TIERS DBR Progress Monitoring Tool

Instructions

The TIERS Direct Behavior Rating form is designed to progress monitor students' response to the current level of supports in order to make individualized and classwide data-based decisions. To provide accurate ratings, pay attention to how the student is behaving in relation to the six clusters. At the end of the day, reflect on the student's behavior for the entire day and provide ratings specific to each category. When providing ratings, base them on how the student behaved for that day—not on the student's reputation or how s/he behaved on previous days. Also, before using the TIERS DBR, it is important to become familiar with each of the clusters.

The *on-task behaviors* cluster includes a duration rating scale, whereby you rate the percentage of time the student was exhibiting on-task behaviors. The remaining five clusters include frequency scales, which means you rate the number of times each of the behaviors occurred throughout the day. Moreover, the *disruptive behaviors*, *negative social interactions*, and *destructive and dangerous behaviors* include intensity ratings to provide information about whether the incidents observed for each behavior cluster were mild, moderate, or severe in nature. Intensity reflects the impact of the behavior on the environment. This is an important feature to measure, because it is possible that some students engage in low frequency but high intensity behaviors that are highly disruptive, disrespectful, or dangerous and would indicate lack of response and readiness to be lowered down to a level of lesser interventions

Behavioral Definitions:

- **On-task Behaviors:** are defined as times when the student is working on the academic task at hand and paying attention to the lesson being delivered. Examples of on-task behavior included writing, reading aloud, raising a hand and waiting patiently, talking to the teacher or other student about assigned material, listening to lecture and looking up information that is relevant to the assignment.

- **Disruptive Behaviors**: are defined as behaviors that are not related to the task at hand and are disruptive to the learning environment, but are not necessarily directed at another person. These behaviors include blurting out, talking during instructional time about non-academic material, making distracting noises, getting out of seat without permission, and playing with objects.

- **Negative Social Interactions**: are defined as negative behaviors directed toward others (peers or adults) that are aggressive or mean-spirited in nature, but not dangerous or harmful to self or others. These behaviors include defiant or noncompliance to adult request or warning (does not include slow response), teasing or name calling, swearing at peers or adults, taking a person's belongings, etc.

- **Destructive or Dangerous Behaviors:** are defined as behaviors that pose safety concerns to self or others. These behaviors are intense in nature and include physical assault

- **Prosocial Behaviors:** are defined as positive social behaviors that enable a person to interact successfully with others. These behaviors include, but are not limited to, initiating a conversation, actively listening, reciprocating in conversation, sharing belongings with others, cooperating during collaborative work, and

- **Individualized Behaviors:** are defined as a specific behavior a student is experiencing difficulty executing. This category will likely be different depending on whether student has primarily externalizing or internalizing problems. For example, "Somatic/Health Complaints" may represent an individualized behavior to progress monitor for a student with internalizing problems. While "Lying" may represent an individualized behavior to progress monitor for a student with primarily externalizing problems.

TIERS DBR Progress Monitoring Tool

Student:_____   Teacher:_____

Date of rating:_____ (Complete at the end of each day)   Circle Level: I   II   III

Cluster 1 **On-task Behavior**: "e.g., the extent to which the student worked on the task at hand or paid attention to the lesson being delivered, etc."

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

Cluster 2 **Prosocial Behavior**: "the extent to which the student engaged in positive conversations, actively listened, shared, cooperated during academic work and played or interacted with other students."

Number of times: 0   1   2   3   4   5   6   7   8   9   10

Cluster 3 **Disruptive Behavior**: "e.g., number of times the student blurts out answers, gets out of seat, makes distracting noises, interrupts peers' work, etc. "

Total Number of times: 0   1   2   3   4   5   6   7   8   9   10

Intensity: Mild_____   Moderate_____   Severe_____

Cluster 4 **Negative Social Interactions**: "e.g., the number of times the student is defiant or noncompliant to adult request or warning (do not count slow compliance), teases or calls peers or staff names or swears at them, takes others' belongings."

Number of times: 0   1   2   3   4   5   6   7   8   9   10

Intensity: Mild_____   Moderate_____   Severe_____

Cluster 5 **Destructive or Dangerous Behaviors:** "the number of times the student attempts or actually assaults others, destroys property, runs away, attempts or actually harms self."

Number of times: 0   1   2   3   4   5   6   7   8   9   10

Intensity: Mild_____   Moderate_____   Severe_____

Cluster 6 **Individualized Behavior:** _____

Number of times: 0   1   2   3   4   5   6   7   8   9   10

Teacher comments regarding behaviors above:

Student referred to the office for debriefing a problem behavior: Yes _____   No_____

Teacher Signature:_____

Feedback to teacher (describe how you handled your child's performance today, e.g., praised child, earned activity, loss of privilege, extra chore, and any home events that may affect tomorrow's performance):

Parent Signature:_____