Define Direct Behavior Rating (DBR) through review of strengths and limitations of different school-based behavior methods within a multi-tiered model of assessment
Why should we care about social behavior outcomes?

1 in 5 children has mental health needs yet the majority will not receive needed services (Hoagwood & Erwin, 1997; U.S. Surgeon General, 1999)

1 in 3 teachers has contemplated leaving or knows someone who has left the profession due to issues related to discipline and behavior (Public Agenda, 2004)

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)

School discipline is a top concern by the American public (Rose & Gallup, 2005)
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

- **Decreases in inappropriate 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?

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**!
REVIEW: How can data be used?

Purposes of Assessment

- Screening
- Progress Monitoring
- Diagnosis
- Evaluation

Emphasized by the National Center on Response to Intervention
Examples of School-Based DATA Sources on 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
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
**Definition:**

Data sources that already exist within the setting

**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)
FRMS Total Office Discipline Referrals

Sustained Impact

Total ODRs

Pre

Post

Academic Years

94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06
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
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 Empirically-Based Assessment (e.g. CBCL)
- Conner’s Rating Scales – 3
- Social Skills Rating System (SSRS)
Example BASC-2 Score Profile
Ratings follow actual behavior occurrence, and typically involve estimation of behavior over an extended period (e.g., 1 month).

Scale comprised of a series of items that cluster together under one or more scales.

Standardized, norm-referenced behavior rating scales provide a picture of student behavior in comparison to a standard.

- Comparison across individuals can be useful to understand student behavior in relation to what is typically expected.
- Comparison within an individual may not be as useful.
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 are 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 perhaps not in universal assessment
- **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
Definition:

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

Examples:

- Percentage of intervals observed to be off-task
- Frequency of positive peer initiations throughout the day
- Recording how long it takes to transition in the hallway (duration)
Dawn’s Percentage of Off-Task Behavior in History Class

Baseline Function-Based SM

Not function-Based SM

Function-Based SM

Not function-Based SM

Function-Based SM

Day

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

Percentage of Off-Task Behavior

0 10 20 30 40 50 60 70 80 90 100
Benefits & Limitations of SDO

- Highly flexible
- Use 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
Definition:

A tool that involves a brief rating of a target behavior following a specified observation period (e.g. class activity)
Other Names for the DBR

(Riley-Tillman, Chafouleas, & Briesch, 2007)

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

Also
- Self Management/Monitoring Card
- Point Card
- Teacher Rating Form
Direct Behavior Rating

- Establishes that the observation and rating occur at the time and place that behavior occurs.
- This minimizes inference & retrospective judgments
The target of assessment must be accessible for observation and evaluation by the intended rater.

The preference is to observe behavior within the naturalistic setting.

Contents/modalities for behavioral assessment are motor, physiological, and cognitive (Cone, 1978).
Direct Behavior Rating

Rating

- Quantify a person’s **perception** or attitude toward something.
- DBR can be compared to any of a variety of other problem solving and behavioral assessments
  - SDO
  - Interviews
  - Behavioral rating scales
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

©2004
**Example: DBR-like Tool**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>☺ ☺ ☹</td>
<td>☺ ☺ ☹</td>
<td>☺ ☺ ☹</td>
<td>☺ ☺ ☹</td>
</tr>
<tr>
<td>Student</td>
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<td>☺ ☺ ☹</td>
<td>☺ ☺ ☹</td>
<td>☺ ☺ ☹</td>
</tr>
</tbody>
</table>
Example:
Standard Form for Single-item DBR scales

DBR Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student:</th>
<th>Activity Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M T W Tu F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rater:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation Time:</th>
<th>Behavior Descriptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: _________</td>
<td>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.</td>
</tr>
<tr>
<td>End: ___________</td>
<td>Disruptive Behavior is student actions 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.</td>
</tr>
</tbody>
</table>

Check if no observation today

Directions: Place a check (✓) 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.

<table>
<thead>
<tr>
<th>Academically Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total Time</td>
</tr>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>0% Never 50% Sometimes 100% Always</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disruptive Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total Time or # of Times</td>
</tr>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>0% Never 50% Sometimes 100% Always</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total Time or # of Times</td>
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<td>0 1 2 3 4 5 6 7 8 9 10</td>
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</table>

Download:
www.directbehaviorratings.com
DBR Key Features

Observe then Record

Observe

then

Record

Date: __________
Time: ___ to ____

Academically Engaged (% of time)

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

Disruptive Behavior (% of time)

0% 1 2 3 4 5 6 7 8 9 10
Never Sometimes Always
How do I create a DBR form?

1) Define the target behavior.
2) Select the type of rating scale and rating frequency.  
   - e.g., % of total time target behavior is observed daily during large group Math instruction
3) Design the DBR.
4) For intervention purposes, determine if consequence will be used, and if so, define the criteria.
5) Generate a list of potential consequences.
6) Determine the responsibilities of all parties involved.
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%.
Example DBR Data Profile

DBR Afternoon (11/13 to 1/8)
Project VIABLE:

Validation of Instruments for Assessing Behavior Longitudinally and Efficiently

Purpose:
To develop and evaluate DBR as a General Outcome Measure (GOM) for Behavior

Sandra M. Chafouleas, Ph.D.
T. Chris Riley-Tillman, Ph.D.
Theodore J. Christ, Ph.D.

Research was supported in part by a grant from the Institute for Education Sciences, U.S. Department of Education (R324B060014).
Past:
• Establish recommended instrumentation and procedures
Example: Standard Form for Single-item DBR scales

**DBR Form**

<table>
<thead>
<tr>
<th>Date</th>
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<th>Activity Description:</th>
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<tbody>
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</tr>
</tbody>
</table>

☐ Check if no observation today

(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**

<table>
<thead>
<tr>
<th>% of Total Time</th>
<th>0%</th>
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</table>

**Disruptive Behavior**

<table>
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<tr>
<th>% of Total Time</th>
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</table>

**Optional Behavior**

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<td>9%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Download:**

www.directbehaviormetrics.com
Which “GOM” behaviors are we investigating?

<table>
<thead>
<tr>
<th>Academic Engagement</th>
<th>Actively or passively participating in the classroom activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance</td>
<td>To initiate/complete a response to an adult request in a timely and socially acceptable manner.</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>A student action that interrupts regular school or classroom activity.</td>
</tr>
</tbody>
</table>
Past:
• Establish recommended instrumentation and procedures

Present:
• Establish “training”
• Build web-based application
• Continue technical adequacy

Future:
• Investigate application in screening
• Examine utility in schools and beyond...
• Return to the assessment-intervention link
What do Daily Behavior Report Cards (DBRCs) measure? An initial comparison of DBRCs with direct observation for off-task behavior

(Chafouleas, McDougal, Riley-Tillman, Panahon, & Hilt, 2005)

Conclusion: a moderate association between teacher perceptions of behavior as measured by DBRC ratings and direct observation conducted by an external observer.
Initial Studies and Findings

- An analysis of the similarity of Direct Behavior Ratings and Systematic Direct Observation for off-task and disruptive behaviors
  - (Riley-Tillman, Chafouleas, Sassu, Chanese, & Glazer, 2008)
- Conclusion: replicated moderate association between teacher perceptions of behavior as measured by DBRC ratings and direct observation conducted by an external observer.
Initial Studies and Findings

- The consistency of Daily Behavior Report Cards in monitoring interventions
  - (Chafouleas, Riley-Tillman, Sassu, LaFrance, & Patwa, 2007)

  Conclusion: suggested similar conclusions might be drawn when visually examining data collected by an external observer using either systematic direct observation or a DBRC
Initial Studies and Findings

- Acceptability and reported use of Daily Behavior Report Cards among teachers
  - (Chafouleas, Riley-Tillman, & Sassu, 2006)

- Conclusion: provide support to previous claims that the DBRC is both a used and accepted tool in practice
Who already uses Daily Behavior Report Cards (DBRC)?

(Chafouleas, Riley-Tillman, & Sassu, 2006)

Teacher Survey about DBRC:

- **Purpose**
  - 60% use to *change student behavior* (Intervention)
  - 32% use to *monitor* (Assessment)
  - 32% use “routinely” for *classroom management* (Intervention)

- **Types of Behaviors**
  - 81% to identify positive behaviors
  - 77% to identify negative behaviors

- **For Whom?**
  - 86% use with *individual students*
  - 19% with whole class
  - 9% with small groups
www.directbehaviorratings.com/index.html

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 a 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 continuums and systematically feedback between the child and adult. The frequent feedback provided by DBR combined with short term gains and incentives, function to promote positive behavior and reduce undesirable behavior.
- Self-management components are often used as part of a behavior intervention given the opportunity to teach self-monitoring skills needed to independently monitor and evaluate behavior. In self-monitoring, when the user reviews DBR to use their own behavior; perhaps at the same time as the adult sets the same behavior.

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.

Additional Resources

- PowerPoint: DBR for Intervention
- DBR Standards Form
- DBR Standards Instructions
- DBR Intervention Protocols
- DBR Incentive Program
- DBR Self-Management
- DBR Other Resources
Current - Future Directions

- DBR – BASIS
  - A web-based application will serve to increase utility of the DBR in behavioral assessment given ease of data entry, analysis, and presentation.
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
Extant data
Standardized behavior rating scales
Systematic direct observation
Direct Behavior Rating

WHICH TO USE? Consider...
Psychometric adequacy
Usability
Contextual relevance
Why do I need data?

At what level should the problem be solved? (Primary, Secondary, Tertiary)

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

Which data do I need?

Which tools are best matched to assess the behavior of interest? 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?

Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007
SUMMARY: Behavior Assessment Methods within RTI

ALL BELOW, with emphasis on functional assessment data

EXTANT DATA
BEHAVIOR RATING SCALES
SYSTEMATIC DIRECT OBSERVATION
DIRECT BEHAVIOR RATING

EXTANT DATA
BEHAVIOR RATING SCALES developed for universal screening
DIRECT BEHAVIOR RATING
For Additional Information...

Contact:
Sandra.chafouleas@uconn.edu
Stephen.kilgus@uconn.edu
Gul.jaffery@uconn.edu

Further information:

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