

Direct Behavior Rating (DBR)

Resource Guide

Online Training Modules and Videos

Chafouleas, S. M., Riley-Tillman, T. C., Briesch, A., Christ, T. J., Fabiano, G. A., Kilgus, S. P., Miller, F. G., Sanetti, L. M., Welsh, M. E. (*n.d.*). Direct Behavior Ratings.

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

Chafouleas, S. M., Riley-Tillman, T. C., Briesch, A., Christ, T. J., Fabiano, G. A., Kilgus, S. P., Miller, F. G., Sanetti, L. M., Welsh, M. E. (*n.d.*). Direct Behavior Rating Training Site, University of Connecticut. <https://dbrtraining.education.uconn.edu/>

Chafouleas, S. M., Sanetti, L. M., Fagella-Luby, M. (2010). Using a Daily Report Card (DRC): A step-by-step guide to promoting student engagement in learning [Video Podcast].

<https://dbr.education.uconn.edu/library/video-podcast/>

Riley-Tillman, T. C (2015, January). Ask the Expert [Video Podcast].

<https://dbr.education.uconn.edu/library/video-podcast/>

Practitioner Articles, Guides, and Resources

Briesch, A. M., Chafouleas, S. M., & Riley-Tillman, T. C. (2016). *Direct Behavior Rating (DBR): Linking assessment, communication, and intervention*. New York, NY: Guilford Press.

[Mires, C. B., & Lee, D. L. \(2017\). Calvin won't sit down! The daily behavior report card: A practical technique to change student behavior and increase school-home communication. *Beyond Behavior*, 26\(2\), 89-95.](#)

<https://doi.org/10.1177/1074295617711716>

Riley-Tillman, T.C., Chafouleas, S.M., & Briesch, A.M. (2007). A school practitioner's guide to using daily behavior report cards to monitor student behavior. *Psychology in the Schools*, 44(1), 77-89. <https://doi.org/10.1002/pits.20207>

Vannest, K. J., Burke, M. D., Sauber, S. B., Davis, J. L., & Davis, C. R. (2011). Daily behavior report cards as evidence-based practice for teachers. *Beyond Behavior*, 20(2), 13-22.

Volpe, R. J. & Fabiano, G. A. (2013). *Daily behavior report cards: An evidence-based system of assessment and intervention*. New York, NY: The Guilford Press.

Research Articles and Reviews

Chafouleas, S. M., Riley-Tillman, T. C., & McDougal, J. L. (2002). Good, bad, or in-between: How does the daily behavior card rate? *Psychology in the Schools*, 39(2), 157-

169. <https://doi.org/10.1002/pits.10027>

Fabiano, G. A., Vujnovic, R. K., Pelham, W. E., Waschbusch, D. A., Massetti, G. M., Pariseau, M. E., Naylor, J., Yu, J., Robins, M., Carnefix, T., Greiner, A. R., & Volker, M. (2010). Enhancing the effectiveness of special education programming for children with attention deficit hyperactivity disorder using a daily report card. *School Psychology Review, 39*(2), 219-239.

Jurbergs, N., Palcic, J. L., & Kelley, M. L. (2010). Daily behavior report cards with and without home-based consequences: Improving classroom behavior in low income, African American children with ADHD. *Child & Family Behavior Therapy, 32*(3), 177-195.
<https://doi.org/10.1080/07317107.2010.500501>

Owens, J. S., Holdaway, A. S., Zoromski, A. K., Evans, S. W., Himawan, L. K., Girio-Herrera, E., & Murphy, C. E. (2012). Incremental benefits of a daily report card intervention over time for youth with disruptive behavior. *Behavior Therapy, 43*(4), 848-861.
<https://doi.org/10.1016/j.beth.2012.02.002>

Vannest, K. J., Davis, J. L., Davis, C. R., Mason, B. A., & Burke, M. D. (2010). Effective intervention for behavior with a daily behavior report card: A meta-analysis. *School Psychology Review, 39*(4), 654-672.