Family-school partnerships have long been noted as critical to student success, and communication is an essential part of establishing and maintaining an effective partnership. Direct Behavior Rating (DBR) can be used to facilitate this communication. In fact, DBR-like tools were initially presented as a means for communicating between home and school (e.g., Home-School Note). However, it is important to note that DBR can also be used to communicate among several key people in a student’s life (e.g., teacher-student, parent-teacher, teacher-teacher).

**Why is home-school communication important?**

Since the majority of a student’s time is spent outside of school, changing the school experience will not necessarily have a significant impact on life outside of school. In order to maximize the effectiveness of school-based behavior supports, educators need to address all contexts surrounding a student. It can be especially important that behavior support programs include a family-school communication component in order a) to maintain productive parent-educator relationships and b) to facilitate consistency in provision of consequences across school and home settings. Using DBR can help simplify the process for communication, thereby creating a frequent, consistent system for feedback among parents, teachers, students, and others involved with the student.

**Who can use DBR in communication?**

DBR can be used by anyone involved with the student:

- Teachers and other school personnel (e.g., counselor, school psychologist, speech therapist)
- Parents, guardians, and other family members
- Even students!

**How can I use DBR to facilitate home-school communication?**

Using DBR in communication can be easy, once procedures for completing DBR have been put in place (see [www.dbr.education.uconn.edu](http://www.dbr.education.uconn.edu)). You just need to determine with whom the information will be shared (e.g., parent, student, counselor) and how often (e.g., daily, weekly). Decide if you want to simply provide the information or if you want to establish a communication loop (e.g., sign and return with comment). Don’t forget to follow through as questions arise!
**Example of a DBR Form Used for Middle School Students**

- **Student’s name:**
- **Day:** M T W Th F Date:

<table>
<thead>
<tr>
<th>How well was I prepared for class?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: Seated when bell rang, immediately began Schema Activators, instructional materials open, covered textbook/pen/pencil/paper ready, eye contact with teacher when lesson began</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How engaged was I during class activities?</th>
<th></th>
</tr>
</thead>
<tbody>
<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>Not at all</td>
</tr>
</tbody>
</table>

Add All Points:

(use teacher rating if different)

<table>
<thead>
<tr>
<th># of Bonus Points Earned:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 pt for each match within 1 pt)</td>
<td></td>
</tr>
</tbody>
</table>

Total Points for Day:

Copy Sent Home: Yes No

Reward Chosen: (if earned)

Comments:

Teacher Initials: Parent Initials: 

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http://ccf.buffalo.edu/resources_downloads.php.