Direct Behavior Rating:

An Overview of Use in Assessment, Intervention, and Communication
What is Direct Behavior Rating (DBR)?

• A tool that involves a brief rating of target behavior immediately following a specified observation period
  • For example, a teacher might rate how well students followed directions during science lab.

• Educational Professionals have long used DBR-like tools to provide information to communicate about child behavior
  • E.G. home-school notes and daily behavior report cards
Defining features of DBR

• DBR is a contemporary term used to organize these tools under common defining features.
  • Tools might be considered to fall under the DBR umbrella if the format for instrumentation (e.g. scale) and procedures (e.g. rating right after a pre-specified period) are standardized and used systematically.

• The defining features of DBR are that they are
  • Direct
    • Ratings are recorded immediately at the end of an observation
  • Behavior
    • Specific behaviors are rated such as Academic Engagement and Disruptive Behavior
  • Rating
    • Ratings are conducted repeatedly in a psychometrically sound manner similar to behavior rating scales
Direct Behavior Ratings are….

- **efficient** as ratings are simple and quick to complete
- **repeatable** for use in progress monitoring assessment
- **defensible** given increasing evidence of technical adequacy for some DBR formats
- **flexible** as it can be used across a range of assessment, intervention, and communication purposes.

(Chafouleas, Riley-Tillman, & Christ, 2009)
Example: DBR Single-Item Scales (DBR-SIS)

- DBR-SIS is a scale format that has only one target rated per scale. Typically, a single broad behavior (e.g., disruptive) is used to represent a class of behaviors in general (e.g., out of seat, playing with objects).

**Interpretation:** The student displayed academically engaged behavior during 80% of large group math instruction today.

(Chafouleas, Riley-Tillman, & Christ, 2009)
Example of Flexibility: DBR Multi-Item Scales (DBR-MIS)

- A form of DBR scale that includes multiple items. Typically, several specific behaviors (e.g., writing, attending to the teacher) are rated within a class of behaviors (e.g., academically engaged). Ratings are often summed across behaviors and interpreted as a total score.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>How prepared was I for class?</td>
<td>1</td>
</tr>
<tr>
<td>How well did I pay attention?</td>
<td>1</td>
</tr>
<tr>
<td>How well did I follow directions?</td>
<td>1</td>
</tr>
<tr>
<td>Total Score:</td>
<td>6</td>
</tr>
</tbody>
</table>

Behavior Rating

<table>
<thead>
<tr>
<th>How prepared was I for class?</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well did I pay attention?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How well did I follow directions?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total Score:</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DBR in Assessment

- DBR can be used by parents, teachers, students, administrators, and intervention teams to collect information and make decisions regarding a child's behavior.

- It offers a quick, flexible, and evidence-based option.

- Research has demonstrated DBR utility as a means to repeatedly assess target behaviors for a variety of purposes (e.g., progress-monitoring, screening, treatment evaluation).
DBR in Assessment

• Although ANY target can be selected, the following core behaviors have been conceptualized as relevant to student success in the classroom:
  • Academically Engaged
  • Respectful
  • Non-Disruptive
DBR for Assessment

- Graphing programs can be easily used to assist in summarizing and interpreting data obtained from DBR.
DBR for Intervention

• DBR can be used to facilitate interventions designed to improve behavior.

• Potential benefits of using DBR as a component of an intervention package:
  • Provides immediate and consistent feedback about student behavior
  • Promotes student awareness of behavior
  • Encourages student to take responsibility
  • Increases communication between student and adult about student performance
  • Helps student develop a sense of independence and self competence
DBR for Intervention

• A substantial body of research exists to demonstrate the effectiveness of interventions that include DBR as one component.

• For example, DBR is frequently used as one part of an intervention package, such as in an incentive program or self-management system.

Example: Daily Self-Monitoring Form

<table>
<thead>
<tr>
<th>Student's name: __________________________</th>
<th>Day: M  T  W  Th  F  Date:______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well was I prepared for class?</td>
<td></td>
</tr>
<tr>
<td>Examples: Seated when bell rang, immediately began</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Scheduling materials, instructional materials open, covered textbook/pencil/paper ready, eye contact with teacher when lesson began</td>
<td></td>
</tr>
<tr>
<td>How engaged was I during class activities?</td>
<td></td>
</tr>
<tr>
<td>Examples: Writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, taking notes appropriately, or looking at instructional materials</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Add All Points:</td>
<td></td>
</tr>
<tr>
<td>(use teacher rating if different)</td>
<td></td>
</tr>
<tr>
<td># of Bonus Points Earned:</td>
<td></td>
</tr>
<tr>
<td>(1 pt for each match within 1 pt)</td>
<td></td>
</tr>
<tr>
<td>Total Points for Day:</td>
<td></td>
</tr>
<tr>
<td>Copy Sent Home: Yes No</td>
<td>Reward Chosen: (if earned)</td>
</tr>
<tr>
<td>Comments:</td>
<td>Teacher Initials: __________ Parent Initials: __________</td>
</tr>
</tbody>
</table>
DBR for Communication

- DBR can be used as a communication device to help share information among key persons in a child's life (e.g., teacher-child, home-school, teacher-teacher, teacher-outside service provider).

![Diagram](https://www.directbehaviorratings.org)
DBR for Communication

- Potential benefits of using DBR for communication purposes include that it can help:
  - provide immediate and consistent feedback about student behavior
  - foster shared responsibility for student welfare
  - establish shared behavior goals across settings and persons
  - increase opportunities for positive attention about pro-social behavior

www.directbehaviorratings.org

V1.0 DBR: An Overview was created by Sandra M. Chafouleas, T. Chris Riley-Tillman, & Rose Jaffery
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Summary

• DBR is a class of behavior assessment defined by “direct”, “behavior” and “ratings”

• DBR offers an efficient, repeatable, defensible and flexible set of tools to facilitate positive child outcomes.
  • A variety of options can be used in creating DBR formats.

• DBR can be used across a wide range of assessment, intervention, and communication purposes.
  • A unique benefit of DBR is the ability to pair in assessment and intervention use.
FOR FURTHER INFORMATION, SEE

• DBR website at www.dbr.education.uconn.edu