

## **Direct Behavior Rating Instructions**

- Step 1: Complete the top of the DBR form (e.g., Date, Student, Day of Week).
- Step 2: Define the observation rating period (e.g., 9:00 am – 9:45 am or all day) and activity (e.g., independent work or classroom time).
- Step 3: Determine whether you are going to rate the frequency, duration or intensity of the behavior.
- Step 4: Immediately following the observation period, rate the student's behavior according to behavioral dimension (e.g., frequency, duration or intensity) by putting an X or a circle in the line that most closely approximates the student's behavior duration the observation period.

Student name: \_\_\_\_\_

Date and day of week: \_\_\_\_\_

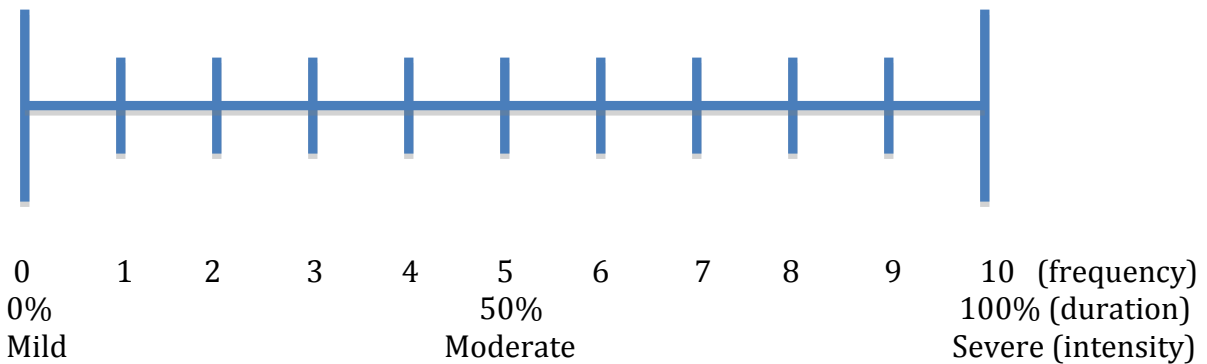
Name of rater: \_\_\_\_\_

Observation period: \_\_\_\_\_

Activity or daily activities: \_\_\_\_\_

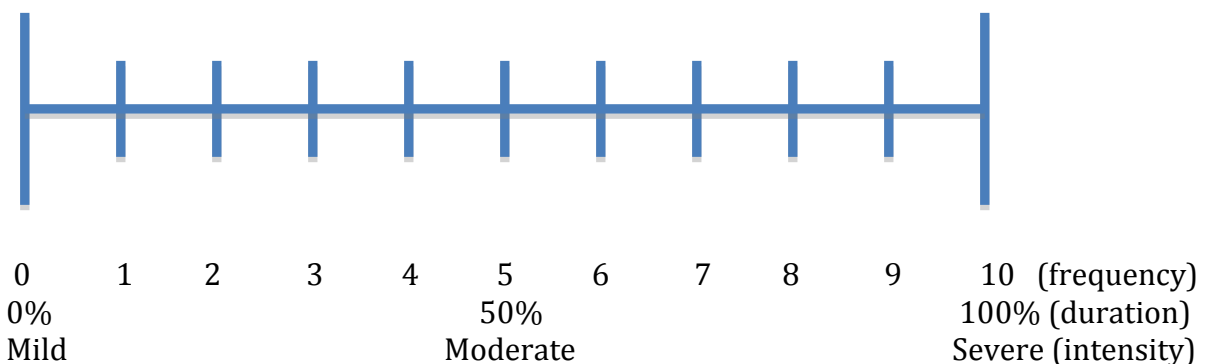
**Academic Engagement:**

Actively or passively participating in the classroom activity by paying attention to the lecture, answering questions, reading quietly, cooperating with peers, working independently on assigned task.



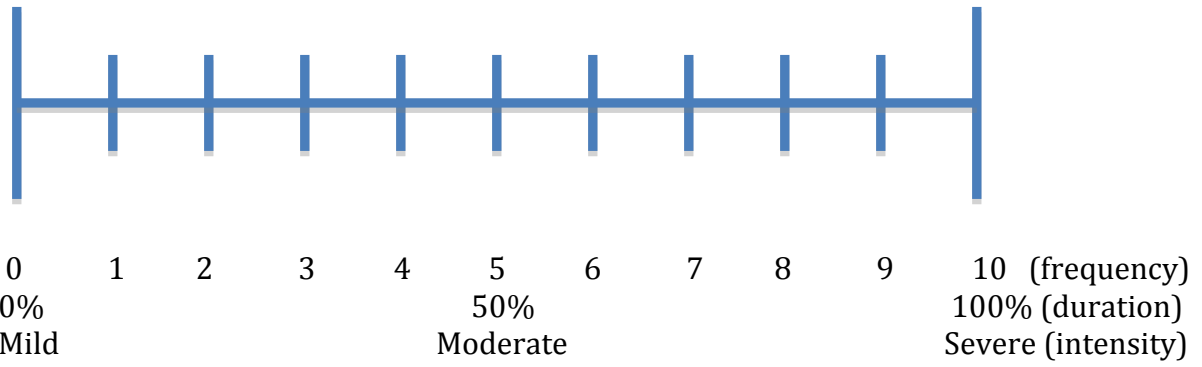
**Respectful:**

Compliant and polite behavior in response to adult direction and/or interactions with peers and adults.



**Disruptive Behavior:**

A student action that interrupts or interferes with the teacher's ability to deliver instruction or classmates' ability to learn. Blurting out answers, getting out of seat without permission, making noises with object, talking to peers about non-academic content are examples of disruptive behaviors.



**Optional Behavior:**

Specific problem behavior related to the student (e.g., aggressive behaviors, health complaints, task refusal, etc.)

