

## Behavior Definitions

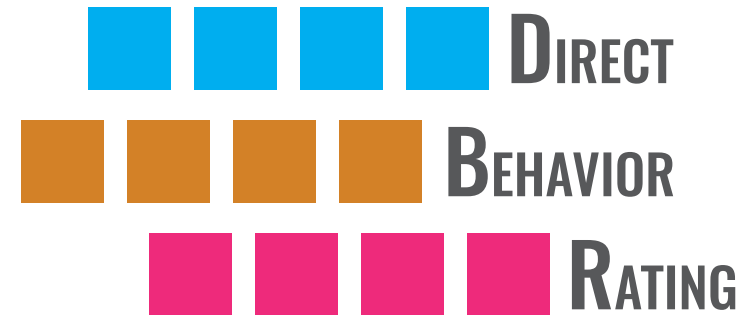
### *Standard Behaviors:*

- ☐ **Academically Engaged Behavior** 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 Behavior** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. 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 Behavior** 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.

\* A student might be disruptive *and* respectful, especially if the student disrupts and then immediately complies with redirection.

### *Identify and Define Other Behavior(s):*

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Rater Name

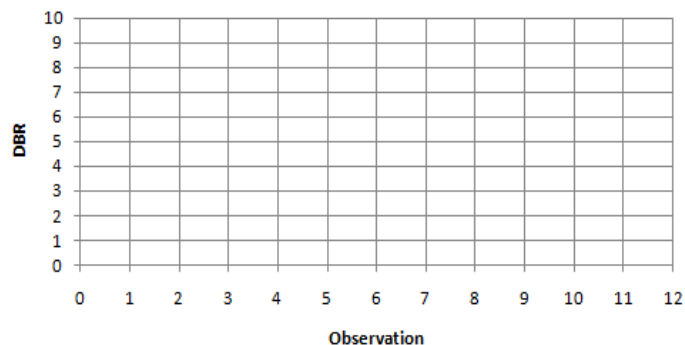
\_\_\_\_\_ to \_\_\_\_\_  
Date Range

\*Setting Information: \_\_\_\_\_

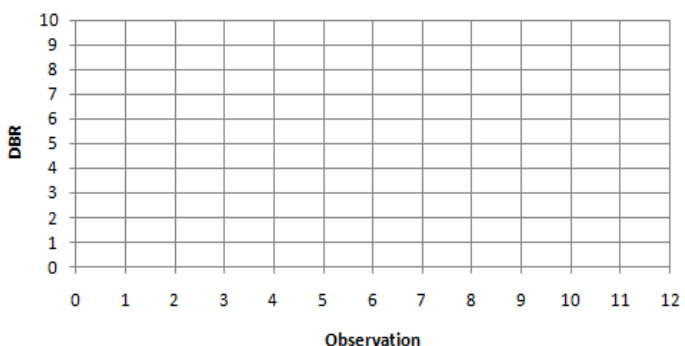
\_\_\_\_\_  
\_\_\_\_\_

*\*The setting (time and activity) must be consistent across all ratings. For example, the setting could be all day, morning, or math class.*

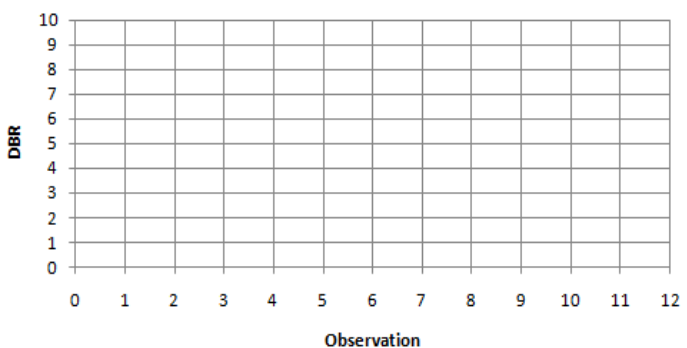
Behavior: \_\_\_\_\_



Behavior: \_\_\_\_\_

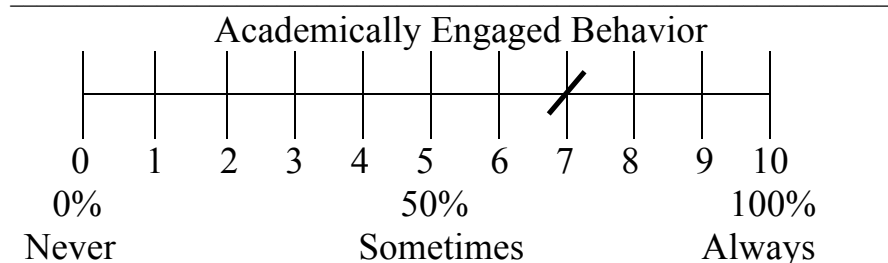


Behavior: \_\_\_\_\_



## Directions for Direct Behavior Rating (DBR)

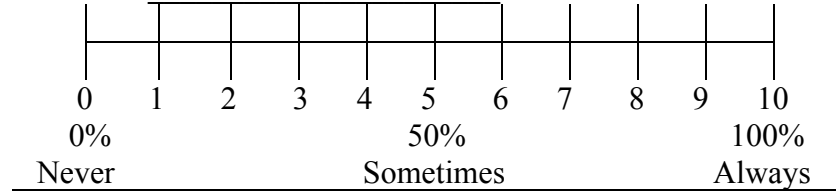
1. Determine the behaviors of interest that you will be observing (e.g., academically engaged, respectful, disruptive).
2. Decide who, where, and how often to collect DBR data (e.g., daily, AM, PM). Ratings can be completed in a matter of seconds.
3. Observe and estimate the percentage of time the behavior occurs during an observation period (e.g., full day, half day, class period).
4. Use notes to describe the circumstances that behavior occurred (e.g., during whole class instruction) or to describe the behavior (e.g., what type of interruption).
5. Collect multiple ratings across multiple occasions.
6. Plot data graphically and evaluate child behavior.  
Circle the data points on the graph that have notes associated with them.



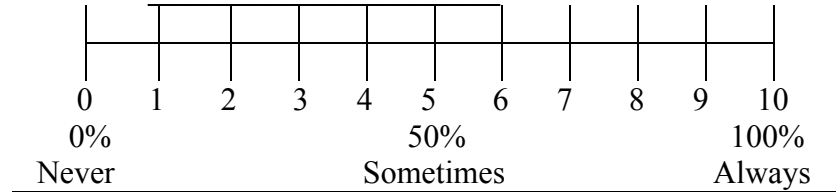
\* The rating indicates that the student was engaged 70% of the time, which is equal to a DBR of 7.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ to \_\_\_\_\_

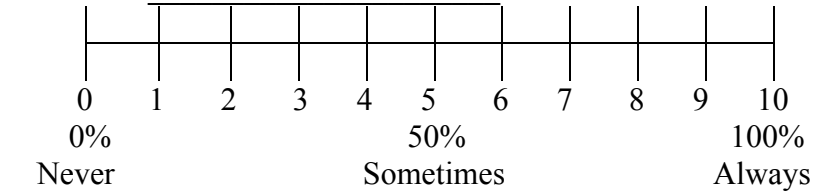
Behavior:



Behavior:



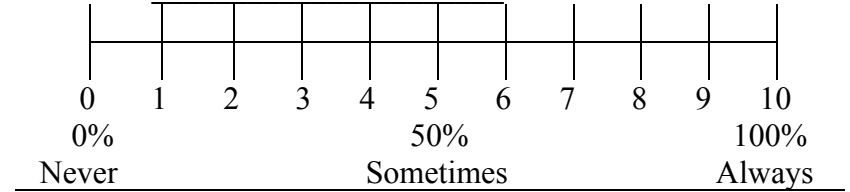
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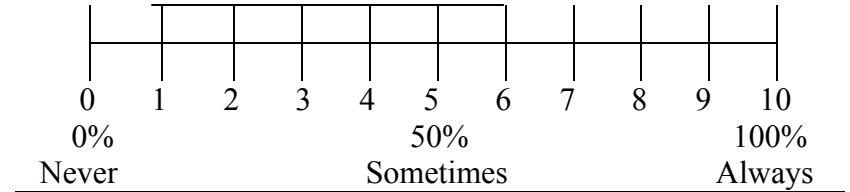
**Notes:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ to \_\_\_\_\_

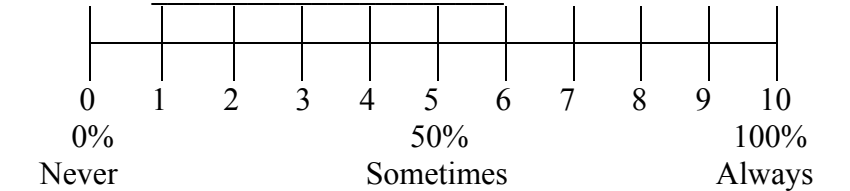
Behavior:



Behavior:



Behavior:



**Notes:**