

The Daily Behavior Report Card (DBRC) as an Evidence-Based Tool in Intervention and Assessment with At-Risk Students

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Investigating the “Gap”

Where do we see the “achievement gap”?

- Standardized test scores
- Grade point average
- High school completion rates

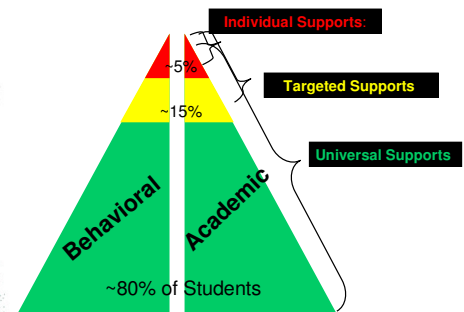
What do we typically think about?

- Reading
- Math

Academic Behaviors

- Classroom preparation
 - Having materials
 - Ready to begin class
- Academic engagement
 - Listening to the teacher
 - Reading/writing
 - Raising hand/participating
- Disruptive behavior
 - Out of seat
 - Playing with objects
 - Engaging in non-academic conversation

Linking Academics and Behavior



Purpose of Presentation

- Describe a tool that has demonstrated effectiveness in intervention
- Present guidelines for use of that tool in intervention at the secondary level (at-risk)
- Provide suggestions for maximizing use of the tool in assessment

Defining Characteristics of the Daily Behavior Report Card (DBRC)

The DBRC involves a brief rating of target behavior over a specified period of time

- A behavior(s) is specified
- Rating of the behavior(s) typically occurs at least daily
- Obtained information is shared across individuals (e.g., parents, teachers, students)
- The card is used as a component of an intervention and/or to monitor the effects of an intervention

(Chafouleas, Riley-Tillman & McDougal, 2002)


Other Names for the DBRC

- Home-School Note
- Behavior Report Card
- Daily Progress Report
- Good Behavior Note
- Performance-based behavioral recording

General Procedural Steps

- 1) Define the target behavior (preferably in positive terms)
- 2) Select the rating frequency (how often the behavior will be rated) and type of rating scale
- 3) Design the card
- 4) Determine if consequences (positive and/or negative) will be used, and if so, define the criteria
- 5) Generate a list of potential consequences
- 6) Determine the responsibilities of all parties involved

Examples...



Behavior Report Card

Student: _____ Date: _____
 Teacher: _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavioral goal.

The student focused his or her attention on teacher instructions, classroom lessons and assigned work.

Circle the degree to which the student met the behavioral goal.
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____
 Never/Seldom Sometimes Usual/Always

The student sat in class without fidgeting or squirming more than most peers.

Circle the degree to which the student met the behavioral goal.
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____
 Never/Seldom Sometimes Usual/Always

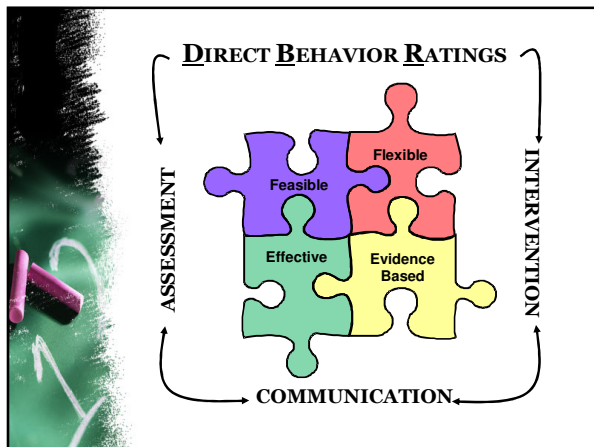
The student remembered academic instructions and directions without needing extra reminders.

Circle the degree to which the student met the behavioral goal.
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____
 Never/Seldom Sometimes Usual/Always


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Examples

	Monday	Tuesday	Wednesday	Thursday	Friday
Student _____ (Specify behavior here)	☺ ☹ ☹				
Student _____ (Specify behavior here)	☺ ☹ ☹				
Student _____ (Specify behavior here)	☺ ☹ ☹				
Student _____ (Specify behavior here)	☺ ☹ ☹				




The DBRC as a feasible tool in intervention...




- Low time demands (training, implementation, evaluation)
- Highly individualizable
- Can be efficiently used for multiple students
- Flexibility in frequency of rating and summarizing of data

The DBRC as a flexible tool in intervention...



- Address academic and/or social behavior
- Effective across age/grade levels
- Use in combination with other intervention pieces (e.g., behavioral contract)
- Address skill and/or performance-based deficits
- Individual, small group, or whole class
- Design choices (e.g. numeric scale, picture scale, checklist)


DBRCs are effective and evidence-based



Math work completion in elementary school students (Blechman et al., 1981)

- Spelling performance/classroom behavior of students with behavioral disorders (Dolliver et al., 1985)
- Talk-outs and homework completion for a 5th grade class (Dougherty & Dougherty, 1977)
- Test performance of 2nd grade students (Karraker, 1972)

DBRCs are effective and evidence-based



"Rest time" behavior of kindergarteners (Lahey et al., 1977)

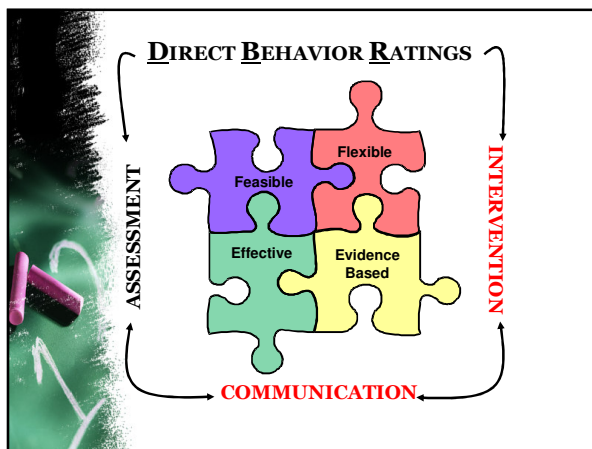
- Inappropriate verbalizations in middle school students with learning disabilities (Burquist et al., 1987)
- Appropriate classroom behaviors of students with ADHD (Kraemer, 1995)
- Part of an anger control intervention package for 7-10 yr. old boys (Seay et al., 2003)
- Inattention in elementary school students (Sluyter, & Hawkins, 1972)

Finding Appropriate Reinforcers

At the middle/high school level:

- Coupons for school activities
- Allow student to check grades on Friday
- Special lunch seat/area
- Time to talk at end of class
- Permission to eat a snack in study hall/class
- Relaxed dress code for one day

(Gray, Gutkin, & Riley, 2001)



The DBRC as part of the Behavior Education Plan (BEP)

1. Define behavioral expectations
2. Teach the expectations
3. Build a regular cycle of checking in and checking out with adults (DBRC!)
4. Formalize consequences for problem behaviors, both in school and at home
5. Collect information for ongoing evaluation and adaptation

(Crone, Horner, & Hawken, 2004)

Using DBRCs in Assessment: Background

- Effective behavioral assessment procedures in applied settings require the use of empirically-supported yet feasible techniques
- To date, feasible assessment of behavior skills has been focused on ODR data – which may not be sensitive to capture all behaviors of interest
- To date, support for feasible, formative assessment of academic skills is available (e.g., CBM) – but attention has not been directed toward social behaviors

The DBRC as a Feasible Tool in Assessment

Direct Observation Behavior Rating Scales

↙ ↘

Daily Behavior Report Card

Design Flexibility

What is the target behavior and goal?

- Focus on a specific behavior (e.g., calling out) or a cluster term for behaviors (e.g., disruption)
- Goal to increase or decrease behavior

Who is the focus of the rating?

- Individual, small-group or class-wide

What is the period for rating?

- Specific school period, daily, or other

What is the setting of observation?

- Classroom or other location

How often will data be collected?

- Multiple times a day, daily, weekly

What scale for rating will be used?

- Checklist, scale, continuous line

Who will conduct the rating?

- Classroom teacher, aide, or other educational professional

Will ratings be tied to consequences?

- Consequences must be consistently delivered by person responsible

Considerations When Using DBRCs in Assessment

- Ensure that use is “systematic”
 - Identify and operationally define a behavior of interest
 - Use a system of observation in a specific time and place
 - Score and summarize the data in a consistent manner
 - (similar to the criteria that define systematic direct observation; Salvia & Ysseldyke, 2004)
- Provide checks on integrity and acceptability
- Understand correspondence with other data sources

Summary of Strengths and Weaknesses of Use in Assessment

- **Strengths**
 - Highly Flexible
 - Highly Feasible, Acceptable, and Familiar
 - Minimal Cost Given Potential Amount and Uses for Data
 - Reduced Risk of Reactivity
- **Weaknesses**
 - Rater Influence
 - Limited Response Format
 - Limited Knowledge about Psychometric Adequacy

Who Already Uses DBRCs?

- 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)



So, should I use a DBRC?

Guiding Questions

- Why do you need the data?
- Which tools are best matched to assess the behavior of interest?
- What decisions will be made using the data?
- What resources are available to collect the data?



Helpful Resources on Using DBRCs

www.interventioncentral.org - This website offers an extensive resource on using behavior ratings in the *Classroom Behavior Report Card Manual*.

Chafouleas, S.M., Riley-Tillman, T.C., & Sugai, G. (in press). *Behavior Assessment and Monitoring in Schools*. New York: Guilford Press.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem behavior in schools: The behavior education program*. New York: Guilford Press.

Jenson, W.R., Rhode, G., & Reavis, H.K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West.

Kelley, M.L. (1990). *School Home Notes: Promoting Children's Classroom Success*. New York: Guilford Press.

Shapiro, E.S., & Cole, C.L. (1994). *Behavior change in the classroom: Self management interventions*. New York: Guilford Press.