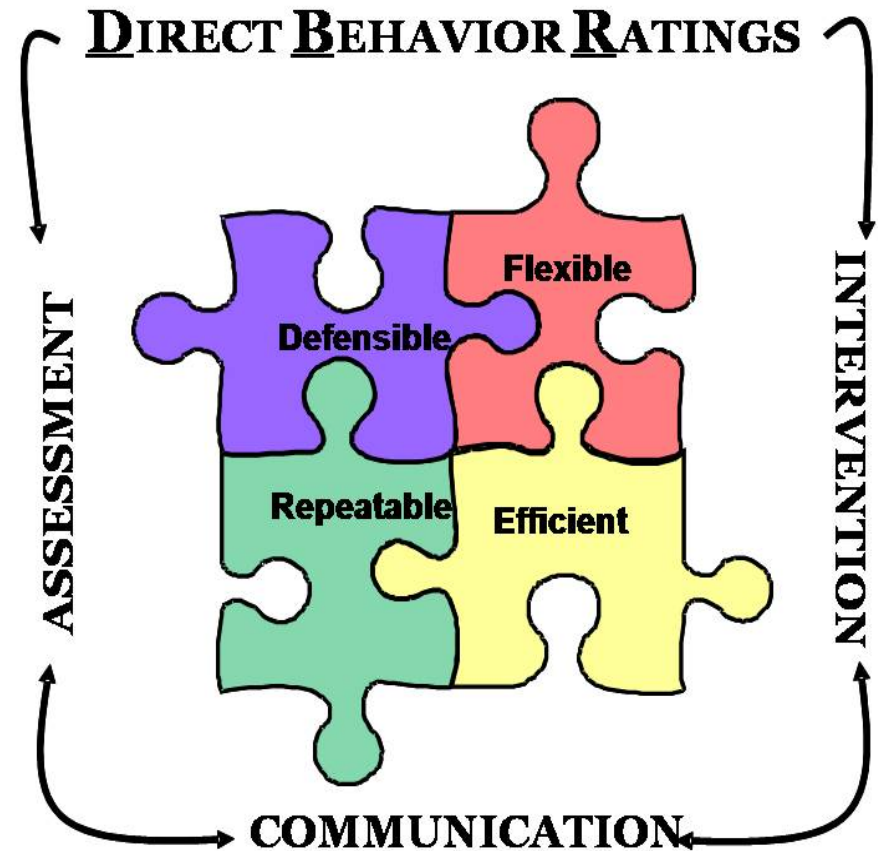




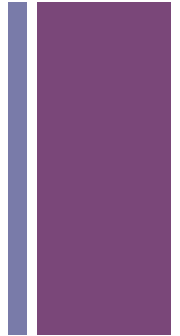
## Direct Behavior Rating (DBR): Overview and Possible Applications within Tier I



**T. Chris Riley-Tillman, Ph.D.**  
**East Carolina University**

## + My Purpose:

- To introduce Direct Behavior Rating (DBR) as an assessment method for progress monitoring of student behavior
- To review options for use of DBR in Tier I assessment purposes





+  
Overview of DBR in Assessment:  
History & Defining Features

+ **BRIEF REVIEW:**  
Why do we need data?

Purposes of Assessment

- Screening
- Progress Monitoring
- Diagnosis
- Evaluation

Emphasized  
within a  
problem-  
solving  
framework

# + What is “problem-solving framework”?

## ■ Two Basic Questions:

- How do we know X is a “problem”?
- How do we know if Y is an effective strategy for “handling” X?

**What is the problem?**  
**Why is it occurring?**  
**What should we do about it?**  
**Did it work?**

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



# What are desirable features of assessment tools within PSM?



## ■ Defensible

- established through psychometric research to provide evidence of reliability and validity for interpretation and use

## ■ Flexible

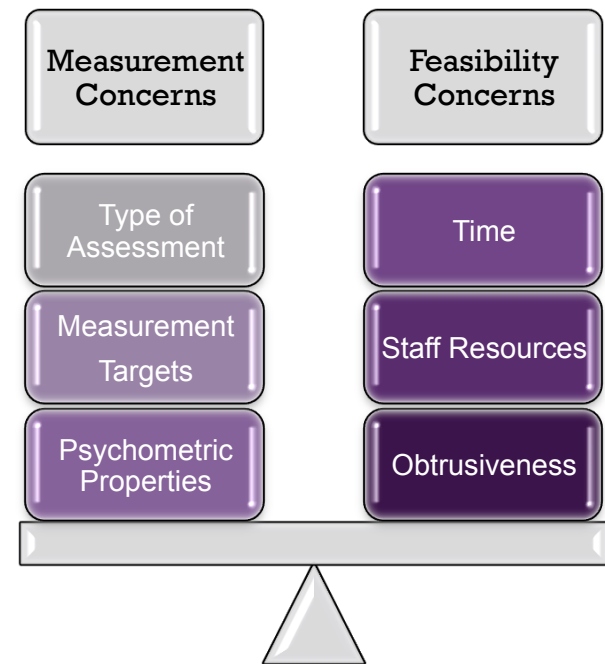
- established by methods useful in guiding a variety of assessment questions and situations

## ■ Efficient

- established by methods that require relatively few resources (feasible and reasonable)

## ■ Repeatable

- established by methods that yield necessary time series to evaluate intervention effectiveness



Source: Chafouleas, Riley-Tillman, & Christ, 2009; Chafouleas, Riley-Tillman, & Sugai, 2007; Christ, Riley-Tillman, & Chafouleas, 2009)

Adapted from Briesch & Volpe (2007)

+ BUT for behavior, it's not so simple...

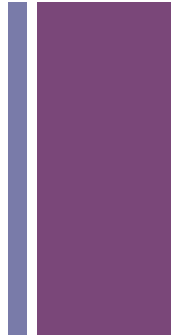
**Possible Methods:**

Systematic direct observation

Traditional behavior rating scales

Permanent products (ODR)

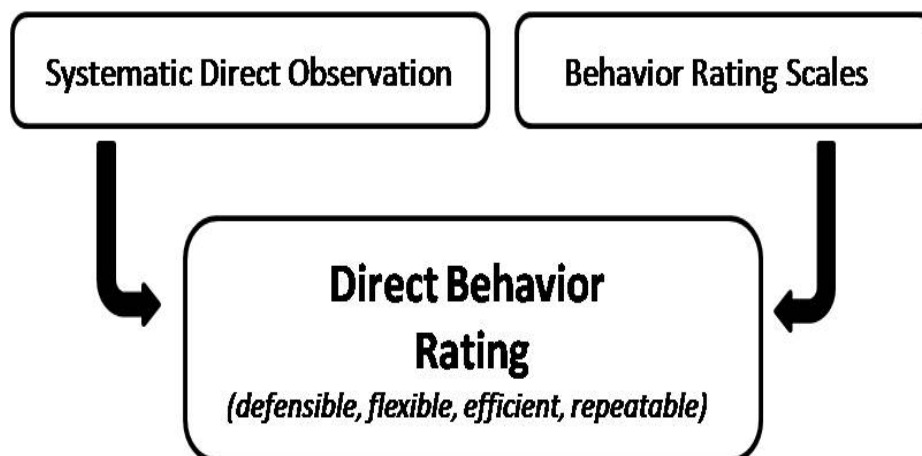
Direct Behavior Rating



# + 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)

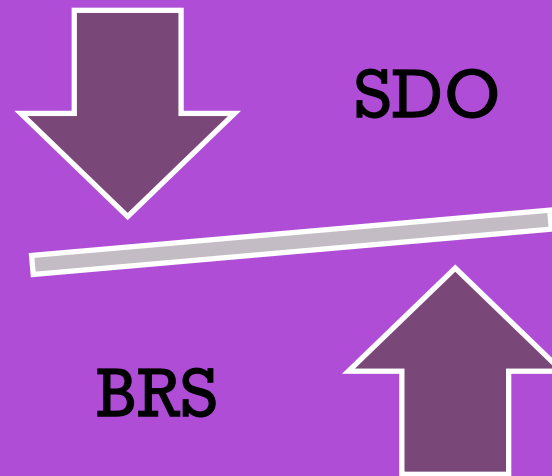


# + A little background...

## Other Names for DBR-like Tools:

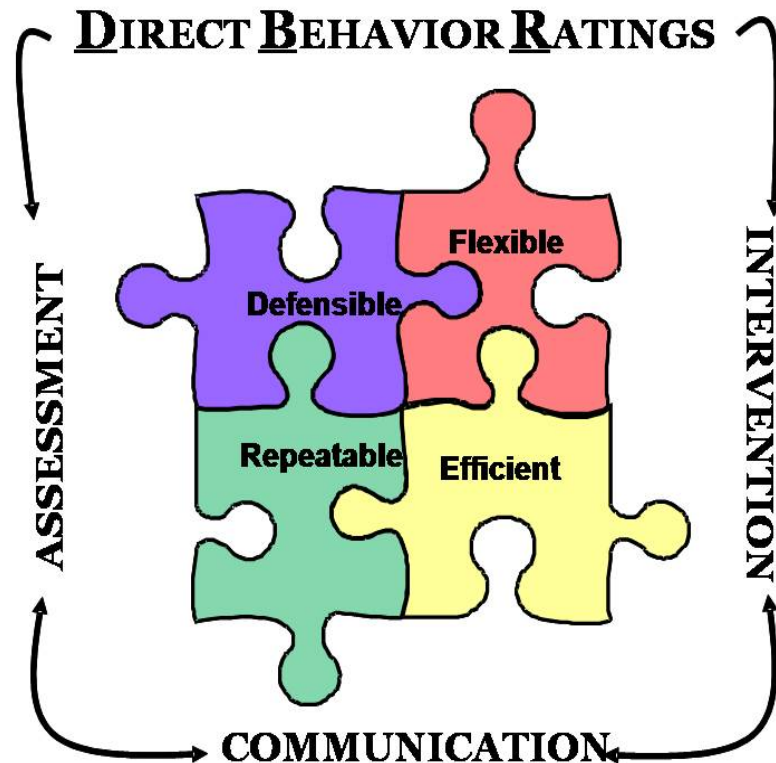
- Home-School Note
- Behavior Report Card
- Daily Progress Report
- Good Behavior Note
- Check-In Check-Out Card
- Performance-based behavioral recording

## 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)

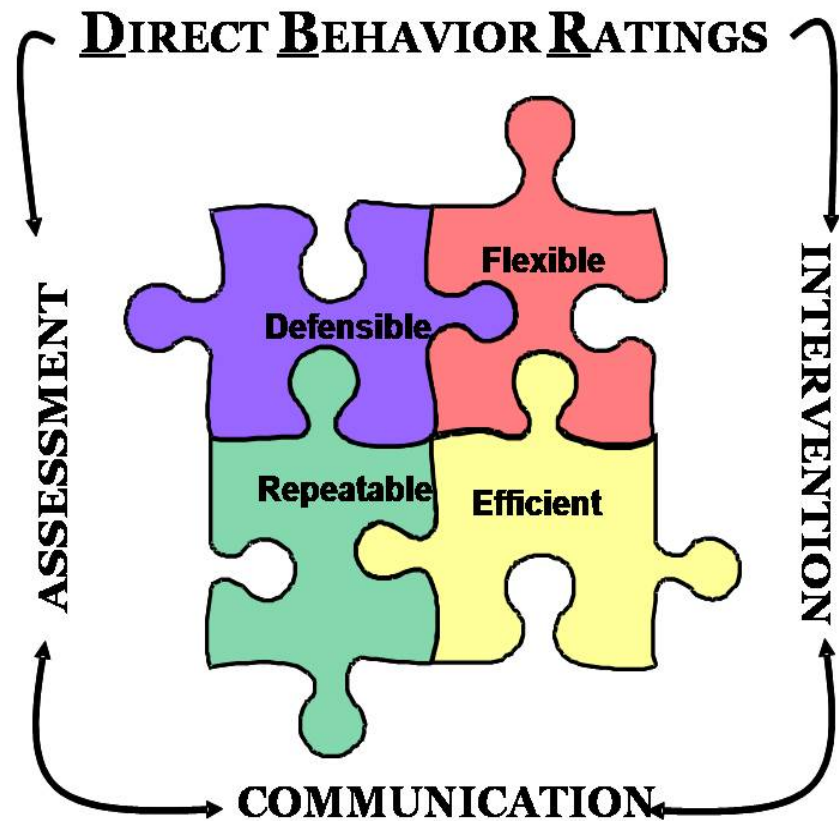
# + Direct Behavior Rating



## Direct

- establishes that the observation and rating **occur at the time and place** that behavior occurs.
- This minimizes
  - inference &
  - retrospective judgments

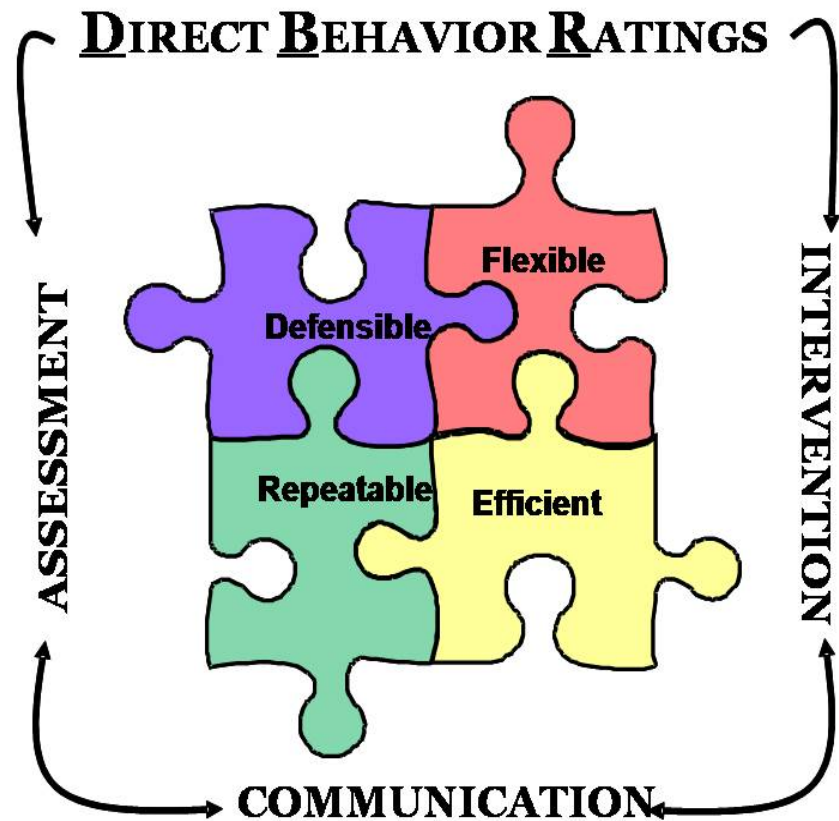
# + Direct Behavior Rating



## Behavior

- 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

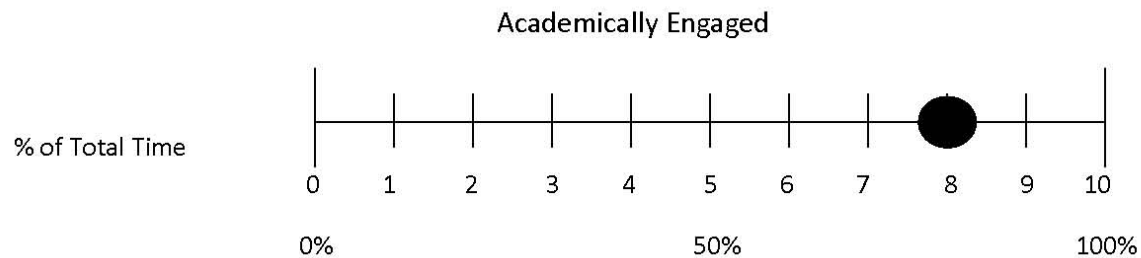
- quantify a person's **perception** or attitude toward something.
- DBR can be compared to any of a variety of other problem solving and behavioral assessments
  - SDO
  - Interviews
  - behavioral rating scales

# 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

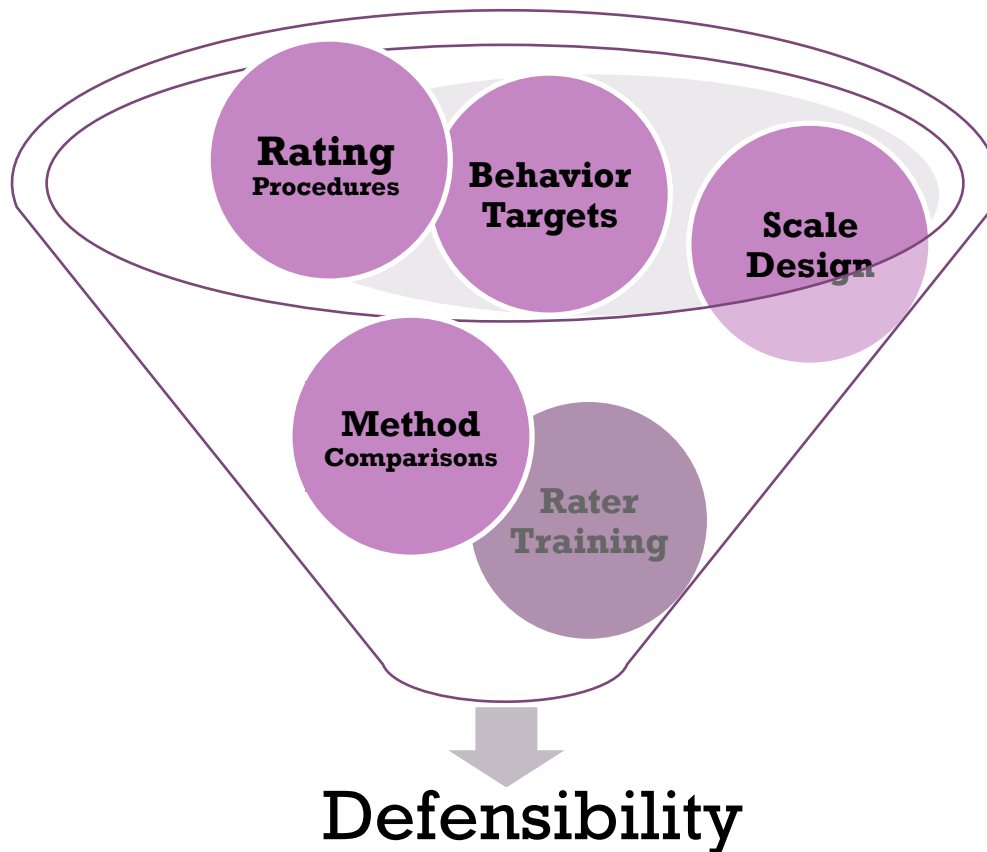
	<u>Never</u>		<u>Always</u>
Did the student follow class rules?	0	(1)	2
Did the student follow teacher directions?	0	1	(2)
Did the student do his/her best work?	0	1	(2)
Total number of points earned: <u>5</u>			

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



# Project VIABLE (2006-2011)

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

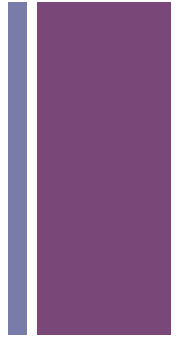


Funding provided by the  
**Institute for Education  
Sciences**, U.S. Department of  
Education

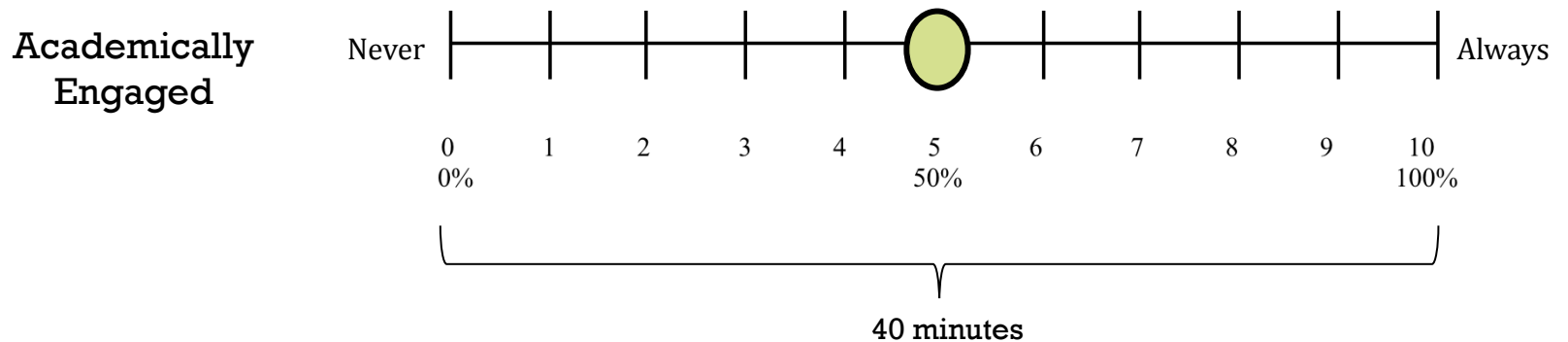




# DBR – Single Item Scale



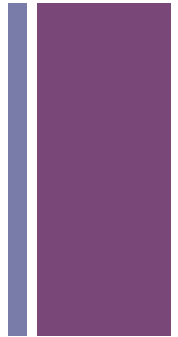
- Ratings should correspond to the percentage of time that the student was observed to display the target behavior.
- Ex: When rating after 40-minute Independent Reading Block, if the student was engaged for 20 minutes, then the student receives a rating of 5 on the DBR.





## Key Pieces to using DBR-SIS:

- Have the rating ready (date, name). Complete rating immediately following the activity period.
  - Skip rating if you did not observe for a sufficient amount of time.
- Ratings should correspond to the proportion of time that you actually observed the student display the target behavior.
- 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%.





## + Which targets do I rate using DBR-SIS?

### **Academic Engagement:**

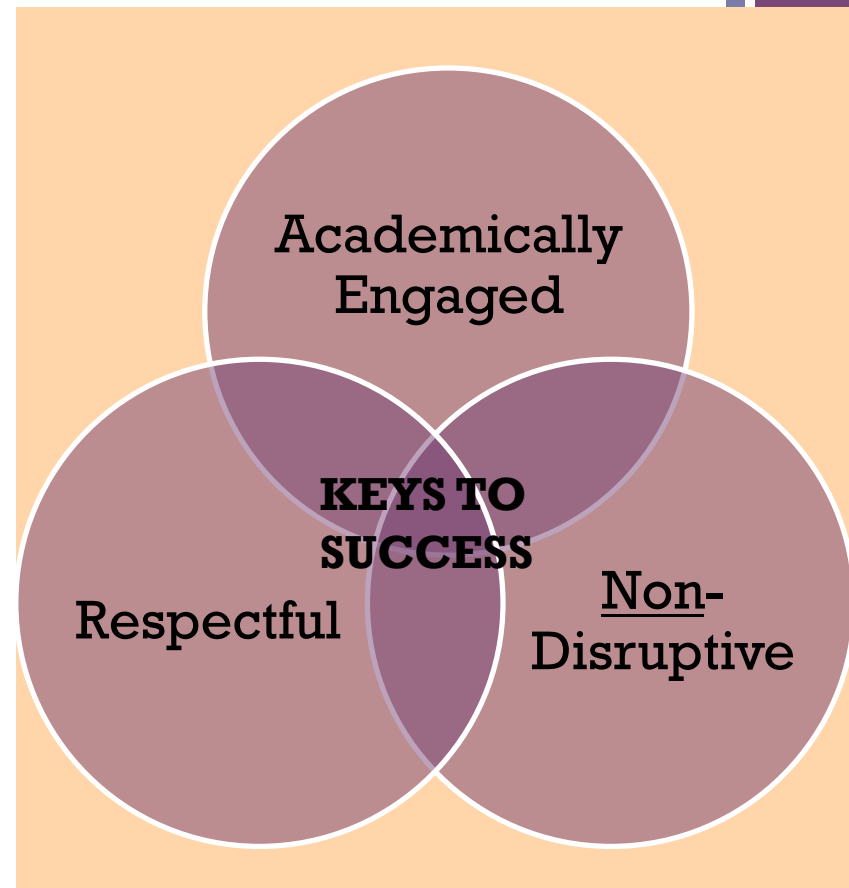
Actively or passively participating in the classroom activity.

### **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.



# + Current Forms:

## [www.directbehaviorratings.com](http://www.directbehaviorratings.com)

### Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

Date:	Student:	Activity Description:
M T W Th F	Rater:	

Observation Time:  
Start: \_\_\_\_\_  
End: \_\_\_\_\_

Check if no observation today

**Behavior Descriptions:**  
**Academically engaged** is actively or passively participating in the classroom or on-line learning. For example: follows teacher direction, pro-social interactions, positive response to adult request, conformity to classroom rules and not disruptive.  
**Respectful** is compliant and polite behavior in response to classroom rules, adult and/or peer interactions. For example: follows teacher direction, pro-social interactions, positive response to adult request, conformity to classroom rules and not disruptive.  
**Disruptive** is student action that interrupts regular school or classroom activity out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling are unrelated to classroom instruction.

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited the behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

**Academically Engaged**

% of Total Time

**Respectful**

% of Total Time

**Disruptive \***

% of Total Time

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

V1.0 © 2009 Chafouleas  
Permission granted

### DBR Smiley Face Form – Choose Your Own Behaviors

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Day of Week: M T W Th F

Rater Name: \_\_\_\_\_ Activity: \_\_\_\_\_

No rating today as I was unable to observe student sufficiently.

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited the target behaviors. Please note that the percentages DO NOT need to total 100% since some behaviors may co-occur.

(Write behavior definition.)

% of Total Time

(Write behavior definition.)

% of Total Time

(Write behavior definition.)

% of Total Time

V1.0 DBR Smiley Face Form was created by Sandra M. Chafouleas, T. Chris Riley-Tillman & Theodore J. Christ.  
Copyright © 2010 by the University of Connecticut, East Carolina University & the University of Minnesota.  
All rights reserved. Permission granted by photocopy for personal and educational use as long as the names of the creators and the full copyright notice are included in all copies.

4	5	6	7	8	9	10
Observation						
4	5	6	7	8	9	10
Observation						

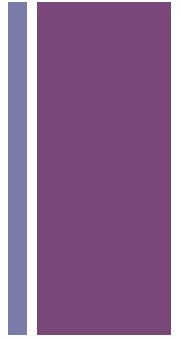
© Chafouleas, Riley-Tillman & Christ



## Application of DBR-SIS in Tier I: Examples and Considerations

## + Possibilities...

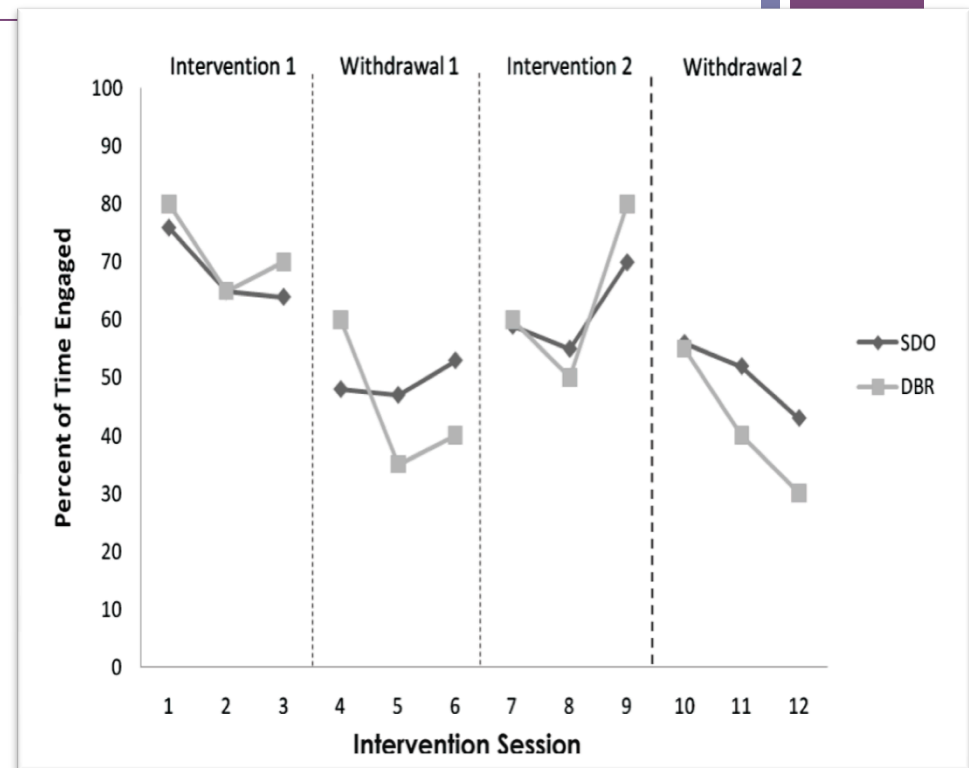
- Progress Monitoring Assessment of a “group”
  - Small group, classwide
- Universal Screening Assessment for Early Identification of Risk
  - Individual focus



# + Case Study Example: Classwide Assessment

## Riley-Tillman, Methe, & Weegar (2009)

- 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



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

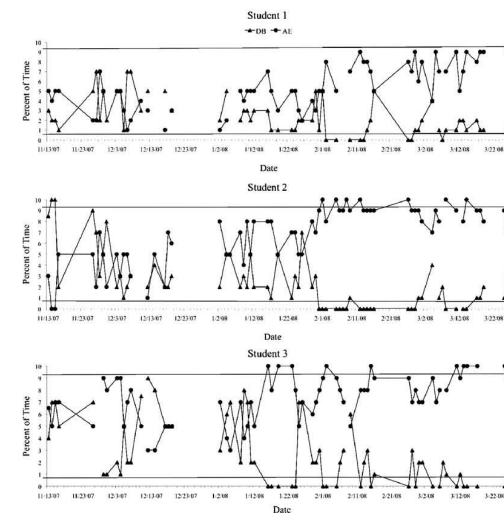


# Example: Early Identification and Monitoring using “Local” Norms

## Chafouleas, Kilgus, & Hernandez (2009)

- **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

Figure 1  
Daily Direct Behavior Rating PM Profiles of Three Students at Risk on at Least Two Social Skills Rating System Scales During the Fall Assessment Period



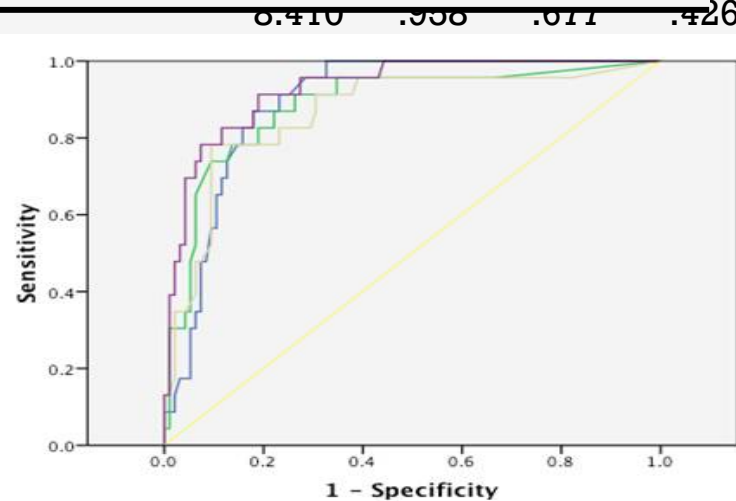
Target Behavior	Rating Time	FALL M (SD)	SPRING M (SD)
Academic	AM	8.72 (1.31)	9.40 (0.63)
Engagement	PM	8.25 (2.03)	9.37 (0.88)
Disruptive Behavior	AM	1.30 (1.47)	0.60 (0.62)
	PM	1.61 (2.08)	0.42 (0.52)



# Example: Early Identification using

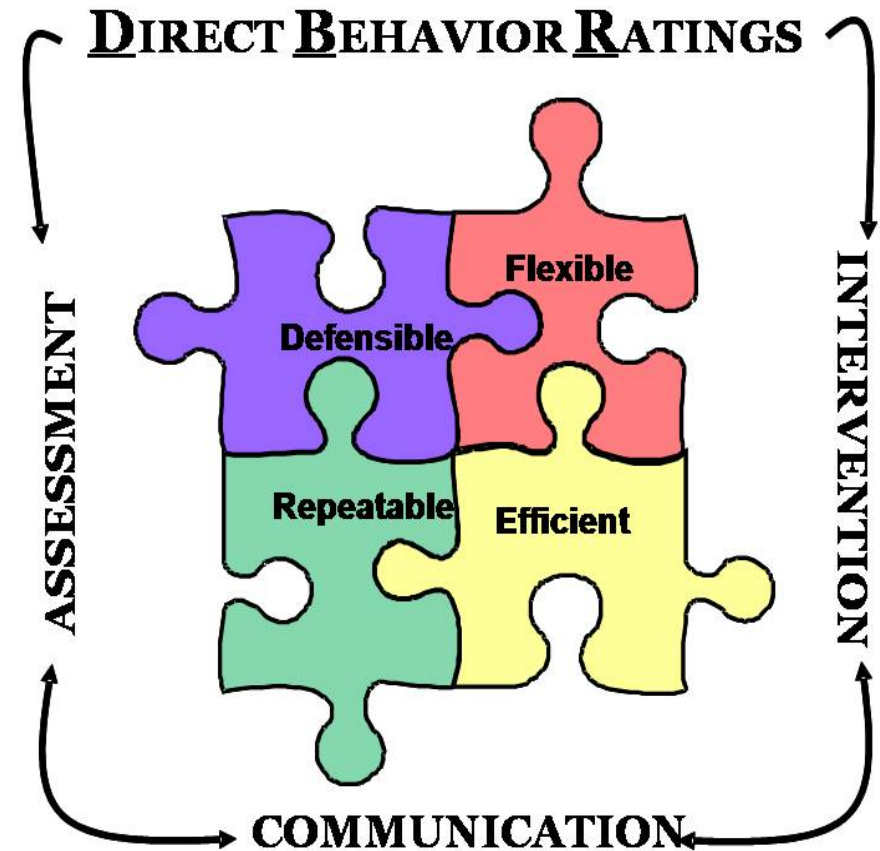
		Condition (est. via the "gold standard")			Criterion	
		Positive	Negative		PPV	NPP
Test Outcome	Positive	<b>TRUE</b> Pos.	<b>FALSE</b> Pos. (Type I error)	= Pos. predictive value	.73	.967
	Negative	<b>FALSE</b> Neg. (Type II error)	<b>TRUE</b> Neg.	= Neg. predictive value	.33	.937
		= Sensitivity	= Specificity		.49	.972
					.426	.985

- Analyses: Diagnostic accuracy statistics
- Conclusion: DBR may provide efficient initial identification of potential risk, but may need to be confirmed through complementary measures. Findings suggest interpretation of DBR-SIS "cut-score" may be highly dependent on what is considered to be a "true" indicator of school-based behavioral difficulty.





# Questions & Comments...



Contact: Dr. T. Chris Riley-Tillman  
[rileytillmant@ecu.edu](mailto:rileytillmant@ecu.edu)  
[www.directbehaviorratings.com](http://www.directbehaviorratings.com)



# Using the Daily Progress Report Card (DPR) in the Check, Connect, & Expect Tier 2 Behavioral Intervention

Lori Lynass, EdD, NWPBISN





# Check, Connect, & Expect

(CCE; Cheney & Lynass)



- Based on 15 years of research and practice from:
  - Oregon’s Technical Assistance Center on Positive Behavior Support (Horner & Sugai, 2002)
  - Check and Connect (Sinclair, Christenson, Evelo, & Hurley, 1998), U. Minnesota
  - The Behavior Education Program (BEP; Crone, Horner, & Hawken, 2004) U. Oregon/Utah.



**Student Passes Gate 2 SSBD**

**Program Phases**

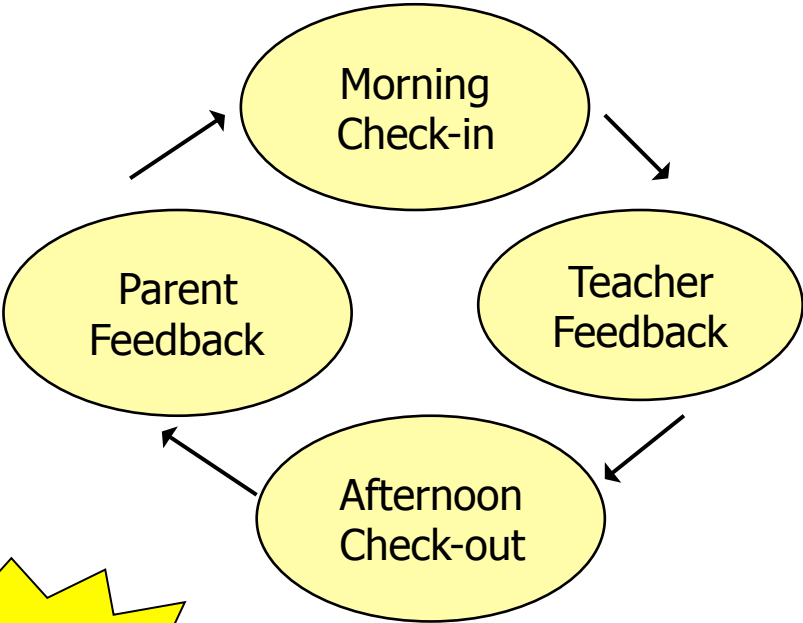
**Daily Program Routine**

Basic Program

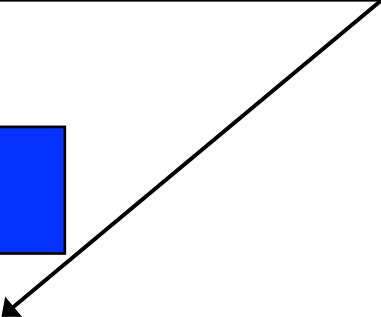
Basic Plus Program  
(as needed)

Self-Monitoring

Graduation



**DPR used throughout cycle**



# Super Road Runner



Student: \_\_\_\_\_ Date: \_\_\_\_\_ Goal: \_\_\_\_\_

Checked in	Yes	No
Checked out	Yes	No
Parent Signature	Yes	No

Reading					Math				
Expectation	Tough Time	OK	Good	Way to Go!	Expectation	Tough Time	OK	Good	Way to Go!
Be Safe	1	2	3	4	Be Safe	1	2	3	4
Show Respect	1	2	3	4	Show Respect	1	2	3	4
Be Responsible	1	2	3	4	Be Responsible	1	2	3	4

Social Studies/Science/Art					Specialist				
Expectation	Tough Time	OK	Good	Way to Go!	Expectation	Tough Time	OK	Good	Way to Go!
Be Safe	1	2	3	4	Be Safe	1	2	3	4
Show Respect	1	2	3	4	Show Respect	1	2	3	4
Be Responsible	1	2	3	4	Be Responsible	1	2	3	4

Way to Go! (4): Met expectations with positive behavior.  
 Good (3): Met expectations with only 1 reminder or correction.  
 OK (2): Needed 2-3 reminders or corrections.  
 Tough Time (1): Needed 4 or more reminders or corrections.

DAILY TOTAL \_\_\_\_\_

Parent Signature: _____ Comments:	Teacher: _____ Comments:
--------------------------------------	-----------------------------



### COUGAR CARD

Expectations	Respect	Responsible	Safe	Integrity	Total
Period 1	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	
Period 2	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	
Period 3	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	
Period 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	
Period 5	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	
Period 6	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	<u>1</u> <u>2</u> 3 4	

- (4) **Way to Go!;** Met expectations with positive behavior.
- (3) **Good:** Met expectations with only 1 reminder or correction.
- (2) **OK:** Needed 2-3 reminders or corrections.
- (1) **Tough Time:** Needed 4 or more reminders or corrections.

Checked-in	Yes No
Checked-out	Yes No
Has Materials	Yes No
Parent/Guardian Signed	Yes No

DAILY TOTAL \_\_\_\_\_ / GOAL \_\_\_\_\_

Teacher Comments:

---



---

Parent/Guardian Comments:

---



---

Parent/Guardian Signature: \_\_\_\_\_



# Scoring the DPR

- Students scored based on reminders given by the teacher to the student.
- A reminder consists of the social expectation (i.e., Be Respectful, Be Responsible, Be Safe), the problem behavior and the desired behavior being verbally stated to the student.

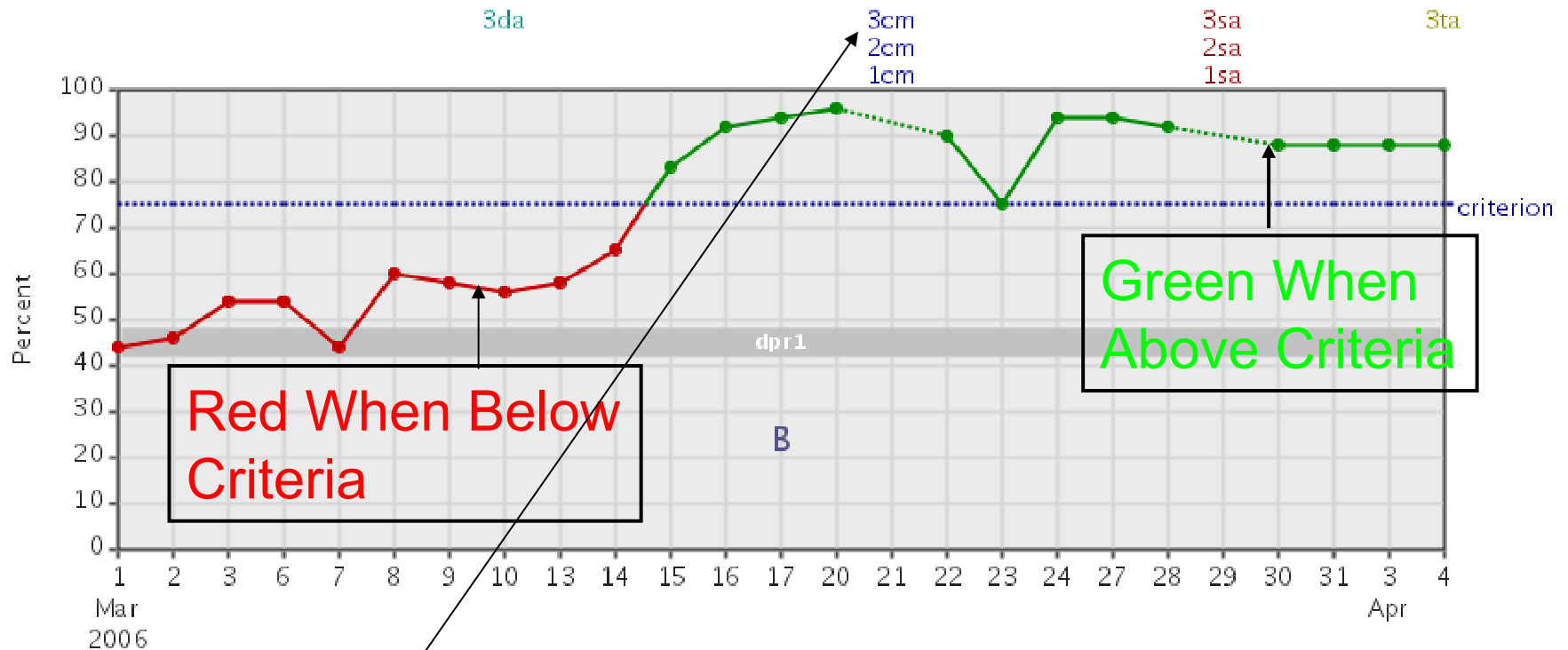


**CCE**

# Charting Function

## Daily Progress for Student #86

6 Sep 2005 to 5 Apr 2006. Periods: all. Expectations: all.



### LEGEND

sa	Student Absent	ta	Teacher Absent
nc	No Class	da	Disciplinary
cm	Card Missing	nd	Nxo Data

ss	Social Skills
at	Academic Tutoring
ps	Problem Solving



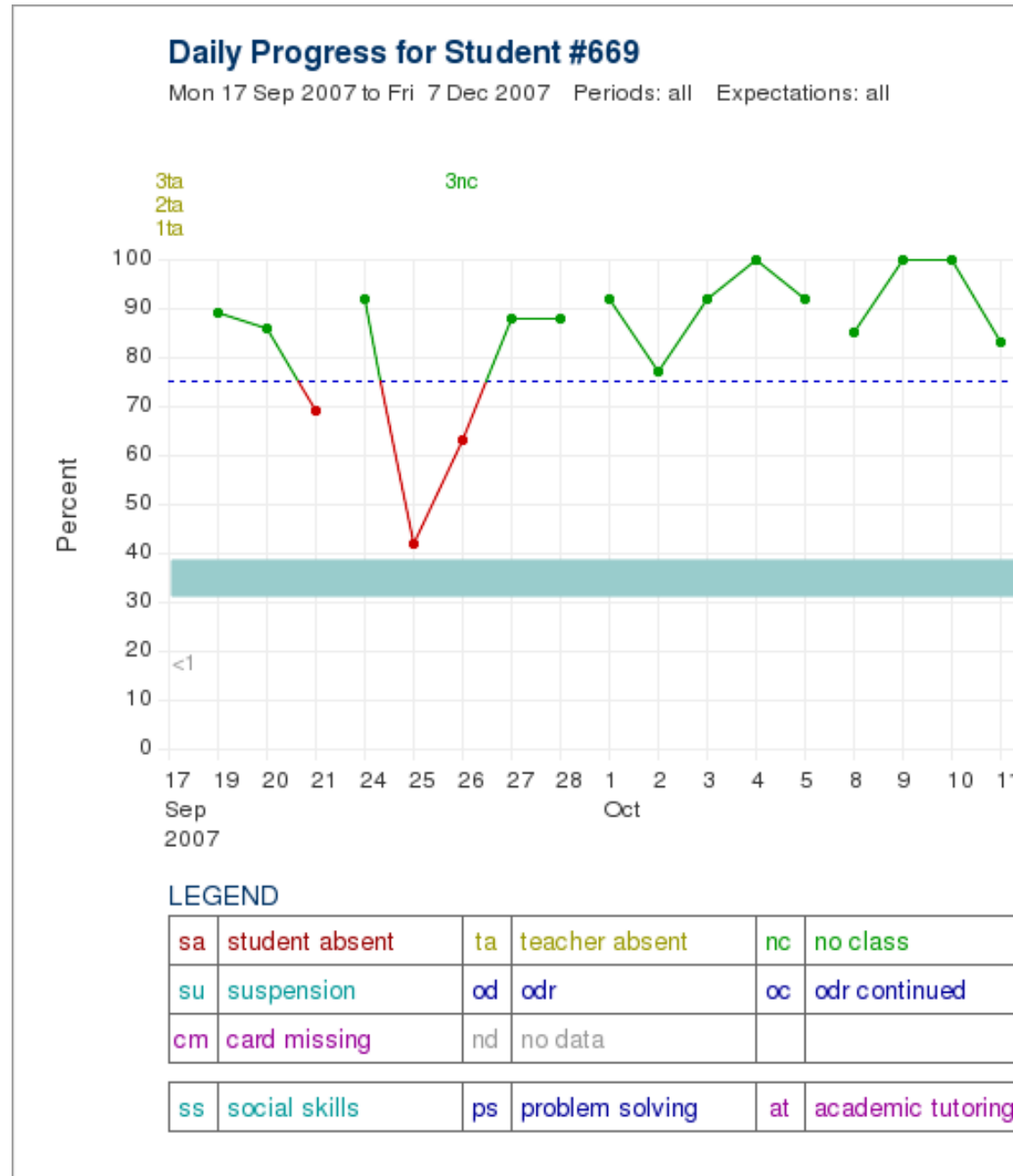
# What we Have Learned About the DPR in CCE

- Prompts teachers to give positively stated corrective feedback.
- DPR can be easily tailored for all grades and all types of behaviors.
- Through a self-monitoring process, students can learn to score themselves on the DPR.
- DPR data can be used to predict success when coupled with other data.
- Success can be predicted in 4-6 weeks.



# Predicting Outcomes

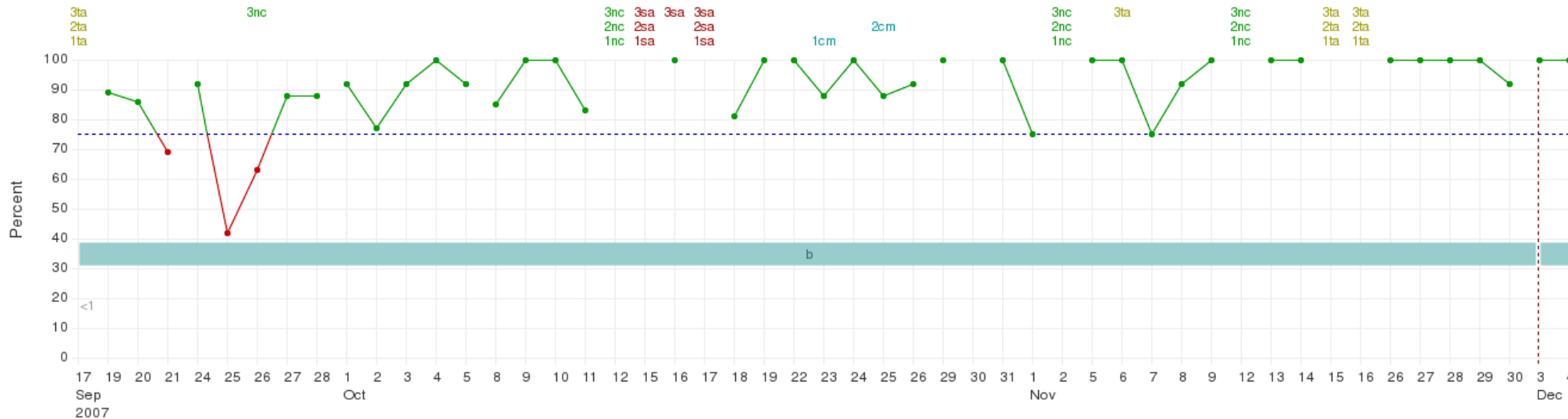
Variable start, but  
 SSRS PB = 114  
 And SS = 90



# Same Student - 10 weeks

## Daily Progress for Student #669

Mon 17 Sep 2007 to Fri 7 Dec 2007 Periods: all Expectations: all

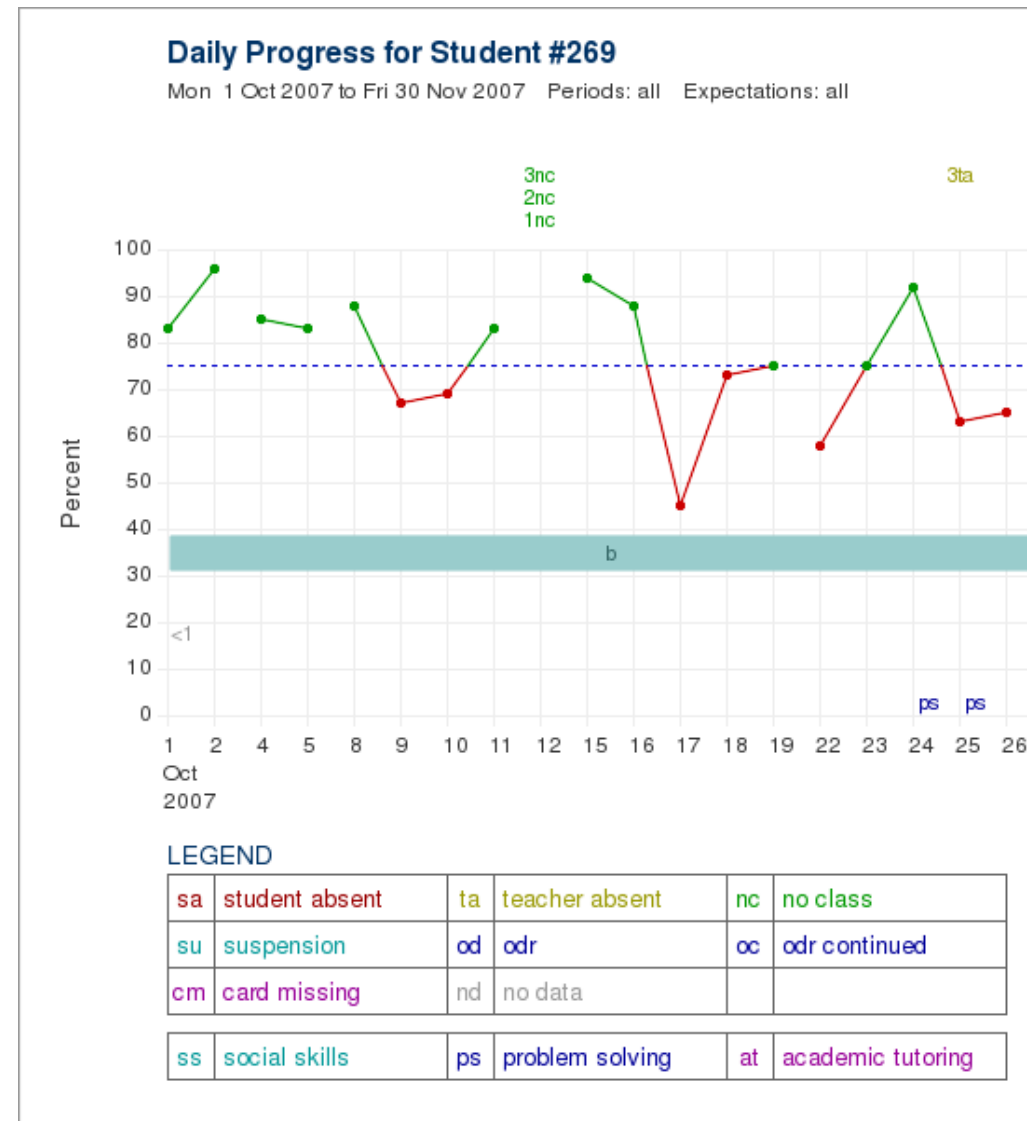


### LEGEND

sa	student absent	ta	teacher absent	nc	no class
su	suspension	od	odr	oc	odr continued
cm	card missing	nd	no data		
ss	social skills	ps	problem solving	at	academic tutoring

# Student 2 - Outcomes?

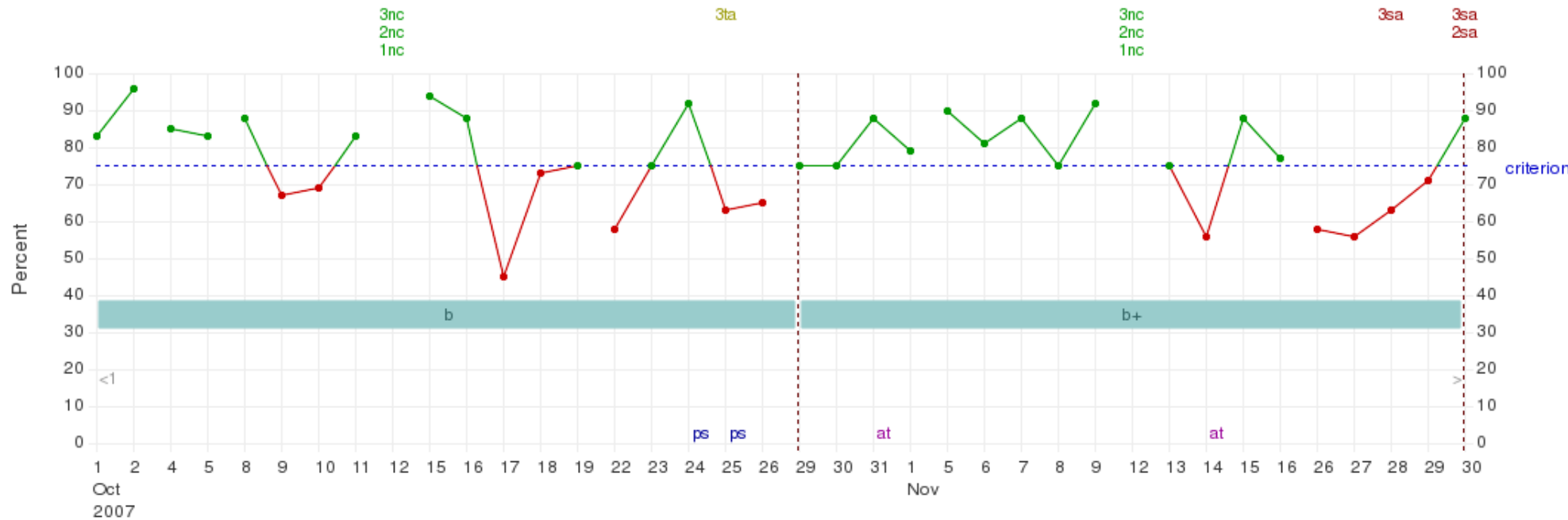
Rough start, and  
 SSRS PB = 130  
 SSRS SS = 94



# Student 2 - 8 Weeks

## Daily Progress for Student #269

Mon 1 Oct 2007 to Fri 30 Nov 2007 Periods: all Expectations: all



### LEGEND

sa	student absent	ta	teacher absent	nc	no class
su	suspension	od	odr	oc	odr continued
cm	card missing	nd	no data		
ss	social skills	ps	problem solving	at	academic tutoring



# What we Have Learned About the DPR in CCE

- Some expectations are more difficult for teachers to accurately score.
- Teachers must be trained to use DPR and committed to its use.
- Fidelity checks are necessary to assure proper use.
- The DPR works so well, some teachers want the student to stay on it forever.



# Direct Behavior Ratings at Tier 3

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## The Challenge

- Providing a teacher friendly, functional method of progress monitoring behavior change at Tier 3
- Tool must be efficient, reliable, valid, and sensitive to change



# Individualized Behavior Rating Scale

## ★ Origins

- ★ Prevent-Teach-Reinforce—Randomized controlled trial examining effectiveness of individualized behavior intervention
- ★ Compared to “services as usual”
- ★ Behavior Rating Scale developed for teachers to use daily
- ★ [Perceptual Scale](#) adapted from [LEAP](#) ([Kohler & Strain](#))



**Data Collection for Tracking Measurable Objectives - Sample**

Objective	Date	2/1	2/2	2/3	2/4	2/5	2/8	2/9	2/10	2/11	2/12	2/15	2/16	2/17	2/18					
Alex will pass items to a peer throughout the day (circle, snack and play times)		4	4	4	4	4	4	4	4	4	4	4	4	4	4					
		3	3	3	3	3	3	3	3	3	3	3	3	3	3					
		2	2	2	2	2	2	2	2	2	2	2	2	2	2					
		①	1	①	1	1	①	1	1	1	1	1	1	1	1					
	Level: <u>2</u> Criteria: 6/7		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Alex will accept items from a peer during play.		4	4	4	4	4	4	4	4	4	④	4	④	④	4					
		3	3	③	3	3	③	3	③	③	3	③	③	③	3					
		②	②	2	②	2	②	2	②	②	2	2	2	2	2					
		1	1	1	1	1	1	1	1	1	1	1	1	1	1					
	Level: <u>3</u> Criteria: 5/6		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Alex will take turns with adults and children		4	4	4	4	4	4	4	4	4	④	4	④	④	4					
		3	3	3	3	3	3	3	3	③	③	3	③	③	③					
		2	2	②	②	2	②	②	②	②	2	②	②	②	2					
		①	①	1	1	①	1	1	1	1	1	1	1	1	1					
	Level: <u>2</u> Criteria: 5/6		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Alex will give his peers instruction (play organizer) around play during free play activities.		4	4	4	4	4	4	4	4	4	4	4	4	4	4					
		3	③	3	3	③	③	3	3	③	③	3	③	③	③					
		②	2	②	②	2	2	②	②	②	2	②	②	②	②					
		1	1	1	1	1	1	1	1	1	1	1	1	1	1					
	Level: <u>3</u> Criteria: 6/7		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Alex will follow the instruction of a peer during play.		4	4	4	4	4	4	4	4	4	④	4	④	④	4					
		③	③	③	③	③	③	③	③	③	3	③	③	③	③					
		2	2	2	2	2	2	2	2	2	2	2	2	2	2					
		1	1	1	1	1	1	1	1	1	1	1	1	1	1					
	Level: <u>3</u> Criteria: 6/7		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND

- 4 = Child performs skill independently or when given a group direction. No adult intervention is needed.
- 3 = Adult points/gestures/models/ or verbally directs child to perform skill
- 2 = Adult provides partial physical assistance to complete skill but child can do some independently
- 1 = Adult provides 100% physical (hand over hand) assistance to complete skill
- 0 = Child refuses to perform skill; walks ignores adult; says "No"; tantrums
- ND = No data for that session

### Data Collection Form

Objective	Date																				
Level: ____ Criteria:		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Level: ____ Criteria:		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Level: ____ Criteria:		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Level: ____ Criteria:		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND

4 = Child performs skill independently or when given a group direction. No adult intervention is needed.  
 3 = Adult points/gestures/models/ or verbally directs child to perform skill  
 2 = Adult provides partial physical assistance to complete skill but child can do some independently  
 1 = Adult provides 100% physical (hand over hand) assistance to complete skill  
 0 = Child refuses to perform skill, walks away, ignores adult, says "No", tantrums  
 ND = No data for that session

SOCIAL INTERACTION RATING SHEET

Child Name:

DATE																							
<b>Gives Object on Peer Request</b>	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>Never Gives Object on Peer Request</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Accepts Object Handed by Peer</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
<b>Never Accepts Object Handed by Peer</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
<b>Visually Attends to Peer During Play</b>	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>Never Attends to Peer During Play</b>	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>Appropriately Accepts Peer Assistance</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Never Appropriately Accepts Peer Assistance</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
<b>Follows Simple Peer Directions</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
<b>Never Follows Simple Peer Directions</b>	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1



# PTR BRS

- ★ Behavior Rating Scale – BRS (cf., Kohler & Strain, 1992)
  - ★ Direct Behavior Rating (DBR)—Hybrid assessment combining features of systematic direct observations and rating scales
  - ★ Efficient and feasible for teacher use
  - ★ Provides data for decisions
  - ★ Prioritized and defined behaviors measured
  - ★ Requires minimum of 1 appropriate and 1 inappropriate behavior



Behavior	Anchors												
Swearing AM	Volume loud enough to hear it outside	5	5	5	5	5	5	5	5	5	5	5	5
	Louder than outside voice			4	4	4	4	4	4	4	4	4	4
	Indoor voice	4	4	3	3	3	3	3	3	3	3	3	3
	Loud whisper, others can hear			2	2	2	2	2	2	2	2	2	2
	Softly, other people cannot hear	3	3	1	1	1	1	1	1	1	1	1	1
Screaming		2	2										
		1	1										
		5	5	5	5	5	5	5	5	5	5	5	5
				4	4	4	4	4	4	4	4	4	4
		4	4	3	3	3	3	3	3	3	3	3	3
			2	2	2	2	2	2	2	2	2	2	
	3	3	1	1	1	1	1	1	1	1	1	1	

Key: Definition: Swearing – says/chants 4 letter words loudly, in a song and repetitively, toward teachers/adults

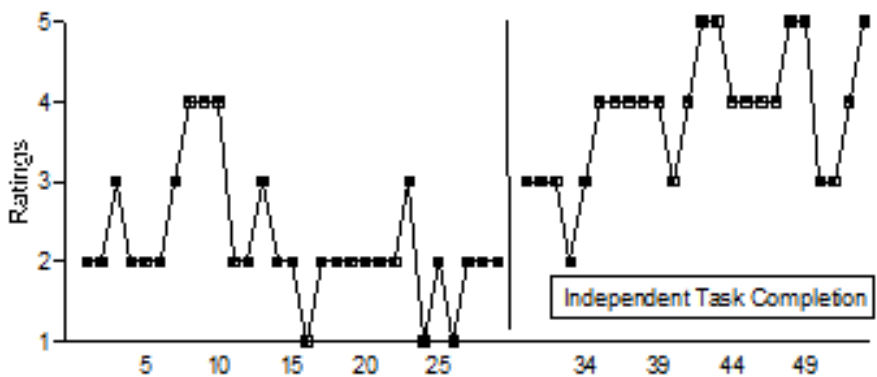
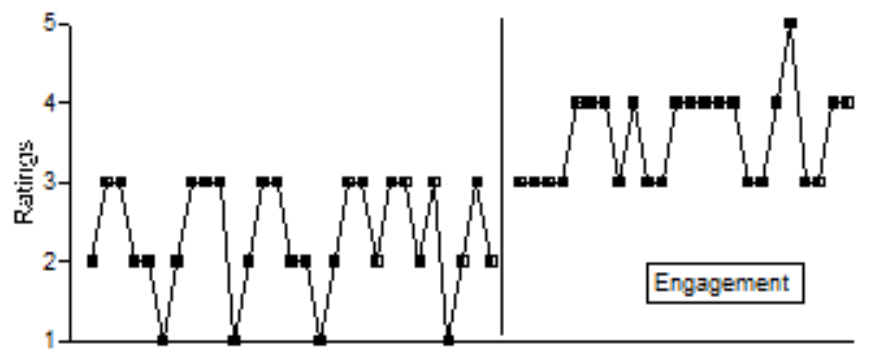
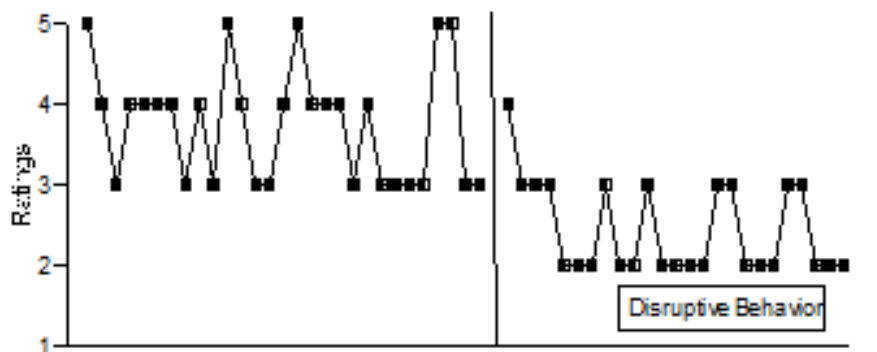
Beh avi or	Anchors												
Runs	40-50 (really bad day) 30 times (typical bad day) 20 times 15 times 0-10	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1

Runs—runs quickly (like a sprint) out of the assigned area into other classrooms and other non-assigned areas (e.g., outside, other areas of the school)

# Jeff Data

Baseline

PIR intervention







# Behavior Rating Scale (BRS)

- ★ Behavior recorded at least once each day
  - ★ Specific time period/routine
  - ★ Whole day
  - ★ Combination of both
- ★ Anchors –scale of 1-5
- ★ Measure options:
  - ★ Frequency
  - ★ Duration
  - ★ Intensity
  - ★ Percentage of opportunities



# Steps in Setting Up Anchors of BRS

- ★ To obtain appropriate metric:
  - ★ What is most important? How often the behavior occurs, how long it lasts, or how intense?
- ★ To set anchors:
  - ★ What is the occurrence of the behavior on a typical day?
    - ★ If problem behavior, set response at “4”
    - ★ If appropriate behavior, set response at “2”
  - ★ What is a reasonable goal?
    - ★ Problem behavior—set at “1”
    - ★ Appropriate behavior—set at “5”



# BRS Psychometrics (Preliminary)

- ★ Cohen Kappa (reliability) coefficients of:
  - ★ Problem Behavior 1 = .84
  - ★ Problem Behavior 2 = .76
  - ★ Appropriate Behavior 1 = .61

N = 98 ratings



## Other Uses of BRS

- ★ Systemic data tracking method for Tier 3
  - ★ Campus and district levels
  - ★ Sample system created by:
    - ★ [Cindy Anderson](#)
    - ★ [School district in Florida](#)



## Next Steps

- Develop grant proposal to validate individual behavior rating scale
- Publish manual for use and non-uses of scale



# References

- ★ Manual

- ★ Dunlap, G., **Iovannone, R.**, English, C., Kincaid, D., Wilson, K., Christiansen, K., & Strain, P. (2010). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support*. Baltimore:Paul H. Brookes

- ★ Two journal articles

- ★ Iovannone, R., Greenbaum, P., Wei, W., Kincaid, D., Dunlap, G., & Strain, P. (2009). Randomized controlled trial of a tertiary behavior intervention for students with problem behaviors: Preliminary outcomes. *Journal of Emotional and Behavioral Disorders*, 17, 213-225.
- ★ Dunlap, G., Iovannone, R., Wilson, K., Strain, P., & Kincaid, D. (2010). Prevent-Teach-Reinforce: A standardized model of school-based behavioral intervention. *Journal of Positive Behavior Interventions*, 12, 9-22



## For Handouts

- ★ Two options
  - ★ Wait a few weeks until all presentations are uploaded to APBS website
  - ★ E-mail Rose Iovannone at [iovannone@fmhi.usf.edu](mailto:iovannone@fmhi.usf.edu) for presentation