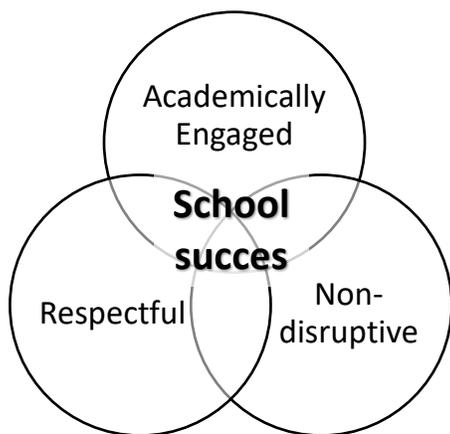


DIRECT BEHAVIOR RATING (DBR)

Direct Behavior Rating (DBR; Chafouleas, Riley-Tillman, Christ, & Sugai, 2009), also known as Daily Behavior Report Card (DBRC; Chafouleas, Riley-Tillman, Sassu, LaFrance, & Patwa, 2007), is an intervention and progress-monitoring tool that uses teacher feedback and home-school communication to help students meet behavior expectations to facilitate school success. There are two primary components of DBR: (a) frequent, structured teacher feedback to the student about his/her behavior, and (b) a DBR form used to rate one or more specific behaviors and share this information with other stakeholders, such as a student's parents (Music, Riley-Tillman, & Chafouleas, 2010). DBRs are flexible tools that can be used to target one or more behaviors across one or more time periods per day.

DBR is appealing to educators as it provides frequent feedback about a student's behavior to parents, other educators, and the student him/herself. Furthermore, DBR forms are quick and easy to use: estimated completion time per form ranges from 10 seconds to slightly less than 1 minute (Music et al., 2010). Additionally, DBR can act simultaneously as a progress monitoring tool, an intervention, and as a way to facilitate home-school communication (Vannest, Burke, Payne, Davis & Soares, 2011).



To plan for DBR implementation, the rater (e.g., classroom teacher) first identifies which behaviors to rate. DBR can be used to measure any operationally defined behavior of interest, including schoolwide expectations or other important behaviors for success, such as academic engagement, respect, and non-disruption (Chafouleas et al., 2009). Once the behaviors of interest are selected, place them on the DBR form along with specific definitions of each behavior, including examples and non-examples. Each behavior should be attached to a

1-10 scale. A happy face or star placed on the desirable end of each scale (e.g. next to the 10 for academically engaged and next to the 0 if measuring disruptive behavior) may help orient younger students to the desirable rating for each behavior.

To implement DBR, the teacher (or other educator) lets the student know the DBR period is beginning. He or she then observes the student during that time period while carrying on with classroom instruction (DBR does not require a dedicated observer). After the period is over, the teacher estimates the percentage of time the student displayed each specified behavior during the observation period(s). The teacher then provides feedback and behavior-specific praise to the student. To encourage accurate ratings, teachers can use the DBR online training module (<http://dbr.education.uconn.edu/>), a resource shown to improve DBR accuracy (Crovello, 2016).

DBR can be utilized for specific parts of the day (i.e., during a period where the student struggles to meet expectations) or throughout the day by breaking the schedule into logical sections (e.g., reading, math, specials). In the latter case, the student would receive a DBR rating for each section of the day.

The subsequent materials in this module provide teachers with a DBR form (modified from Chafouleas et al., 2009), which includes school-home communication and treatment integrity

components. Additionally, we offer (a) a row for the school's tiered intervention grid (grids describe each intervention offered at the school site to support data-based decision making and transparency of intervention options), (b) pre- and post-intervention social validity surveys for students and teachers (i.e., stakeholder perceptions), and (c) a guide with resources available on the web and in print, including overviews, training modules, templates, and supporting research.

Source:

<http://dbr.education.uconn.edu/>

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