The role of formative assessment is becoming more prominent in modern education with the growing popularity of schoolwide problem-solving models such as Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS). In any problem-solving model, high quality formative assessment data are critical. Specifically, in service delivery models such as RTI and PBIS, formative assessment data are used to determine the level of intervention a student will receive. Without such data, any service delivery system based on a schoolwide problem-solving model will grind to a halt. DBR offers a method of formative assessment ideal for application in a problem-solving model. The flexible, feasible, and efficient qualities of DBR allows for versions to be useful across the three tiers in a problem-solving model. In this guide, use of DBR across problem solving tiers is explored.

**Basic Question – Is a child responding to intervention?**

“Is a child or group of children responding to intervention” represents the core question in a problem-solving model. Before considering how DBR can be applied, it is first critical to think about what “intervention” is in each tier.

- Tier I: Standard schoolwide behavior programs
- Tier II: Class or small group functional related behavior intervention
- Tier III: Individual functionally based intervention

For each tier of intervention it is critical to use feasible and defensible social behavior assessment methods to formatively assess progress.

**How can DBR be used across a problem-solving model?**

Building on the basic question in relation to DBR it is logical to ask, “How can DBR be used to assess if a child or group of children are responding to an intervention.” When considering this question across tiers, we see a variety of uses.

- Tier I: Individual and group screening, classwide progress monitoring
- Tier II: Group and individual progress monitoring
- Tier III: Individual progress monitoring, with supplemental sources for high stakes decisions
Examples of Using DBR Across the Tiers
Perhaps the best way to illustrate the utility of DBR is to present a number of empirical studies which use DBR across a school-wide problem solving model (all graphs below show example data).

Tier I - Riley-Tillman, Methe, & Weegar (2009)
In this example the effectiveness of a classwide intervention was examined using DBR. Specifically, the classwide intervention included modeling and prompting of silent reading with the goal of increasing academic engagement. The classroom teacher completed a DBR-SIS for the whole class which supported that the class was responsive to the intervention. Note: In this study, researcher-completed systematic direct observation (SDO) validated the teacher ratings indicating that DBR data can be sensitive to classroom-level intervention effects, and maps closely to resource-intensive SDO.

Tier II - Chafouleas, Sanetti, Kilgus, & Maggin (in press)
In this example, 20 intervention cases were monitored using DBR-SIS. As can be seen in the graph, changes (in expected directions) in student behavior across phases and sources are observed using DBR-SIS. High correspondence between DBR-SIS and SDO (labeled as BOSS) absolute change metrics (scaled to 0-10 in this graph) suggests that students were ranked similarly across the two measures with regard to intervention responsiveness. This study provides preliminary support for the use of DBR-SIS to differentiate between those who have or have not responded to intervention.

Tier III - Chafouleas, Kilgus, & Hernandez (2009)
In this example kindergarten teachers completed DBR-SIS in the morning and afternoon from Nov-March for all students. The results indicated that “local” cut-score comparisons could be useful in examining individual student performance. Periodic re-assessment of all students may be needed to re-confirm appropriate comparison.