Direct Behavior Rating: 
Use in Assessment of 
Student Behavior

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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.
What is Direct Behavior Rating?

- A tool that involves a **brief rating** of target behavior following a specified observation period (for example, a class activity such as science lab).
DBR can be used as a:

- Means to repeatedly assess key behaviors
- Component of an intervention plan
- Tool to communicate information about behavior
Interpretation: The student displayed academically engaged behavior during 80% of large group math instruction today.

Interpretation: The student received a 6 for attention during group circle time activities today.
Which behaviors will I rate?

- Academically Engaged
- Respectful
- Disruptive
Which behaviors will I rate?

- **Academically Engaged:**
  Academically engaged behavior is defined as actively or passively 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.
Which behaviors will I rate?

**Respectful:**

Respectful behavior is defined as compliant and polite behavior in response to adult directions, and/or peer interactions.

- **Examples:** follows teacher directions, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation
- **Non-examples:** refusal to follow teacher directions, talking back, eye-rolling, inappropriate gesture, inappropriate language and/or social interactions with adults and peers, disruption with negative tone/connotation
Which behaviors will I rate?

**Disruptive:**

Disruptive behavior is defined as a student action that interrupts regular school or classroom activity.

Examples: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.
How do I use the DBR scale?

- Ratings should correspond to the extent to which the student was observed displaying the target behavior.
  - Percentage of time is one way to anchor yourself when thinking about your rating.
    - For example: When rating at the end of a 40-minute Independent Reading Block, if the student was engaged about half of the time, then the student receives a rating of 5 on the DBR.
How do I use the DBR scale?

- Ratings should correspond to the extent to which the student was observed displaying the target behavior.
- Another way to anchor your rating is to think in terms of Low, Medium, and High.

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1, 2</td>
<td>3, 4</td>
</tr>
<tr>
<td>5</td>
<td>6, 7</td>
<td>8, 9</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Never | Sometimes | Always
How do I use the DBR scale?

- This table contains tips to help you determine the best rating for a student you have just observed.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Occasionally</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>A little less than half the time</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>A little more than half the time</td>
<td>4</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Very frequently</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Always</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
How do I use the DBR scale?

- When rating, each behavior should be considered independently of the other targets.
- That is, total ratings across behaviors do not have to equal 100%.
How do I use the DBR scale?

- Attend to the directionality of the scale prior to rating.
- In this module, note that a lower score for ‘Disruptive’ is more desirable, whereas a higher score on the other items is desirable.
How do I use a standard DBR form?

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

Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

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

Rater:

Observation Time:
Start: _______
End: _______

Check if no observation today

Behavior Descriptions:

**Academically engaged** 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.

**Respectful** 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.

**Disruptive** 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.
### How do I use a standard DBR form?

2) **Have the form ready for completion following each pre-identified observation period**

- For example: Reading block, independent seat work

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>% of Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>Activity</td>
<td>20%</td>
</tr>
<tr>
<td>5-10</td>
<td>Activity</td>
<td>30%</td>
</tr>
<tr>
<td>10-15</td>
<td>Activity</td>
<td>15%</td>
</tr>
<tr>
<td></td>
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How do I use a standard DBR form?

## 3) 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:  
<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
</table>

### Student:  

### Activity Description:  

### Rater:  

### Observation Time:  
- Start: _________  
- End: _________

### Behavior Descriptions:

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☐ Check if no observation today
How do I use a standard DBR form?

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<td></td>
<td></td>
</tr>
<tr>
<td>Observation Time:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start: ________</td>
<td>Behavior Descriptions:</td>
<td></td>
</tr>
</tbody>
</table>
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Check if no observation today

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