

Using data for decision making for academic and social behavior

Content Strand: Linking to Academic Systems

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PRESENTATION FOR THE NORTHEAST PBIS
LEADERSHIP FORUM - MAY 18, 2012

OUR BACKGROUND

CHAFOULEAS

- Training
 - School psychology and administration
- Urban and rural school-based practitioner
 - Pre-referral intervention teams, augmentative communication, district crisis team, parent educator, alternative settings for behavior
- Research to get my degree
 - Early literacy assessment
- Current research
 - Behavior assessment research

MILLER

- Training
 - School psychology
- Extensive and diverse school-based experiences
 - Pre-referral intervention teams, eligibility determination teams, IEP teams, school-based behavioral assessment and intervention
- Research to get my degree
 - Function-based behavioral interventions for students diagnosed with ADHD
- Current research
 - Behavioral assessment and intervention research

PURPOSE

- To review the importance of “data” in making good decisions about the effectiveness of any support.
- To explore issues surrounding the *who, what, where, when, and why* toward facilitating cohesive systems across support types and tiers.
- To provide practical examples of such data systems, along with examples from research.
- To facilitate discussion among participants regarding data systems.

A QUOTE...

“The implicit and explicit assumption is that if these data exist, improvement will soon be evident. It reminds me of the old quip about the American who goes to France and speaks English louder. *Here are the data... Improve.*” (Goren, 2012, p. 233)

WHY DO WE NEED DATA?

TO BEGIN, ASSUMPTIONS...

Data are critical to...

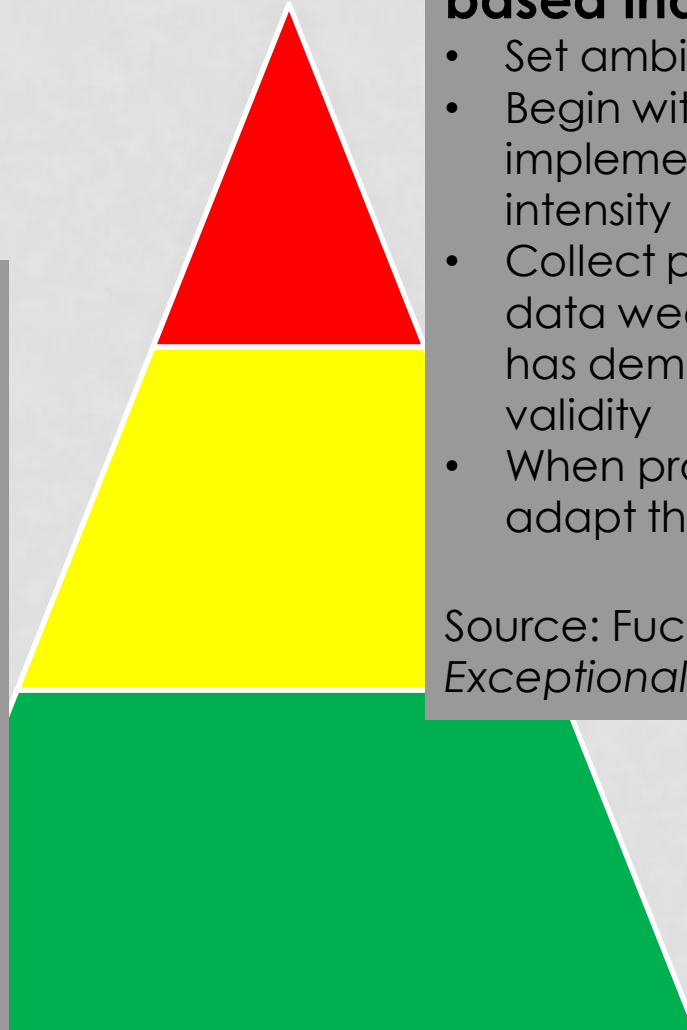
- Make accurate decisions about the effectiveness of instruction/interventions;
- Undertake early identification of academic and behavioral problems;
- Prevent unnecessary and excessive identification of students with disabilities;
- Determine individual education programs and deliver and evaluate special education services

Source: NASDSE blueprint on RTI implementation (school level)

“Smart RTI” involves data-based individuation...

- Set ambitious goals
- Begin with validated program – implement with greater intensity
- Collect progress monitoring data weekly with a tool that has demonstrated treatment validity
- When progress is inadequate, adapt the program

Source: Fuchs & Compton – *Exceptional Children* (2012)

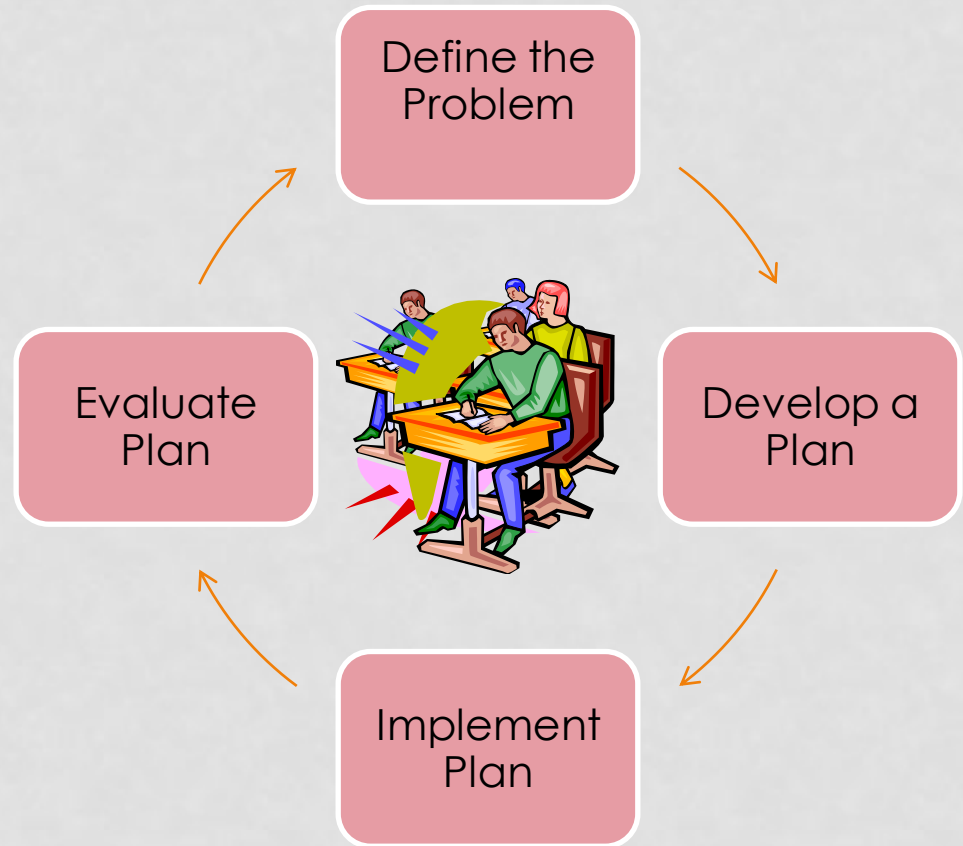


WHAT IS “RESPONSE TO INTERVENTION”?

BASIC QUESTION: **How do we know if X is working?**

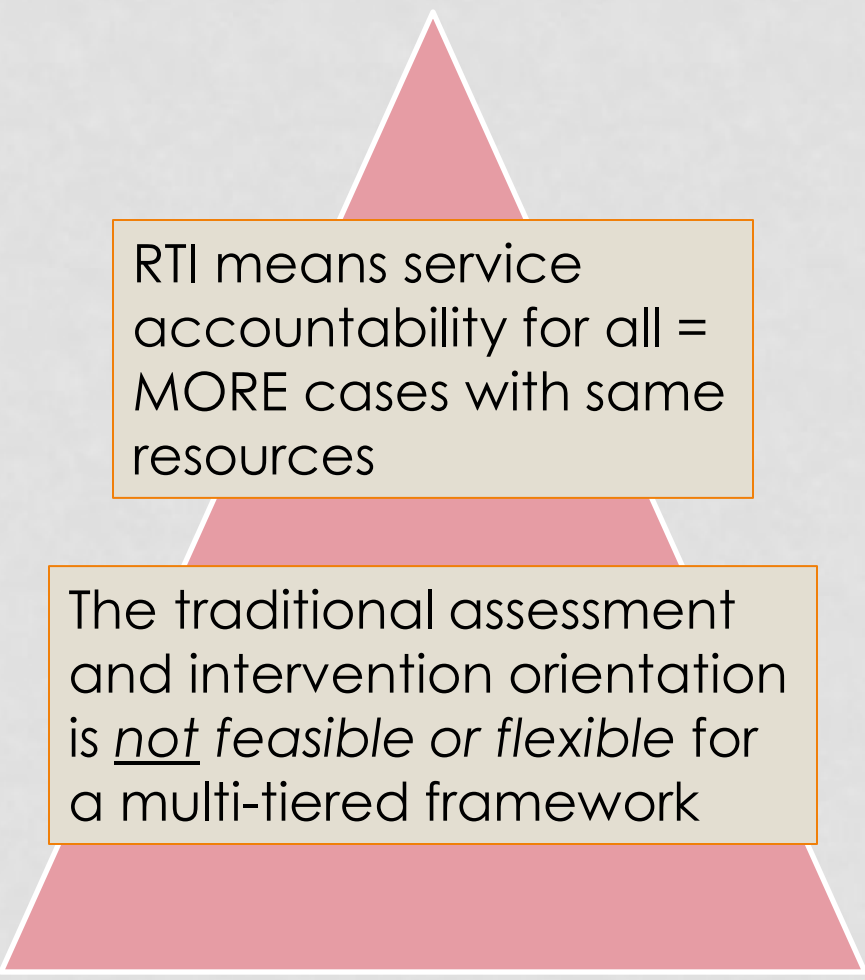
- Foundations within *data-based decision making*
- Data-based decision making has roots in *the problem-solving model*
- Initial focus on the individual “case” but now applied to multi-tiered frameworks (“all cases”)

(Bergan, 1977, Bergan&Kratowichwill, 1990; Tilly, 2009; Reschly& Bergstrom, 2009)



SCHOOL-BASED ASSESSMENT AND RTI: THE PROBLEM FOR YOU

Solution?



RTI means service accountability for all = MORE cases with same resources

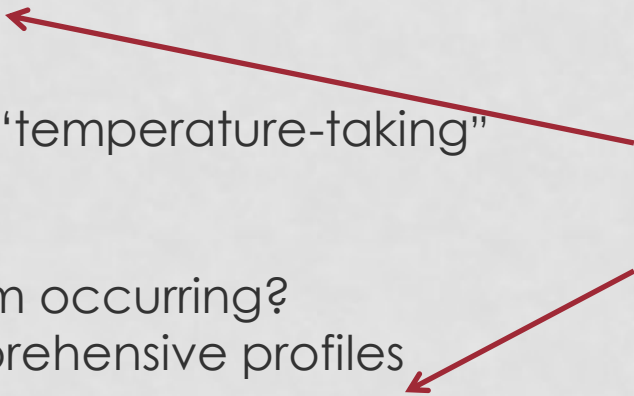
The traditional assessment and intervention orientation is not *feasible or flexible* for a multi-tiered framework

- Quickly design interventions at all tiers
- Collect relevant formative data in a highly feasible manner
- Include a consistent way to analyze data that is quick and easy for anyone to do

PURPOSES OF ASSESSMENT

- **Screening**
 - Who needs help?
 - Efficient, quick “temperature-taking”
- **Diagnosis**
 - Why is the problem occurring?
 - Detailed, comprehensive profiles
- **Progress Monitoring**
 - Is intervention working?
 - Formative, on-going streams of data
- **Evaluation**
 - How well are we doing overall?
 - Summative sampling of performance

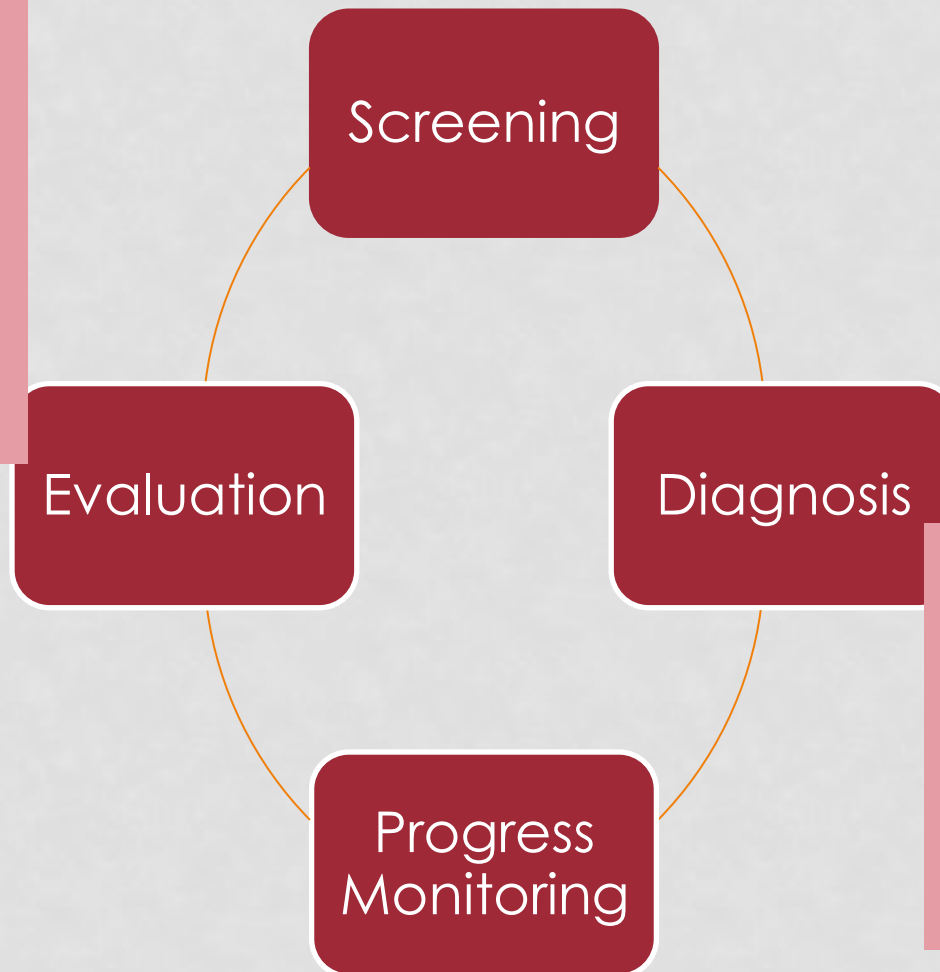
Emphasized by
the National
Center on
Response to
Intervention



HOW DO YOU CHOOSE ACROSS DOMAINS OF STUDENT FUNCTIONING?

Behavioral:

- Rating scales
- Direct observation
- Discipline referrals
- Classroom mgt. systems

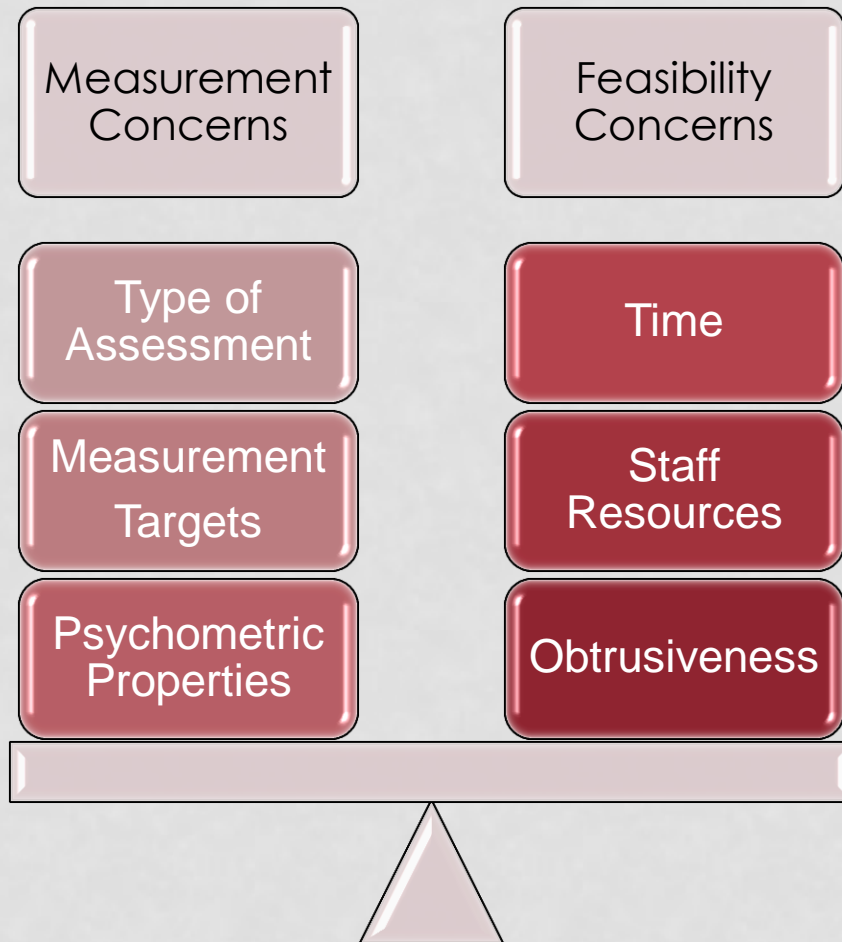


Academic:

- CBM
- Diagnostic batteries
- Classroom assessments
- State tests

SUMMARY: THE CHALLENGE

How do we balance data decisions across student domains of functioning and RTI Tiers in a cohesive system – one that is ***comprehensive, efficient, and coordinated?***



Adapted from Briesch & Volpe (2007)

BUILDING COHESIVE DATA SYSTEMS

COMPREHENSIVE, EFFICIENT, COORDINATED

GUIDING QUESTIONS

- *who*
- *what*
- *where*
- *when*
- *why*

PRIORITIZE THE ORDER

1. WHY
2. WHAT
3. WHO
4. WHEN
5. WHERE

FIRST... WHY & WHAT

Why do I need data?

At what level should the problem be solved?
(All, Some, Few)

What is the purpose of assessment?
(Screening, Progress Monitoring, Evaluation, Diagnosis)

Which data do I need?

Which tools are best matched?
Contextual relevance

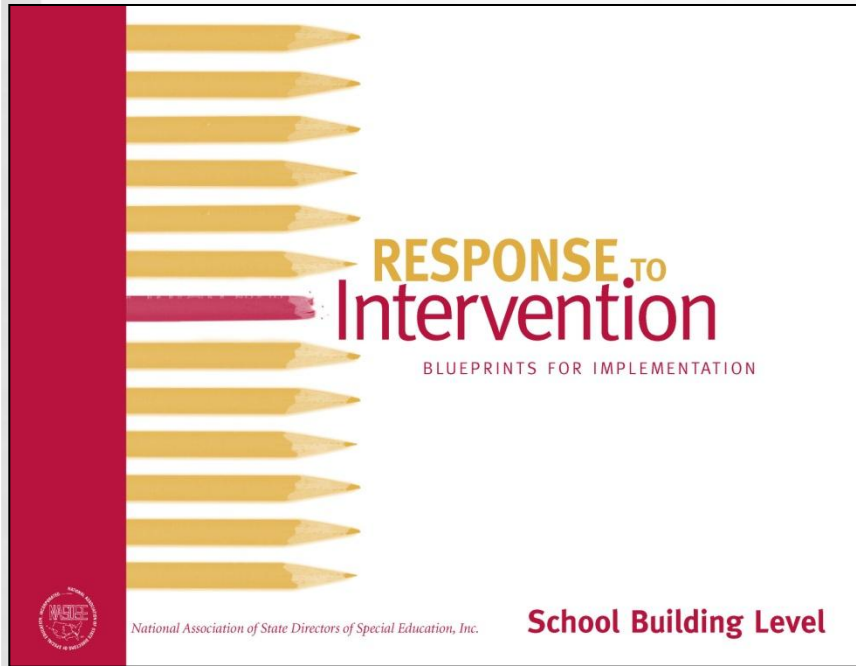
What decisions will be made using these data?
Psychometric Adequacy

What resources are available to collect data?
Usability

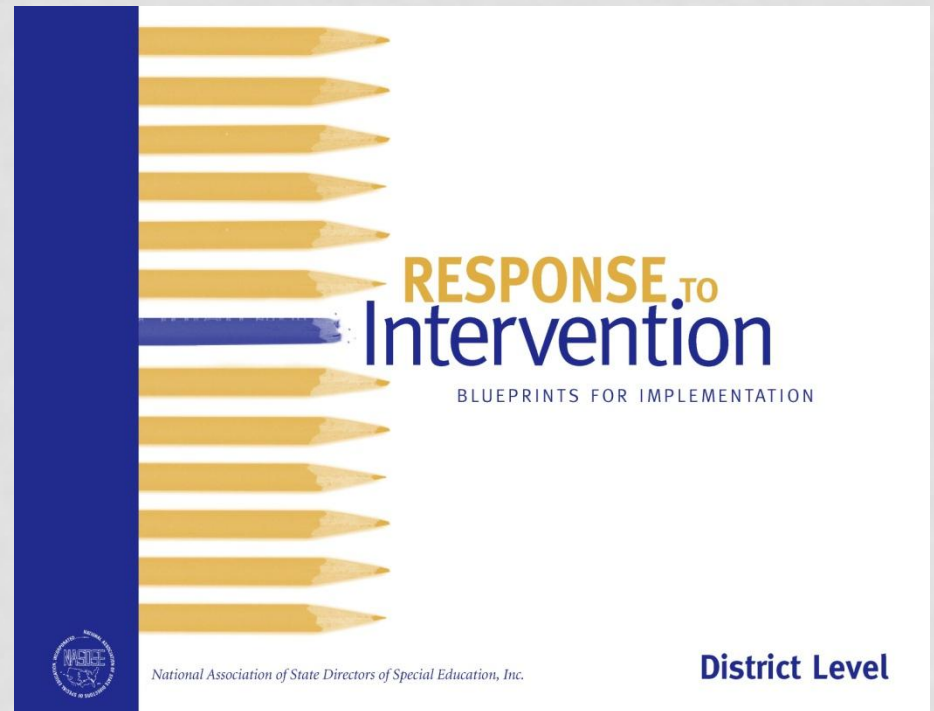
Which tools can answer these questions?

THEN...
WHO
WHEN
WHERE

WHAT IS AVAILABLE TO GUIDE DECISIONS AROUND “DATA” SYSTEMS?



National Association of State
Directors of Special Educators
www.nasdse.org



A LITTLE BACKGROUND ON THE BLUEPRINT FORMAT...

Step	Resources Available	Wisdom from the field
		<p>leadership team, including facilitator, coach, content specialist, data mentor and staff liaison. One person may serve more than one function. These individuals will require deep and broad knowledge and skills.</p> <ul style="list-style-type: none"> • Ultimately, it is most effective to have standards and benchmarks for these roles, aligned with high quality professional development for the individuals who will serve in these capabilities. As the leadership team
Function 1: Data Mentor	<ul style="list-style-type: none"> • The North Central Region has established a website with resources designed to help schools become comfortable with data. Resources can be accessed at http://www.ncrel.org/data • The National Dissemination Center for Children with Disabilities has several resources on effective data use and making sense of student data. See http://research.nichd.gov/data • Edward R. Tufte has several resources on displaying data that are commercially available. • <i>Getting Excited About Learning</i> by Holcomb outlines a process for setting a school or district goal: sustained student achievement available commercially. 	
Function 2: Content Specialist	<p><u>Academics</u></p> <ul style="list-style-type: none"> • To gain knowledge of effective practices when they should be used, see <i>Ideas in Beginning Reading</i> at http://reading.uoregon.edu 	
Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
as indicated by data.		
Action 4: Monitor Implementation.		
General Considerations		
Step 1: Develop an evaluation cycle to monitor implementation of all instructional programs.		
Step 2: Use systematic methods to monitor implementation of instructional programs.		
Step 3: Adjust the program based on ongoing analysis of implementation integrity and other data.		
Action 5: Collect and summarize program evaluation data.		
General Considerations		
Step 1: Examine data on changes in the percent of students considered to need core, supplemental and intensive instruction.		

A LITTLE BACKGROUND ON THE BLUEPRINTS : KEY POINTS

- There are critical components of RtI implementation that if not attended to can render otherwise acceptable implementations ineffective.
- The school building is the unit of change in RtI. Multiple buildings within a district can implement RtI, but their implementations will likely be somewhat different.
- District-level supports must be systematically built in to support building-level implementation.
- State-level supports must be systematically built to support district- and building-level implementation.
- Building change should be guided by the answers to key questions. By answering a specific set of interrelated questions, using the scientific research and site-based data, buildings can be assured that they are implementing the major components of RtI. Specific mandated answers to these questions should not be imposed uniformly across all buildings.



THREE “COMPONENTS” TO IMPLEMENTATION

1. **Consensus building** – where RTI concepts are communicated broadly to implementers and the foundational “whys” are taught, discussed and embraced.
2. **Infrastructure building** – where sites examine their implementations against the critical components of RTI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers around closing these practice gaps.
3. **Implementation** – where the structures and supports are put in place to support, stabilize and institutionalize RTI practices into a new “business as usual.”

Source: NASDSE blueprint on RTI implementation (school building level)

Academic Tools: rti4success.org

CONSENSUS BUILDING...

what do we
value/believe
fits/need for
our setting?

Instructional Intervention Tools Chart

Subject: Grade: Filter Reset

Program	Study	Study Quality					Effect Size				COMPARE RESET
		Participants	Design	Fidelity of Implementation	Measures		# of Outcome Measures	Mean based on unadjusted posttests Proximal (P) Distal (D)	Mean based on unadjusted posttests Proximal (P) Distal (D)	Disaggregated Data Available	
					Proximal	Distal					
Academy of READING	Fiedorowicz, & Trites (1997)	●	○	○	○	●	24 Reading	—	P = 0.19 ^a D = 0.36	No	□
Access Code	* McMurray, Brown, & Zimmerman (2010)	●	○	●	●	●	5 Reading	P = 0.23 D = 0.29	P = 0.04 D = 0.04	No	□
AWARD Reading	Block, & Mangen (Tech. Rep.)	○	○	○	●	—	5 Reading	—	—	No	□
Corrective Reading Decoding	Berner, Kinder, Beaudon, Stein, & Hirschmann (2005)	○	○	○	●	—	4 Reading	—	—	No	□
Corrective Reading Decoding	Gunn, English, Smolkowski, & Ary (2000)	●	●	○	●	●	5 Reading	—	—	No	□
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	○	●	●	3 Reading	—	P = 0.67 ^a D = 0.23	No	□
Failure Free Reading	Torgesen, Myers, Schirm, Stuart, Vartivarian, et al. (2006)	●	○	●	●	●	14 Reading	P = 0.08 D = -0.03	—	No	□
Fast ForWord Language Series	* Miller, Marzani, Taffel, DeVivo, Linn, et al. (1999)	●	○	○	○	○	3 Reading	—	P = 7.45 ^a D = —	Yes	□
Fast ForWord Language Series	* Scientific Learning Corporation (2004)	●	○	●	●	●	2 Reading	—	P = 0.49 D = 0.52	No	□
Fast ForWord Language Series	* Slattery (2003)	○	○	●	●	●	2 Reading	—	P = 1.46 ^a D = 1.03 ^a	No	□
Hot Math Tutoring	Fuchs, Fuchs, Craddock, Hollenbeck, Hamlett, et al. (2009)	●	●	●	●	●	4 Math	P = 1.16 ^a D = 0.60 ^a	P = 1.15 ^a D = 0.67 ^a	No	□
Leveled Literacy Intervention System	* Stanford-Kalton, Flynt, Ross, Franceschini, Zoblotsky, et al. (2010)	○	●	○	●	●	12 Reading	—	P = 0.65 ^a D = 0.22 ^a	No	□

http://www.rti4success.org/InstructionTools[3/23/2012 7:36:08 PM]

FIRST... WHY & WHAT

Why do I need data?

At what level should the problem be solved?
(All, Some, Few)

What is the purpose of assessment?
(Screening, Progress Monitoring, Evaluation, Diagnosis)

Which data do I need?

Which tools are best matched?

Contextual relevance

What decisions will be made using these data?

Psychometric Adequacy

What resources are available to collect data?

Usability

Which tools can answer these questions?

**INFRA-
STRUCTURE
BUILDING...**

COMPONENT 2: INFRASTRUCTURE

Action 1. Form a leadership team

Step 1: Assign roles.

- Data Mentor
- Content specialist
- Facilitator
- Staff liaison
- Instructional leader/resource allocation

WHO SERVES THE DATA MENTOR IN YOUR SETTING?

Step	Resources Available	Wisdom from the field
		<p>leadership team, including facilitator, coach, content specialist, data mentor and staff liaison. One person may serve more than one function. These individuals will require deep and broad knowledge and skills.</p> <ul style="list-style-type: none"> • Ultimately, it is most effective to have standards and benchmarks for these roles, aligned with high quality professional development for the individuals who will serve in these capabilities. As the leadership team members are selected, match pre-existing skills and dispositions with those expected to be learned and
<p>Function 1: Data Mentor</p>	<ul style="list-style-type: none"> • The North Central Regional Educational Lab has established a website with a series of resources designed to help educators become comfortable with using data. These resources can be accessed at http://www.ncrel.org/datause/ • The National Dissemination Center for Children with Disabilities (NICHCY) has several resources on evaluating research and making sense of statistics at http://research.nichcy.org/research101.asp • Edward R. Tufte has several books on displaying data that are available commercially. • <i>Getting Excited About Data</i> by Edie Holcomb outlines a process for showing how well a school or district meets its primary goal: sustained student learning. The book is available commercially. 	<p>The data mentor is the person with expertise in collecting, organizing, displaying, analyzing and interpreting data. This person should not be the sole person who works with the data, but rather should assist all in understanding and using data. The data mentor should have the necessary skills to present data in easily understandable visual displays. Teachers and leadership teams need to understand data-based decision making and the set of rules on which it is based, and be able to apply those rules in the interpretation of the data. Structures within the system need to be established to allow for time and resources needed to carry out this role.</p>
<p>Function 2: Content Specialist</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> • To gain knowledge of early literacy skills and when they should be addressed, visit Big Ideas in Beginning Reading at http://reading.uoregon.edu/ 	<ul style="list-style-type: none"> • This person will be the team member who ensures that when new curricular materials are obtained, implementers are adequately trained to use the materials. • This person will also check fidelity of use of curricular

COMPONENT 2: INFRASTRUCTURE

ACTION 3: THE LEADERSHIP TEAM WORKS THROUGH 10 BASIC QUESTIONS TO DEVELOP ACTION PLANS.

Question 1: Is our core program sufficient?

- identify screening tool, identify proficiency cut points, collect universal screening data, organize/summarize/display data, determine acceptable % proficiency, identify % of students meeting proficiency, make comparison, determine what works/doesn't work

Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?

- Step 1: Determine key indicators of success. Determine baseline, establish goals, develop the collection plan, schedule to analyze data

WHAT ARE THE KEY FEATURES OF “GOOD” SCREENING TOOLS?

Screening Tools Chart | National Center on Response to Intervention

- Defensibility
 - Classification accuracy
 - Reliability
 - Validity
- Efficiency/Feasibility
 - Time
 - Personnel
 - Cost

Tools	Area	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency				COMPARE RESET
							Administration	Administration & Scoring Time	Scoring Key	Benchmarks / Norms	
A+ LearningLink: Progress in Math	Math	●	Moderate Low	●	●	—	Group	35 - 40 Minutes	Computer Scored	Yes	□
Acuity	* English Language Arts	●	Moderate Low	●	○	—	Group	50 Minutes	Yes	Yes	□
Acuity	* Mathematics	●	Moderate Low	●	○	—	Group	50 Minutes	Yes	Yes	□
AIMSweb	Math - CIM	●	Moderate High	●	○	—	Group	2 Minutes	Yes	Yes	□
AIMSweb	* Mathematics Concepts and Applications	●	Moderate Low	●	○	○	Individual Group	11-13 Minutes	Yes	Yes	□
AIMSweb	* Reading Curriculum-Based Measurement	●	Moderate High	●	●	●	Individual	1-5 Minutes	Yes	Yes	□
AIMSweb	* Test of Early Literacy - Letter Naming Fluency	●	Moderate Low	●	●	—	Individual	2 Minutes	Yes	Yes	□
AIMSweb	* Test of Early Numeracy - Missing Number	○	Broad	●	●	—	Individual	2 Minutes	Yes	Yes	□
AIMSweb	* Test of Early Numeracy - Number Identification	○	Broad	●	○	—	Individual	2 Minutes	Yes	Yes	□
AIMSweb	* Test of Early Numeracy - Oral Counting	○	Moderate Low	○	○	—	Individual	2 Minutes	Yes	Yes	□
AIMSweb	* Test of Early Numeracy - Quantity Discrimination	○	Broad	●	●	—	Individual	2 Minutes	Yes	Yes	□
Classworks Universal Screener	* Math	●	Moderate High	●	○	—	Group	30 Minutes	Computer Scored	Yes	□
Classworks Universal Screener	* Reading	●	Moderate High	●	○	—	Group	30 Minutes	Computer Scored	Yes	□
Computer-Based Assessment System for Reading (C-BAS-R)	* Reading	●	Moderate Low	●	●	—	Individual Group	6-20 Minutes	Computer Scored	Yes	□
Discovery Education Predictive	Math	●	Moderate High	●	●	●	Group	40 Minutes	Yes	Yes	□

COMPONENT 2: INFRASTRUCTURE

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Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?

- Step 1: Determine key indicators of success. Determine baseline, establish goals, develop the collection plan, schedule to analyze data

SAMPLE "CORE" EVALUATION PLAN

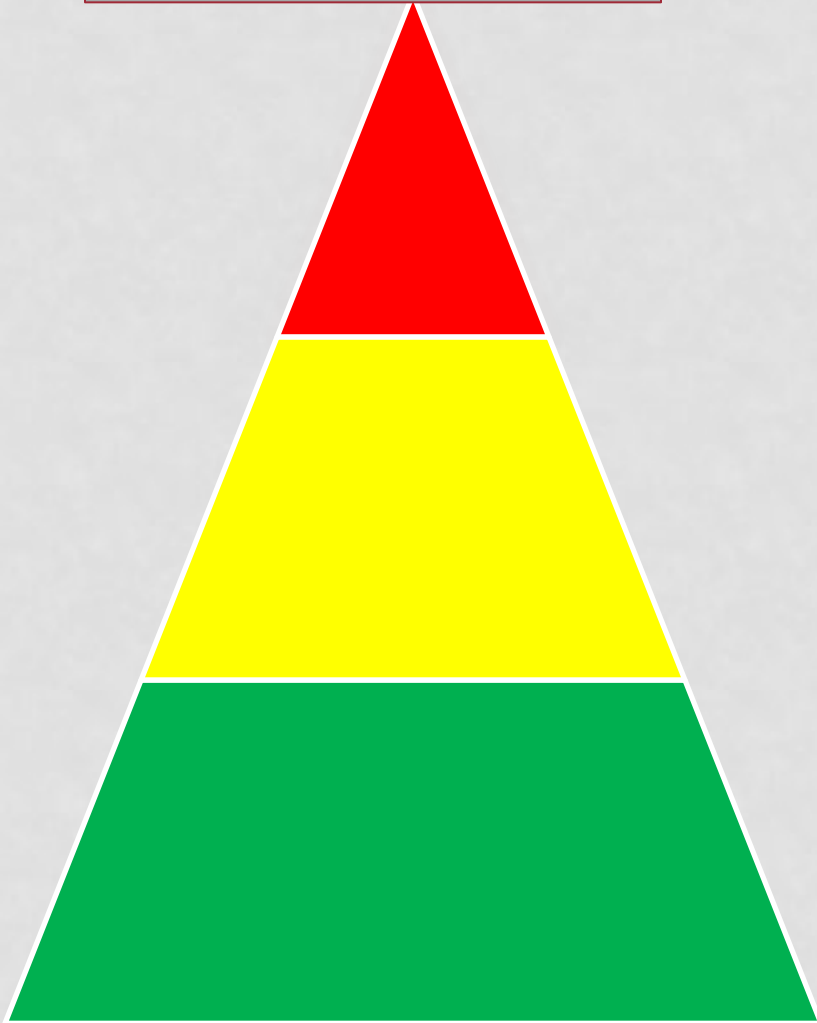
Purpose	Scope	Goal	Assessment	Rationale	Frequency	Decision-making
Screening: Academic	Universal K-5 Reading	To identify students in need for more intensive intervention	CBM	<ul style="list-style-type: none"> - Assessment of key early literacy skills - Efficient - National norms aid in decision-making 	Sept, Jan, May	Data will be reviewed at the end of the month during which the screeners were administered
Screening: Behavior	Universal K-5 Behavior	To identify students in need for more intensive intervention	Behavior Screening Guide	<ul style="list-style-type: none"> - Key scales such as prosocial behavior, academic engagement, compliance. - Research supports reliability & validity of scores 	Sept. and Jan.	Data will be reviewed at the end of the month during which the screeners were administered
Progress monitoring						
Evaluation						

REMEMBER... WE ARE STILL IN TIER 1 (ALL STUDENTS)!

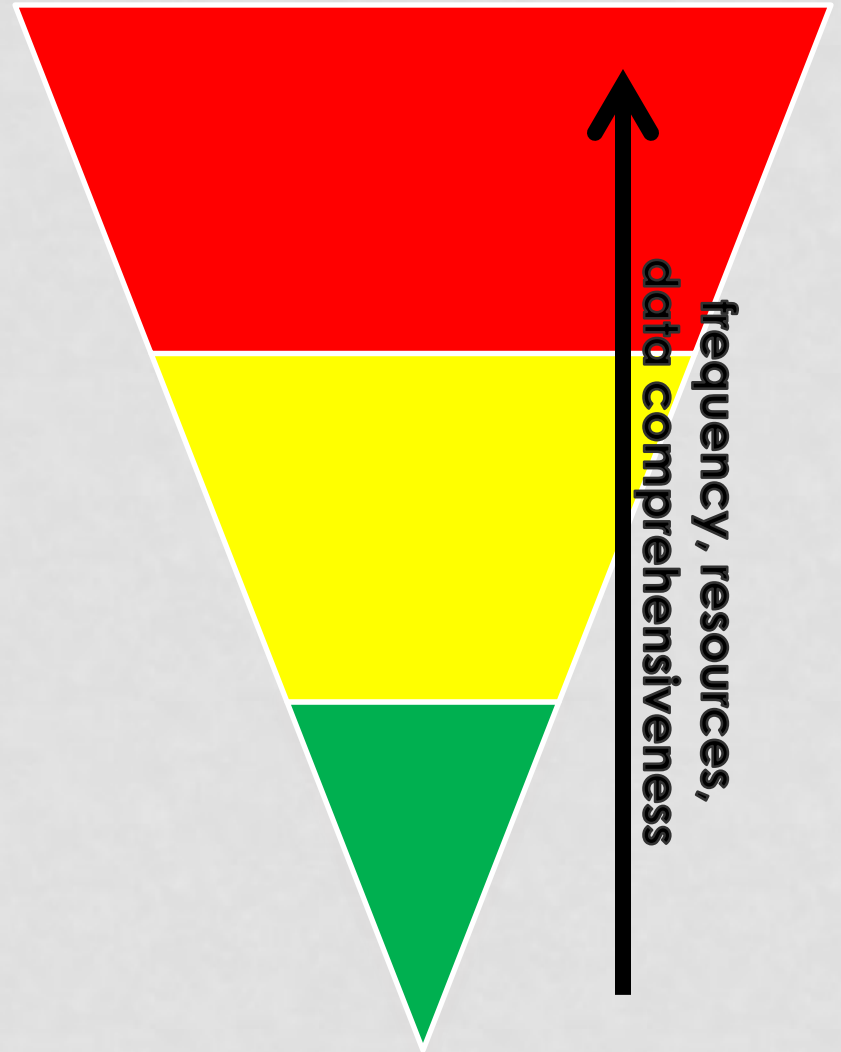
Question 6: For which students is the core instruction sufficient or not sufficient? Why or why not?

- This is where decision making moves to small group and individual decision making.
- Plan for, and allocate, sufficient time for data analysis.
- This step can be completed with varying levels of rigor. Screening data can be used to address many of these questions. The more serious student problems, the more in-depth the problem analysis should be...

Student
Performance



Data Effort



AS EFFORTS GO UP, TRY NOT TO RE-INVENT THE WHEEL

Question 6: For which students is the core instruction sufficient or not sufficient? Why or why not?

- This is where decision making moves to small group and individual decision making.
- Plan for, and allocate, sufficient time for data analysis.
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MAXIMIZING DATA USE

- Utilize existing sources of data for decision-making
 - Especially at secondary level
- Consider data sources that will give you the most “bang for your buck”
- Maximize the utility of the data you’re collecting by using it for multiple purposes
 - Screeners can be used to identify students at-risk (Tier 1)
 - Can also inform intervention (Tier 2)
 - Error analysis for CBM
 - Identify and target areas of weakness

SCREENING FRAMEWORK

Step 1: Review screening results

All Students

Step 2: Identify students who are underperforming

Does not meet performance standards

Meets performance standards

Step 3: Conduct an error analysis

Clear patterns emerge

Clear patterns do not emerge

Continue to benchmark

Step 4: Determine next steps

Use data to inform intervention

Conduct a more comprehensive assessment

Continue to benchmark

PUTTING IT ALL TOGETHER: IMPLEMENTATION

MOVING FROM CONSENSUS AND INFRASTRUCTURE
BUILDING

PURPOSE & LOGISTICS

- **Who will collect these data?**
 - Training?
- **What decisions will be made?**
 - Intervention
 - Placement
- **Timelines**
 - Data collection
 - Data synthesis
 - Data review
- **Structure for review**
 - Frequency
 - Participants
 - Who will set agenda, goals, and objectives?
 - Decision rules

OBJECTIVES FOR SCHOOL LEVEL IMPLEMENTATION

- The school builds its master calendar and master schedule around the instructional needs of students.
- The needs of students with core, supplemental and intensive needs are addressed appropriately in this structure.
- Supplemental and intensive instructions are in addition to, rather than instead of, core instruction.
- Implementation supports are systematically built into the system and are carried out as planned.
- Scheduled dates are identified for all assessments (screening, diagnostic and progress monitoring).
- Scheduled dates are identified for decision-making about students' instruction (flexible grouping).
- Sufficient expertise is available to assist the school in making data-based decisions about students' instruction.
- Successes, no matter how small, are celebrated by all involved.
- A project-level evaluation plan is created and put in place. Data are collected over time.

SAMPLE MONTHLY ASSESSMENT SCHEDULE

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Academic									
CBM	X				X				X
State							X		
Behavior									
Screeners	X				X				X
ODR		X		x		x	x	X	

Note. Adapted from Lane et al. (2012)

Considerations:

- Assessments can include teacher nominations
- Build assessments into your calendar before the school year starts
- Consider time and resources when scheduling assessments
- Use assessment schedule to develop a data review plan

SAMPLE DATA REVIEW SCHEDULE

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Academic				
CBM	X	X	X	X
State	X			
Behavior				
Screener	X	X	X	X
ODR	X	X	X	X
Attendance		X		X
Program				
Referrals		X		X

SANETTI, L. M. H., CHAFOULEAS, S. M, BERGGREN, M.,
FAGGELLA-LUBY, M., & BYRON, J. (2012). *THE IMPACT OF
EXPLICIT INSTRUCTION PLUS BEHAVIOR INTERVENTION ON
STUDENT OUTCOMES*. MANUSCRIPT IN PREPARATION.

PRACTICE-RESEARCH EXAMPLE

BACKGROUND

- THE “SCHOOL”
 - Grades 3-5 in suburban district
 - Team beginning to re-structure in alignment with SRBI, PBIS in full implementation
- THE “PROBLEM”
 - School personnel would like to ensure the small group reading supports led by a paraprofessional are also meeting behavioral needs of the students
- THE “CASE”
 - EXAMPLES FROM GRADE 4 GROUPS
 - Group 1: 3x/week before school with 7 students
 - Two Males (4.1, 4.2 served as participants)
 - Group 2: 3x/week before school with 6 students
 - One Male (4.3 served as participant)

WHY AND WHAT? SCREENING DATA




Student ID	CMT Reading	ORF (winter percentile)	Maze (winter percentile)	Direct Observation (Engagement)	Direct Observation (Disruption)
4.1	basic	134 (>50% but <75%)	20 (>50%)	40%	7%
4.2	proficient	106 (>25% but <50%)	13 (<50)	62%	23%
4.3	n/a	98 (>25 but <50)	20 (>50)	70%	13%

BEHAVIOR INTERVENTION: DAILY REPORT CARD (DRC)

- Student and teacher ratings of behavior allows for identification, monitoring, and change of targeted behavior difficulties
- Most common identified behaviors:
 - Did I follow class rules?
 - Did I follow teacher directions?
 - Did I do my best work?
 - Did I respect my classmates and teacher?
- If a student earns all “yeses” for 3 out of 5 days, a “reward” is earned

Daily Report Card

Student's name: _____ Date: _____

ACTIVITY:						
Did I follow class rules? 	Yes	No	Yes	No	Yes	No
Did I follow teacher directions? 	Yes	No	Yes	No	Yes	No
Did I do my best work? 	Yes	No	Yes	No	Yes	No
_____	Yes	No	Yes	No	Yes	No
_____	Yes	No	Yes	No	Yes	No

Total number of "Yes" ratings: _____
 Total number of "No" ratings: _____

Reward level:

Half "yes"/ half "no" ratings
 2x as many "yes" as "no" ratings
 All "yes" ratings!

Copy of DRC sent home: Yes No
 Teacher initials: _____

Reward chosen: _____
 Time reward delivered: _____

Comments: _____

Daily Report Card (DRC) – Reminder Sheet

- Define** the behavior of interest (usually 1-5)
- Select** the rating period and frequency
- Design and **prepare** the card following the rating occasion
- Conduct** the ratings
- Evaluate** behavior by comparing rating to pre-set goal or rating by another
- Record** data to use in monitoring progress

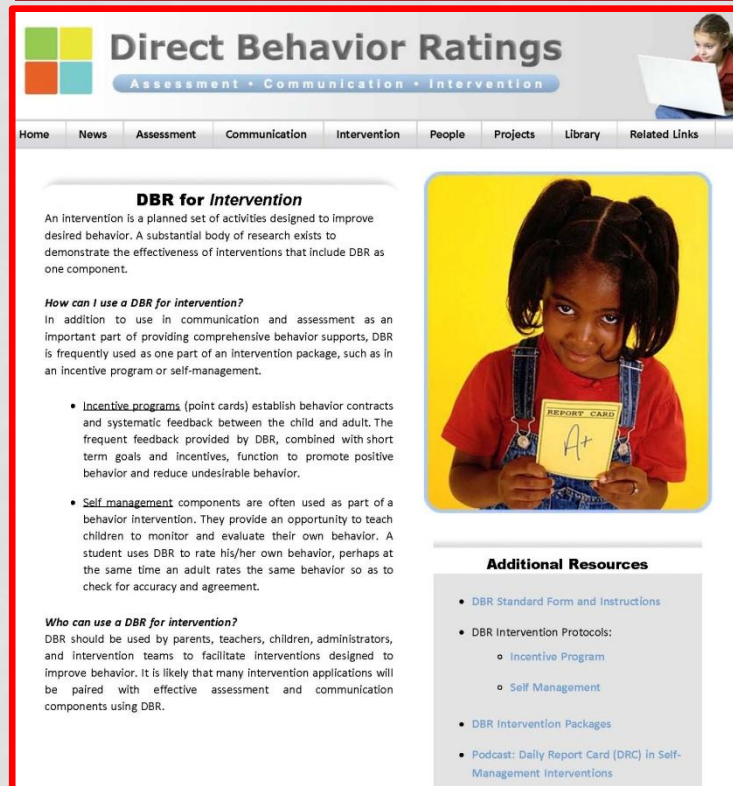
Adapted from Chafouleas, S.M., Riley-Tillman, T.C., Christ, T.J., & Kilgus, S.P. (2010). Direct Behavior Ratings: Linking Assessment, Communication, and Intervention. In A. Canter, L. Paige, and S. Shaw (Eds), *Helping children at home and school II: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.

PARAPROFESSIONAL TRAINING

- Completed using video-based training on DRC
 - Teachers watched brief video* and then met with consultant to specify procedures for the group
 - Teachers were provided with a reminder sheet (previous slide) and copy of training video for re-review as desired
- Consultant “checked-in” with teacher throughout study to replace materials and modify condition as needed for research study purposes

Videocast:

Daily Report Card (DRC) in Self-Management Intervention



The screenshot shows the website for Direct Behavior Ratings (DBR). The header includes the logo and the text 'Direct Behavior Ratings' with the tagline 'Assessment • Communication • Intervention'. A navigation menu at the top lists: Home, News, Assessment, Communication, Intervention, People, Projects, Library, and Related Links. The main content area is titled 'DBR for Intervention' and contains the following text:

DBR for Intervention
An intervention is a planned set of activities designed to improve desired behavior. A substantial body of research exists to demonstrate the effectiveness of interventions that include DBR as one component.

How can I use a DBR for intervention?
In addition to use in communication and assessment as an important part of providing comprehensive behavior supports, DBR is frequently used as one part of an intervention package, such as in an incentive program or self-management.

- **Incentive programs** (point cards) establish behavior contracts and systematic feedback between the child and adult. The frequent feedback provided by DBR, combined with short term goals and incentives, function to promote positive behavior and reduce undesirable behavior.
- **Self management** components are often used as part of a behavior intervention. They provide an opportunity to teach children to monitor and evaluate their own behavior. A student uses DBR to rate his/her own behavior, perhaps at the same time an adult rates the same behavior so as to check for accuracy and agreement.

Who can use a DBR for intervention?
DBR should be used by parents, teachers, children, administrators, and intervention teams to facilitate interventions designed to improve behavior. It is likely that many intervention applications will be paired with effective assessment and communication components using DBR.

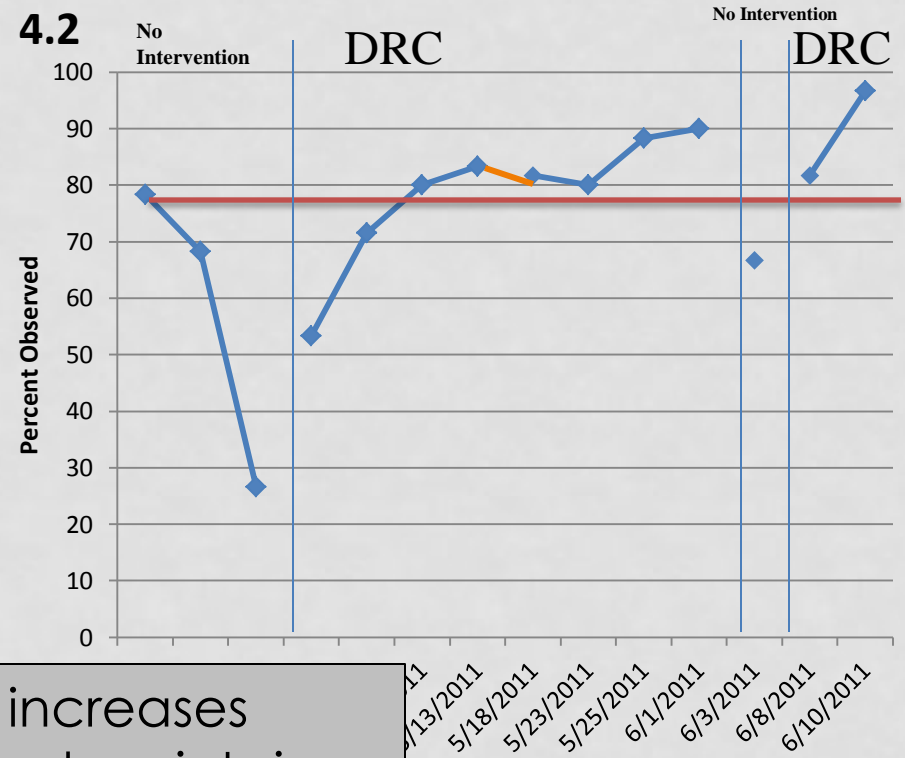
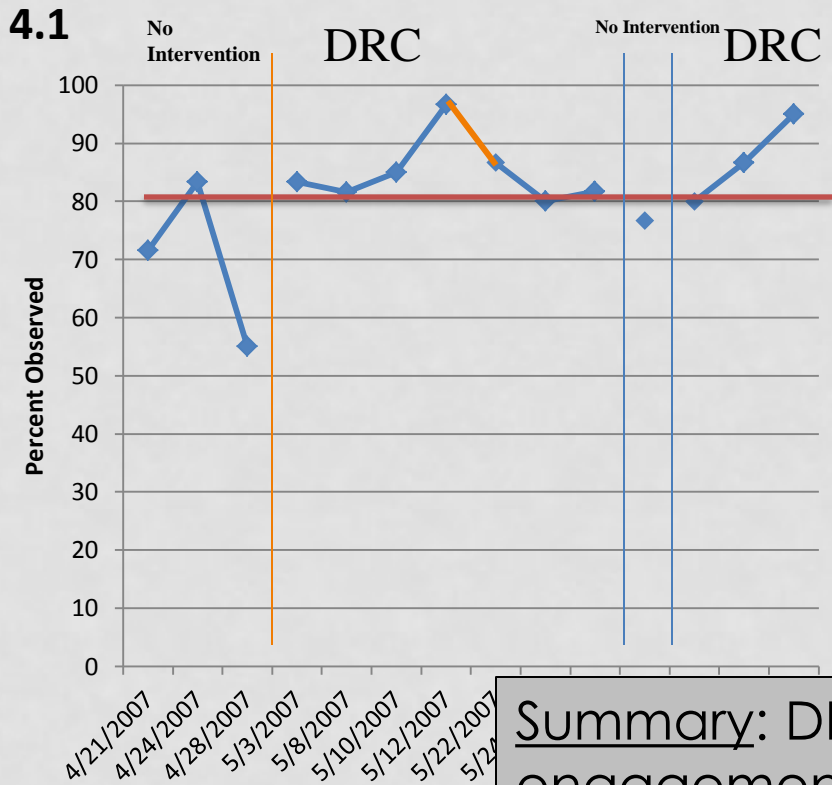
On the right side of the page, there is a photograph of a young girl with pigtails holding a yellow card that says 'REPORT CARD A+'. Below the photo is a section titled 'Additional Resources' which lists:

- [DBR Standard Form and Instructions](#)
- [DBR Intervention Protocols:](#)
 - [Incentive Program](#)
 - [Self Management](#)
- [DBR Intervention Packages](#)
- [Podcast: Daily Report Card \(DRC\) in Self-Management Interventions](#)

*available under library at
www.directbehaviorratings.org

DIRECT OBSERVATION: ACADEMIC ENGAGEMENT

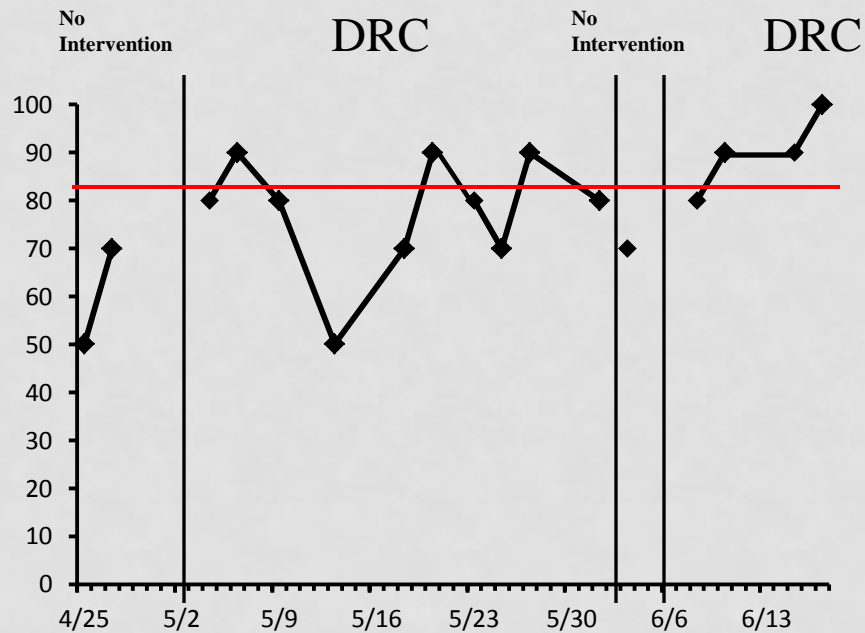
Group 1



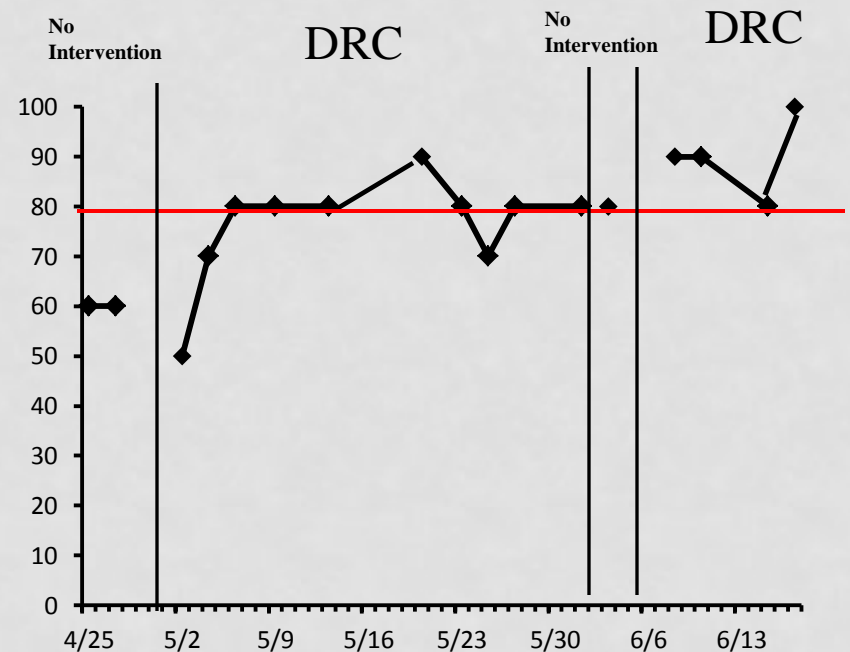
Summary: DRC increases engagement and maintains at expected levels

TEACHER-COMPLETED: DIRECT BEHAVIOR RATING (DBR)

4.1



4.2

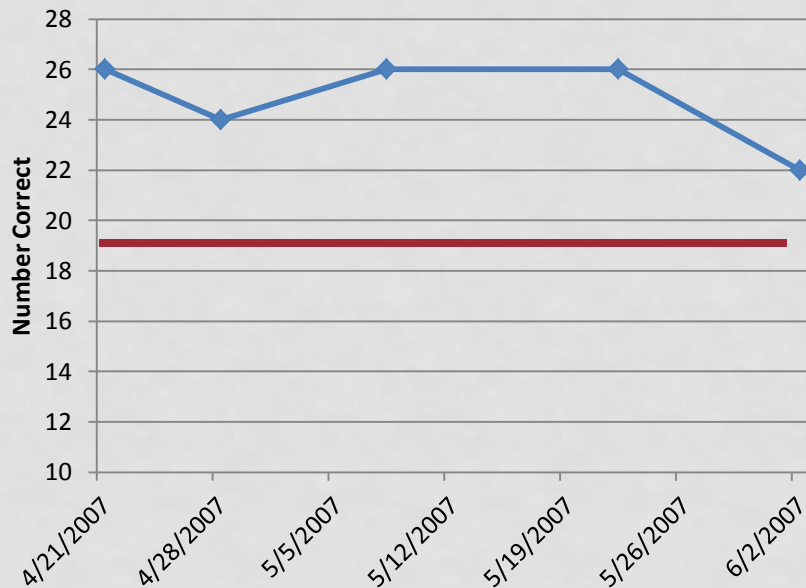


Summary: DRC increases engagement and maintains at expected levels, DBR data maps consistently with researcher-completed direct observation

ACADEMIC RESULTS: MAZE PASSAGE

Group 1

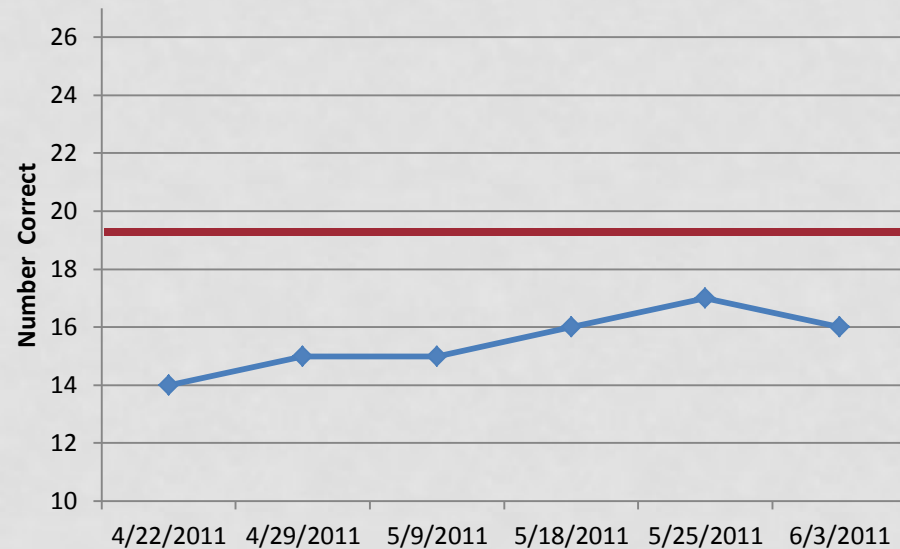
4.1



Not applicable

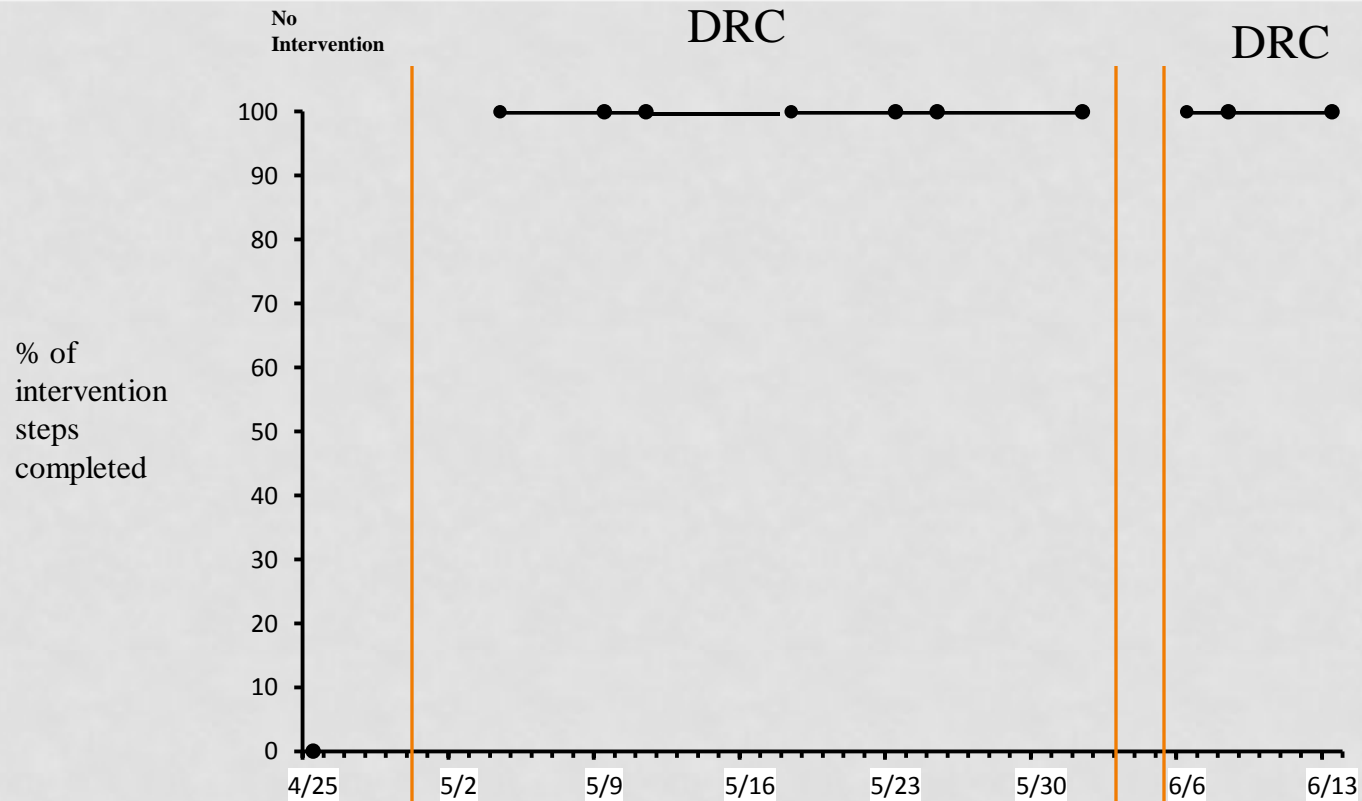
Ambitious growth
rate = .4 /week

4.2



+2/6 wks = .33

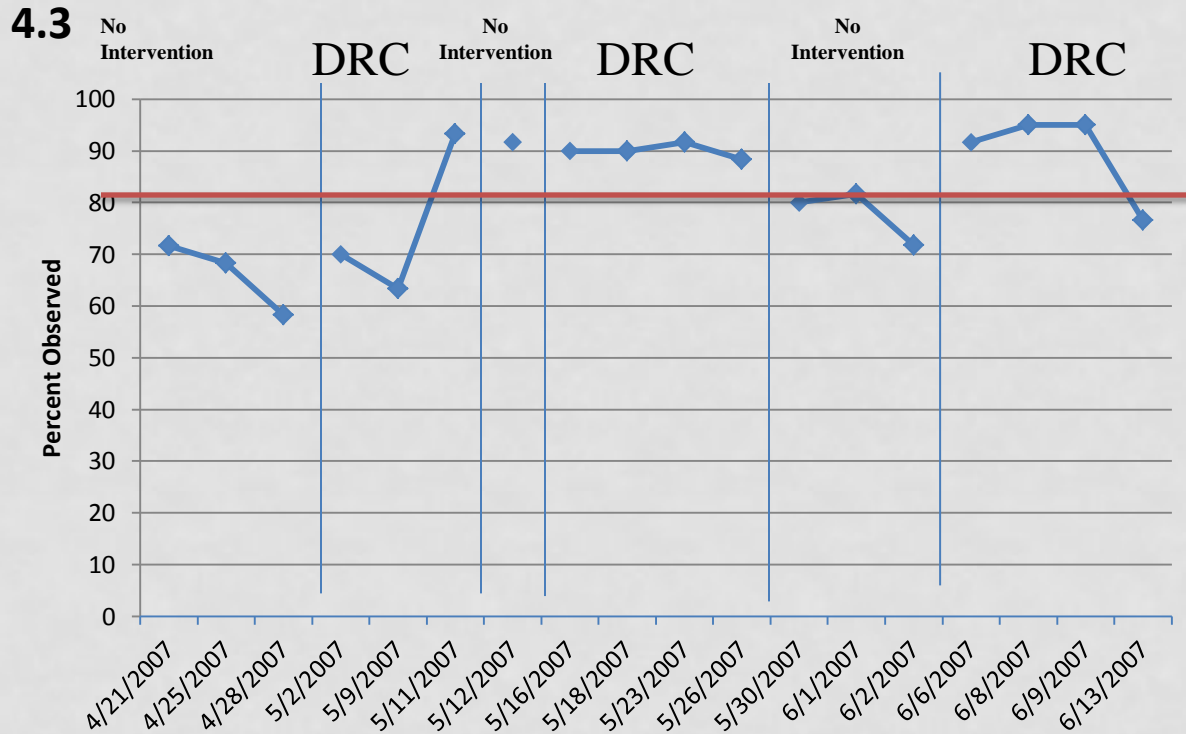
TREATMENT INTEGRITY



Summary: No concerns - Excellent treatment integrity

BEHAVIOR RESULTS: ACADEMIC ENGAGEMENT

Group 2



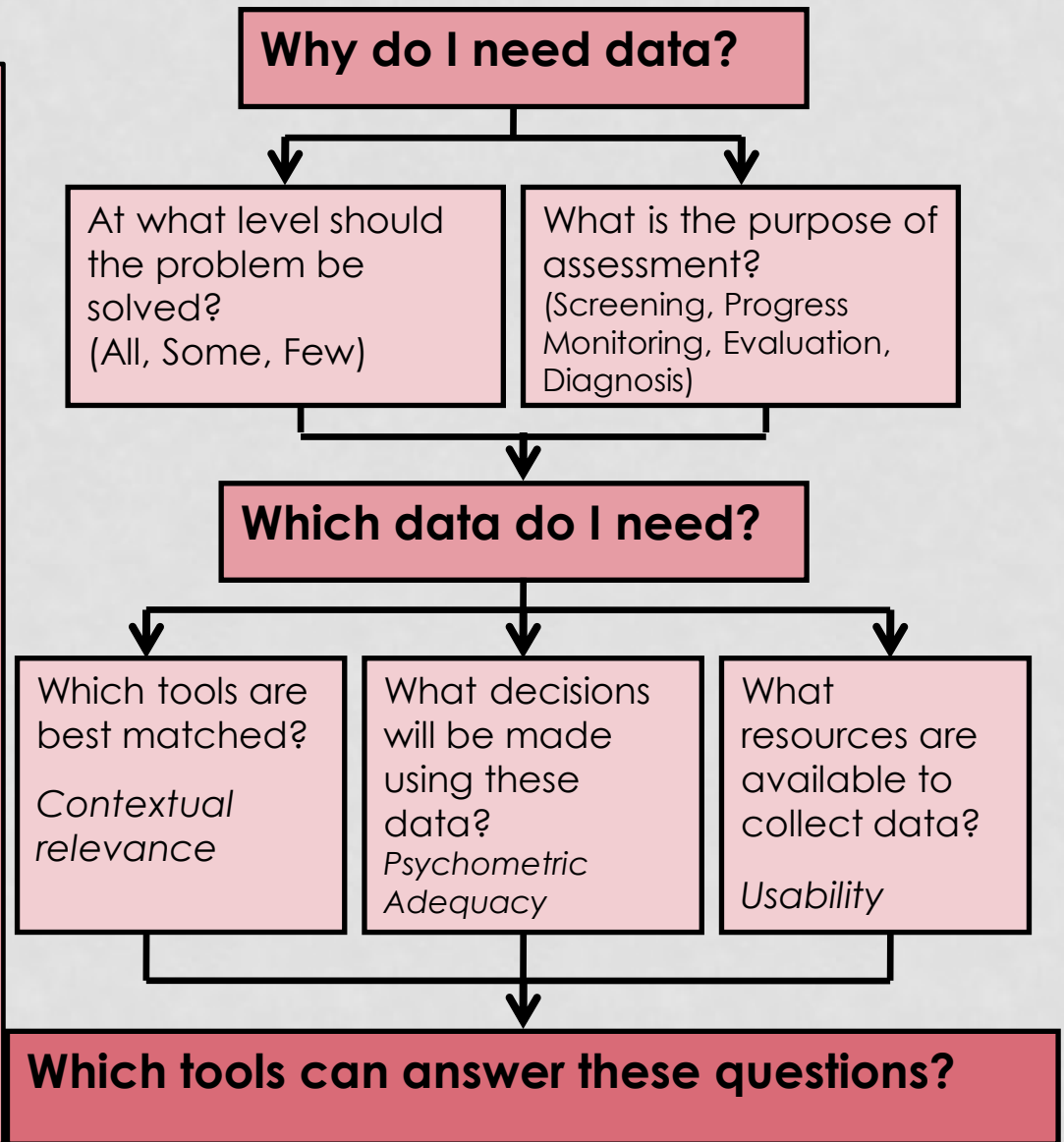
Summary: DRC effective at increasing engagement to expected levels

CONCLUDING THOUGHTS

The Road to Cohesive Systems...

PLAN, IMPLEMENT, & EVALUATE

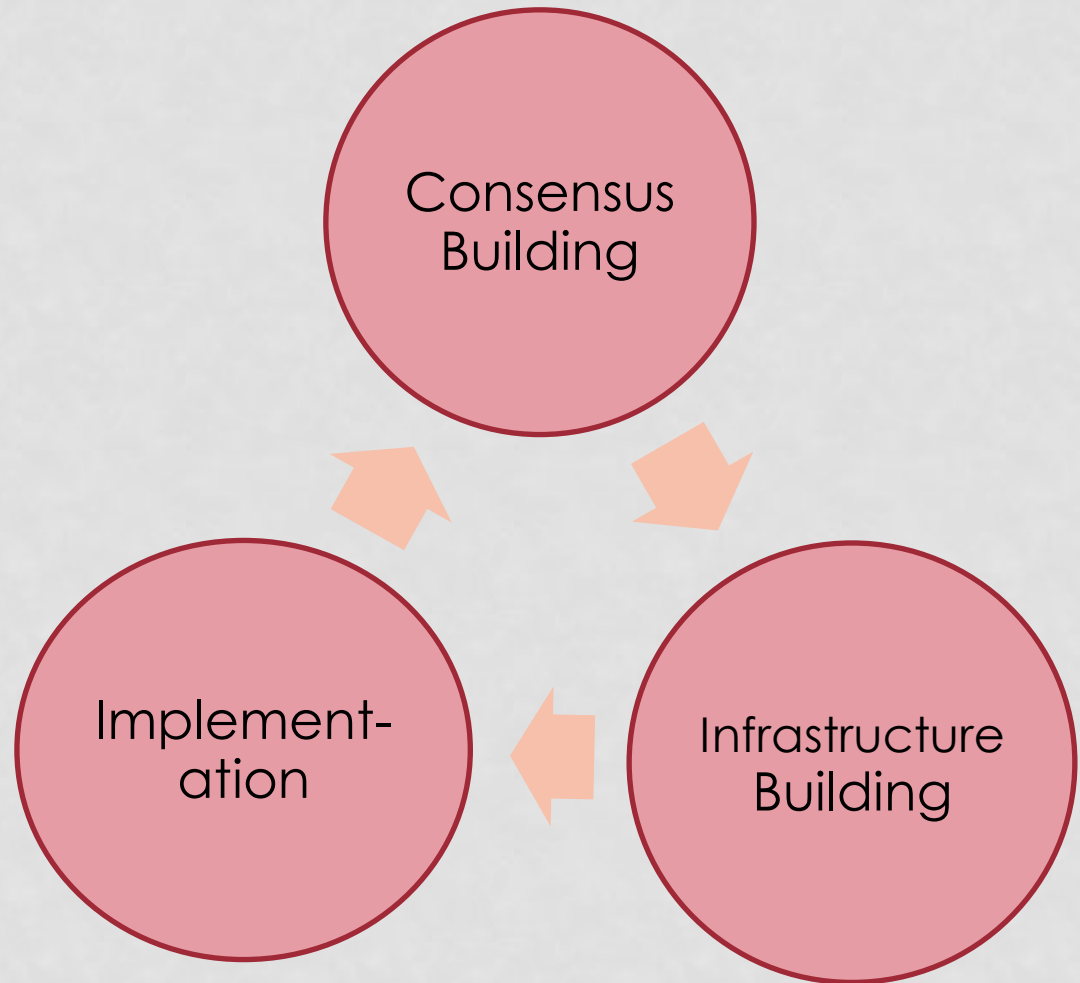
1. WHY
2. WHAT
3. WHO
4. WHEN
5. WHERE



The Road to Cohesive Systems...

PLAN, IMPLEMENT, & EVALUATE

1. WHY
2. WHAT
3. WHO
4. WHEN
5. WHERE



FURTHER RESOURCES

**National Association of State Directors of Special Education, Inc.:
Response to Intervention Project**

<http://www.nasdse.org/Projects/ResponsetoInterventionRtIProject/tabid/411/Default.aspx>

National Center on Response to Intervention

<http://www.rti4success.org/>

Direct Behavior Rating

www.directbehaviorrating.org

QUESTIONS, COMMENTS, CONTACTS...

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