

RTI Daily Behavior Report: Guidelines for Use

The RTI Daily Behavior Report (RTI-DBR) is a brief form that educators can use to rate student classroom conduct and work-related behaviors on a daily basis.

Daily Behavior Reports in general have several advantages that make them a good idea for use in monitoring student interventions (Chafouleas, Riley-Tillman, & Sugai, 2007): They are familiar and acceptable to most school staff, are a convenient assessment tool for busy teachers, and can be used both to better understand students' behavioral needs and to track student progress during a classroom intervention.

Directions. When finished working with the student each day, the educator responsible for completing the RTI-DBR completes each rating item on the form. There are sufficient rating columns on one form to rate a student each day for an entire instructional week. The rater can also write daily comments on the back of the form.

An additional option is for the educator to send a copy of the completed rating form home each week for the student's parent to review, sign, and return.

Tips to Increase the Reliability of Daily Behavior Reports. Daily Behavior Reports can be good sources of teacher information about student behaviors. When an educator's ratings on Behavior Reports are based solely on subjective impression, however, it is possible that the rater will apply inconsistent standards each day when rating student behaviors (Chafouleas, Riley-Tillman, & Sugai, 2007). This inconsistency in assessment can reduce the usefulness of Daily Behavior Report information. An approach that educators can follow to keep their ratings on the RTI-DBR consistent and objective over time is to come up with specific, objective criteria for rating each behavioral goal. In particular, the rater will want to:

- Keep in mind student developmental considerations. For example, consider this RTI-DBR item: *The student was respectful to the teacher and other adults and complied with their requests in a timely manner.* The definition of a student being "respectful to the teacher and other adults" may mean "without throwing a tantrum" for a kindergarten student but mean "without defiant talking-back" for a student in middle school.
- Tie RTI-DBR ratings to classroom behavioral norms. For each behavioral goal, the teacher may want to think of what the typical classroom norm is for this behavior and assign to the classroom norm a specific number rating. The teacher may decide, for instance, that the target student will earn a rating of 7 ('Usually/Always') each day that the student's compliance with adult requests closely matches that of an 'average' child in the classroom.

Reference

Chafouleas, S., Riley-Tillman, T. C., & Sugai, G. (2007). *School-based behavioral assessment: Informing intervention and instruction.* Guilford Press: New York.

STUDENT DAILY BEHAVIOR REPORT

Student Name: _____ Grade: _____

Person Completing This Report Card: _____

Directions: At the end of the school day or class period, rate the student on the behaviors below. Write your ratings into the appropriate box on the right of the page and record the *date* of each rating. You may also write daily comments about the student's behavior on the back of this sheet.

Student Behaviors	MON _/_/_	TUES _/_/_	WED _/_/_	THURS _/_/_	FRI _/_/_
<p><i>The student got along with classmates and used socially appropriate behaviors.</i></p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9</p> <p style="text-align: center;">Never/Seldom Sometimes Most/All of the Time</p>					
<p><i>The student was respectful to the teacher and other adults and complied with their requests in a timely manner.</i></p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9</p> <p style="text-align: center;">Never/Seldom Sometimes Most/All of the Time</p>					
<p><i>The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.</i></p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9</p> <p style="text-align: center;">Never/Seldom Sometimes Most/All of the Time</p>					
<p><i>The student completed and turned in classwork and homework assignments.</i></p> <p style="text-align: center;">0-19% 20-39% 40-59% 60-79% 80-100%</p>					
<p>(Optional Behavior)</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9</p> <p style="text-align: center;">Never/Seldom Sometimes Most/All of the Time</p>					

Parent Sign-Off (Optional): I have reviewed this Behavior Report Card and discussed it with my child.

Parent Signature: _____ Date: _____

Daily Behavior Report: Optional Comments

Monday--Date: _____

Comments: _____

Tuesday-- Date: _____

Comments: _____

Wednesday-- Date: _____

Comments: _____

Thursday-- Date: _____

Comments: _____

Friday-- Date: _____

Comments: _____

Student Daily Behavior Report: Progress-Monitoring Chart

Directions: Plot daily teacher DBRC ratings and summarize notable teacher comments on the progress-monitoring charts below.

Student Name:															
Start Date: Wk 1: ___/___/___ Wk 2: ___/___/___ Wk 3: ___/___/___ Wk 4: ___/___/___															
M T W Th F				M T W Th F				M T W Th F				M T W Th F			

The student got along with classmates and used socially appropriate behaviors.

Usually/Always	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	Usually/Always	
	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8		
	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7		
Sometimes	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	Sometimes	
	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5		
	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4		
Never/Seldom	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	Never/Seldom	
	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2		
	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1		
M T W Th F				M T W Th F				M T W Th F				M T W Th F			

The student was respectful to the teacher and other adults and complied with their requests in a timely manner.

Usually/Always	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	Usually/Always	
	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8		
	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7		
Sometimes	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	Sometimes	
	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5		
	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4		
Never/Seldom	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	Never/Seldom	
	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2		
	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1		
M T W Th F				M T W Th F				M T W Th F				M T W Th F			

The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.

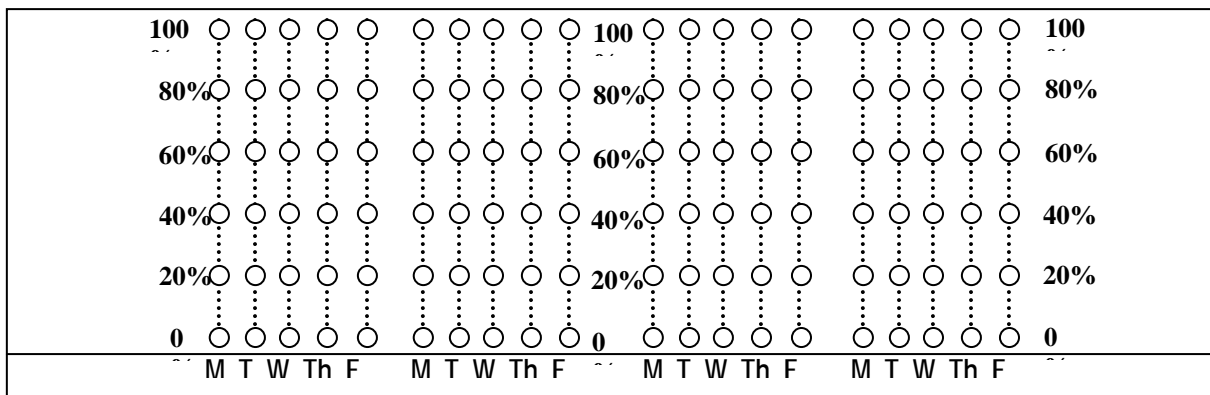
Usually/Always	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	Usually/Always	
	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8		
	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7		
Sometimes	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	Sometimes	
	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5		
	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4		
Never/Seldom	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	Never/Seldom	
	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2		
	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1		
M T W Th F				M T W Th F				M T W Th F				M T W Th F			

Student Name:

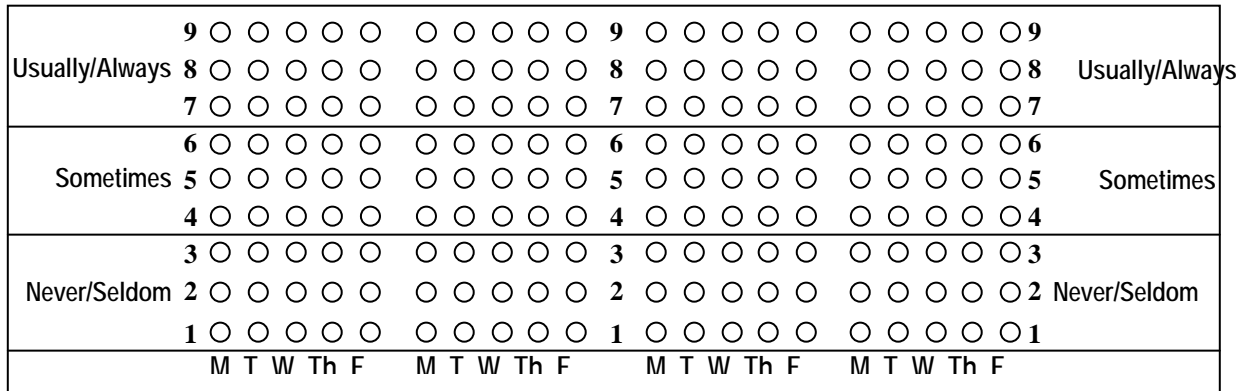
Start Date: Wk 1: ___/___/___ Wk 2: ___/___/___ Wk 3: ___/___/___ Wk 4: ___/___/___

M T W Th F M T W Th F M T W Th F M T W Th F

The student completed and turned the following percentage of classwork and homework assignments.



[Optional Behavior]: _____



Summary of Significant Teacher Comments:

Date: _____ *Comment:* _____

Date: _____ *Comment:* _____

Date: _____ *Comment:* _____

Date: _____ *Comment:* _____
