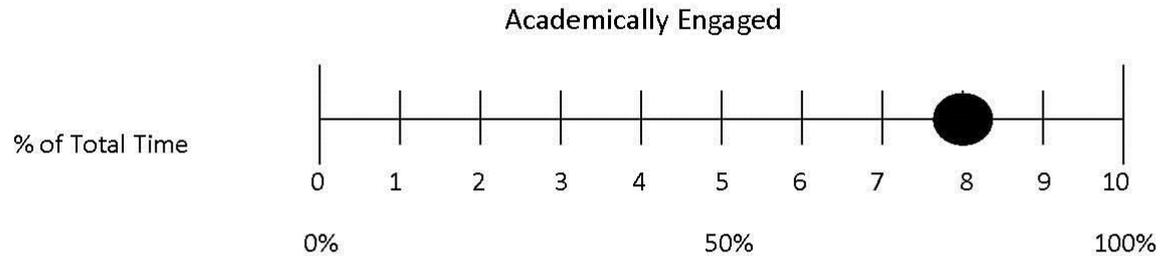
Chafouleas, Riley-Tillman, & Christ (2009); Chafouleas, Riley-Tillman, & Sugai (2007); Chafouleas, Riley-Tillman, & McDougal (2002); Christ, Riley-Tillman, & Chafouleas (2009)



Example Scale Formats for DBR

Source: Chafouleas,
Riley-Tillman, & Christ
(2009)

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: | _____ 5 _____ | | |

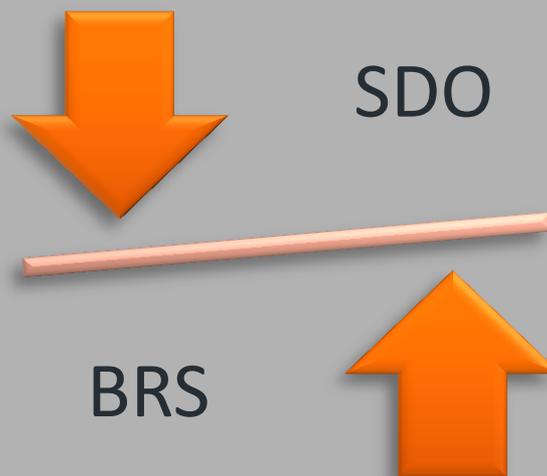
Interpretation: The student earned 84% (5/6) of possible points during the observation period.

A little background...

Other Names for DBR-like Tools:

- » Home-School Note
- » Behavior Report Card
- » Daily Progress Report
- » Good Behavior Note
- » Check-In Check-Out Card
- » Performance-based behavioral recording

Contemporary Defining Features:

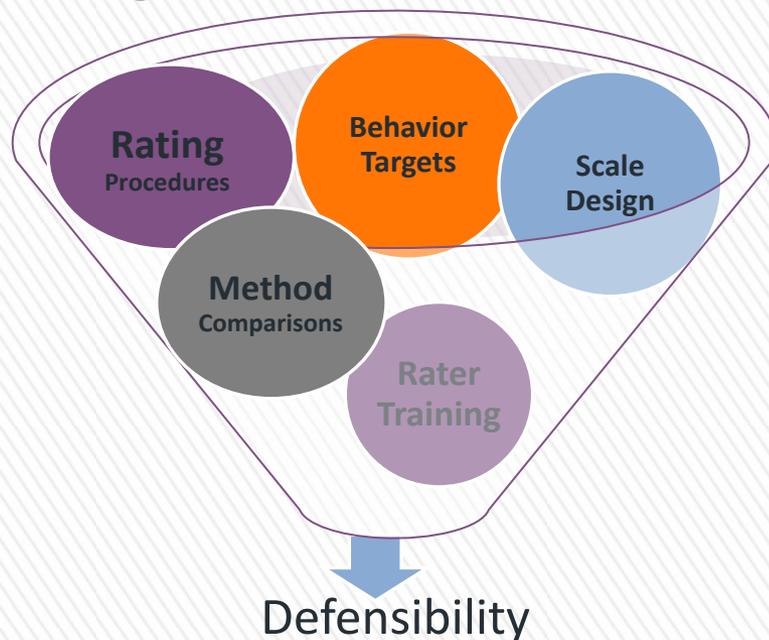


Used repeatedly to represent behavior that occurs over a specified period of time (e.g., 4 weeks) and under specific and similar conditions (e.g., 45 min. morning seat work)

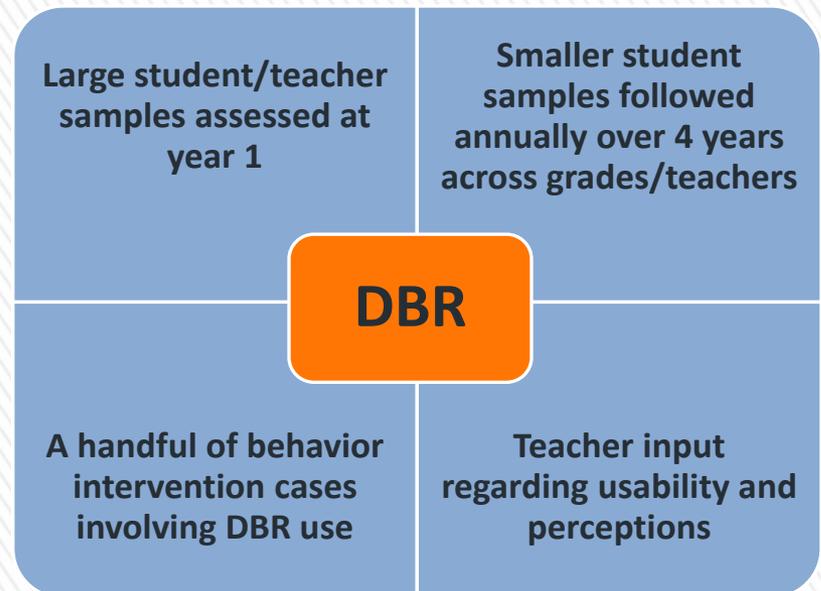


RESEARCH: Project VIABLE (2006-2011) and Project VIABLE II (2009-current)

Develop instrumentation and procedures, then evaluate defensibility of DBR in decision-making



Evaluate defensibility and usability of DBR in decision-making at larger scale



Funding provided by the **Institute for Education Sciences**, U.S. Department of Education



How does
DBR work?

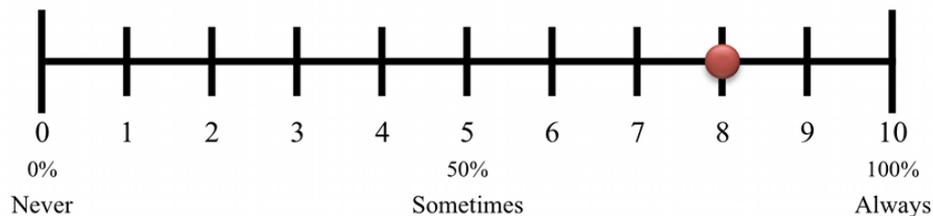


DBR Structure: Example scales

Academically Engaged

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

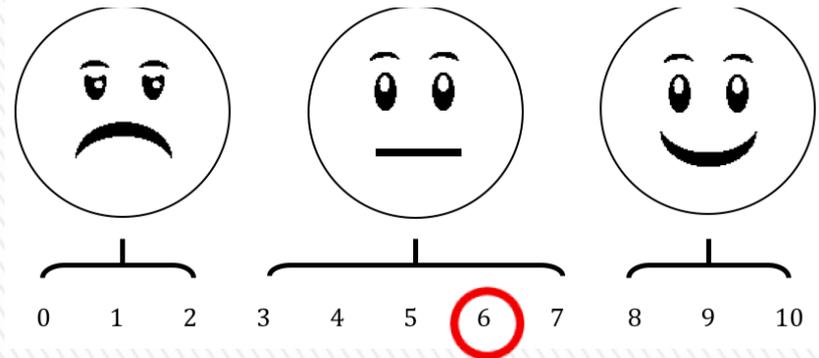
Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.



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.



DBR Targets: “The Big 3” General Outcomes

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:

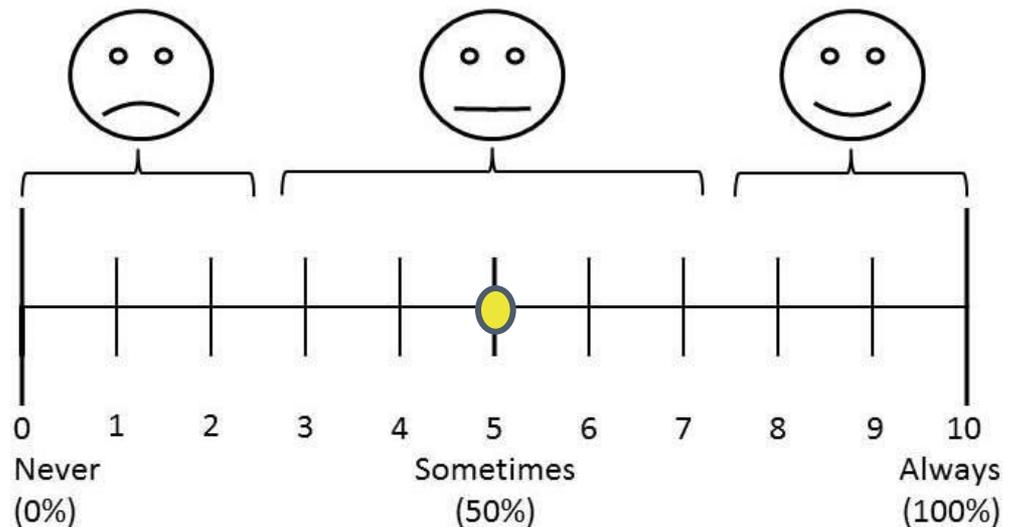
A student action that interrupts regular school or classroom activity.



How do I use the DBR scale?

- » Ratings should indicate how much you did the behavior.
- » *For example:* During Independent Reading, if you paid attention about half of the time, that would be like a so-so face – and you could give a rating of 5.

Academically Engaged



How do I use the DBR scale?

- ▶ Ratings should indicate how much you did the behavior.
- ▶ Another way to anchor your rating is to think in terms of Low, Medium, and High.

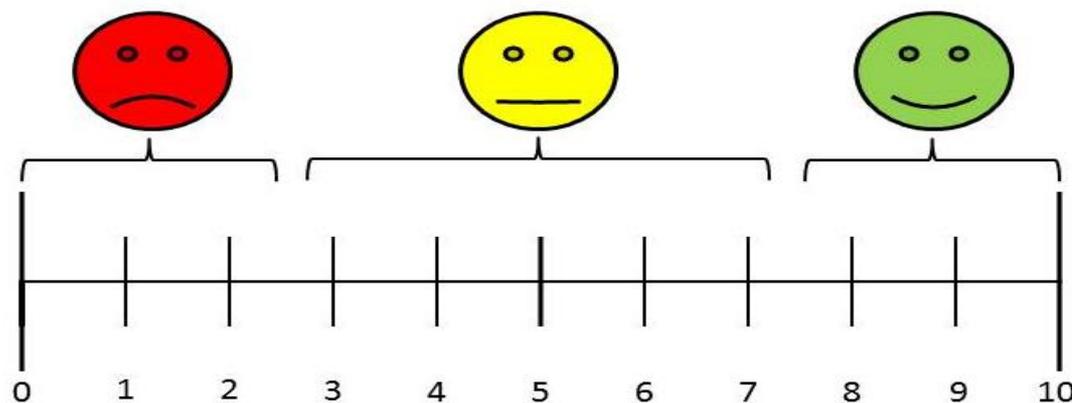
| Low | | | Medium | | | | High | | | |
|-------|---|---|--------|---|-----------|---|------|---|---|--------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Never | | | | | Sometimes | | | | | Always |

How do I use the DBR scale?

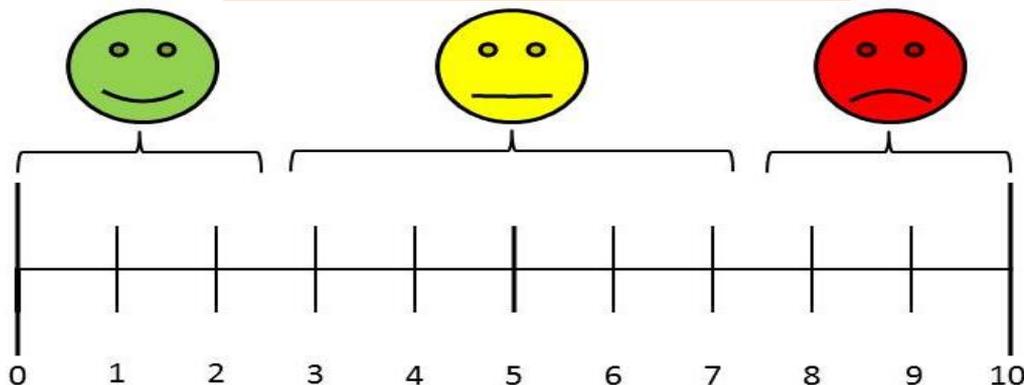
- ▶ BEFORE rating, pay attention to the **behavior** and the **scale**.

For example, **lower** score for 'Disruptive' shows better behavior, whereas a **higher** score on the other items indicates better behavior.

Academically Engaged



Disruptive



Other Helpful Hints...



- 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 | Behavior Descriptions: Academically engaged 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. Respectful 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. Disruptive 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. | |



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 | | |

Observation Time: _____

Behavior Descriptions:

Start: _____

End: _____

Check if no observations today

Academically Engaged
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
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 *
Disruptive is student actions that interrupt or impede 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 DO NOT need to 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% 50% 100%
Never Sometimes Always

Respectful

% of Total Time

0 1 2 3 4 5 6 7 8 9 10
0% 50% 100%
Never Sometimes Always

Disruptive *

% of Total Time

0 1 2 3 4 5 6 7 8 9 10
0% 50% 100%
Never Sometimes Always

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

Y12 © Chatham, Rice-Tillman, Oeri, & Saxe
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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: Academically engaged 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. Respectful 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. Disruptive 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. | |



4) 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: _____ | Behavior Descriptions: <p>Academically engaged 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>Respectful 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>Disruptive 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 | | |



Let's Practice...



» Academically Engaged:

Participating in the classroom activity.

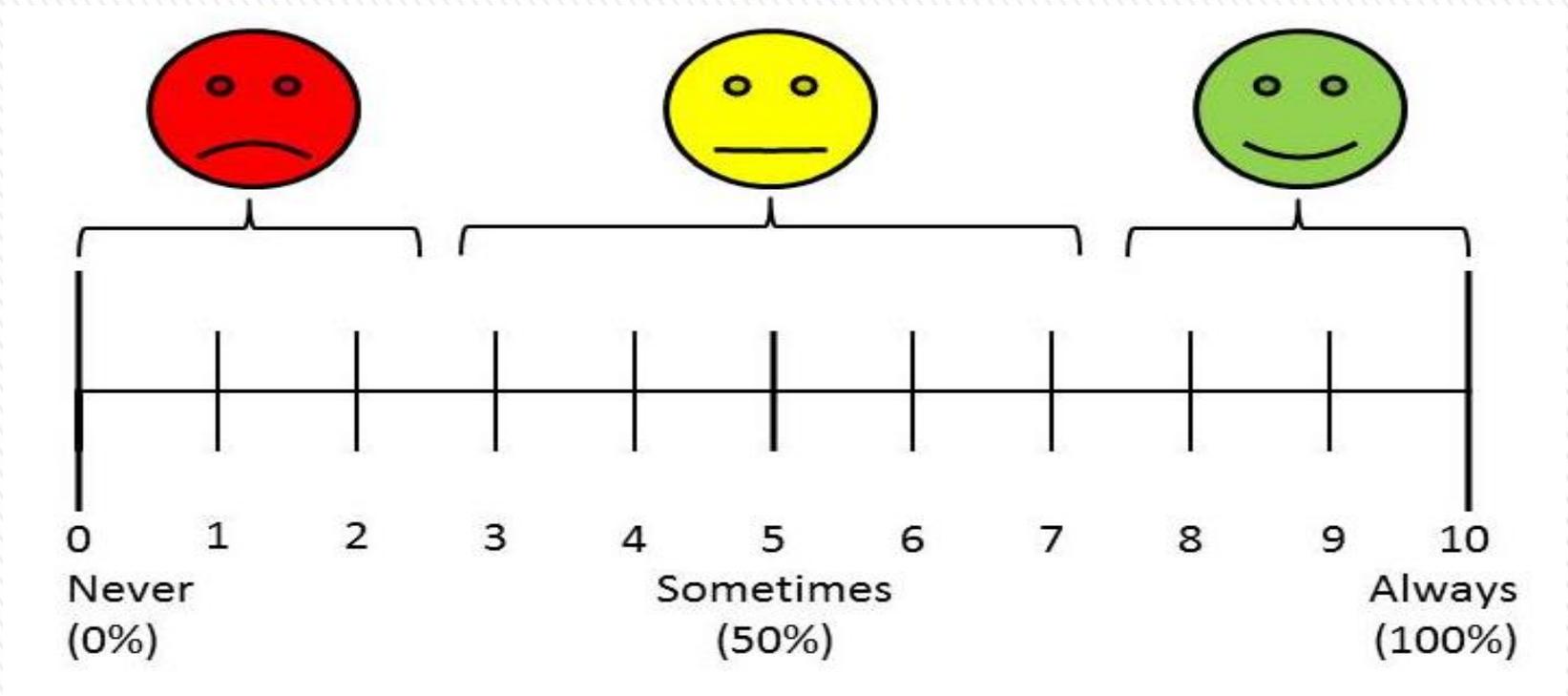
- ▶ *Examples:* writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.



Following the video, we will rate Jessie's Academically Engaged behavior



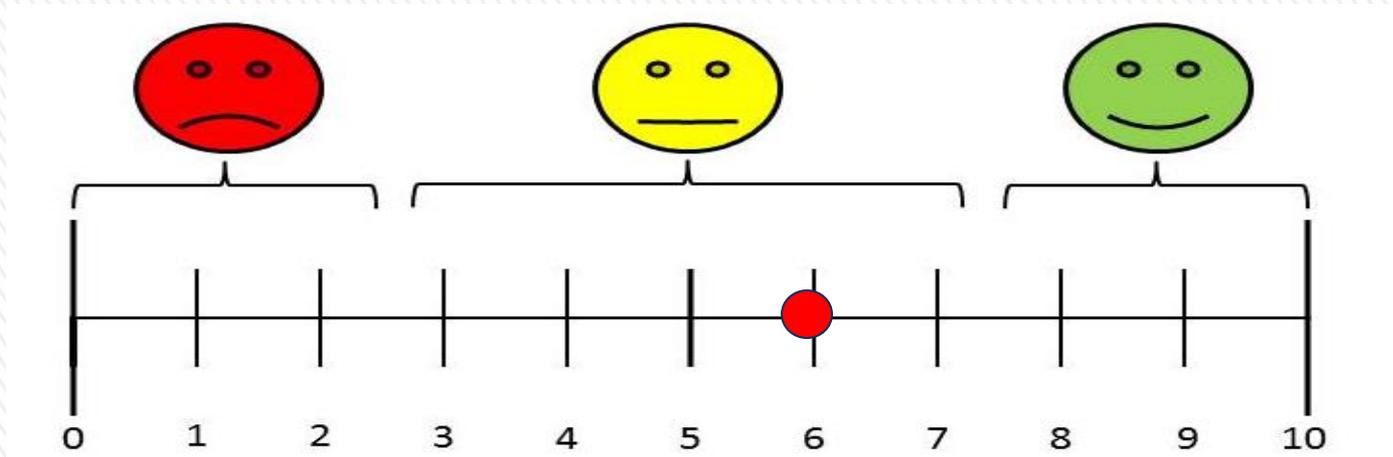
How would you rate Jessie's Academically Engaged behavior?



Academically Engaged

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.



| 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 | |

More Practice...

Visit the On-Line Training Module



Direct Behavior Ratings

Assessment • Communication • Intervention

TRAINING SITE

Direct Behavior Rating: Use in Assessment of Student Behavior



Project Directors:
Sandra M. Chafouleas, T. Chris Riley-Tillman, Theodore J. Christ, & George Sugai

Design & Development:
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August 2009

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Direct Behavior Ratings

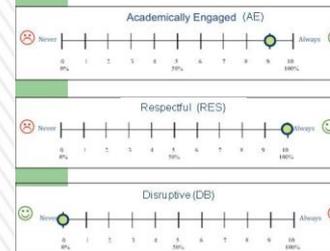
Assessment • Communication • Intervention

TRAINING SITE

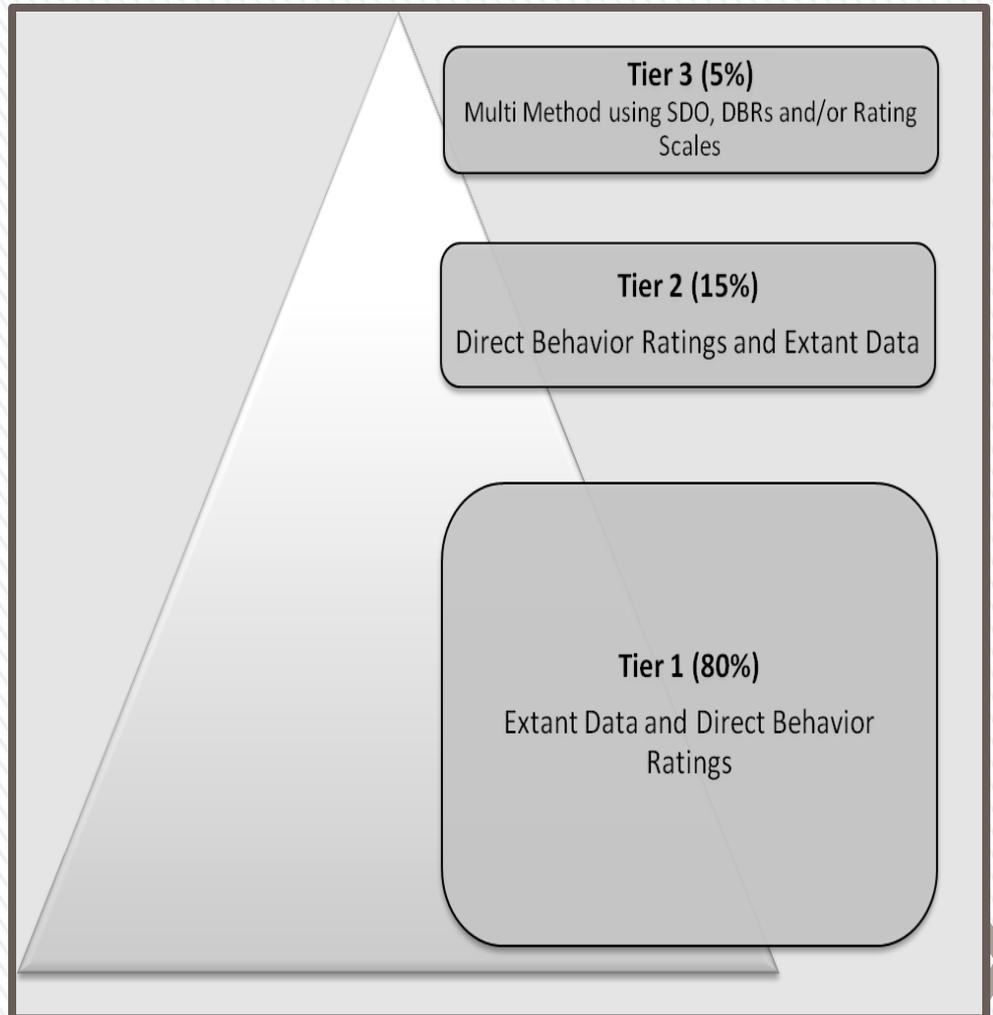
Following the video, we will rate Tyler's Disruptive Behavior



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



Applications for DBR-SIS across Tiers for Screening and Progress Monitoring



Progress Monitoring... >

INDIVIDUAL STUDENT MONITORING OF RESPONSE: DBR-SIS in Behavior Consultation Cases

Chafouleas, Sanetti, Kilgus, & Maggin
(2012 – *Exceptional Children*)

Sample: 20 teacher-student dyads in elementary grades

Design and Intervention: A-B intervention involving behavioral consultation and DRC-based intervention. Five options for “change metrics” were calculated.

Measures: researcher-completed SDO, teacher-completed DBR-SIS

Conclusion: Change (in expected directions) in student behavior across phases and sources. High correspondence between DBR-SIS and BOSS absolute change metrics suggests that students were ranked similarly across the two measures with regard to intervention responsiveness. Provides preliminary support for the use of DBR-SIS to differentiate between those who have or have not responded to intervention.

Descriptive statistics across scales and phases

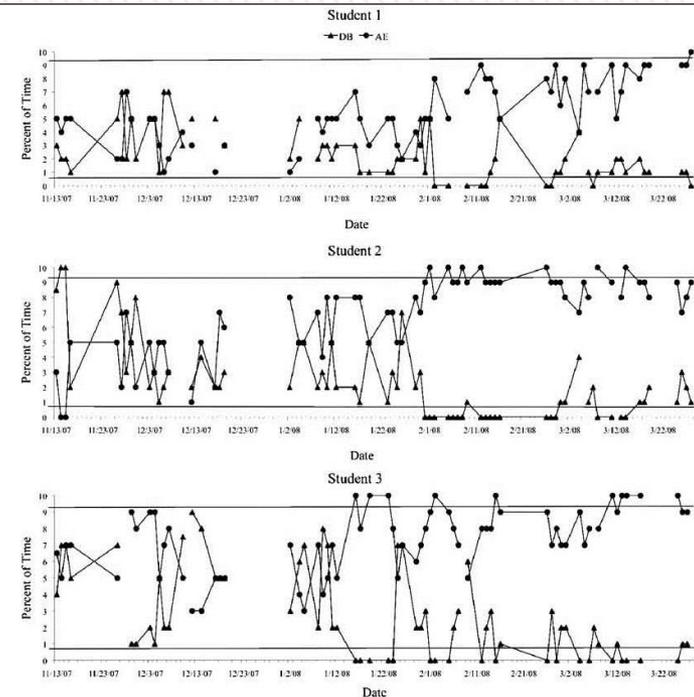
| | | | Mean | SD |
|---------|---------------------|--------------|-------|-------|
| DBR-SIS | Disruptive Behavior | Baseline | 4.26 | 1.97 |
| | | Intervention | 2.58 | 1.41 |
| | Academic Engagement | Baseline | 4.97 | 2.28 |
| | | Intervention | 6.82 | 1.50 |
| | Compliance | Baseline | 5.74 | 1.93 |
| | | Intervention | 7.34 | 1.31 |
| BOSS | On-task | Baseline | 69.98 | 19.76 |
| | | Intervention | 81.94 | 14.22 |
| | Off-task | Baseline | 44.82 | 21.01 |
| | | Intervention | 28.69 | 18.54 |

INDIVIDUAL INTENSIVE STUDENT MONITORING: Kindergarten Example

Chafouleas, Kilgus, & Hernandez (2009 – *Assessment for Effective Intervention*)

- » Sample: full day K inclusive classroom, 2 teachers and 22 students
- » Measures: teacher-completed DBR-SIS following am and pm over Nov-March for ALL students
- » Conclusion: “Local” cut-score comparisons can be useful in examining individual student performance. Periodic re-assessment of all may be needed to re-confirm appropriate comparison

| Target Behavior | Rating Time | FALL M (SD) | SPRING M (SD) |
|---------------------|-------------|-------------|---------------|
| Academic | AM | 8.72 (1.31) | 9.40 (0.63) |
| Engagement | PM | 8.25 (2.03) | 9.37 (0.88) |
| Disruptive Behavior | AM | 1.30 (1.47) | 0.60 (0.62) |
| Behavior | PM | 1.61 (2.08) | 0.42 (0.52) |



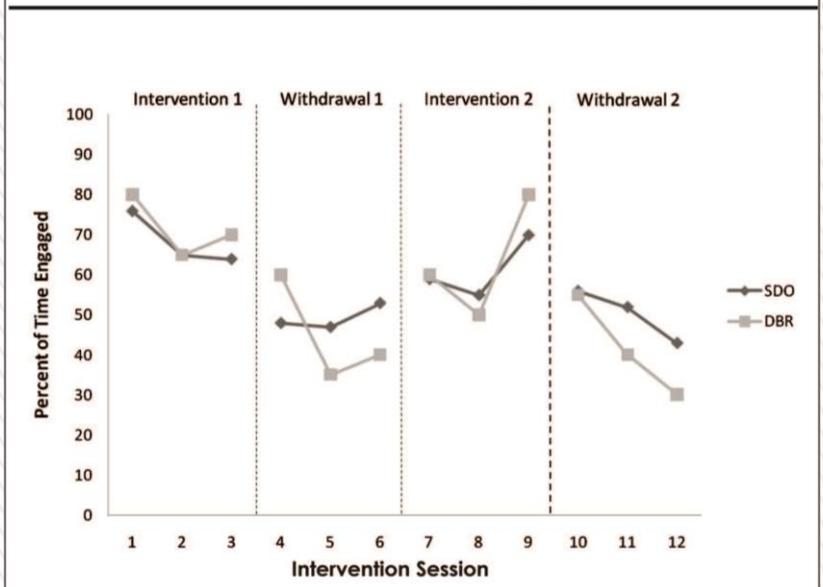
Note: Solid lines represent overall means for Academic Engagement ($M = 8.992$) and Disruptive Behavior ($M = 0.739$) across all student participants.

CLASSWIDE MONITORING/IDENTIFICATION OF SUPPORT: Case Study Comparing Observation and DBR Data

Riley-Tillman, Methe, & Weegar
(2009 – *Assessment for Effective Intervention*)

- » Sample: First grade classroom with 14 students
- » Design: B-A-B-A
- » Intervention: modeling and prompting of silent reading
- » Measures: researcher-completed SDO, teacher-completed DBR-SIS
- » Conclusion: DBR data can be sensitive to classroom-level intervention effects, maps closely to resource-intensive SDO

Systematic Direct Observation and Direct Behavior Rating Data of Engagement



| | Phase Mean | | | |
|-----|------------|----|----|----|
| | B1 | A1 | B2 | A2 |
| DBR | 72 | 45 | 63 | 42 |
| SDO | 68 | 49 | 61 | 50 |

External Review of PM Characteristics: National Center on Intensive Intervention

| Psychometric Standards | | | | | Progress Monitoring Standards | Data-Based Individualization Standards | Usability |
|--|----------------------|---------------|------------|---|-------------------------------|--|-----------|
| Tool | Scale | Reliability ⓘ | Validity ⓘ | Disaggregated Reliability and Validity Data ⓘ | | | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Academic Functioning | | | | | | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Cognitive/Attention | | | | | | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Conduct | | | | | | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Negative Affect | | | | | | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Social | | | | | | |
| Direct Behavior Rating Single Item Scales (DBR-SIS) | Academically Engaged | | | | | | |
| Direct Behavior Rating Single Item Scales (DBR-SIS) | Disruptive Behavior | | | | | | |

Legend: Convincing evidence Partially convincing evidence Unconvincing evidence Data unavailable



External Review of PM Characteristics: National Center on Intensive Intervention

| Psychometric Standards | | Progress Monitoring Standards | Data-Based Individualization Standards | Usability |
|--|----------------------|--|---|-----------|
| Tool | Scale | Sensitive to Student Change ⓘ | Levels of Performance Specified ⓘ | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Academic Functioning |  |  | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Cognitive/Attention |  |  | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Conduct |  |  | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Negative Affect |  |  | |
| Behavior Intervention Monitoring Assessment System (BIMAS) | Social |  |  | |
| Direct Behavior Rating Single Item Scales (DBR-SIS) | Academically Engaged |  |  | |
| Direct Behavior Rating Single Item Scales (DBR-SIS) | Disruptive Behavior |  |  | |

Legend:  Convincing evidence  Partially convincing evidence  Unconvincing evidence  Data unavailable



Screening...



Goal for Screening... Correct Identification of Students in Need

| | | Condition (as determined by "Gold standard") | |  |
|--------------|-----------------------|--|---|---|
| | | Condition Positive | Condition Negative | |
| Test Outcome | Test Outcome Positive |  True Positive |  False Positive (Type I error) | <u>Positive predictive value</u> = $\frac{\Sigma \text{ True Positive}}{\Sigma \text{ Test Outcome Positive}}$ |
| | Test Outcome Negative |  False Negative (Type II error) |  True Negative | <u>Negative predictive value</u> = $\frac{\Sigma \text{ True Negative}}{\Sigma \text{ Test Outcome Negative}}$ |
| | | Sensitivity = $\frac{\Sigma \text{ True Positive}}{\Sigma \text{ Condition Positive}}$ | Specificity = $\frac{\Sigma \text{ True Negative}}{\Sigma \text{ Condition Negative}}$ |  |

Figure Source:
http://en.wikipedia.org/wiki/Sensitivity_and_specificity



Correct Identification of Students in Need... Not So Simple

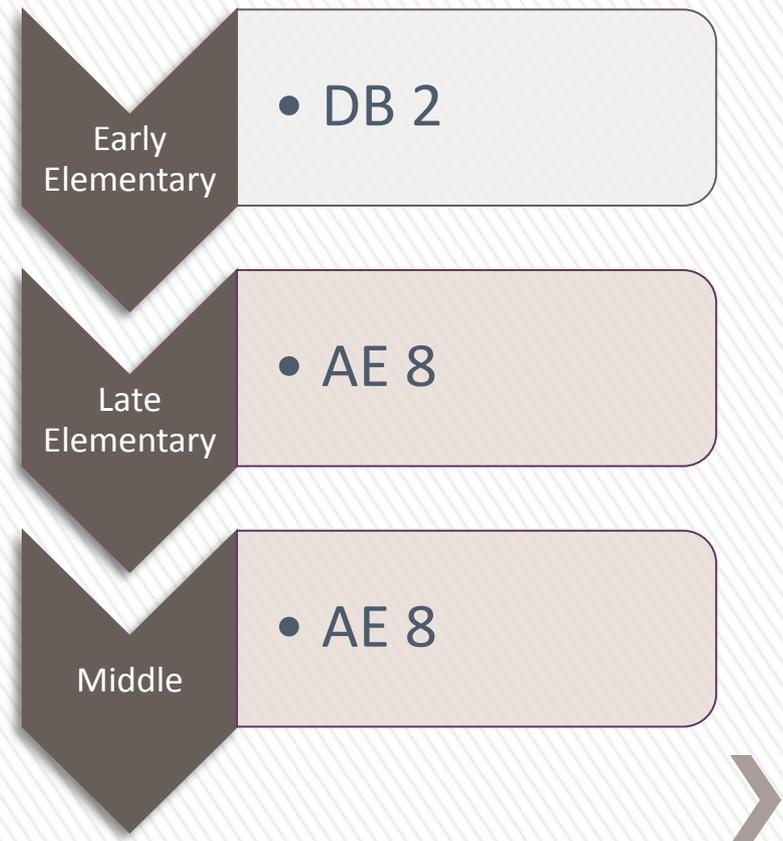
Rules utilized for determining optimal threshold for each grade level and time point

| | Sensitivity | Specificity |
|--|----------------------------|-------------|
| Best | 0.9 | 0.9 |
|  | 0.8 | .08 |
| | 0.9 | 0.7 |
| | 0.8 | 0.8 |
| | 0.8 | 0.7 |
| | 0.7 | 0.7 |
| Worst | | |
| | Smallest SN/SP discrepancy | |



Preliminary Research to Identify Individual Student Risk

- » Promising results for use of DBR-SIS data to inform screening decisions.
- » Focus was on each individual DBR-SIS target, or within a gated approach.
- » Overall DBR-SIS diagnostic accuracy was consistently in the moderate range.
 - > AE performed consistently well, particularly in higher grade levels.
 - > DB performed well in lower grades. Performance in advanced grades varied.



Moving from the pilot...

Current Directions

» Replication of findings –

- > Do we see the same patterns in larger, more diverse samples?
- > Same for range of grade levels?

» “Best” choice of targets –

- > Individual or combined DBR-SIS targets?

» Time-specific cut scores –

- > Do risk scores vary across the school year and by grade?



VIABLE-II – Year 1 Data

Johnson, Miller, Chafouleas, Welsh, Riley-Tillman, & Fabiano (under review)

- » Sample: Approximately 1800 public-school students enrolled in 192 classrooms in CT, MO, NY
 - > lower elementary (1st and 2nd),
 - > upper elementary (4th and 5th)
 - > middle school (7th and 8th)
- » Procedures: Teacher rated 3x points over school year
- » Conclusion: Time point and grade can vary findings.
- » Implication: What happens when you combine scores?

Lower Elementary Example

Question:

Individual Targets or Combined Score?

Answer:

Combined meets “best” decision rule

| | Lower Elementary | | | |
|-----------|------------------|-----------|-----------------------|-----------------------|
| | AUC [95% CI] | Cut score | SN [95% CI] | SP [95% CI] |
| | Fall | | | |
| AE | .83 [.80, .87] | 8.2 | .79 [.71, .87] | .72 [.68, .75] |
| DB | .84 [.80, .88] | 1.2 | .85 [.78, .91] | .71 [.68, .75] |
| RS | .78 [.73, .82] | 9.1 | .71 [.62, .79] | .70 [.66, .74] |
| C | .85 [.81, .89] | 26.2 | .86 [.79, .92] | .72 [.68, .76] |



VIABLE-II – Year 1 Data

Question:

Time-specific cut scores

- » Do cut scores vary across the school year?

Answer:

- » Yes, we do see changes over the course of the school year – changes vary by grade level group

Example

| Lower Elementary | | | |
|------------------|----------------------|----------------|----------------|
| | Cut score (Combined) | SN [95% CI] | SP [95% CI] |
| FALL | 26.2 | .86 [.79, .92] | .72 [.68, .76] |
| WINTER | 26.4 | .81 [.74, .88] | .71 [.67, .74] |
| SPRING | 26.5 | .82 [.74, .89] | .75 [.71, .78] |



VIABLE-II – Year 1 Data

Question:

Replication of findings

- » Do we see the same patterns in larger, more diverse samples?
- » Same for range of grade levels?

Answer:

- » Yes, similar patterns to prior work
- » Some variation in “best” cuts across grade level groups

| Lower Elementary | | | |
|------------------|------------------------|----------------|----------------|
| | Cut sore (Combined) | SN [95% CI] | SP [95% CI] |
| FALL | 26.2 | .86 [.79, .92] | .72 [.68, .76] |
| WINTER | 26.4 | .81 [.74, .88] | .71 [.67, .74] |
| SPRING | 26.5 | .82 [.74, .89] | .75 [.71, .78] |

| Middle School | | | |
|---------------|------------------------|----------------|----------------|
| | Cut sore (Combined) | SN [95% CI] | SP [95% CI] |
| FALL | 27.5 | .83 [.76, .90] | .71 [.66, .75] |
| WINTER | 28.2 | .90 [.83, .95] | .72 [.68, .77] |
| SPRING | 28.1 | .83 [.75, .90] | .71 [.66, .75] |

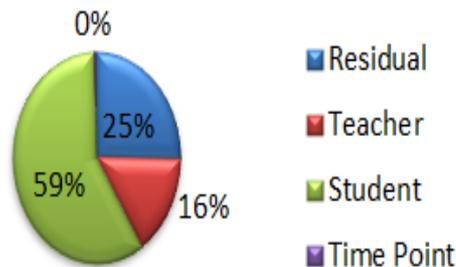


Coming Soon...

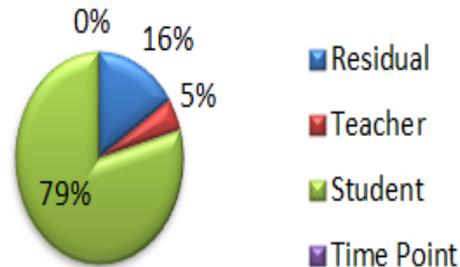


Screening – How Often?

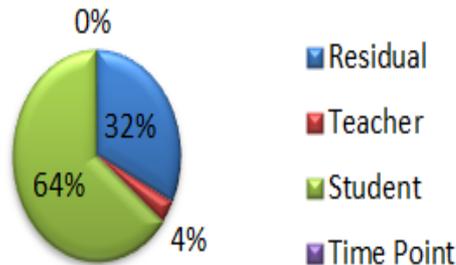
DBR Composite



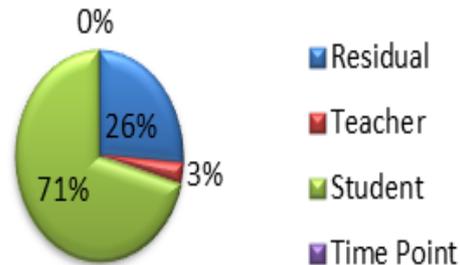
BESS



SSIS PROSOCIAL



SSIS MOTIVATION



- » Examining the variance in scores attributable to time point
- » Examining changes in risk-status across the school year



Students as Monitors of Responsiveness



DIRECT BEHAVIOR RATING (DBR) IN INTERVENTIONS TO TEACH STUDENTS HOW TO SELF-MONITOR AND EARN TEAM-BASED REWARDS

By Rose Jaffery and Sandra M. Chafoules

Direct Behavior Rating (DBR) is described as offering an efficient, defensible, repeatable, and flexible tool for linking assessment, communication, and intervention purposes. In this handout, we focus on demonstrations of the *flexibility* of DBR in relation to how it can be used in an evidence-based intervention package. Specifically, the intervention package consists of student self-monitoring and an interdependent group contingency reward system. Flexibility of DBR is demonstrated in that the format of the DBR scales used for self-monitoring is varied based on teacher preference.

What are the intervention components discussed in this handout?

- Students evaluate and record their own behavior (*self-monitoring*) and work in teams (*interdependent group contingency*) to gain points for good behavior in order to earn rewards (*incentives*).

Information offered through this handout and associated materials include:

- Procedural information about interventions using DBR, self-monitoring, and interdependent group contingency
- Materials for teaching students how to (a) self-monitor their behavior using DBR forms and (b) use teacher feedback and an interdependent group contingency incentive system to earn rewards for good behavior.

Why might this intervention package be useful?

- The self-monitoring component can help students learn self-awareness of their own behavior. In order to increase the likelihood that the students will rate their behavior accurately and engage in appropriate behavior, the students earn points for good behavior and can earn bonus points for being accurate self-raters (e.g., coming within 1 point of a teacher's rating).
- If a team's total points meet or exceed a pre-determined weekly goal, each student receives a reward. When rewards are only offered contingent upon a student's entire team engaging in appropriate behavior, students are often encouraged by their peers to act appropriately. This interdependent-group contingency reward system relies on peer influence to shape student behavior.
- The format of the self-monitoring forms allows for daily data collection in order to monitor student progress efficiently over time.

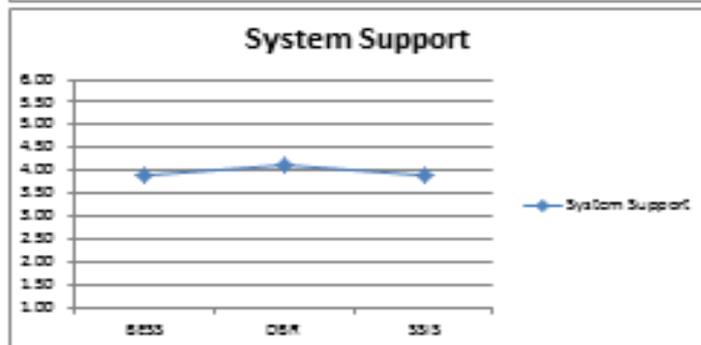
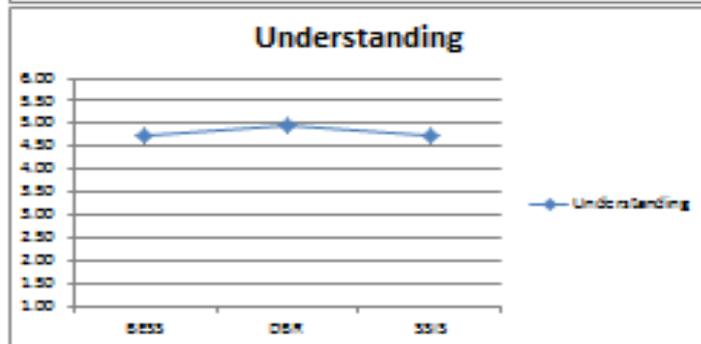
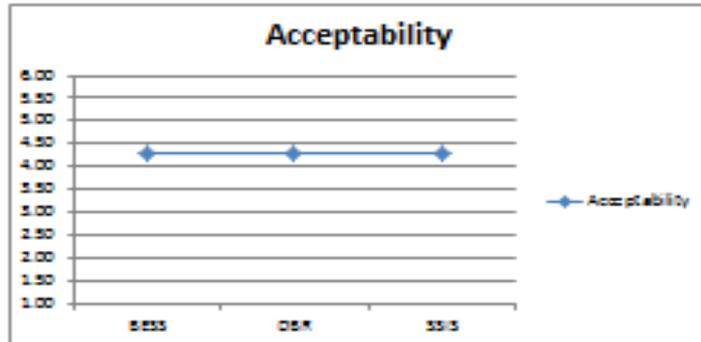
Potential Benefits of Using Interventions with Self-Monitoring and Group Contingencies:

- Provides immediate and consistent feedback about student behavior
- Promotes student awareness of behavior
- Encourages student to take responsibility
- Increases communication between student and adult about student performance
- Helps student develop a sense of independence and self competence

» Comparison of teacher ratings, student ratings, and external observations



Teacher Perceptions of Student Behavior & Behavior Assessments



- » Examining how teachers assign ratings using DBR
 - > Why a rating of 8 vs 7?
 - > What dimensions of behavior are reflected in the rating?
- » Examining teacher perceptions of usability
 - > Identify strengths/weaknesses/barriers

Note: Higher System Support Scores reflect a perception to implement with greater independence





» What are the possibilities across assessment, communication, intervention?

Closing Considerations...



www.directbehaviorratings.org



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News

Check out our updated site!

See our presentations from APA 2013!

Updated DBR Materials Including:

- DBR Overview Powerpoint
- DBR in Self-Monitoring Materials
- Standard DBR Form with Smiley Faces

Updated DBR in Assessment: Online Training Module

Recent Publications

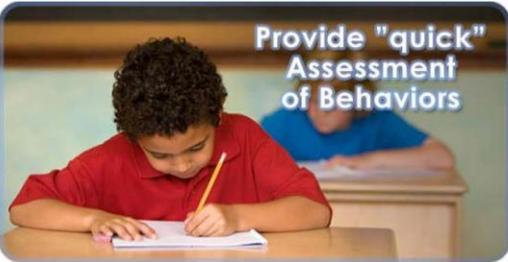
About Us



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Provide "quick" Assessment of Behaviors

"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...



Direct Behavior Ratings

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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 Form 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 Handout: DBR for Assessment
- DBR Assessment Handouts
- DBR Standard Form and Instructions
- DBR in Assessment: Training Module
- Related Links





Other Resources

www.intensiveintervention.org

www.interventioncentral.org

National Center on **INTENSIVE INTERVENTION**
at American Institutes for Research

Advanced

Learn the Language of Intensive Intervention

How can schools help students with severe and persistent learning or behavioral needs?

Intensive intervention (both academic interventions and behavior interventions) is intended to help these students. The Center's approach to intensive interventions is data-based individualization (DBI). DBI use data to individualize instruction, increase engagement, and provide opportunities to practice new skills. Within multi-tiered systems of supports such as RTI or PBIS, this is often considered Tier III. Learn more about the **DBI Framework** ([/resource/data-based-individualization-framework-#1](#)), **Intensive Intervention** ([#2](#)), **Intervention Adaptation** ([#3](#)), **Intervention Platform** ([#4](#)), **Multi-Tiered System of Support** ([#5](#)), **Positive Behavioral Interventions and Supports** ([#6](#)), and **Progress Monitoring** ([#7](#)).

to find professional development materials to support the **Implementation of DBI** ([/implementation](#)). In schools and districts.

Intervention Adaptation

Teachers use data (including progress monitoring and diagnostic data) to revise, intensify, or individualize an intervention to target a student's specific needs. Strategies for intensifying an intervention may occur along several dimensions including but not limited to changes to group size, frequency, or duration, or changes to the instructional principles incorporated within the intervention or in providing feedback.

Ask the Expert

How does the use of evidence-based practices and the approach to instruction and intervention change as behavior or academic issues become more severe?



[/ask-the-expert/2014aprill](#)

Watch and listen as Dr. Chris Riley-Tillman, a Professor at the University of Missouri and NCI Center Trainer, discusses how evidence-based

Recent Resources

[CEC 2014 Strand I Presentations: Using Intensive Intervention to Meet the Academic and Behavior Needs of Struggling Learners](#) ([/resource/cec-2014-strand-i-presentations-using-intensive-intervention-to-meet-academic-and-behavior](#))

[Direct Behavior Rating Overview](#) ([/ask-the-expert/dbr-overview](#))

[NCII Staff Present at Council for Exceptional Children Convention and Expo 2014](#) ([/resource/ncii-staff-present-council-exceptional-children-convention-and-expo-2014](#))

[Designing and Delivering Intensive Intervention in Behavior \(DBI Training Series Module 6\)](#) ([/resource/designing-and-](#)

Register for Our Next Webinar

On Tuesday April 29th, 2014 from 3:00 – 4:00 pm ET NCII will host a webinar, *So What do you do Now? Strategies for Intensifying Intervention when Standard Approaches Do Not Work*, presented by Dr. Sharon Vaughn of the University of Texas Austin and Dr. Rebecca Zumeta of NCII. This webinar will discuss approaches to intensifying academic interventions for students with significant and persistent needs.

[Click here to register for the webinar](#) (<https://air-license.webex.com/air-license/onstage?d=590985936&e=1>).

resources to obtain the

Featured Tools



[7 Jan 2014]. **Connecting With Students Through Check-In/Check-Out.** This version of Check-In/Check-Out can be used during a single 30- to 90-minute classroom period. The teacher checks in with the student to set behavioral goals at the start of the period, then checks out with the student at the close of the period to rate that student's conduct and award points or other incentives earned for attaining behavioral goal(s).

[7 Jan 2014]. **Shaping Behaviors Through Precision Requests.** The precision request structures communication with the student in a concise, predictable, respectful format that preserves adult authority and increases the likelihood of student compliance.

[7 Jan 2014] **Self-Monitoring to Improve Attention.** In this self-monitoring intervention, the student tracks attention to instruction in 5-minute increments, shares those monitoring results with the teacher, and potentially earns a daily reward.

[20 Nov 2013] **Building Sight-Word Vocabulary: 4 Methods.** Rapid recognition of sight words is a key foundation skill that supports the development of reading fluency. Review these four quick and efficient tutoring interventions that promote student acquisition of common sight words.

Academic Intervention Planner for Struggling Students

Behavioral Intervention Planner

Behavior Rating Scales Report Card Make

ChartDog Graph Maker

Fetch Wordlist Fluency Generator

Early Math Fluency Generator

Learning Disability Accommodations Finder

Letter Name Fluency Generator

Math Work - Math Worksheet Generator

Reading Fluency Passages Generator

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**Questions, comments,
and thanks....**

