



# Direct Behavior Rating: Assessing Student Behavior Within Multi-tiered Models of Service Delivery



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APBS Presentation

# 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 learn about recent research to support DBR use in targeted screening assessment, and to acquire practical knowledge about how to use DBR in screening assessment.



# 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...





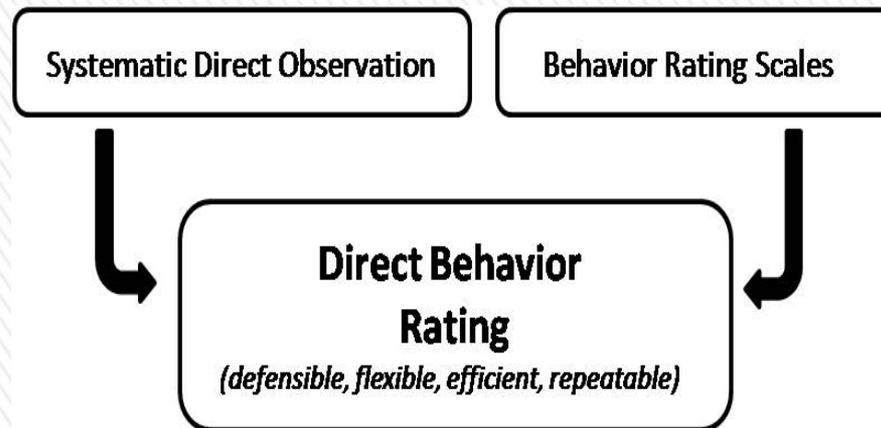
Direct  
Behavior  
Rating as an  
option...



# 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

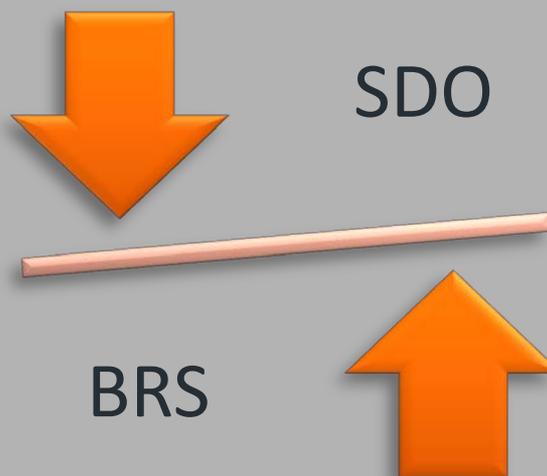


# A little background...

## 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:



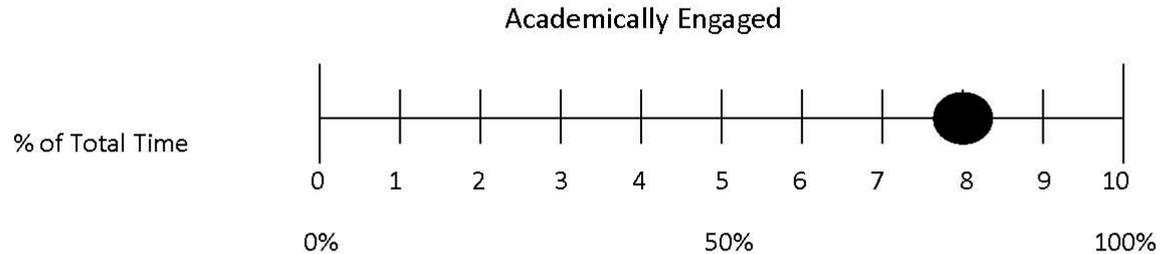
Used repeatedly to represent behavior that occurs over a specified period of time (e.g., 4 weeks) and under specific and similar conditions (e.g., 45 min. morning seat work)



# 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.

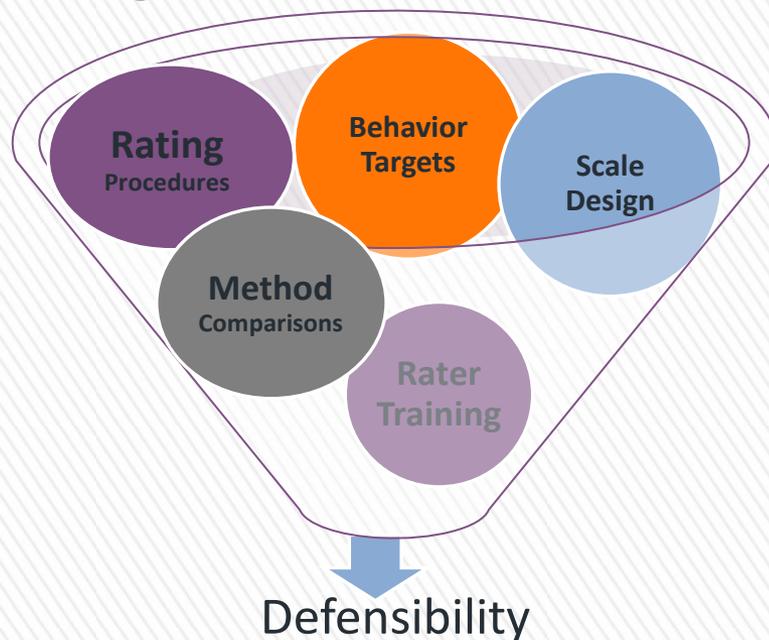
## Multi-Item Scale

	<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 _____		

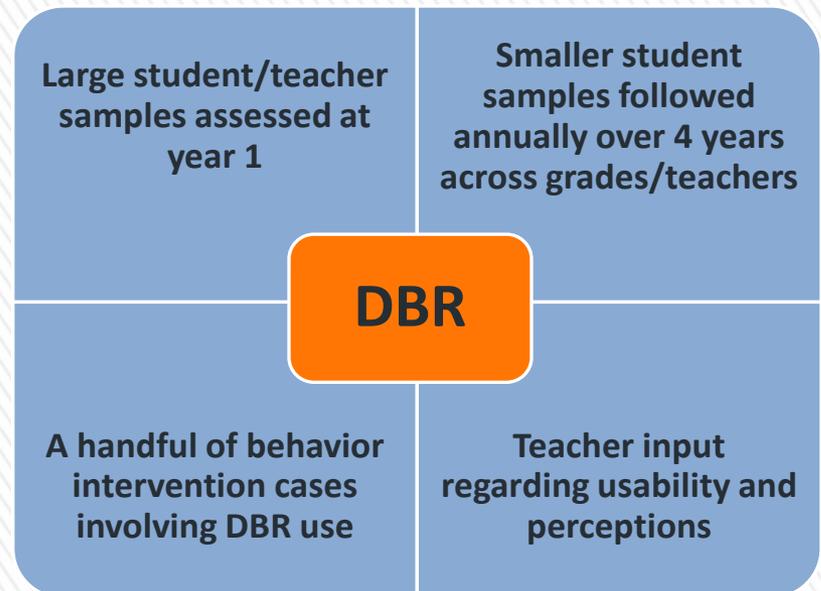
Interpretation: The student earned 84% (5/6) of possible points during the observation period.

# 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?

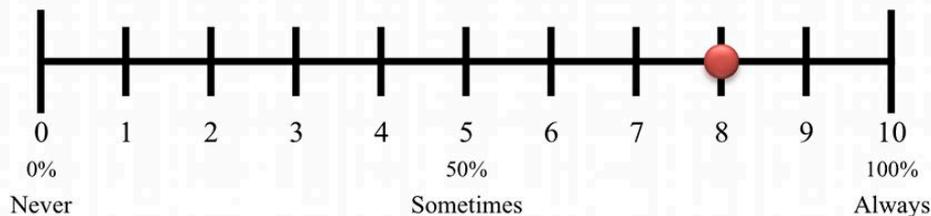


# DBR Structure: Example scales

## Academically Engaged

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

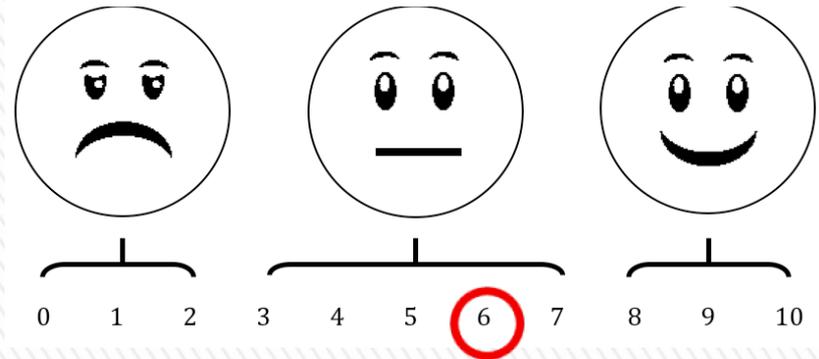
Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.



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:**

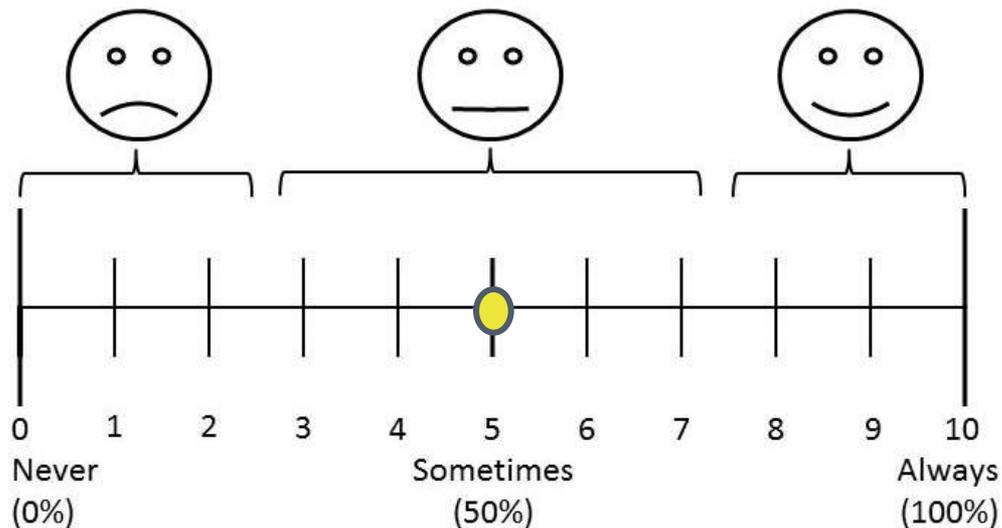
A student action that interrupts regular school or classroom activity.



# 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.

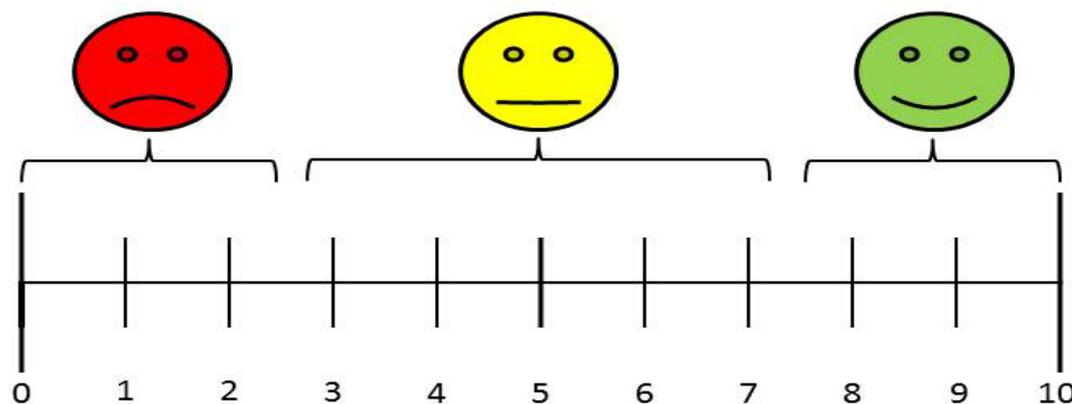
Low			Medium				High			
0	1	2	3	4	5	6	7	8	9	10
Never					Sometimes					Always

# How do I use the DBR scale?

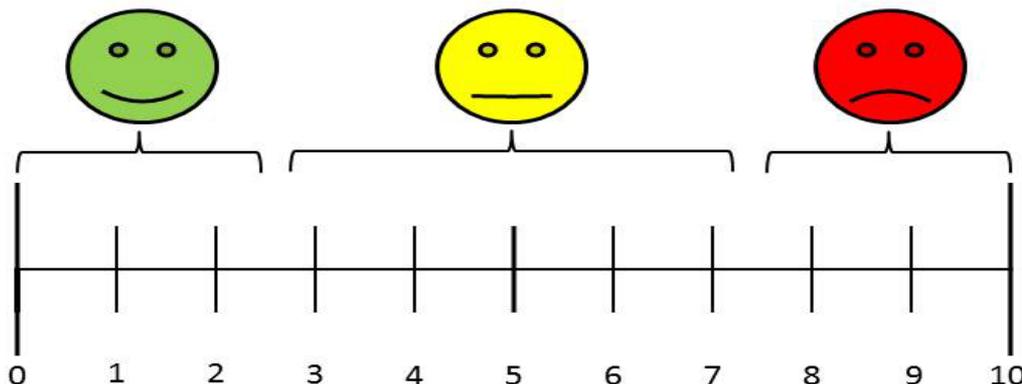
- ▶ BEFORE rating, pay attention to the **behavior** and the **scale**.

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...**



» Complete top portion of the form, and review the behavior definitions and rating directions

» Have the form ready for completion following each pre-identified observation period  
e.g. reading block, independent seat work, science lab

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

Date: M T W Th F	Student: Rater:	Activity Description:
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	Behavior Descriptions: <b>Academically engaged</b> 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.  <b>Respectful</b> 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.  <b>Disruptive</b> 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.	



» 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: M T W Th F	Student: Rater:	Activity Description:
Observation Time: Start: _____ End: _____	Behavior Descriptions: <b>Academically engaged</b> 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.  <b>Respectful</b> 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.  <b>Disruptive</b> 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.	
<input type="checkbox"/> Check if no observation today		



# Let's Practice...



## » Academically Engaged:

Participating in the classroom activity.

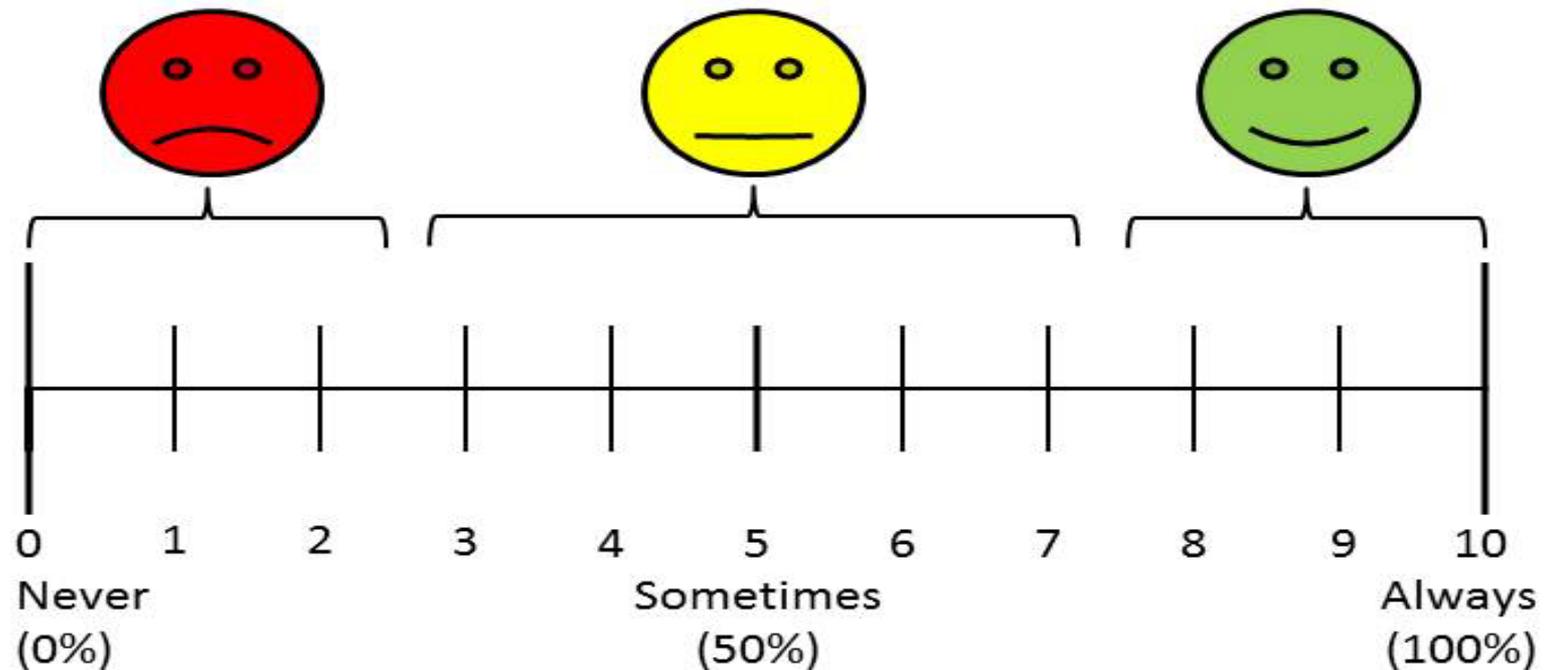
- ▶ *Examples:* writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.



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



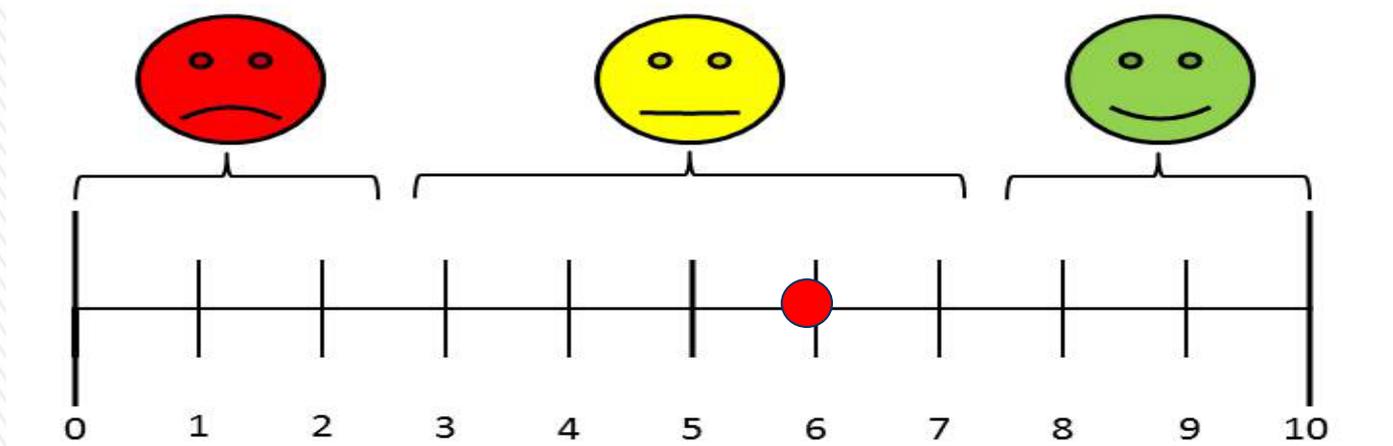
# How would you rate Jessie's **Academically Engaged** behavior?



## 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 Opportunities...

Visit the On-Line Training Module  
at [www.directbehaviorratings.org](http://www.directbehaviorratings.org)

## Direct Behavior Rating: Use in Assessment of Student Behavior



**Project Director:**  
Sandra M. Chafouleas

**Project Co-PIs:** Chris Riley-Tillman, Greg Fabiano,  
Megan Welsh, and Hariharan Swaminathan

**Design & Development:**  
Rose Jaffery, Rishi Saripalle, & Austin Johnson

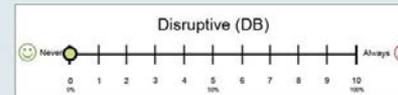
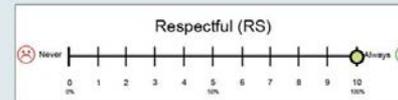
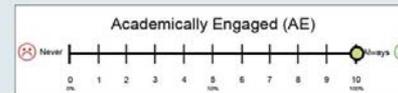
This project was supported in part by a grant from the Institute for Education Sciences, U.S. Department of Education (R324A110017). Opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education, and such endorsements should not be inferred.

V2.0 DBR: Use in Assessment of Student Behavior was created by Sandra M. Chafouleas  
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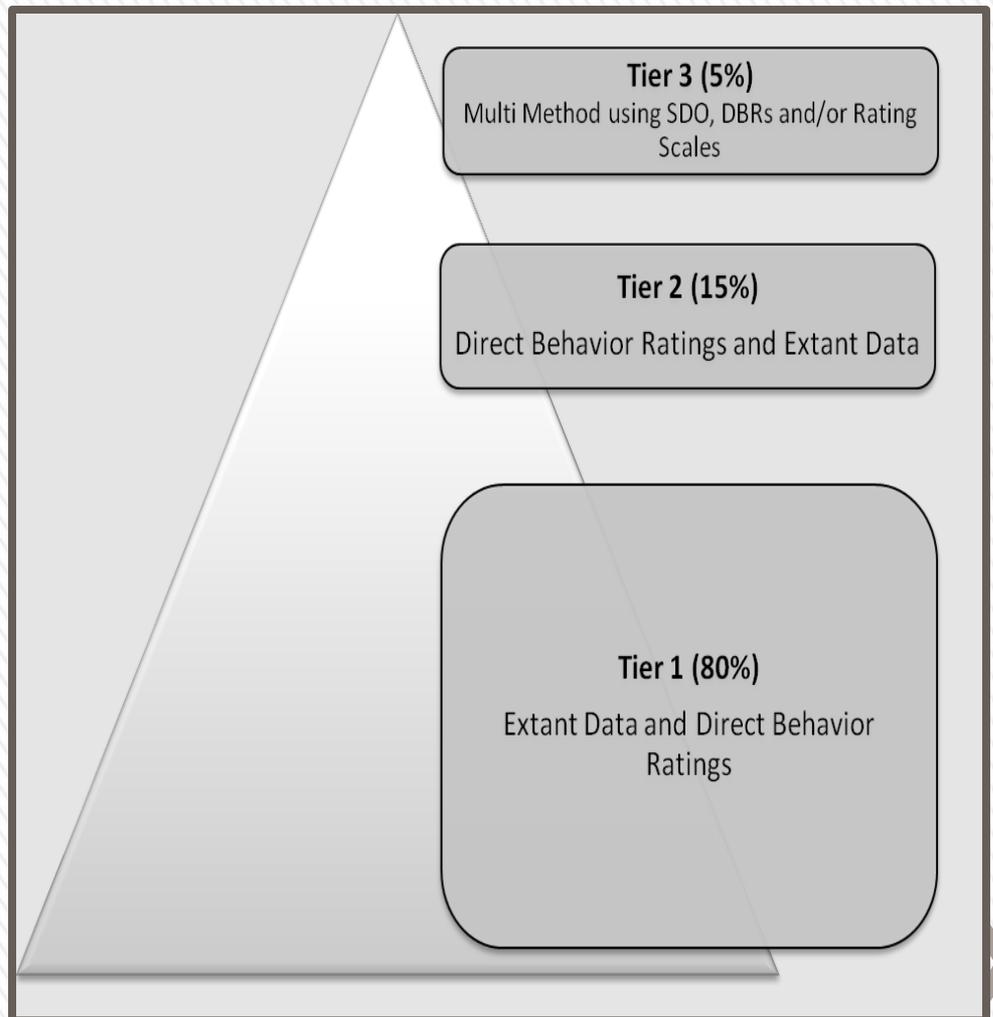
Following the video, we will rate Bob's  
Respectful behavior



Correct Score: AE 10 RS 10 DB 0



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



# **Applications within 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*

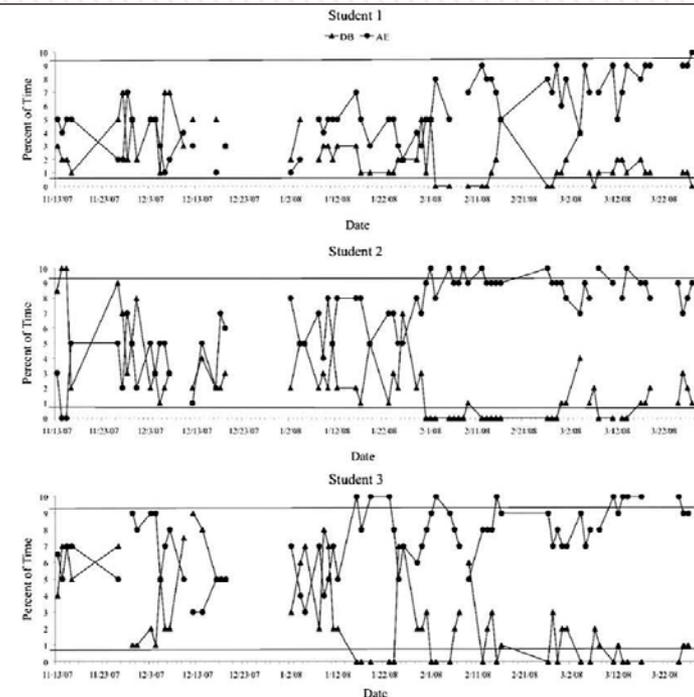
			Mean	SD
DBR-SIS	Disruptive Behavior	Baseline	4.26	1.97
		Intervention	2.58	1.41
	Academic Engagement	Baseline	4.97	2.28
		Intervention	6.82	1.50
	Compliance	Baseline	5.74	1.93
		Intervention	7.34	1.31
BOSS	On-task	Baseline	69.98	19.76
		Intervention	81.94	14.22
	Off-task	Baseline	44.82	21.01
		Intervention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

Progress Monitoring Standards	Psychometric Standards	Usability
Tool	Scale	Reliability <sup>Ⓢ</sup> Validity <sup>Ⓢ</sup> Disaggregated Reliability and Validity Data <sup>Ⓢ</sup>
BASC-2 Progress Monitor	Adaptive Skills	
BASC-2 Progress Monitor	Externalizing and ADHD Problems	
BASC-2 Progress Monitor	Internalizing Problems	
BASC-2 Progress Monitor	School and ADHD Problems	
BASC-2 Progress Monitor	Social Withdrawal	
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	
Social Skills		



# External Review of PM Characteristics: National Center on Intensive Intervention

Progress Monitoring Standards		Psychometric Standards	Usability		
Tool	Scale	Sensitive to Student Change 	Levels of Performance Specified 	Data to Support Intervention Change 	Data to Support Intervention Choice 
BASC-2 Progress Monitor	Adaptive Skills				
BASC-2 Progress Monitor	Externalizing and ADHD Problems				
BASC-2 Progress Monitor	Internalizing Problems				
BASC-2 Progress Monitor	School and ADHD Problems				
BASC-2 Progress Monitor	Social Withdrawal				
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				



# Summary: Applications in Progress Monitoring

- » Reliable and valid tool to evaluate responsiveness to intervention for moderate behavior
- » Complement to other data sources (e.g. direct observation) that allows for frequent monitoring of intensive behaviors
- » Viable option for class-wide monitoring to “check in” on strategy effectiveness
- » Possibilities in cross-informant monitoring – increase communication around expectations!



# **Applications within Targeted Screening**



# Screening Options ... why “targeted” for DBR Core?

## Teacher Referral

- **Nomination and notification that there is a problem**
- Pro: minimal resources needed
- Con: not proactive – problem usually already significant (e.g. discipline referral)

## Intervention-Based Identification

- **Put intervention in place and determine responsiveness**
- Pro: high accuracy in establishing significance of problem

## Universal Screening through Normative “Rating”

- **Screening applied to all students**
- Pro: proactive at catching potential problem
- Con: can be resource-intensive (cost, collection

## Combination – Multiple Gating

- **Combination of options** (e.g. teacher nomination followed by normative ratings)
- Pro: potentially proactive and more resource-efficient
- Con: WHICH pieces, WHO/HOW completed, and WHEN?



# 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](http://en.wikipedia.org/wiki/Sensitivity_and_specificity)



# Correct Identification of Students in Need... Not So Simple as Tests are Never Perfect

Goal: Get the risk identification right for each student!

- Correctly identifying when there is risk
- Avoid missing identifying when there is risk
- Avoid over-identifying risk
- Avoid under-identifying risk

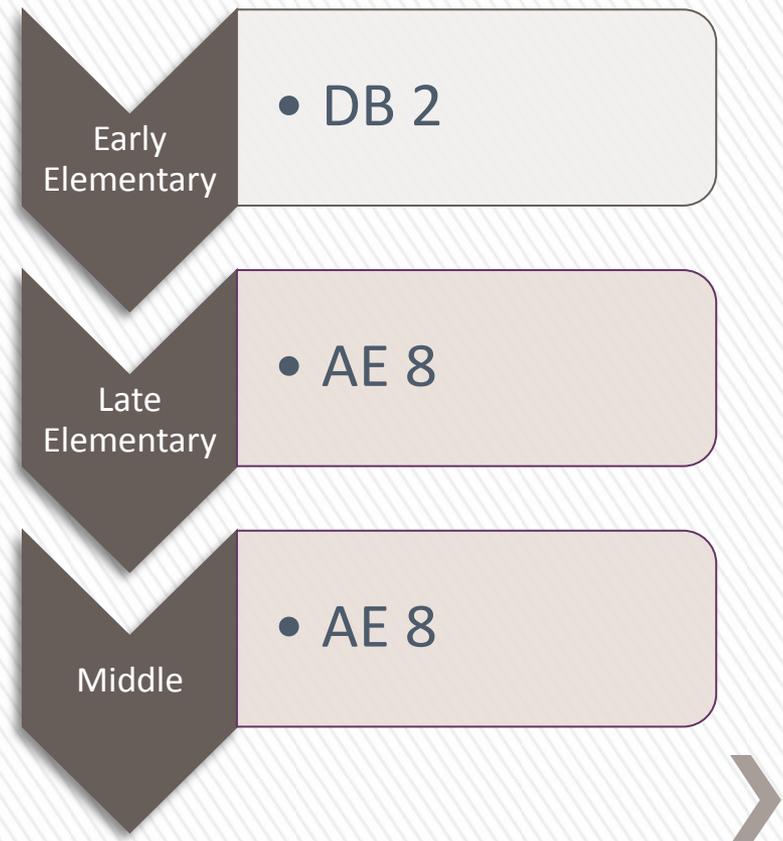
“Rules” utilized for determining optimal threshold for each grade level and time point

	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 using a Single DBR Score

- » 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 focused on Single Scores... Screening that incorporates DBR CORE simultaneously

## **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.



# Using a Composite Score



## Academic Engagement (0-10)

AE: Actively or passively participating in the classroom activity.

## Respectful (0-10)

RS: Compliant and polite behavior in response to adult direction and/or interactions with peers and adults.

## Disruptive Behavior (0-10 – reverse)

DB: A student action that interrupts regular school or classroom activity.

## Core Composite (0-30)

C: Sum of scores across individual targets of AE, RS, and DB (reverse scored).

Example: Determining the average individual score

AE-1	8
AE-2	9
AE-3	10
AE-4	6
AE-5	8
AE-6	7

**Average 8**



# Other Important Considerations in Targeted Screening Measures

## » 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 (JSP – tentative accept)

- » 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			
<b>AE</b>	.83 [.80, .87]	8.2	.79 [.71, .87]	.72 [.68, .75]
<b>DB</b>	.84 [.80, .88]	1.2	.85 [.78, .91]	.71 [.68, .75]
<b>RS</b>	.78 [.73, .82]	9.1	.71 [.62, .79]	.70 [.66, .74]
<b>C</b>	.85 [.81, .89]	26.2	<b>.86</b> [.79, .92]	<b>.72</b> [.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 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]

Middle School			
	Cut score (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]



**Putting it all together:  
Blueprint for DBR Use in  
Systematic Screening**



# Blueprint Steps for Systematic Screening

- 1 Establish decision making plan.
- 2 Determine who will conduct ratings
- 3 Conduct rater training.
- 4 Determine the order in which students will be rated.
- 5 Select DBR-SIS target behaviors.
- 6 Determine when and how often ratings will occur.
- 7 Complete DBR-SIS ratings.
- 8 Calculate summary single target scores and combined scale scores (if applicable).



# 1 Establish decision making plan

Determine the scope of the screening, and if at-risk students will be referred for (a) additional assessment or (b) intervention (via a titration or triage approach).

Example 1: ABC Middle School decides to screen all students twice per year (fall, spring) using DBR on the three core behavioral competencies. Composite scores will be reviewed by the appropriate grade level team (blue, red, green) to determine next steps (further assessment, tiered support plan).

Example 2: XYZ Elementary School decides to use a screening process in which each teacher nominates students as potentially at risk. Those students will be screened using DBR (core behavioral competences plus one schoolwide indicator). Screening will occur 3X per year for the targeted students, with review of each competency and composite occurring by the student support team



## 2 Determine who will conduct ratings

Raters will likely be head teachers of the classroom in which each student spends the majority of her instructional time.

Example 1 – ABC Middle: It was decided that the Reading/Language Arts teachers would complete the assessments, with confirmation of findings (and second rater) discussed at the team meeting.

Example 2 – XYZ Elementary : The primary classroom teacher was determined as the most appropriate rater.



# 3 Conduct rater training

Raters should be directed to complete DBR-SIS training.

Example 1 – ABC Middle : Reading/Language Arts teachers used a planning session to independently complete the online training module. A portion of the fall professional development day was set aside with the school psychologist to problem-solve questions and set up rating materials.

Example 2 – XYZ Elementary: The school principal allocated half of the first professional development day to first review of behavior support systems and expectations in the school, and then rotate teachers through the computer lab to complete the online training module. The lab was staffed by the school psychologist and counselor for further questions.



## 5 Select DBR-SIS target behaviors

Include all single targets and combination scales that are pertinent to relevant cut scores, as well as school context. Determine the targets/scales on which students should be at-risk to be considered for additional assessment or intervention (see Step 1).

Example 1 – ABC Middle : As reviewed in step one, the three core behavioral competencies were selected as targets for all students, with use of the composite score to determine risk.

Example 2 – XYZ Elementary: As reviewed, the three core behavioral competencies plus “be responsible” were selected for initial teacher nomination . Targeted screening using DBR then occurred, with evaluation using the single targets for consideration. 

# Different Approaches

**ABC MIDDLE:** If a student's combined summary score is equal to or less than this value, the student is considered at-risk.

		Note. Conditional probability statistics are presented alongside a [95% confidence interval]			
Time Point	Cut Score	Sensitivity	Specificity	PPV	NPV
Fall	27.5	.83 [.76, .90]	.71 [.66, .75]	.41 [.37, .45]	.95 [.92, .97]
Spring	28.1	.83 [.75, .90]	.71 [.66, .75]	.41 [.37, .45]	.94 [.92, .97]

**XYZ LOWER ELEMENTARY:** If a student's summary score for Academically Engaged Behavior is equal to or less than this value, the student is considered at-risk.

		Note. Conditional probability statistics are presented alongside a [95% confidence interval]			
Time Point	Cut Score	Sensitivity	Specificity	PPV	NPV
Fall	8.2	.79 [.71, .87]	.72 [.68, .75]	.38 [.34, .42]	.94 [.92, .96]
Winter	8.4	.88 [.81, .94]	.70 [.66, .74]	.40 [.37, .44]	.96 [.94, .98]
Spring	8.5	.85 [.78, .92]	.74 [.70, .77]	.39 [.35, .43]	.96 [.94, .98]

## 6 Determine when and how often ratings will occur

Identify the days (e.g., October 1-5) and times (e.g., 9:00am-12:00pm and 12:30-3:30pm) during which each group of students will be observed and rated. An attempt should be made to schedule 10 ratings for each student within each group.

Example 1 – ABC Middle : Language Arts and Reading blocks, averaging 6 times per week at varying days and times given scheduling.

Example 2 – XYZ Elementary: Morning (school start to lunch) and afternoon (post-lunch to bus time) each day, providing up to 10 opportunities per week.



## 7 Complete DBR-SIS ratings

Teachers should complete DBR-SIS ratings as soon as possible following each rating period.

Example 1 – ABC Middle : Done at end of block over transition, with decision to skip rating if not completed by end of school.

Example 2 – XYZ Elementary: Done, with decision to skip rating completion if not done before moving to the next rating period (e.g. morning ratings done before end of lunch period).



## **8 Calculate summary single target scores and combined scale scores (if applicable).**

**For single target scores, compute the mean of scores within each DBR-SIS target (e.g., mean of all AE ratings). For combined scale scores, compute the mean within each DBR-SIS target, remembering to reverse-score all DB scores. Sum the means of each target to derive the DBR-SIS combined scale summary score. It is recommended that means comprised of less than 6 ratings are not used.**

Example 1 – ABC Middle : Reminder, based on composite.

Example 2 – XYZ Elementary. Reminder, based on individual target. 

## 9 Compare resulting summary target/scale scores to their corresponding cut scores.

Ensure identified cut scores are appropriate for the target/scale under consideration, as well as the grades and time of year within which DBR-SIS was administered. Use cut scores to generate a list of at-risk students to refer for additional assessment or intervention.

Example for ABC Middle. Note XYZ would have additional columns for each target.

Student Name	Combined Score	Cut Score	At-risk	Action Taken
			<input type="checkbox"/> Yes <input type="checkbox"/> No	



## *Coming soon...*

- Students as monitors of responsiveness
- Teacher perceptions of student behavior and behavior assessments
- More work on use in progress monitoring

# **What's next in DBR research?**





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

**Closing Considerations...**



# www.directbehaviorratings.org



## Direct Behavior Ratings

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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



### 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...

#### About Us



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## 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](#).)



#### 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-intensive-intervention/](#)), meet **Center Staff** ([/about-us/staff/](#)), visit the **Tools Charts** ([/resource/tools-charts/](#)) to find evidence-based progress monitoring tools or interventions, and view the **DBI Training Series** ([/content/dbi-training-series/](#)) 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?



[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 \(DBI Training Series Module 8\)](#) ([/resource/designing-and-delivering-intensive-intervention-in-behavior-dbi-training-series-module-8/](#))

**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 We Do Now? Strategies for Intensifying Intervention when Standard Approaches Do Not Work*, presented by Dr. Sharon Vaughn of 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?class=990850368e4>) (P).



resources to attain the

### Featured Tools

-  Academic Intervention Planner for Struggling Students
-  Behavior Intervention Planner
-  Behavior Rating Scales Report Card Make
-  ChartDog Graph Maker
-  Check Wordlist Fluency Generator
-  Early Math Fluency Generator
-  Learning Disability Accommodations Finder
-  Letter Name Fluency Generator
-  Math Work - Math Worksheet Generator
-  Reading Fluency Passages Generator

[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.



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

