

# DIRECT BEHAVIOR RATINGS THE NEW EMERGING ALTERNATIVE

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# Thanks...

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# A “Brief” Background

- Education in America – The Challenge of a “Fair and Free” public education
- The “Solution” Part 1 - A factory based approach
  - What this does well – effective education for the 60-80% of children
  - What this does poorly – effective education for the rest of kids

# A “Brief” Background Continued...

- The “Solution” Part 2 – The quest for the right way to teach
  - Who this might work for?
    - 60-80% of children
  - What this will not work for
    - Effective education for the rest of kids
- The “Solution Part 3 – Data driven education...



# The never ending brief background...

- Data Driven Education
  - ▣ Use outcome data to validate if an educational approach is working
  - ▣ For this to work – there must be a steady stream of outcome data and a manner in which to analyze
- How widespread is this?
  - ▣ Models of data driven approach (e.g. Response to Intervention and Positive Behavior Interventions and Supports) have been mandated in two states (Florida and Illinois) and many states are not far behind.

# The current dilemma for educational professionals

- 1) Problem Solving Models (RTI or PBS) essentially mean interventions for everyone in need
- 2) No Child Left Behind and IDEIA mandate accountability, or that we have defensible outcome data on all interventions
- 3) Traditional models have been focused on spending a great deal of time coming up with recommendations about a child's needs
  - ▣ Assessment orientation – Hours of assessment and report writing followed but meeting time
  - ▣ Traditional Consultation orientation – A number of consultation sessions allowing a consultee to come up with intervention idea

# An Efficient Problem Solving Process

- Thus, it is even more critical for the problem solving process to be highly efficient
- How close are we to an efficient school-wide problem solving model?
  - We have the interventions
  - We have the academic assessment methods
  - We have the intervention methodology
  
  - But...we are missing a significant piece of the puzzle – **Social Behavior Assessment Methods**

# Formative Assessment

- Direct academic assessment
  - Proposed in the early 1980s by Stan Deno from the University of Minnesota.
  - Based on taking many short samples (1-2 min) of academic performance in a standard format then graphing the outcome data.
  - In the last three decades there have been hundreds of articles, book and software programs based on this class of assessment.
- What about behavior assessment?



# Behavior Ratings Scales or Systematic Direct Observation?

## □ Behavior Rating Scales

- Good at establishing ratings of generalized states of behavior but not built to be responsive to change
  - “He is a hyperactive child”
- Problem – we know behavior changes based on environment

## □ Systematic Direct Observation

- Excellent at establishing exactly what happened in the observation period
  - “He was of-task for 12 of 20 intervals observed”
- Problem – as behavior changes, knowing what happened in one observation does not give us an idea of what will happen next

# The New Emerging Alternative

## Direct Behavior Ratings

- An emerging alternative to **behavior rating scales, systematic direct observation** and to **informal observations** is *direct behavior ratings (DBR)* which combines the advantages of both.

# A Simple Starting Point...

- What do teachers do?
  - ▣ Home-School Note
  - ▣ Behavior Report Card
  - ▣ Daily Progress Report
  - ▣ Good Behavior Note
  - ▣ Check-In Check-Out Card
  - ▣ Performance-based behavioral recording



(Riley-Tillman, Chafouleas, & Briesch, 2007)



# Who already uses Daily Behavior Report Cards?

- 60% of teachers surveyed already use DBRCs to change student behavior
- 32% to monitor or observe student behavior
- 81% to identify positive behaviors, 77% to identify negative behaviors
- 86% use with individual students, 19% with whole class, 9% with small groups
- 32% use DBRCs “routinely” as part of classroom management plan

(Chafouleas, Riley-Tillman, & Sassu, 2006)



# A New Class of Assessment - Direct Behavior Ratings

- Refer to a hybrid of assessment tools that combine characteristics of systematic direct observation and behavior rating scales.
- These tools are designed to be used in a formative (repeated) fashion 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).
- Using these tools requires rating target behavior on a scale (e.g., rating the degree to which Johnny was actively engaged.)
- So, teachers might be asked to rate on a scale from 1 (not at all) to 10 (always) the degree to which Johnny was actively engaged in work activities during independent seat work this morning.

# Standard DBR - SIS

## DBR Form

Date:	Student:	Activity Description:
M T W Th F	Room:	
Observation Time: Start: _____ End: _____	Behavior Description: <b>Academically engaged</b> is actively or positively participating in the classroom activity. For example: writing, raising his/her hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.  <b>Disruptive Behavior</b> is student action that interrupts regular school or classroom activity. For example: out of his/her seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.  (If desired) <b>Optional Behavior</b> is:	
<input type="checkbox"/> Check if no observation today		

Directions: Place a slash (/) along the line that best reflects (a) % of total time student was academically engaged and (b) % of total time or total # of times student exhibited disruptive behavior during the observation period. If desired, an additional behavior may be included by providing a definition above and then rating on the "optional behavior" line.

### Academically Engaged



### Disruptive Behavior



### Optional Behavior



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## Directions for Using a Direct Behavior Rating (DBR)



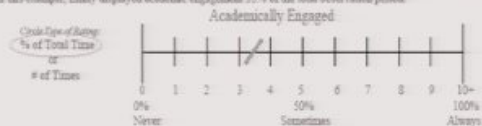
### What is a DBR?

- DBR is a tool that involves a brief repeated (e.g., daily) rating of student behavior following a specified period of time (e.g., 45-minute of math group work).
- DBR offers a way to quickly collect information over time about student behavior in the classroom.
- DBR can complement information about behavior gathered from other tools (e.g. office discipline referrals, direct observation, behavior rating scales).

### How to use a DBR.

- Step 1: Complete information at the top of form, including specifying the observation period.
- Step 2: Review the definitions for academically engaged and disruptive behavior.
- Step 3: Decide whether to rate disruptive behavior as % of total time or total # of times.\*
- Step 4: Determine whether to rate an additional behavior (e.g., sleeping, stereotyping) and if so, write in the definition in the optional behavior section.
- Step 5: Immediately following observation period, complete the ratings. Check the "no observation today" box if you were unable to observe the student enough to confidently rate student behavior.

Example 1: Mrs. Smith is rating the % of total time that Emily was academically engaged during math instruction (10 - 10:45am). In this example, Emily displayed academic engagement 35% of the total observation period.



Example 2: Mr. Green is estimating the % of total time that Seth displayed disruptive behavior. Here, Seth was disruptive during 40% of the total observation period.



Example 3: Mr. White has decided to rate an additional behavior involving how often John displayed "yells at teacher" during science class (1:12 - 1:30pm). In this example, John displayed this behavior 7 times during the observation period.



\* Use % if disruptive behavior varies in duration or occurs continuously in nature (e.g., time out seat, fidgeting for lengths of time). Use # if disruptive behavior is short, unique events (e.g., hit, throw object, swear).

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# Direct Behavior Ratings

## □ **DBR: Direct**

- ▣ The *direct* component of the measure implies that the observation and rating occur at the time and place that behavior occurs (Christ, Riley-Tillman, & Chafouleas, 2009).

## □ **DBR: Behavior**

- ▣ The *behavior* component of DBR establishes that target behaviors must be clearly defined or operationalized to minimize confusion for the rater and internal validity.

## □ **DBR: Rating**

- ▣ The *rating* component of DBR establishes that the rater's perceptions are recorded in a standardized manner.



# Standard DBR - SIS

## DBR Form

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M T W Th F	Room:	
Observation Time: Start: _____ End: _____	Behavior Description: <b>Academically engaged</b> is actively or positively participating in the classroom activity. For example: writing, raising his/her hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials. <b>Disruptive Behavior</b> is student action that interrupts regular school or classroom activity. For example: out of his/her seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction. (If desired) <b>Optional Behavior</b> is:	
<input type="checkbox"/> Check if no observation today		

Directions: Place a slash (/) along the line that best reflects (a) % of total time student was academically engaged and (b) % of total time or total # of times student exhibited disruptive behavior during the observation period. If desired, an additional behavior may be included by providing a definition above and this rating on the "optional behavior" line.

### Academically Engaged



### Disruptive Behavior



### Optional Behavior



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## Directions for Using a Direct Behavior Rating (DBR)



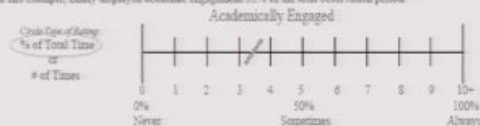
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- DBR can complement information about behavior gathered from other tools (e.g. office discipline referrals, direct observation, behavior rating scales).

### How to use a DBR.

- Step 1: Complete information at the top of form, including specifying the observation period.
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- Step 4: Determine whether to rate an additional behavior (e.g., sleeping, stereotyping) and if so, write in the definition in the optional behavior section.
- Step 5: Immediately following observation period, complete the ratings. Check the "no observation today" box if you were unable to observe the student enough to confidently rate student behavior.

Example 1: Mrs. Smith is rating the % of total time that Emily was academically engaged during math instruction (10 - 10:45am). In this example, Emily displayed academic engagement 3% of the total observation period.



Example 2: Mr. Green is estimating the % of total time that Seth displayed disruptive behavior. Here, Seth was disruptive during 4% of the total observation period.



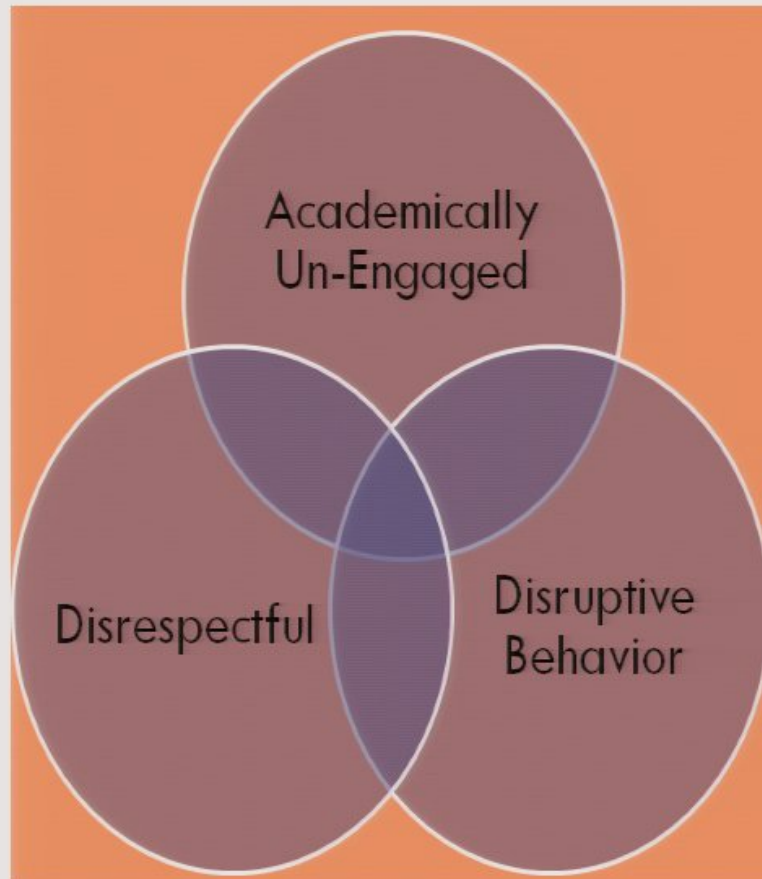
Example 3: Mr. White has decided to rate an additional behavior involving how often John displayed "yells at teacher" during science class (1:12 - 1:30pm). In this example, John displayed this behavior 7 times during the observation period.



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# What behaviors are rated?



\*Working Risk-Resilience Model  
for School-Based Behavior

## **Academic Engagement:**

Actively or passively participating in the classroom activity.

## **Compliance/Respect:**

To initiate/complete a response to an adult request in a timely and socially acceptable manner.

## **Disruptive Behavior:**

A student action that interrupts regular school or classroom activity.

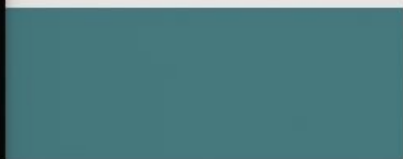
# The Thorny Issue

- Are DBRs a reliable and valid measure of social behavior?
  - Do they concur with measure like SDO and BRS when appropriate?
  - Are they sensitive to change?
  - What about the details?
    - Behavior
    - Duration of Observation
    - Training
    - Scaling
    - And on and on....



2000 – 2005

Daily Behavior Report Cards



# Good Bad or In Between

Chafouleas, Riley-Tillman, & McDougal, 2002

- A review article of “Daily Behavior Report Cards”
- Highlighted the communication and intervention applications
- Suggested an assessment application
  - ▣ Postulated a framework for using DBRC as a formative assessment measure
- Started the ball rolling in terms of DBRC assessment research

# Initial Studies and Findings

- What do Daily Behavior Report Cards (DBRCs) measure? An initial comparison of DBRCs with direct observation for off-task behavior (Chafouleas, McDougal, Riley-Tillman, Panahon, & Hilt, 2005)
  - ▣ Results suggested a moderate association between teacher perceptions of behavior as measured by DBRC ratings and direct observation conducted by an external observer.
- An analysis of the similarity of Direct Behavior Ratings and Systematic Direct Observation for off-task and disruptive behaviors (Riley-Tillman, Chafouleas, Sassu, Chanese, & Glazer, 2008)
  - ▣ Replication which again suggested a moderate association between teacher perceptions of behavior as measured by DBRC ratings and direct observation conducted by an external observer.

# Initial Studies and Findings

- Acceptability and reported use of Daily Behavior Report Cards among teachers (Chafouleas, Riley-Tillman, & Sassu, 2006)
  - Results provide support to previous claims that the DBRC is both a used and accepted tool in practice
- The consistency of Daily Behavior Report Cards in monitoring interventions (Chafouleas, Riley-Tillman, Sassu, LaFrance, & Patwa, 2007)
  - Results suggested similar conclusions might be drawn when visually examining data collected by an external observer using either systematic direct observation or a DBRC

# The End of the DBRC Line

- A school practitioner's guide to using Daily Behavior Report Cards to monitor interventions (Riley-Tillman, Chafouleas, & Briesch, 2007)
  - The first "how to" guide for applied practitioners
  - Focused on the procedures and instrumentation for assessment applications of DBRC

2005 – 2010

Direct Behavior Report Cards





# Project VIABLE

- A systematic line of empirical research on DBRs continues through an IES-funded Goal 5 grant (Project VIABLE: R324B060014).
- Goals involve development of DBRs for use in progress monitoring through three phases of investigation including
  - 1) foundations of measurement
  - 2) decision making and validity
  - 3) feasibility



# Current Research Focuses

- Examining
  - ▣ Scaling Issues
    - e.g. 3, 5, 7, 10, 20 and 100 gradients, continuous line, etc.
  - ▣ Target Behavior
    - Positive/negative wording, specificity level, specific behaviors, etc.
  - ▣ Rater Influence
    - Anchoring, rank order, etc.
  - ▣ The Impact of Training
    - Increasing accuracy, types of training, etc.
  - ▣ Other Applications
    - For example, screening or classwide assessment

# Recent DBR Journal Publications (since 2009)

- Christ, T.J., Riley-Tillman, T.C., & Chafouleas, S.M. (accepted with revision). Direct Behavior Rating (DBR): An Evaluation of Alternative Definitions to Assess Classroom Behaviors. *School Psychology Review*.
- Briesch, A.M., Chafouleas, S.M., & Riley-Tillman, T.C. (in press). Generalizability and dependability of behavior assessment methods to estimate academic engagement: A comparison of systematic direct observation and Direct Behavior Rating. *School Psychology Review*.
- Chafouleas, S.M., Riley-Tillman, T.C., Christ, T.J., & Kilgus, S.P. (in press). Direct Behavior Ratings (DBR): Useful tools for linking assessment, communication, and intervention. In A. Canter, L. Paige, and S. Shaw (Eds), *Helping children at home and school III: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.
- Christ, T. J., Riley-Tillman, T. C., Chafouleas, S. M., & Boice, C. H. (2010). Generalizability and dependability of Direct Behavior Ratings (DBR) across raters and observations. *Educational and Psychological Measurement*, 70. doi:10.1177/0013164410366695
- Riley-Tillman, T.C., Christ, T.J., Chafouleas, S.M., Boice, C.H. & Briesch, A.M. (2010). The impact of observation duration on the accuracy of data obtained from Direct Behavior Rating (DBR). *Journal of Positive Behavior Interventions*. doi:10.1177/1098300710361954
- Chafouleas, S.M., Briesch, A.M., Riley-Tillman, T.C., Christ, T.C., Black, A.C., & Kilgus, S.P. (2010). An investigation of the generalizability and dependability of Direct Behavior Rating Single Item Scales (DBR-SIS) to measure academic engagement and disruptive behavior of middle school students. *Journal of School Psychology*, 48, 219-246. doi:10.1016/j.jsp.2010.02.001
- LeBel, T.J., Kilgus, S.P., Briesch, A.M., & Chafouleas, S.M. (2010). The impact of training on the accuracy of teacher-completed Direct Behavior Ratings (DBRs). *Journal of Positive Behavioral Interventions*, 12, 55-63. doi:10.1177/1098300708325265
- **Schlientz, M. D., Riley-Tillman, T. C., Briesch, A. M., Walcott, C. M., & Chafouleas, S.M., (2009) The impact of training on the accuracy of Direct Behavior Ratings (DBRs). *School Psychology Quarterly*, 24, 73-83. doi:10.1037/a0016255**
- Chafouleas, S.M., Riley-Tillman, T.C., & Christ, T.J. (2009). Direct Behavior Rating (DBR): An emerging method for assessing social behavior within a tiered intervention system. *Assessment for Effective Intervention*, 34, 195-200. doi:10.1177/1534508409340391
- Christ, T.J., Riley-Tillman, T.C., & Chafouleas, S.M. (2009). Foundation for the development and use of Direct Behavior Rating (DBR) to assess and evaluate student behavior. *Assessment for Effective Intervention*, 34, 201-213. doi:10.1177/1534508409340390
- Chafouleas, S.M., Kilgus, S.P., & Hernandez, P. (2009). Using Direct Behavior Rating (DBR) to screen for school social risk: A preliminary comparison of methods in a kindergarten sample. *Assessment for Effective Intervention*, 34, 224-230. doi:10.1177/1534508409333547
- **Riley-Tillman, T.C., Methe, S.A., & Weegar, K. (2009). Examining the use of Direct Behavior Rating methodology on classwide formative assessment: A case study. *Assessment for Effective Intervention*, 34, 242-250. doi:10.1177/1534508409333879**
- Christ, T.J., & Boice, C. (2009). Rating scale items: A brief review of nomenclature, components, and formatting to inform the development of Direct Behavior Rating (DBR). *Assessment for Effective Intervention*, 34, 242-250. doi:10.1177/1534508409336182
- Sanetti, L., Chafouleas, S.M., Christ, T. J., & Gritter, K. (2009). Extending use of Direct Behavior Rating beyond student assessment: Applications to treatment integrity: Assessment within a multi-tiered model of school-based intervention delivery. *Assessment for Effective Intervention*, 34, 251-258.
- Riley-Tillman, T.C., Chafouleas, S.M., Christ, T.J., Briesch, A.M., & LeBel, T.J. (2009). The impact of item wording and behavioral specificity on the accuracy of Direct Behavior Ratings (DBRs). *School Psychology Quarterly*, 24, 1-12. doi:10.1037/a0015248doi:10.1177/1534508409332788
- Chafouleas, S. M., Christ, T. J., & Riley-Tillman, T. C. (2009). Generalizability of scaling gradients on Direct Behavior Ratings. *Educational & Psychological Measurement*, 69, 157-173. doi:10.1177/0013164408322005
- Riley-Tillman, T.C., Chafouleas, S.M., & Eckert, T. (2009). Daily Behavior Report Cards and Systematic Direct Observation: An investigation of the acceptability, reported training and use, and decision reliability among school psychologists. *Journal of Behavioral Education*. 17, 313-327. doi:10.1086/4-008-9070-5
- Riley-Tillman, T.C., Chafouleas, S.M., Sassu, K.A., Chanese, J.A.M., & Glazer, A.D. (2009). Examining the agreement of Direct Behavior Ratings and Systematic Direct Observation for on-task and disruptive behavior. *Journal of Positive Behavior Interventions*, 10, 136-143. doi:10.1177/1098300707312542



# Sample Studies

- Schlientz, M. D., Riley-Tillman, T. C., Briesch, A. M., Walcott, C. M., & Chafouleas, S.M., (2009) The impact of training on the accuracy of Direct Behavior Ratings (DBRs). *School Psychology Quarterly*, 24, 73-83. doi:10.1037/a0016255
- Riley-Tillman, T.C., Methe, S.A., & Weegar, K. (2009). Examining the use of Direct Behavior Rating methodology on classwide formative assessment: A case study. *Assessment for Effective Intervention*, 34, 242-250. doi:10.1177/1534508409333879

# DBR Training Study 1

## Brief Description

- ? Does Training with Practice/Fedback Help
- 59 undergraduate raters
- 2 behaviors
  - On-Task and Visually Distracted
- 2 conditions
  - Training (practice ratings with feedback)
  - Brief Training (overview with no practice)
- Four 18 1-minute clips viewed

# Using Traditional Difference Scores

## Results

- An independent samples t-test assuming unequal variances was calculated for each behavior. Trained participants' DBR ratings were found to be significantly more accurate than briefly familiarized participants' DBR ratings for both behaviors.
- Standard deviations were calculated for each behavior. There was less variability among the trained participants' DBR ratings than the briefly familiarized participants' DBR ratings for both behaviors.

# Other accuracy calculations

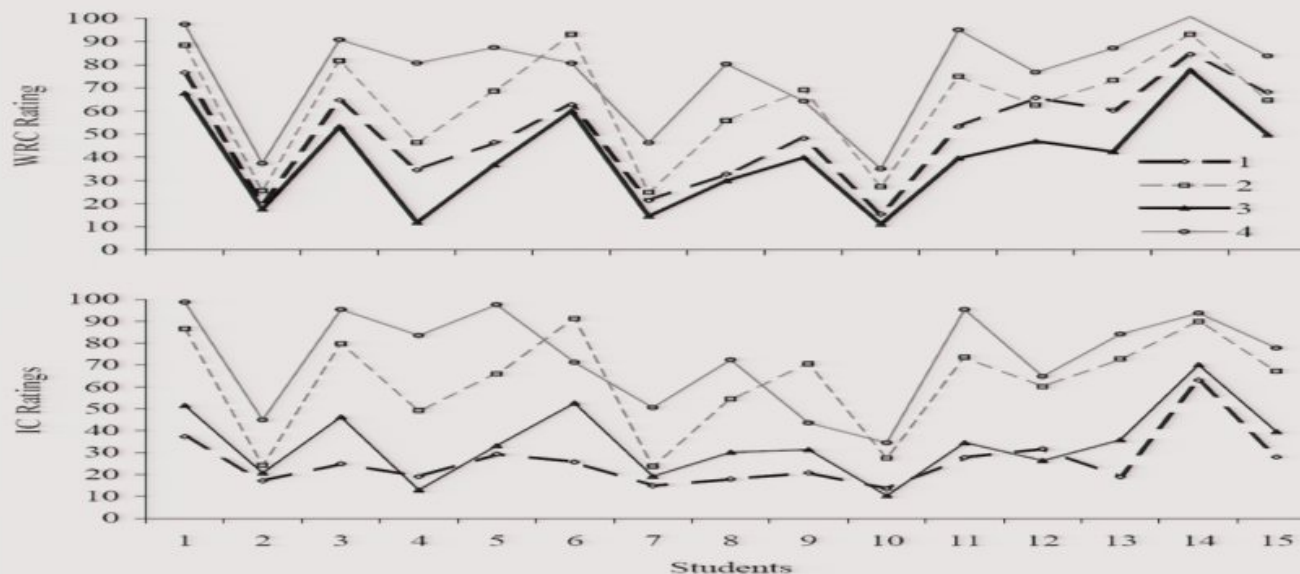
- Traditional use of difference scores (Observed score-True score)
- Limitations:
  - Fails to take into account the fact that some raters rate everyone in a more extreme fashion (i.e. higher, lower) than other raters
  - Raters penalized for their use of the scale—not for how well they can discriminate among instances of behavior



# DBR Training Study 1

## □ Key point from other studies

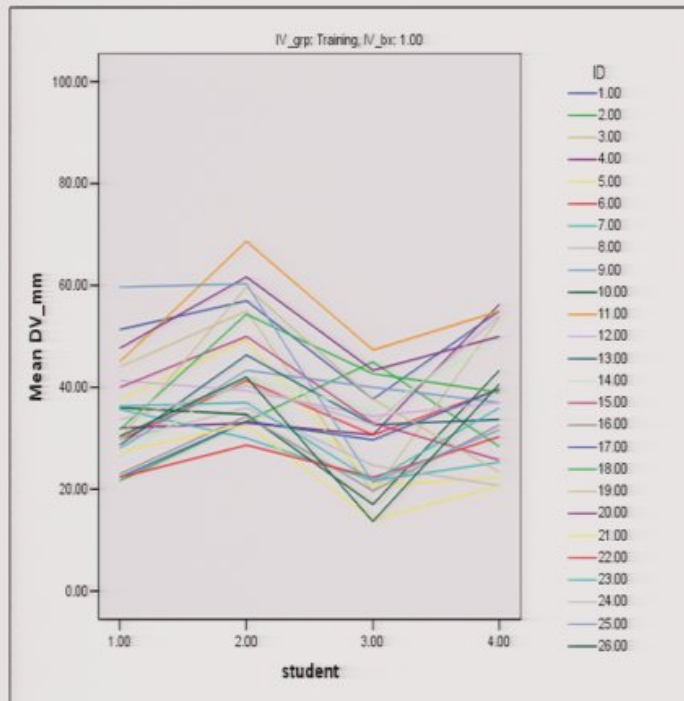
- ▣ DBR data is specific to a rater at the initial anchoring, but then seems to follow the behavioral pattern from their
- ▣ In other words, while we don't get initial true agreement, rank order does not shift over observation



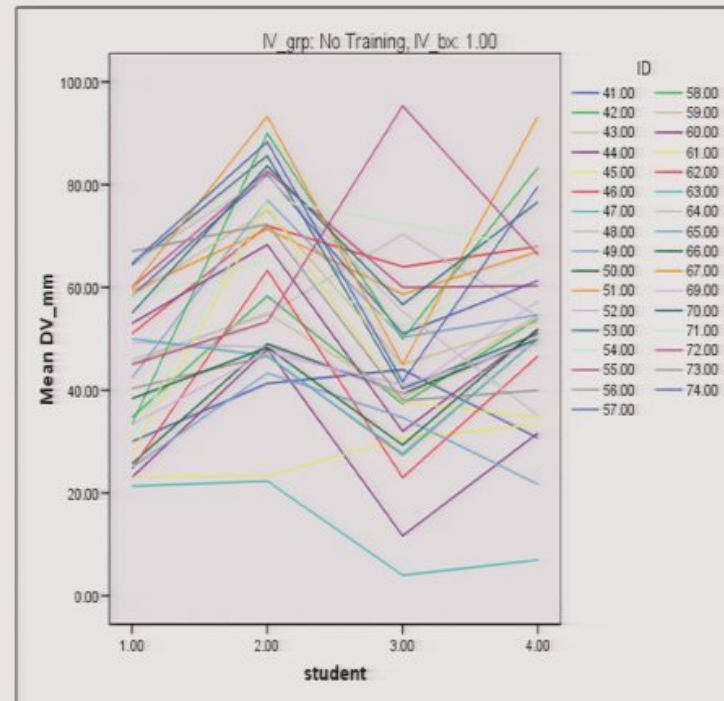


# DBR Training Study 1

**Figure 1.** This line graph illustrates the mean DBR ratings for the visually distracted behavior that were completed by **26 formally trained** participants.



**Figure 2.** This line graph illustrates the mean DBR ratings for the visually distracted behavior that were completed by **33 briefly familiarized** participants.



\*Each participant's mean rating is a line on a continuous scale (0-100 mm) as a function of the 4 students in the video clips. Students are labeled 1 through 4.

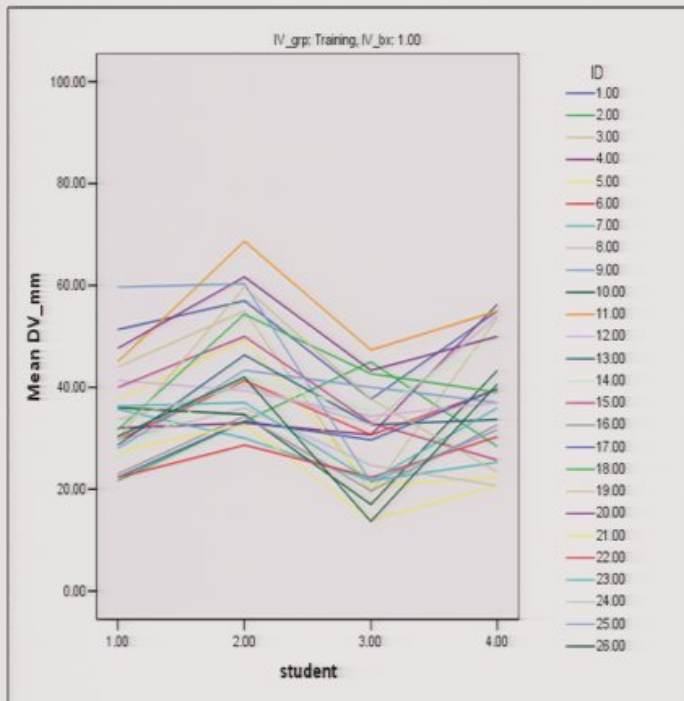
# DBR Training Study 1

## Conclusions

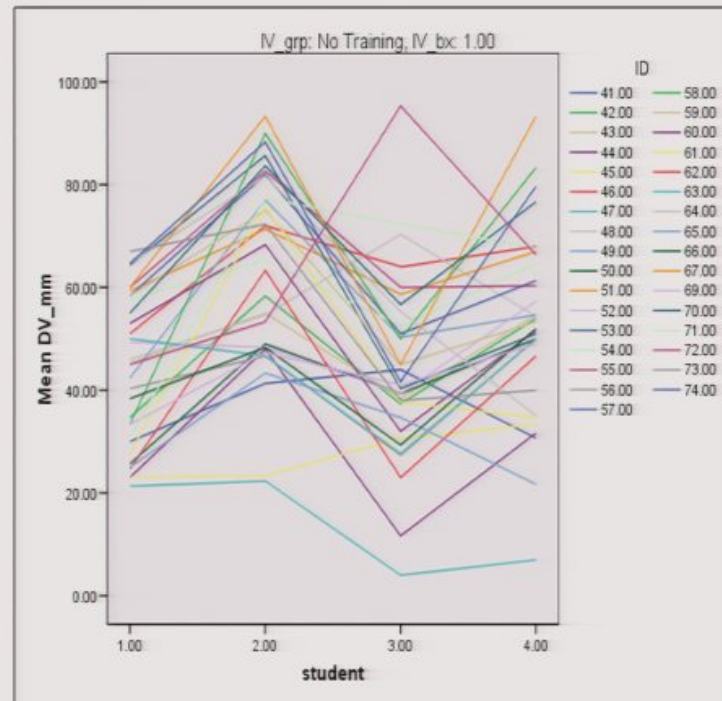
- Findings suggest that training of raters in the use of DBRs may be necessary to ensure accurate ratings of student behavior.
  - Both within rater and across raters
- Results provide support for the necessity of investing time and funds for a formal, 30 minute, interactive DBR training that utilizes practice video clips of target behaviors.

# DBR Training Study 1

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# DBR Training Study 1

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- Results provide support for the necessity of investing time and funds for a formal, 30 minute, interactive DBR training that utilizes practice video clips of target behaviors.



# DBR Classwide Case Study

- While there has been a good deal of DBR development at the level of the individual child, formative data must also be available at different levels (e.g. individual, small group, and class) to facilitate decisions about student responsiveness.
- In reference to social behavior, one of the most prevalent classwide measures is the use of Office Discipline Referrals (ODRs)
  - ODRs have been shown to be useful for educational decision making when used correctly.
  - Unfortunately, ODRs do have some significant limitations.
    - Only focus on negative behaviors
    - Only register at the level of a significant behavior problem



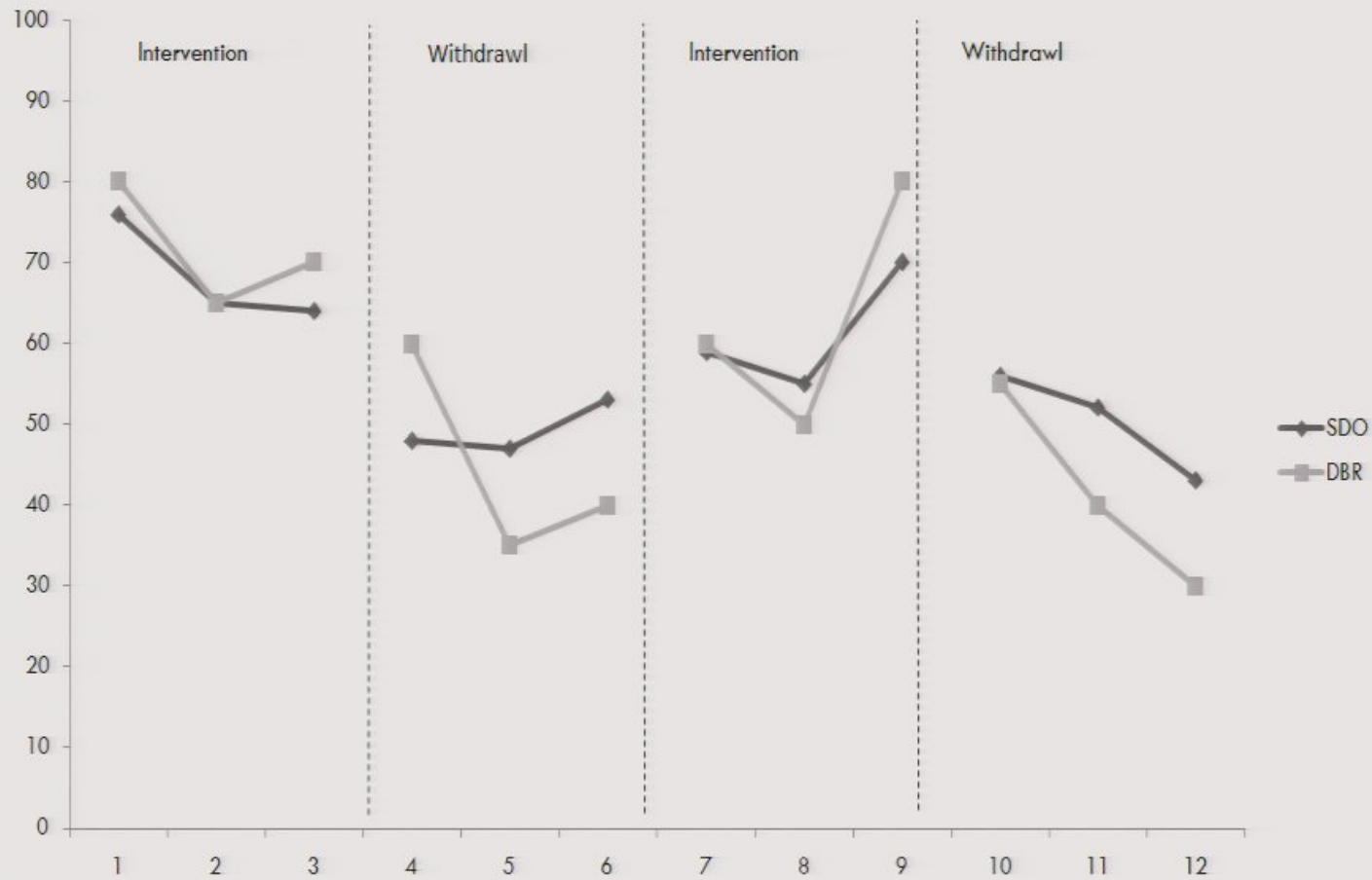
# DBR Classwide Case Study - Purpose

- Considering the importance of classwide and group-wide intervention in a problem solving model, it is essential that feasible assessment methods are developed and appropriately validated.
- The purpose of this case study is to examine the use of DBR methodology concurrently with SDO for the monitoring of a classwide intervention.

# DBR Classwide Study - Methods

- First-grade reading class with 14 children (6 boys and 8 girls) and a teacher with five years of teaching experience
- B-A-B-A Design
  - ▣ Independent Variable
    - Teacher modeling of appropriate silent reading behavior including verbal prompting
      - This intervention has resulted in increased on-task behavior in previous research (Methe & Hintze, 2003)
  - ▣ Dependent Variables
    - Classwide on task behavior measured by SDO (trained observer) and DBR (teacher)
      - Collected for 3 sessions per phase

# Results – B-A-B-A Graph



# Results – Level and Variability

- SDO and DBR are quite consistent
  - ▣ Phase means are consistent within 8% (ranging from 2-8%)
  - ▣ *Percent of Nonoverlapping Datapoints (PND) are consistent 2 of 3 opportunities*
  - ▣ *Percent of Datapoints Exceeding the Median (PEM) are fully consistent*

# Results - Benchmarks

- Pre intervention classwide on task behavior ranged from 36% to 50% with a mean of 43%.
- A series of benchmarks (55%, 60% and 65%) defining levels (moderate, large and very large) of classwide response to intervention were developed
- Cohen's Kappa (1960) statistics were calculated measuring the agreement of the two data sources into two mutually exclusive categories (above or below the target benchmark).
  - The resulting statistics were  $K = .657$  for the 55% benchmark,  $K = .657$  for the 60% benchmark, and  $K = .798$  for the 65% benchmark.
  - Using Landis and Koch's (1977) interpretation guideline for K, these results fall in the substantial agreement range.



# Results – Evidence of an Intervention Effect

- Both data sources suggest that such a relationship is supported by the outcome data.
  - ▣ Horner and colleague (2005) suggest a method for establishing the presence of a functional relationship by examining the SCD for three demonstrations of experimental effects.
  - ▣ Using this method to examine the current case study experimental effects can be observed in the B1-A1 phase, A1-B2 phase and B2-A1 for both SDO and DBR outcome data.
- This similarity is critical in that both data sources, if analyzed accurately, should result in the same conclusion that a functional relationship exists between the intervention and the target behavior.

# DBR Classwide Case Study - Discussion

- This case study presents a unique application of DRB technology which supports future research examining DBR group assessment.
- This case study should stimulate future analysis on classwide applications of DBRs.
  - Future studies should systematically replicate this case study with multiple raters, target behavior, and settings.
  - If the results of such future research continue to be supportive of the use of DBR at the classwide level, a highly useful method of formative assessment in applied settings incorporating a schoolwide problem solving model would be added to the toolbox of practitioners functioning in schoolwide problem solving models.

# DBR Line What have we learned

- Procedures Matter
  - Scaling Matters
  - Behavior Matters
  - Rater Matters
  - Training Matters
- 
- There is a considerable amount of work to be done to increase our understanding of the instrumentation and procedures of DBR as well as exploring potential applications

# Research Current and Future Directions

## □ DBR – BASIS

- A web-based application will serve to increase utility of the DBR in behavioral assessment given ease of data entry, analysis, and presentation.

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Direct Behavior Ratings  
Assessment tool for comprehensive skill assessment

Home Manage Profile Reports Smith, James M Log Out

Home ?

Math [Add a group](#)

Group Name	Start Date	End Date	Actions
Math-A	09/08/2008	12/31/2008	Rate Edit Delete
Math-B	09/08/2008	12/31/2008	Rate Edit Delete
Math-A	09/29/2008	12/31/2008	Rate Edit Delete
Math-A	09/29/2008	12/31/2008	Rate Edit Delete

Math-1 [Add a group](#)

DBRs are flexible, flexible, efficient, and evidence-based tools that can be used across a range of purposes in educational environments.  
[Home](#) / [Terms of Service](#) / [Feedback](#) / [www.dbra.com](#)



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The screenshot shows a web browser window titled "Rating Form - Microsoft Internet Explorer provided by East Carolina University". The address bar shows "http://127.0.0.1:1430/1246dbRating\_Bdfom.action". The page content is titled "DBR Form- Yu, Ling".

**Group Details**

- Group: Math-A
- Rating Date: Monday, 8/11/08
- Rating Time: 9:30 AM-10:15 AM
- Activities: Science, Foreign Language, Art

**Yu, Ling**

No Observation Today

Primary Instructional Format:

Disruptive Behavior (1):

RA	0	1	2	3	4	5	6	7	8	9	10	11	12
0%													100%
Never													Always

Academic Engagement (2):

RA	0	1	2	3	4	5	6	7	8	9	10	11	12
0%													100%
Never													Always

Compliance (3):

RA	0	1	2	3	4	5	6	7	8	9	10	11	12
0%													100%
Never													Always

Appropriate verbal behavior (7):

RA	0	1	2	3	4	5	6	7	8	9	10	11	12
0%													100%
Never													Always

Inappropriate interaction with peers (8):

RA	0	1	2	3	4	5	6	7	8	9	10	11	12
0%													100%
Never													Always

Change in Program?

Additional Comments

# Research Current and Future Directions

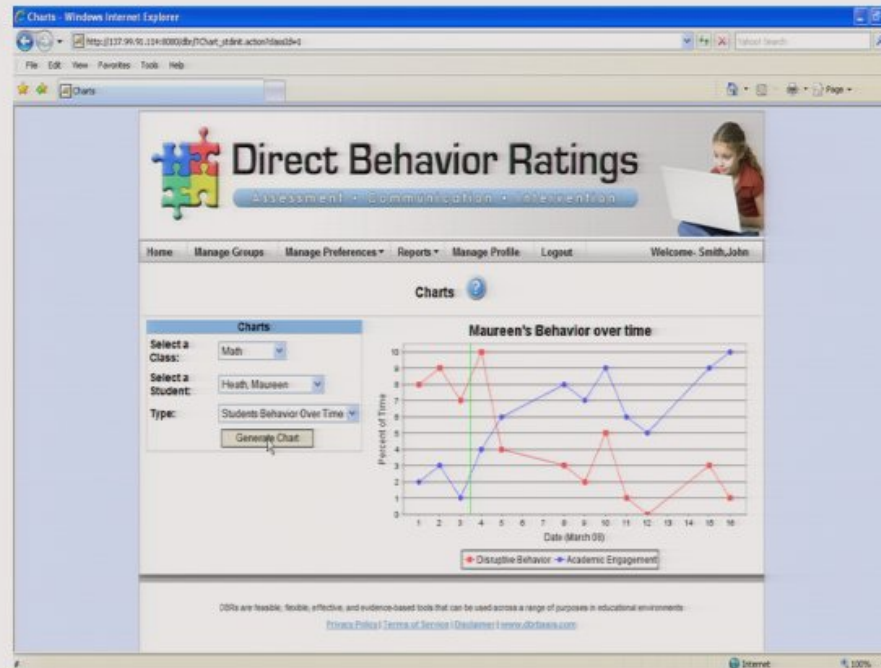
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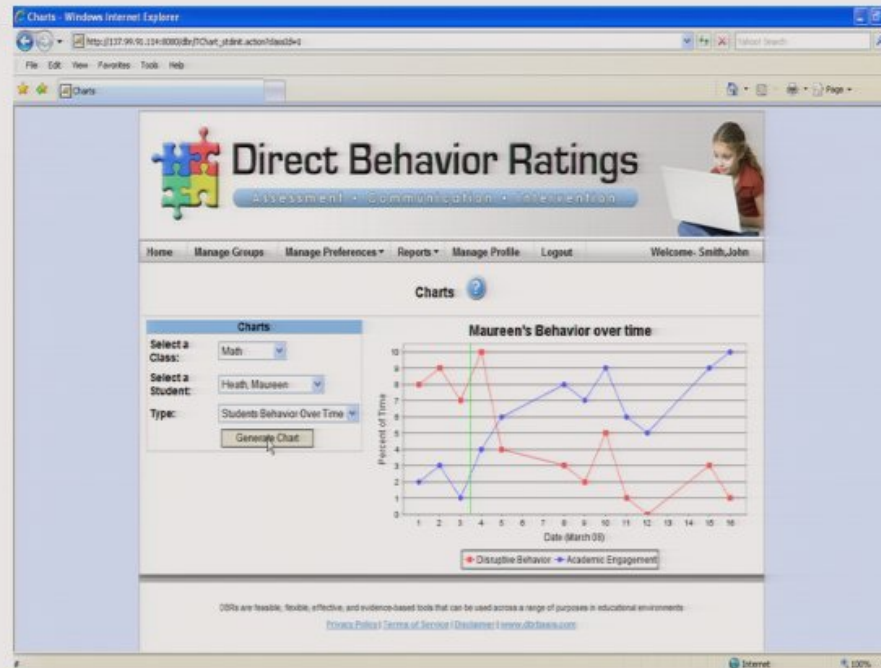
# Research Current and Future Directions

- Current Focuses
  - ▣ Screening applications
  - ▣ Training for accuracy
  - ▣ Analysis of the utility of BASIS

# Research Current and Future Directions

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# Research Extensions

- Reading Comprehension (Shapiro, Riley-Tillman & Chafouleas)
- Healthy Weight DBR (Newman, Lutes, Riley-Tillman)
- What is the rating? (Bowler, Riley-Tillman & Chafouleas)
- ADHD
  - IEP Management (Fabiano)
  - Medication Monitoring (Music, Riley-Tillman, Eckert, McCammon)
- Suicide Assessment DBR (Tomasula, Riley-Tillman, Eckert and Littleton)

# DBR and Adolescent Suicide

- While 76.5% of high school systems in the United States have implemented suicide prevention programs (Kann, Tellinghann, & Wooley, 2007), it remains unclear whether present programs effectively identify those at risk of engaging in suicidal behaviors (Berman, 2009; Miller, Eckert, & Mazza, 2009).
  
- Present methods of school-based suicide risk assessment:
  - Gatekeeper training
  - Curriculum-based programming
  - Student self-report screening programs
  - Postvention activities
  
- Each current method of suicide prevention lacks the ability to briefly measure and monitor student suicidality over time.



# DBR and Adolescent Suicide

- Currently, there are no evidence-based prevention programs that formatively measure suicidal behavior or utilize outcome data to monitor students deemed at-risk ([www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov)).
- Given that feasibility and acceptability often thwart suicide prevention work, school personnel and students may be more likely to report suicidality using a familiar assessment method.

# Applied Directions



## Direct Behavior Ratings

Assessment • Communication • Intervention

[www.directbehaviorratings.com/index.html](http://www.directbehaviorratings.com/index.html)

**Direct Behavior Ratings**  
Assessment • Communication • Intervention

Assessment • Communication • Intervention • People • DBR News • Projects • Library • DBR-BA MS Login

### News

- Upcoming Special Issue of the Journal of Assessment for Effective Intervention
- Direct Behavior Rating (DBR): An Emerging Method for Assessing Social Behaviors within a Functional Behavior System
- Upcoming DBR Presentations
- Current/Eminent Research Studies
- Practical intervention study that use Direct Behavior Ratings as a communication tool
- Direct Behavior Ratings direct training study looking at the effects of direct training with corrective feedback on rates

[Click for more](#)

**Allows for feasible and effective assessment of behavior**

"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." Sus, Kindergarten teacher

### About Us

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[Click for more](#)

### 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...

### Why use Direct Behavior Rating?

DBR can facilitate communication among students, parents, and teachers because ratings can provide a simple, inexpensive, and flexible way to provide frequent feedback about behavior. DBR is also appealing given a connection between data collection and intervention - DBR may serve both purposes! For example, DBR can be used to monitor behavior in response to an intervention while at the same time serving as an intervention tool to teach and reinforce expectations regarding behavior.

**Direct Behavior Ratings**  
Assessment • Communication • Intervention

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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 Instructions](#)).
4. Plot data graphically, and evaluate child behavior (see [DBR Graphing and Interpretation](#)).

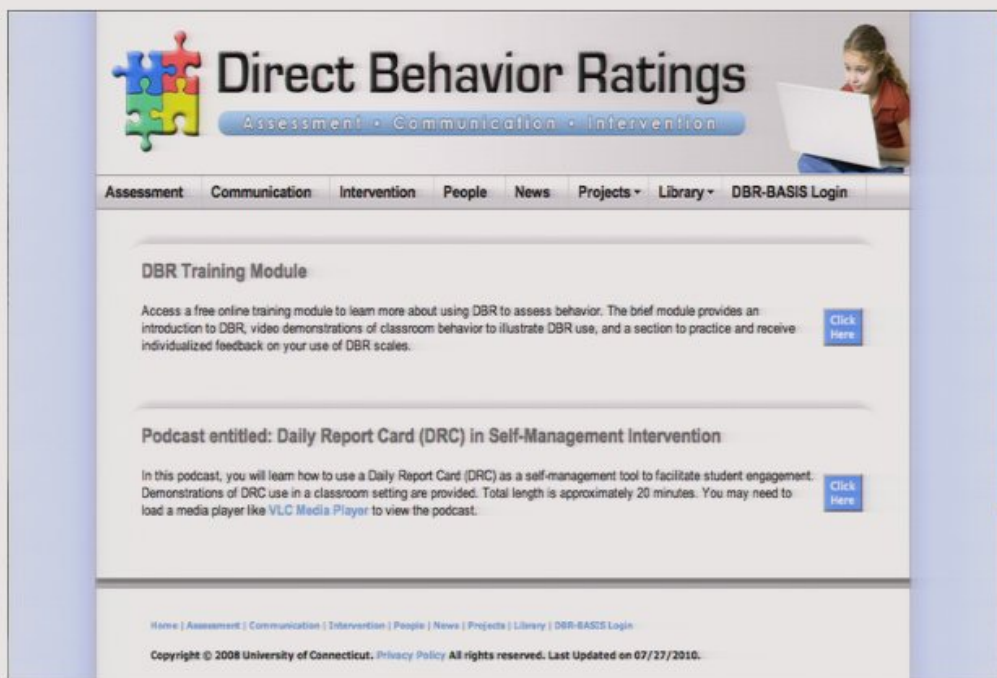
### Additional Resources

- PowerPoint: DBR for Assessment
- DBR Standard Form
- DBR Standard Form Instructions
- DBR Graphing and Interpretation
- Other Resources

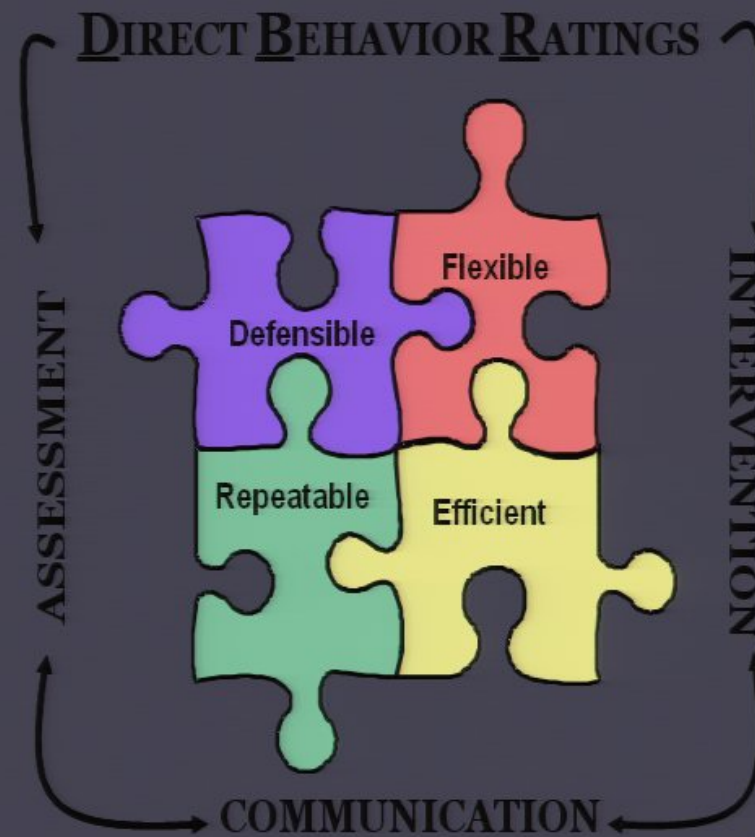
**Who can use a DBR for assessment?**  
DBR can be used by parents, teachers, students, administrators, and intervention teams to collect information and make decisions regarding a child's behavior. It's a great tool for everyone because it's quick, flexible, and [evidence-based](#).

# DBR Training for Accuracy

- Access a free online training module to learn more about using DBR to assess behavior. The brief module provides an introduction to DBR, video demonstrations of classroom behavior to illustrate DBR use, and a section to practice and receive individualized feedback on your use of DBR scales.



The screenshot shows the homepage of the Direct Behavior Ratings website. At the top left is a logo consisting of four interlocking puzzle pieces in red, yellow, green, and blue. To the right of the logo is the text "Direct Behavior Ratings" in a large, bold, black font. Below this text is a blue horizontal bar with the words "Assessment • Communication • Intervention" in white. To the right of the logo and text is a small image of a young girl with brown hair, wearing a red shirt, sitting at a desk and looking at a laptop. Below the header is a navigation menu with the following items: "Assessment", "Communication", "Intervention", "People", "News", "Projects", "Library", and "DBR-BASIS Login". The main content area features two sections. The first section is titled "DBR Training Module" and contains the text: "Access a free online training module to learn more about using DBR to assess behavior. The brief module provides an introduction to DBR, video demonstrations of classroom behavior to illustrate DBR use, and a section to practice and receive individualized feedback on your use of DBR scales." To the right of this text is a blue button with the text "Click Here". The second section is titled "Podcast entitled: Daily Report Card (DRC) in Self-Management Intervention" and contains the text: "In this podcast, you will learn how to use a Daily Report Card (DRC) as a self-management tool to facilitate student engagement. Demonstrations of DRC use in a classroom setting are provided. Total length is approximately 20 minutes. You may need to load a media player like VLC Media Player to view the podcast." To the right of this text is another blue button with the text "Click Here". At the bottom of the page is a footer with the text: "Home | Assessment | Communication | Intervention | People | News | Projects | Library | DBR-BASIS Login" and "Copyright © 2008 University of Connecticut. Privacy Policy All rights reserved. Last Updated on 07/27/2010."



QUESTIONS?

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