

Direct Behavior Rating

Implementation Checklist

Teacher: _____

Setting: _____

Start Date: _____

End Date: _____

Total Days: _____

Notes: _____

		Completed?	Completion Date
Step 1	Identify students who might benefit using entry criteria from Ci3T Implementation Manual Secondary (Tier 2) Intervention Grid		
Step 2	Define 1-3 behaviors to target (e.g., academic engagement).		
Step 3	Determine specified observation periods/activities (i.e., time[s] of day or content area[s] to address [e.g., English and Language Arts, Science] and frequency of ratings [e.g., once daily, every 60 min]).		
Step 4	Prepare the DBR form, establishing scale (e.g., 1-10) ^a and anchors (e.g., not at all, half the time, all the time).		
Step 5	Seek input on DBR form and procedures from stakeholders (i.e., student, parent/caregiver) and incorporate feedback.		
Step 6	Practice rating using online DBR Training Site (complete training until criteria is met).		
Step 7	Teach the student the DBR procedures (reference DBR podcast for examples).		
Step 8	Implement DBR procedures (see 05_DBR_Treatment_Integrity_Checklist):		
	<ol style="list-style-type: none"> 1. Let the student know the DBR will be used before starting each observation period/activity. 2. Regularly observe student throughout each observation period/activity. 3. Rate the students' behavior(s) during each observation period/activity. 4. Check-in with student after rating, providing behavior specific praise and instructional feedback. 5. Record Students' behavior from DBR into progress monitoring file^b. 6. Record treatment integrity data into progress monitoring file^b. 7. Share DBR with parent/caregiver, noting one thing to praise and one to practice. [optional component] 		
Step 9	Review data weekly.		
Step 10	Seek input from student and families after 2-3 weeks		

^a 10-point scales can be more sensitive to change than shorter scales (e.g., 3-point).

^b See [08_DBR_Data_Collection_Tool](#) as an example of graphing/progress monitoring format.

Comments: