

Behavior Rating Scale: Step 2

Student: Michael

School: DP Elem.

Target Behavior		Date	11/15/12	11/16/12	11/26/12	11/27/12	11/28/12	11/29/12	11/30/12	12/3/12	12/4/12	12/5/12	12/6/12	12/7/12	12/10/12	12/11/12	12/12/12	12/13/12	12/14/12	12/17/12	12/18/12
		Outbursts	>8 times	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6-8 times	4		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5 times	3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3-4 times	2		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
0-2 times	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Transition <small>approp.</small>	>80% transition	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	61-80%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	41-60%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	21-40%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-20%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY: Outbursts—Falling down to the floor (sits down semi-crisscross, puts head in his arm and/or screaming (high pitch, loud volume (ear piercing), short duration). *Rate your perception of Michael's outbursts during the entire day.* 5 = terrible day (more than 8 outbursts); 4 = bad day (6-8 outbursts); 3 = so-so day (5 outbursts); 2 = good day (3-4 outbursts); 1 = fantastic day (0-2 outbursts).

Transition-- Appropriately move from point A to point B by stopping the activity in which he is engaged and moving to the next activity (assigned activity) by walking with the class in the designated area. *Rate your perception of Michael's appropriate transition behaviors during transitions between activities and areas over the entire day.* 5 = Fantastic day (more than 80% of time transitioned appropriately); 4 = Good day (61-80% of time transitioned appropriately); 3 = so-so day (41-60% transitioned appropriately); 2 = bad day (21-40% of time transitioned appropriately); 1 = Terrible Day (0-20% of time transitioned appropriately).

Behavior Rating Scale

Student: Jeff

Behavior		Date																	
Disruption	>20 times	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	15-19 times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	10-14 times	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	5-9 times	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<5 times	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Task Engagement	>85%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	65-84%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	45-64%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	25-44%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<25%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Independent Work Completion	75-100%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	60-74%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	40-59%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	20-39%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<20%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY:

Disruption: Definition—tapping pencil on desk, talk outs without raising hand and not on topic, tapping person’s shoulder seated next to him, out of seat, sharpening his pencil). *Rate your perception of Jeff’s disruptive behavior over the entire day using the key: 5= Terrible day (20 or more times in a day); 4= Bad day (15-19 times); 3= So-so day (10-14 times); 2= Good day (5-9 times); 1= fantastic day (less than 5 times)*

Task Engagement. Definition: (whole group active involvement, hands quiet, listening to the teacher; independent work time-pencil moving, hand raised to ask question; letting peers work): *Rate your perception of Jeff’s engaged behavior over the academic day using the key: 5 = Fantastic Day (more than 85% engaged); 4 = Good day (65-84%); 3 = So-so day (45-64%); 2 = Bad day (25-44%); 1 = Terrible day (<25%).*

Independent Work Completion (completed assigned activity within timeline):

Rate your perception of Jeff’s independent work completion over the academic day using the key: 5 = Fantastic Day (75-100% of work completed); 4 = Good day (65-74%); 3 = So-so day (40-59%); 2 = Bad day (20-39%); 1 = Terrible day (<20%).

Figure 1. Sample Individualized Behavior Rating Scale with Three Phases

Student: Tracy
 Rater: Joe

School: Maple

Problem Behavior		Date	Baseline			Intervention 1			Intervention 2							
			02/01/11	02/02/11	02/03/11	02/04/11	02/05/11	02/08/11	02/09/11	02/10/11	02/11/11					02/12/11
Hitting	>10 times	5	2	2	5	5	5	5	5	5	5	5	5	5	5	5
	7-9 times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5-7 times	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
	3-4 times	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	2 or less	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Engagement	>60%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	45-60%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	30-44%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	20-29%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<20%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY: Hitting Definition: Touching peers or adults with an open hand, fist, foot, or object. Record estimate of number of hitting events each day-- 5= very bad day; 4= typical bad day; 3 = so-so day; 2= good day; 1= very good day. **Engagement: Definition:** Record estimate of percentage of time engaged during independent work time—eyes on work materials or teacher, pencil moving or hand raised to ask question; 1 = very bad day; 2=typical bad day; 3= so-so day; 4=good day; 5= very good day.

Figure 1. Sample IBRST completed for a student with one problem behavior and one appropriate behavior with three phases: Baseline, Intervention 1, Intervention 2

Figure 2: Sample Behavior Rating Scale Showing Multiple Times and Situations for Recording Academic Engaged Time

Student: Winnie

School: Orange

Behavior	Date:	Morning	System 44	Computer	Reading	Specials	Math	Computer	Dismissal
		Recess		Time	Instruction			Time	
Academic Engagement (whole group instruction)	>65%	5	5	5	5	5	5	5	5
	51-65%	4	4	4	4	4	4	4	4
	31-50%	3	3	3	3	3	3	3	3
	16-30%	2	2	2	2	2	2	2	2
	0-15%	1	1	1	1	1	1	1	1
Academic Engagement (independent work time)	>65%	5	5	5	5	5	5	5	5
	51-65%	4	4	4	4	4	4	4	4
	31-50%	3	3	3	3	3	3	3	3
	16-30%	2	2	2	2	2	2	2	2
	0-15%	1	1	1	1	1	1	1	1

KEY:

Academic Engagement (Whole Group Instruction): Remains in designated area, head facing toward person speaking, lets others speak by remaining quiet, responds with related topic comments to direct questions, raises hand and waits to be called on when offering comments;
Rate your perception of the percentage of time Winnie was engaged during whole group instruction in relevant activities.

Academic Engagement (Independent Work Time): Remains in designated area, appropriately interacting with materials, lets others speak by remaining quiet, responds with related topic comments to direct questions, raises hand and waits to be called on when offering comments
Rate your perception of the percentage of time Winnie was engaged during independent work time in relevant activities.

Figure 3. Sample Behavior Rating Scale Showing Two Different Measurement Categories for One Behavior During Baseline

Student: Joe | School: Manor

Problem Behavior		Date	9/1/12		9/2/12		9/3/12							
Tantrum Duration	>10 min.		5	5	5	5	5	5	5	5	5	5	5	5
	8-10 min.		4	4	4	4	4	4	4	4	4	4	4	4
	5-7 min.		3	3	3	3	3	3	3	3	3	3	3	3
	2-4 min.		2	2	2	2	2	2	2	2	2	2	2	2
	<2 min.		1	1	1	1	1	1	1	1	1	1	1	1
Tantrum Intensity	Runs & screams		5	5	5	5	5	5	5	5	5	5	5	5
	Throwing obj.		4	4	4	4	4	4	4	4	4	4	4	4
	Screams		3	3	3	3	3	3	3	3	3	3	3	3
	Stomps feet		2	2	2	2	2	2	2	2	2	2	2	2
	Whines		1	1	1	1	1	1	1	1	1	1	1	1

KEY: Tantrum—Definition: chain of behaviors including whining, stomping feet, screaming, throwing objects, running around the classroom while screaming

Directions: Duration—Rate your perception of the length of time Joe’s tantrum behavior lasts during an event. 5 = very bad day (>10 minutes); 4 = typical bad day (8-10 minutes); 3 = so-so day (5-7 minutes); 2 = good day (2-4 minutes); 1 = very good day (<2 minutes).

Intensity—Rate your perception of the highest level of intensity Joe displayed during the tantrum event. 5 = very bad day (running around & screaming); 4 = typical bad day (throwing objects); 3 = so-so day (screams); 2 = good day (stomps feet); 1 = great day (whines).

Behavior Rating Scale

Student: D

School: B

Target Behavior		Date																		
			11/19/12	11/26/12	11/29/12	11/30/12	12/3/12	12/4/12	12/5/12	12/14/12	12/17/12									
Crying 11:30-12:30	Continuous scream	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	9-10 episodes	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
	4-8 episodes	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
	2-3 episodes	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
	0-1 episodes	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Crying 12:30-1:30	Continuous scream	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	9-10 episodes	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
	4-8 episodes	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
	2-3 episodes	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
	0-1 episode	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Crying 1:30-2:30	Continuous scream	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	9-10 episodes	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
	4-8 episodes	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
	2-3 episodes	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
	0-1 episodes	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Crying 2:30-3:30	Continuous scream	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	9-10 episodes	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
	4-8 episodes	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
	2-3 episodes	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
	0-1 episodes	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Crying Arrival	Continuous 100%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
	Latency 100%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
	Ongoing 50-99%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
	Some crying <50%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
	No crying (0%)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

Target Behavior		Date	11/19/12	11/26/12	11/29/12	11/30/12	12/3/12	12/4/12	12/5/12	12/14/12	12/17/12								
Arrival routine A	7-10 steps	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4-6 steps	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	2-3 steps	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	1 step	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0 steps	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Arrival routine B	0-3 steps prompted	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4-5 steps prompted	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	6-7 steps prompted	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	8-9 steps prompted	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	All steps prompted	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY:

Crying (each hour): Definition— loud repetitive sobs/wailing, may be paired with screaming, directed at staff (looks directly at person) or pointing to the exit while grunting; occasional tears. Rate your perception of D's crying behavior episodes each hour of his day. Episodes are defined as a latency of ~ 45 seconds to 1 minute between cries. 5 = Terrible Day (continuous scream); 4 = Typical bad day (9-10 screaming episodes); 3 = So-So day; 2 = Good day; 1 = Fantastic day

Crying (Arrival Routine): Rate your perception of D's crying behavior during the arrival routine. 5 = terrible day (continuous scream throughout routine with no latency); 4 = bad day (ongoing crying throughout 100% of routine with latency); 3 = so-so day (cried with latency 50-99% of the routine); 2 = good day (cried less than 50% of the routine); 1 = fantastic day (no crying).

Arrival Routine A: Definition-- uses visual task analysis to independently complete (no physical or partial physical prompts) the 10 step routine upon arrival in the classroom to the first activity. Rate your perception of D's independent completion of the arrival routine by estimating the number of task analysis steps completed independently (no physical or partial physical prompts). 5 = Fantastic day (completed 7-10 steps independently); 4 = Good day (completed 4-6 steps independently); 3 = So-so day (2-3 steps completed independently); 2 = Typical bad day (1 step completed independently); 1 = Terrible day (0 steps completed independently).

Arrival Routine B: Rate your perception of the prompting required for D to complete the arrival routine. 5 = fantastic day; required prompting for 0-3 steps; 4 = good day; required prompting for 4-5 steps; 3 = so-so day; required prompting for 6-7 steps; 2 = bad day; required prompting for 8-9 steps; 1 = terrible day; required prompting for every step;