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SOFTWARE REQUIREMENTS

- Internet Explorer 6 or higher
- Safari 1.0 or higher
- Mozilla 1.5 or higher
- Firefox 1.0 or higher
- Netscape 6.0 or higher

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VERSION

This is version 3.0 of the user guide and training manual

AUTHORS

This guide was created by Kimberly Vannest and Mack Burke of the Measurement made meaningful M3™ working group.

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Introduction

Online Daily Behavior Report Card System (e-DBRC©)

**Purpose:** Create an online behavioral monitoring system that will easily monitor complex behaviors in a format that allows for multiple reporting options, home-school communication, and informed decision making.

**Benefits:** Training, software, technical assistance in interventions, assistance with assessments and technology support but the primary benefit to your campus and district include:

- Identifying students at-risk for Emotional and Behavioral Disorders
- Assistance with pre-referral interventions for students who are at-risk
- Assistance in reducing paperwork related to special education

**e-DBRC© System:**

The online e-DBRC© system allows for flexible monitoring of individualized behavioral goals. The e-DBRC© system creates hourly, daily, and weekly reports that document IEP progress, complex behaviors, and the effectiveness of classroom interventions. The online access allows multiple teachers to report on a student’s behaviors across classes. The system allows for these reports in multiple formats to enhance communication of goal attainment with parents and school personnel. This allows for individualized and data-driven educational decisions. Teachers, parents, and students can use the e-DBRC© system feedback and progress monitoring system to guide interventions for improved achievement of behavioral goals.

**Description of Software and Technology:**

The e-DBRC© system is an electronic daily behavior report card that allows teachers and schools to progress-monitor pro-social behavior, communicate with parents, implement interventions and make data based decisions about individualized service programs. The e-DBRC© monitors the behavior of students who already receive special education services for behavioral disorders and related issues.

After identifying students, teachers of these students log-on to the secure website and provide daily “grading” of student’s behavior related to the individualized goals. The daily “grading” of the behavior is dependant upon the developmental age of the children. The report card, or visual grading, is intuitive to students, parents and teachers. The report card provides concrete and specific feedback related to each student’s current behaviors. **The e-DBRC© uses a 5-point (A-F) grading scale for upper elementary or secondary grades, and a (5) face grading scale for early childhood.** Copies of these report cards are available for download at [http://d2k.tamu.edu/products/e-dbrc.php](http://d2k.tamu.edu/products/e-dbrc.php)
The Web-based system allows teachers to log-on anywhere using handhelds, desktop, or laptop computers. Parents, who have access to the internet and a username and a password, can view their child’s daily progress. However, if parents do not have access to a computer, a team leader, teacher or student (depending on age) can print the report card daily to take home for parental signature.

The electronic monitoring allows teachers and school administration to monitor individual student progress over time and make informed decisions about interventions. This provides individual comprehensive behavior information without cumbersome external data collectors or time-consuming data collection forms. Teachers or Student Assistance Teams can use the data collected through the e-DBRC© system for frequent student feedback, in annual progress meetings, Student Assistance Team meetings, or parent-teacher conferences.

Graphs of behavior, over time, improve data based decision-making and communication with students and parents.
Theoretical Background

Theoretical grounding for the e-DBRC©

The e-DBRC© system is a criterion-referenced web-based behavioral progress monitoring system that summarizes student behavior progress over time. The concept of frequent progress monitoring is not new and a variety of behavioral progress monitoring formats exists in the research literature (Chafouleas, Riley-Tillman, & Sugai, 2007; Fairbanks, Sugai, Guardino, & Lathrop, 2007). However, a web-based program that summarizes direct behavioral rating data in a concise report card format could provide an important next step in the application of behavioral progress monitoring. The e-DBRC© is available as a measure of response to intervention in the same manner as direct behavior observations. The prompt feedback provided to teachers, students and parents allows daily behavior report cards to function as a stand-alone intervention, or in conjunction with other behavioral intervention approaches. Progress monitoring is a scientifically based practice used to systematically assess student’s performance, evaluate the effectiveness of intervention strategies, and monitor reductions in problematic behaviors. The goals of this system are to provide educators with a framework for determining the effects of interventions and monitoring special education student’s goals and objectives. The typical approach for monitoring behavioral progress utilizes social and behavioral measurement scales. Research has shown that many social skills and behavioral scales are too general for behavioral progress monitoring (Gresham, 2005).

Behavioral progress monitoring is a necessary component of positive behavioral support and social skills training as well as in developing behavior intervention plans. The primary method for monitoring behavioral progress of students with problem behavior and emotional and behavioral disorders (EBD) is direct behavioral observation (Hintze, 2005). Direct observations can be a reliable and valid approach to monitoring behavioral response to intervention (Hintze & Matthews, 2004). Behavioral research in applied behavior analysis, social interaction, positive behavioral support and behavior disorders demonstrates the technical adequacy, sensitivity, utility, and social validity of systematic behavioral observations (Bakeman & Gottman, 1997; Barlow & Hersen, 1984; Eckert, Martens, & DiGennaro, 2005; Hintze & Matthews, 2004; Leff & Lakin, 2005; Volpe, DiPerna, Hintze, & Shapiro, 2005; Wilson & Reschly, 1996). Despite consideration of direct observational data as the “gold standard” in research on the social behavior of students (Wilson & Reschly, 1996), direct observation data is often too cumbersome for teachers to collect efficiently (Hintze & Matthews, 2004). Data collection and progress monitoring are time consuming, often viewed as a barrier to instruction and considered incompatible with teaching (Gunter, Callicott, Denny, & Gerber, 2003). The legal requisites for behavioral monitoring and best practice for development and evaluation of intervention necessitate an effective and efficient method of progress monitoring that is both scientifically sound and socially valid. Moreover, behavioral progress monitoring is a measurement alternative to traditional direct observations and broad scale behavioral ratings.
The e-DBRC© is a criterion-referenced electronic and web based behavioral progress monitoring system including a hybrid group of direct behavior ratings (Chafouleas et al., 2007) and goal attainment scaling approaches (Kiresuk & Sherman, 1968). It is scaled using a goal attainment approach (Kiresuk & Sherman, 1968) and uses formative progress monitoring of student behaviors across time (Chafouleas et al., 2007). The e-DBRC© is a flexible method for the daily rating of targeted student behaviors, and for sharing this information among education professionals, students, parents and other stakeholders. The emerging research base on direct behavior ratings and daily behavior report cards indicates that e-DBRC© may be an effective and relatively efficient method of monitoring, reporting and intervening with children’s problem behavior (Chafouleas, McDougal, Riley-Tillman, Panahon, & Hilt, 2005; Chafouleas, Riley-Tillman, & Sassu, 2006; Steege, Davin, & Hathaway, 2001). Moreover, the e-DBRC© is available as a measure of response to intervention in the same manner as direct behavior observations. In addition, the prompt feedback provided to teachers, students and parents allows teachers and parents the ability to use daily behavior report cards with interventions at the level of the classroom as well as the home.

Scaling is a critical issue in behavioral progress monitoring. The particular approach used to scale the daily behavior report cards in the e-DBRC© system involves a combination of direct behavior ratings and goal attainment scaling. The research on direct behavior rating research suggests that direct behavior ratings are a viable approach for the ratings used in daily behavior report cards and for behavioral progress monitoring. Chafouleas et al. (2007) refer to direct behavior ratings of targeted behavior as a feasible method observers can use in lieu of direct observational data. In addition, Chafouleas et al. refer to direct behavior ratings as a “hybrid of assessment tool that combines characteristics of systematic direct observations and behavior rating scales” (p. 1). Similar to the traditional systematic direct observations, observers can use direct behavior ratings for evaluating behavioral progress.

Direct behavior rating are used in the context of a daily behavioral report card to represent problem or alternative behavior that occurs over specified periods of time or under specific conditions (Chafouleas et al., 2007). Direct behavioral monitoring becomes a daily behavior report card when the data observation occurs daily and the observer shares the results with someone other than the rater (Chafouleas, Riley-Tillman, & McDougal, 2002). The scaling approach used in the e-DBRC© system also relies on goal attainment scaling.

The direct behavior ratings in the e-DBRC© system are also scaled using goal attainment scaling (Kiresuk & Sherman, 1968; Roach & Elliott, 2005). Clinical psychology frequently uses goal attainment scaling, and typically, goal attainment scaling has five categories. The center of the scale (C) is “expected progress” toward a long-term goal. (A) is progress “somewhat better than expected”, and the top score of (B) is “much or far better than expected”. The lower values of (D) and (F) are balanced counterparts to the values (B) and (A): “somewhat” and “much” less than expected. Rather than center scale based on a student’s present performance, expected improvement is the center of the scale. Special education programs use goal attainment scaling for program evaluation (Carr, 1979; Maher, 1983; Roach & Elliott, 2005), and goal attainment scaling seems well suited for behavioral progress monitoring (Roach
& Elliott, 2005). Instead of centering the scale on a (C), the e-DBRC© centers the student’s current performance at (D). This reflects maladaptive behavior as the present level of performance and allows room on the scale for behavior improvement.

Kiresuk and Sherman (1968) first described goal attainment scaling as an individualized and specific approach to the evaluation of mental health intervention. A primary feature of goal attainment scaling is the development of a process for evaluating levels of goal attainment used for criterion-referenced program evaluation (Kiresuk & Sherman, 1968).

The e-DBRC© system is a flexible approach to behavioral assessment with potentially wide spread applicability for behavioral progress monitoring. Users can access the current e-DBRC© system from http://edbrc.tamu.edu/login.php

Creation of a report card using the e-DBRC© system consists of (3) steps:

Step 1: Identifying Behaviors for Individual Goals

The initial step in the creation of an e-DBRC© is to select behavioral indicators. Behavioral indicators are short descriptions that accurately describe a target behavior (either problem or alternative) or group of behaviors that are important for monitoring. The behavioral indicators chosen for monitoring can vary depending on the purpose for monitoring. The behaviors chosen for monitoring may be part of a student’s individualized education plan, behavioral support plan, or the behavioral objectives from an IEP. A more in-depth discussion concerning behavioral indicator selection occurs in Chapter 3: Identifying Individual Behaviors.

Step 2: Scaling Individual Goals

Scales creation using the e-DBRC© system relies on behavior attainment scaling. Behavioral attainment scaling is a hybrid scaling procedure borrowed from the goal attainment scaling literature and current work by Chafouleas et al on direct behavior ratings. Behavioral indicators define specific behaviors that observers can use to monitor student behavior across all settings, and observers can use the behavioral indicators to show a student’s progress.

Each behavioral goal requires a separate scale containing 5-categories. The “A-F” scale is for older students and the (5) face system scale is for younger children. An “A-F” grading scale increases social validity due to its resemblance to an academic report card. For example, a change in on task behavior from 60% to 80% might seem more abstract than a change in on task behavior from a D to a B. A more in-depth discussion concerning scale creation occurs in Chapter 4: Scaling Individual Goals.
**Step 3: Progress Monitoring Schedules**

The selection of a progress monitoring schedule occurs after identifying and scaling behavioral indicators. There are no pre-set guidelines for who must monitor or how often to monitor a specific set of behavioral indicators. Selection of a progress monitoring schedule varies depending on the user, student, and setting. For example, elementary school students who are self-contained may need each activity monitored and these intervals may vary (e.g., one every 30 minutes or morning circle is 15 minutes but math centers are 30 minutes). Moreover, monitoring may only include one or two teachers; however, others students, for example, in middle or high school, may have multiple classes with multiple teachers. The selection for monitoring of older students’ behaviors may occur differently and represent each class period or blocks of classes. This type of monitoring depends on the needs of the student and each teacher’s ability to perform the ratings. A more in-depth discussion concerning progress monitoring schedules occurs in Chapter 5: Progress Monitoring Schedules.

The use of the e-DBRC© system is promising with the potential to fill several gaps in special education service delivery for students needing with EBD and behavioral monitoring. In particular, there is potential for the e-DBRC© to serve as a method for measuring response to intervention, and as an approach to monitor behavioral progress toward IEP goals and objectives. Furthermore, the flexibility of the system allows for direct uses for behavior intervention planning and increased teacher-parent collaboration. Currently, there is little research on electronic behavior report cards. Since the approach is similar to daily behavior report cards, the electronic version holds a great deal of promise for behavioral progress monitoring.

The e-DBRC© system utilizes the direct behavior rating (Chafouleas et al., 2007) and goal attainment scale (Kiresuk & Sherman, 1968) approaches in the development of an individualized measurement scale. The derived scales have three main types: (a) frequency counts and rates (counts per unit of time), (b) measures of duration, including response delay or latency, and (c) qualitative judgment scales. Qualitative judgment scales are needed when behavioral occurrences commonly vary in important ways, e.g. by severity, disruptiveness or responsiveness to teacher direction. With this framework of scale creation, the e-DBRC© scales are (a) goal-oriented, (b) “centered” on the student to maximize their sensitivity to growth or change over time, and (c) valued laden. The use of the e-DBRC© system is promising with the potential to fill several gaps in special education service delivery for students needing with EBD and behavioral monitoring.
Identifying Individual Behaviors

What are effective Individual Behavior Goals?

Effective behavior goals are social expectations that are observable, measureable, and meaningful to teachers and students. Observable goals allow for easier interpretation of student behavior, which allows students, staff, and parents to agree on behavioral goals. Observable goals do not include feelings or intentions inferred from other behaviors. Measureable expectations allow campus staff to document growth or change in student behavior. Meaningful goals are sensitive to the culture and behavioral expectations in the classroom. When written effectively, individual behavior goals can create a positive learning environment.

Clearly defined behavioral goals improve each teacher’s ease and accuracy of documenting the occurrence or non-occurrence of the expected behavior. Since each teacher monitors the same behavioral definitions, communication between teachers and parents or teachers and teachers improves because each teacher monitors the same behavioral definitions. By monitoring the same behavioral definitions across the entire school, each teacher can show behavioral growth or regression.

Why do we need to monitor specific Individual Behaviors?

Clearly identifying individual behavioral goals provides benefits to teachers, parents, and students.

1. Creates common language and expectations for the target behavior
2. Improves communication between teachers and students/parents
3. Provides guidance for behavioral expectations
4. Creates teaching opportunities

How to identify behaviors for progress monitoring

The first step to progress monitoring is identifying student behaviors that need monitoring. When selecting student behaviors to progress monitor, the IEP team members need to consider monitoring IEP goals, BIP goals, or behaviors that the student’s teachers or parents find problematic. The second step is evaluating the behaviors before progress monitoring starts. In addition to detailing these steps, the chapter includes considerations when selecting behaviors to progress monitor.
Sources for Behaviors to Identify

Since the goal of progress monitoring is to gain information for intervention planning purposes, it is best to monitor behaviors that provide stakeholders with the most relevant information. First, consider possible sources for identification of problem behavior.

1. **IEP or BIP goals.** By monitoring IEP or BIP goals, a teacher will be ready to show evidence of a student’s progress towards goals at group decision-making meetings. By utilizing this information, stakeholders make informed decisions about further goals and interventions.

2. **Teacher selected behaviors.** Sometimes, teachers have behavior concerns not addressed by the student’s IEP or BIP goals. In this case, it may be most useful to select behaviors that the teacher feels are most important to the student’s education. This may include behaviors that violate classroom rules or that result in office referrals.

3. **Parent Behavior Concerns.** Integrating parent concerns with goals identified at school, helps to connect home and school in the common goal of improving the student’s behavior.

Steps for Selecting Behaviors

After identifying possible behaviors, evaluate the behaviors to see if the behaviors allow for easy, reliable progress monitoring. It may take work to identify the optimal amount of goals to monitor. In addition, some rules may require rewording in order to maximize ease of use for progress monitoring.

1. **Number of behaviors.** Typically, 3-5 behavioral indicators sum up the student’s most problematic behaviors. Monitoring more than 3-5 behaviors is time consuming and burdensome.

2. **Positive phrasing.** Since we are working towards a “goal” behavior, positively phrase each behavior. Positively phrased behaviors are behaviors that because this is the behavior the teachers we want the student to ultimately exhibit.

3. **Specificity.** Explain the behavior in enough detail that an independent observer could identify an occurrence or non-occurrence of a behavior. Specific behaviors improve communication between the teacher and other stakeholders.
Considerations

When multiple individuals will be using the scale, it is helpful if all individuals can choose and evaluate behaviors as a team. Since the student may exhibit different behavior across settings, a group effort will be more likely to address the student’s full range of behavior.

Research Support for Identifying Effective Individualized Goals

The IEP team members are an integral part to identifying behaviors. The best IEP teams consist of teachers, other school staff, and a parent who have knowledge of the student’s past and current behaviors, school environment, context of student’s behaviors, and knowledge of behavior theory (Bennazzi, Horner, & Good, 2006; Hartwig & Ruesch, 2000). There are useful ways to judge the importance of monitoring and attempting to change behaviors. If a student violates a school rule considered important by educators and parents, the decision to monitor this rule is simple. A review of past behavioral data and office referrals provides the IEP members with the ability to determine if the student has continuously violated the same school rule. In addition to a record review, the team needs to conduct a functional behavior assessment on questionable school rules violations (Hieneman & Dunlap, 2000). This allows the IEP team members the ability to see if the typical behavior interferes with the physical, emotional, social or academic wellness of the student or the class (Hartwig & Ruesch, 2000; Kaplan & Carter, 1995). If the behavior interferes with the classes functioning, the IEP team can choose to progress monitor the behavior; however, before progress monitoring this behavior, the IEP team needs to consider the student’s culture. If culture influences the student’s behavior, then it might not be appropriate to modify the student’s behavior (Kaplan & Carter, 1995).

IEP team members need to create specific, unambiguous (O’Neill, Horner, Albin, Storey & Sprague, 1990) behavioral indicators that the student values and exhibits (Carr et al., 2002). To create behavioral indicators that the student can exhibit, phrase the behavioral indicators as positive action behaviors (Hosp, Howell, & Hosp, 2003; Kaplan & Carter, 1995).

Positively phrased behavioral indicators provide IEP team members the ability to extinguish negative behaviors because positively phrased behaviors only occur in the absence of the problematic negative behavior. Examples of positive action behaviors include the student raises his/her hand before leaving the area or tells the teacher when upset. These positively phrased behaviors allow teachers and other school personnel to identify when a student accomplishes a behavioral indicator. Check for specificity and ambiguity after positively phrasing the behavioral indicators.

Check for ambiguity with a stranger test (Kaplan & Carter, 1995). Imagine that a stranger, completely unaware of the student’s behavior comes to the student’s class to observe. If the behavioral description indicator allows the “stranger” to identify an occurrence or non-occurrence of a behavior, then the description passes the stranger test. In general, it is
easier to interpret specific action verbs such as “kicks” or “cries” than non-specific verbs such as “gets angry” or “is sad” (Kaplan & Carter, 1995).

In addition to knowing proper ways to create a behavioral indicator, the IEP team needs to stay away from negative action behaviors, lack-of-positive action behaviors, and lack-of-negative action behaviors (Hosp et al., 2003). Examples of negative action behaviors include the student hit another student, or displays rude behaviors towards peers or staff. Examples of lack-of-positive action behaviors include the student does not lie or does not work on assignment. Examples of lack-of-negative action behaviors include the student does not fight with peers or does not argue with peers. These three behavior types have several problems, and the team should refrain from using these behavior types. It is hard to monitor negative action behaviors because the absence of behaviors does not mean the positive behavior occurred (Kaplan, 2000). In addition, these behavior types fail the Dead Man’s test, and these behavior types do not describe what the student is doing. These behaviors only describe what the student is not doing (Hosp et al., 2003). As Hosp et al. said, “The goal is not to have the student sit at his or her desk.”
Scaling Individual Goals

What is Scaling?

A scale is an ordered set of judgments of levels of behavior quality, with numbers attached to the levels. Scaling is the process of isolating behavior into component parts that show levels of progress toward a behavioral goal.

Why do we need to Scale Behavior?

Scaling provides more sensitivity and the ability to demonstrate growth and change more than “occurred” or “did not occur” when using behavioral goals. The goal with behavior problems is to intervene correctively, and to teach and motivate the student toward more positive, capable, tolerable behaviors, but behavioral improvement may not happen quickly; it may happen in slow increments. In addition, the teacher’s ability to judge improvement may vary from day to day, according to level of tolerance, emotional state, etc. These two facts (slow improvement, changing subjective judgments) are the main reason for needing to scale maladaptive behavior. We need some way to gauge student progress that is sensitive to small daily improvements and unvarying or consistent from day to day and teacher to teacher. Thus, the two main qualities of a good behavior scale are sensitivity and reliability.

The 5-point e-DBRC© scale for Individualized Goals

The e-DBRC© scale borrowed the 5-category (or 5-point) scale from the goal attainment literature. The student’s individual behavioral goals direct scale creation. Each behavioral goal requires a separate scale containing 5-categories, which parallels the current letter grade system: A, B, C, D, and F. Each of these five categories, within each different scale, describes a specific behavior that relates to the maladaptive behavior. When using the e-DBRC© to create behavioral scales for a student with current behavior problems, set the scale at the “D” category.

Create a floor and ceiling

- “F” category - Low enough to capture the student’s behavior on a “bad day”
- “A” category - Describes goal behavior
  - Describes school and class norms
  - Demonstrates attainment of a long-term behavioral goal

Anchor at the present level of performance (Maladaptive Behavior)

- “D” category – Typically exhibited behavior

Creating steps to attaining goal behavior

- “C” category - Describes some improvement above current behavior
- “B” category - Describes good progress beyond current behavior toward meeting a long-term behavioral goal
Create behavior scales by selecting behaviors, identifying a range of performance, designating the behavior level as an anchor, and checking for scale validity with stakeholders. The following section details each step.

Steps to Scaling: Chapter 2 provides guidelines of how to select behaviors to monitor. For each selected behavior, create a scale as described in the following steps.

1. **Create a floor and ceiling by identifying a range of performance**
   a. Create an observable description of the behavior at its worst this is your floor for the scale (F)
   b. Create an observable description of the desired goal behavior this is your ceiling for the scale (A)

2. **Anchor at the present level of maladaptive behavior by designating the current behavior as the anchor**
   a. Create an observable description of the typically exhibited behavior (D)

3. **Creating steps to attaining goal behavior**
   a. Use observable descriptions
   b. “B” and “C” behaviors constitute minor movements from current to desired behavior

4. **Check for scale validity**
   a. Review scales with key stakeholders
      i. Teachers
      ii. Administrators
      iii. Parents
      iv. Students
   b. Modify unclear behavioral descriptions

Considerations

Sensitive scales used reliably result in precision or precise scores that accurately measure progress. Remember, only sensitive and reliable scores have the ability to measure student progress over time.

**Research Support for Scaling Individual Goals**

Scaling is a critical issue in behavioral progress monitoring. The particular approach to scaling the daily behavior report cards in the e-DBRC© system involves a combination of direct behavior ratings and goal attainment scaling.

The research on direct behavior rating research suggests that direct behavior ratings are a viable approach for the ratings used in daily behavior report cards and for behavioral progress monitoring. Chafouleas et al. (2007) refer to direct behavior ratings of targeted behavior as one feasible method used in lieu of direct observational data. In addition, Chafouleas et al. refer to direct behavior ratings as a “hybrid of assessment tool that combines characteristics of
systematic direct observations and behavior rating scales” (p. 1). Similar to the traditional systematic direct observations, observers can use direct behavior ratings for evaluating behavioral progress.

Direct behavior rating are used in the context of a daily behavioral report card to represent problem or alternative behavior that occurs over specified periods of time or under specific conditions (Chafouleas et al., 2007). Direct behavioral monitoring becomes a daily behavior report card when the data observation occurs daily and the observer shares the results with someone other than the rater (Chafouleas et al., 2002).

Typically, researchers use goal attainment scaling for special education program evaluation (Carr, 1979; Maher, 1983; Roach & Elliott, 2005), and goal attainment scaling seems well suited for behavioral progress monitoring (Roach & Elliott, 2005). Kiresuk and Sherman (1968) first described goal attainment Scaling (GAS) as an individualized and specific approach to the evaluation of mental health intervention. A primary feature of goal attainment scaling is the development of a process for evaluating levels of goal attainment used for criterion-referenced program evaluation (Kiresuk & Sherman, 1968).
What Are Monitoring Schedules?

Monitoring is the process of observing and recording scaled behaviors or expectations for the purpose of feedback or decision making. The monitoring schedule is the frequency of data collected using a behavior scale. Campus personnel have flexibility in choosing when and how often to monitor student behavior. Effective behavior progress monitoring relies on collecting data on the same behaviors at the same times everyday.

Why we need to Create Monitoring Schedules?

Collecting data on a set schedule allows teachers to evaluate changes in the behavior rather than changes in the environment or behavioral demands. Collecting and comparing data throughout the day allows teachers, parents and students to identify influences that may contribute to the behavior change. To control for these potential influences and create a complete picture of the student’s behavior, data collection needs to occur in a consistent way.

When to Progress Monitor

Teachers often wonder when and how often data collection is required for effective behavior progress monitoring. Student behavior is often variable and inconsistent through the day. The e-DBRC© system allows flexibility for teachers in choosing the monitoring periods through the day. The current e-DBRC© system allows user to monitor “By time” or “By class.”

The “By time” option sets the monitoring schedule at equal hour long intervals. The “By class” option allows users to choose intervals of differing time or length. For example, a teacher may only be interested in monitoring the student’s behavior in certain classes, or may not have access to the student all day (i.e. Gym, Art, Music etc.). To be more sensitive to behavior changes throughout the day, a teacher may choose to monitor certain periods (i.e. Science, Math, Reading, and Language Arts.). Teachers only may be interested in more broad time frames. For example, a teacher could set their monitoring schedule to “AM” & “PM” to show contrasts in behavior between morning and afternoon. The e-DBRC© system requires at least daily progress monitoring of student behavior; however, the flexibility of the e-DBRC© system allows teachers options in monitoring schedules in order to create monitoring schedules that reflect student behavior changes through the day.
Sensitivity Vs Feasibility

Finding time to record data on student behavior is a significant barrier to effective progress monitoring for many teachers. Teachers often have difficulty finding time to disengage from the class in order to perform this task, particularly if curricular expectations are high. It is a balance for teachers to accurately record student data and fulfill all other classroom duties. On one hand, the more data a teacher records, the more sensitive the data as a whole will be to behavior changes in the classroom. However, progress monitoring must be streamlined enough to allow minimal interruption in academic instruction.

For example, if the student only breaks a certain rule during one period per day, the AM/PM monitoring schedule will not be sensitive enough to describe that behavior. By examining the data, one would be given the impression that the behavior occurs all morning rather than only during a certain period. A general guideline for behavior progress monitoring, is the more problematic the student’s behavior the more data is necessary to describe the behavior. Remember that data on student behavior offers additional insight beyond simple intuition. Through the data recording and evaluation process, teachers may discover more information about the behavior, which will lead to intervention in a more timely and efficient manner.

Multiple User Options

Students often have multiple teachers throughout their day. The e-DBRC© system allows multiple teachers to record for a single student. For example, students on secondary campuses have multiple classes with multiple teachers. This option allows for multiple perspectives on a students particular behavior.

Steps to Creating a Monitoring Schedule

1. Define behavioral goals. This process was outlined in previous chapters
2. Evaluate the degree to which the behavior interferes with the student’s learning. If the behavior is more problematic or sporadic, consider using more frequent data recording intervals.
3. How many teachers are using the system? If multiple teachers see the student through the day, make sure each teacher has access to the e-DBRC© system and the student.
4. Use the system. As you collect data, you may find that more or less recording intervals are necessary to capture the quality of the student’s behavior. As you notice trends in the data, consider refining the data collection schedule to be more sensitive to changes throughout the day.
Research Support for Progress Monitoring

Continuous direct behavioral observations are one of the most psychometrically sound methods of collecting observation data in the classroom (Sterbinsky & Ross, 2003). Recent studies have shown that systematic direct observations are a more reliable method than Daily Behavior Report Card (DBRC) ratings (Chafouleas et al., 2006). Despite these findings, DBRCs have shown several potential advantages over systematic direct observation. First, a reduction in observer effects due to the presence of an external observer. DBRC ratings also have the advantage being easy to use in applied settings. Most schools simply do not have the resources to implement procedures to carry out systematic direct observations. DBRCs may be a practical alternative for estimating behavior across multiple points in applied settings, and they are as a tool that can serve as a complement to a complete behavioral assessment battery (Chafouleas et al., 2006).

Selection of a progress monitoring schedule can vary depending on the user, student, and setting morning circle is 15 minutes but math centers are 30 minutes) (Burke & Vannest, 2008). Moreover, the monitoring may only include one or two teachers. Others students, for example, in middle or high school, may have multiple classes with multiple teachers and the selection for monitoring may occur differently and represent each class period or blocks of classes depending on the needs of the student behavior and teachers ability to perform the ratings (Burke & Vannest, 2008).

Sprague and Horner (2006) state that monitoring needs to be consistent, active and the monitoring schedules need to reflect the student’s needs. By meeting these guidelines, decision making will improve on student behavior due to access to regular and accurate information (Sprague & Horner, 2006).
Practice Scenarios:
Individualized Goals

Issue 1: Maintaining “On task” Behavior

Mr. Shell thinks Maria could achieve more, but she is always off-task. Mr. Shell estimates that Maria spends about 20% of her time on-task in an average day. Mr. Shell considers “on-task” to mean following activity directions within 30 seconds of being asked with no longer than 30 second breaks from the task.

Scaling Issue: It will be easy for Mr. Shell to record the approximate percent of time Maria spends on task during each subject period. In addition, recording the percent of time Maria is on-task by subject will allow Mr. Shell to see which classes and times of the day Maria is more likely be on-task.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-task: Will follow activity directions within 30 seconds of being asked with no longer than 30 second breaks from the task</td>
<td>On-task 90% of class time.</td>
<td>On task 70% of class time.</td>
<td>On task 50% of class time.</td>
<td>On-task 20% of class time.</td>
<td>On-task less than 20% of class time.</td>
</tr>
</tbody>
</table>
**Issue 2: Inappropriate Verbal Interactions**

Mrs. Bright and Mr. Sunny are frustrated with John’s verbal interruptions in their classes. Mrs. Bright calls a meeting of all of John’s teachers to develop a behavior scale. At the meeting, all teachers agreed that John sometimes talks to peers in the middle of lectures, which disrupts their classes. Usually, he talks a moderate amount throughout class, disrupting a small group.

**Scaling Issue:** Since teachers are concerned with both the frequency and severity of John’s talking behavior, a scale that describes the different types of behavior John exhibits in order of frequency and severity will best show growth.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal interactions:</td>
<td>Talks only when called upon by a teacher.</td>
<td>Talks rarely without being called upon,</td>
<td>Talks rarely without being called upon,</td>
<td>Talks a moderate amount without being called</td>
<td>Talks frequently without being called upon,</td>
</tr>
<tr>
<td>Will only talk during lectures</td>
<td></td>
<td>disrupting only one peer.</td>
<td>disrupting a small group of peers.</td>
<td>called upon, disrupting a small group</td>
<td>disrupting whole class or smaller peer groups.</td>
</tr>
<tr>
<td>only when instructed by the</td>
<td></td>
<td></td>
<td></td>
<td>of peers.</td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Scenario 3: Inappropriate Physical Interactions**

Mrs. Smith wants “being nice” to be one of Tommy’s behavior goals. Specifically, she is concerned that Tommy hits, bites and scratches his classmates around four times a day.

**Scaling Issue:** Since Tommy’s behavior only occurs a few times a day, it may be easiest to count the number of times Tommy’s behavior occurs in a day.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical interactions: Maintain appropriate physical interactions with peers</td>
<td>No incidents of hitting, biting or scratching peers.</td>
<td>One incident of hitting, biting or scratching a peer.</td>
<td>Two to three incidents of hitting, biting or scratching a peer.</td>
<td>Four incidents of hitting, biting or scratching a peer.</td>
<td>More than four incidents of hitting, biting or scratching a peer.</td>
</tr>
</tbody>
</table>
How to Access the System

7.1. Login to the System

Use http://e-dbrc.tamu.edu
(Not http://www.e-dbrc.tamu.edu - this will not work)

Login Page

DEMO VERSION
USERNAME: edbrc
PASSWORD: edbrc

To request an eDBRC username and password, email edbrc@tamu.edu

*Important Information: PASSWORDS ARE CASE SENSITIVE
## 7.2. User Privileges Matrix

<table>
<thead>
<tr>
<th>Functions</th>
<th>District Users</th>
<th>School Users</th>
<th>Teacher Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add/Edit/Delete Schools</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add/Edit/Delete Teachers</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Add/Edit/Delete Students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Add/Edit/Delete Class Rosters</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Assign Usernames and Passwords</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Add/Edit/Delete Parents</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Add/Edit/Delete Behaviors</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Add/Edit/Delete Schedules</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Assign Monitoring Teachers</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Set Goals</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Record Data/Get Report</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
8.1 District-Level User

This chapter describes how a district-level user can manage the e-DBRC© system.

A district-level user may:

- Add/Edit/Delete Schools
- Add/Edit/Delete Teachers
- Add/Edit/Delete Students
- Add/Edit/Delete Class Rosters
- Assign Usernames and Passwords

**District-Level User Main Page**
8.2. Add/Edit/Delete Schools
There are two ways to access the Add/Edit/Delete Schools Main Page

1. Use the “User Setup” top bar at the top of the page and select Add/Edit/Delete Schools

2. On the homepage, select Add/Edit/Delete Schools from the eDBRC Management Box, go to “User Setup”
Add/Edit/Delete School Main Page
From this page, enter School Name, Abbreviation, Type and Grades

Adding school information
After submitting the information, the school appears at the top of the page

*Important information – DON”T FORGET, “SUBMIT”

To add more schools, simply repeat this process
**Editing School Information**

To edit school information, click “Edit” under the district heading.

---

**Edit School Main Page (Edit page appears as a yellow box)**
Adding pre-K grade to DEMO_ELEMENTARY

*Important Information – REMEMBER, “UPDATE” CHANGES

After you press update, the page resets
8.3. **Add/Edit/Delete Teachers**

There are two ways to access the Add/Edit/Delete Teachers Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Teachers

![Add/Edit/Delete Teachers Main Page](image1)

2. Return to the homepage and select Add/Edit/Delete Teachers from the eDBRC Management box

![Add/Edit/Delete Teachers from homepage](image2)
Add/Edit/Delete Teacher Main Page
From this page, enter First and Last name, Email Address, and Grade

Adding teacher information
An error message appears when a user “submits” data without entering required information.

After “Submitting,” the information appears in the right column.
**Editing/Deleting teacher information**

Click the “Edit” or “Delete” button next to the desired teacher

---

*Important Information – ONCE DELETE IS SELECTED, THE TEACHER PERMANENTLY DISAPPEARS FROM THE LIST*

---

**Edit Teacher Main Page (Edit pages appears as a yellow box)**
8.4. Add/Edit/Delete Students
There are two ways to access the Add/Edit/Delete Students Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Students

![Add/Edit/Delete Students](image1)

2. Return to the homepage and select Add/Edit/Delete Students from the eDBRC Management box

![Add/Edit/Delete Students](image2)
Add/Edit/Delete Student Main Page

From this page, enter First and Last Name, Current Grade, Gender, Ethnicity, and Date of Birth for each student.

Repeat this process to enter all the district’s students.
After you press submit, the page resets and information disappears

To see student information, use the “Select Grade” box

The student appears on the right side of the screen
Editing Student Information
To edit student information, click “Edit” next to the student’s name
8.5. Add/Edit/Delete Class Rosters
There are two ways to access the Add/Edit/Delete Class Rosters Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Class Rosters

2. Return to the homepage and select Add/Edit/Delete Class Rosters from the eDBRC Management box
Add/Edit/Delete Class Rosters Main Page

From this page, add students to class rosters

After selecting the desired grade from the “Select Grade” box, the grade level teachers appear on the right side of the screen.
Select “Add Roster” to add students to the desired teacher’s roster (EX. Demo Cole Davis)

After selecting “Add Roster,” a list of students appears in the middle of the screen
Within the “Add Class” box, select the name of the student and “Add” the student to the specific teacher’s roster

After pressing “Add” from the “Add Class” box, this screen appears
Editing Class Rosters

Edit Class Roster Main Page (Edit page appears as a yellow box)

Select “Edit Roster” next to the teacher whose roster needs to be edited

After you select “Edit Roster,” this page appears

From this screen, students can be “Removed” from the teacher’s roster and/or “Added” to the teacher’s roster
8.6. **Assign Usernames and Passwords**

There are two ways to “Assign Usernames and Passwords”

1. **Under the “User Setup” top bar, select Assign Users**

2. **Return to the homepage and select Assign Usernames and Passwords from the eDBRC Management box**
Assign Usernames and Passwords Main Page
From this page, add school and teacher Usernames and Passwords

Select “Add User” to create a Username and Password for each school
After selecting “Add User,” enter Username Password, and email

District-level can email Usernames and Passwords

This screen appears after saving Username and Password

A School-Level user for DEMO_ELEMENTARY (elementary) appears
To add teacher Username and Password, Select school name

After selecting school name, a teacher list appears
Select “Edit User” of specific teacher and enter Username and Password

Teacher Username and Password can be emailed to the teacher
9.1 School-Level User

This chapter describes how a school-level user can manage the e-DBRC© system

A school-level user may:

- Add/Edit/Delete Teachers
- Add/Edit/Delete Students
- Add/Edit/Delete Class Rosters
- Assign Usernames and Passwords

School-Level User Main Page
9.2. **Add/Edit/Delete Teachers**

There are two ways to access the Add/Edit/Delete Teachers Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Teachers

![Image of Add/Edit/Delete Teachers page]

2. On the homepage, select Add/Edit/Delete Schools from the eDBRC Management Box, go to “User Setup”

![Image of homepage with Add/Edit/Delete Schools option]
Add/Edit/Delete Teacher Main Page

From this page, enter First and Last Name, Email Address, and Grade

Adding teacher information

After “Submitting,” the information will appear in the right column
Editing/Deleting teacher information
Click the “Edit” or “Delete” button next to the desired teacher

*Important Information – ONCE DELETE IS SELECTED, THE TEACHER PERMANENTLY DISAPPEARS FROM THE LIST

Edit Teacher Main Page (Edit page appears as a yellow box)
9.3. **Add/Edit/Delete Students**

There are two ways to access the Add/Edit/Delete Students Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Students

![Add/Edit/Delete Students Main Page](image)

2. Return to the homepage and select Add/Edit/Delete Students from the eDBRC Management box

![Add/Edit/Delete Students Management](image)
Add/Edit/Delete Student Main Page

From this page, enter First and Last Name, Current Grade, Gender, Ethnicity, and Date of Birth for each student

After you press submit, the page resets
To see student information, use the “Select Grade” box

The student list appears on the right side of the screen
**Editing Student Information**

To edit student information, click “Edit” next to the student’s name.

---

**Edit Student Main Page (Edit page appears as a yellow box)**
9.4. **Add/Edit/Delete Class Rosters**

There are two ways to access the Add/Edit/Delete Class Rosters Main Page

1. **Under the “User Setup” top bar, select Add/Edit/Delete Class Rosters**

![Add/Edit/Delete Class Rosters](image1.png)

2. **Return to the homepage and select Add/Edit/Delete Class Rosters from the eDBRC Management box**

![Add/Edit/Delete Class Rosters](image2.png)
Add/Edit/Delete Class Rosters Main Page

From this page, add students to class rosters

After selecting the desired grade from the “Select Grade” box, grade level teachers appear on the right side of the screen

If District-Level Users already added students to a class roster, the teacher list appears in two sections

1. Teachers with Class Rosters on the top
2. Teachers without Class Rosters on the bottom
If District-Level User did not add students to a class roster, the teacher list appears as “Teachers without Class Rosters”

**Adding Class Rosters**
Select “Add Roster” next to the teacher’s name to bring up the “Add Class” box
In the “Add Class” box, check the box next to the student and then press “Add”

Screen appears after students are “Added” to the teacher’s class roster
Select “Edit Roster” to edit a teacher’s class roster (Demo Cole Davis)
After selecting “Edit Roster,” a list of students appears in the middle of the screen.

Edit Class Roster Main Page (Edit page appears as a yellow box)
Within the “Add Class” box, select the name of the student to add or remove from the teacher’s roster

After Editing the class roster, this screen appears
9.5. Assign Usernames and Passwords
There are two ways to “Assign Usernames and Passwords”

1. Under the “User Setup” top bar, select Assign User

2. Return to the homepage and select Assign Usernames and Passwords from the eDBRC Management box
Assign Usernames and Passwords Main Page

From this page, add teacher Usernames and Passwords

Select “Edit User” to enter Username and Password

School can email Username and Password to each teacher
10.1 Teacher-Level User

This chapter describes how a teacher-level user can manage the e-DBRC® system.

A teacher-level user may:

- Add/Edit/Delete Students
- Add/Edit/Delete Class Rosters
- Add/Edit/Delete Parents
- Add/Edit/Delete Behaviors
- Add/Edit/Delete Schedules
- Assign Behaviors
- Set Goals
- Assign Monitoring Teachers
- Record Data
- Get Report

Teacher-Level User Main Page
10.2. **Add/Edit/Delete Students**
There are two ways to access the Add/Edit/Delete Students Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Students

![Diagram](image1.png)

2. Return to the homepage and select Add/Edit/Delete Students from the eDBRC Management box

![Diagram](image2.png)
Add/Edit/Delete Student Main Page

From this page, enter First Name, Last Name, Current Grade, Gender, Ethnicity, and Date of Birth for each student

Repeat this process to enter the teacher’s students

After pressing “Submit,” the new student appears on the right side of screen
Editing Student Information

To edit student information, click “Edit” next to the student’s name.

Edit Student Main Page (Edit page appears as a yellow box)
10.3. **Add/Edit/Delete Class Rosters**
There are two ways to access the Add/Edit/Delete Class Rosters Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Class Rosters

2. Return to the homepage and select Add/Edit/Delete Class Rosters from the eDBRC Management box
Add/Edit/Delete Class Roster Main Page

From this page, add students to class rosters

Adding Students to the Class Roster

Select “Add Roster” to add students to the Class Roster
After selecting “Add Roster,” the student list appears on the screen.

Within the “Add Class” box, select the box by the names of the students and select “Add” to add these students the teacher’s class roster.
This page appears after “Adding” students to the class roster

Editing Class Roster

After selecting “Edit Roster,” the student list appears on the screen
Within the “Edit Class Roster” box, select the box by the name of the student that the teacher wants to add or remove from the roster
10.4. Add/Edit/Delete Parents
There are two ways to access the Add/Edit/Delete Parents Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Parents

2. Return to the homepage and select Add/Edit/Delete Parents from the eDBRC Management Box
Add/Edit/Delete Parents Main Page

Enter parent Full name, Username, Email address and attach student

After “Submitting,” this screen appears
10.5. **Add/Edit/Delete Behaviors**
There are two ways to access the Add/Edit/Delete Behaviors Main Page

1. Under the “User Setup” top bar, select Add/Edit/Delete Behaviors

![Add Parent Form](image1)

2. Return to the homepage and select Add/Edit/Delete Behaviors from the eDBRC Management Box

![Management Box](image2)
DEFINING THE SCALE (Return to Chapter 3 and 4 for assistance)

Measurement of observable behavior must include measurable criteria and a condition for success.

- **“F” category** - Low enough to capture the student’s behavior on a “bad day”
- **“A” category** - Describes acceptable behavior;
  - Describes school and class norms
  - Demonstrates attainment of a long-term behavioral goal
- **“D” category** – Typically exhibited behavior
- **“C” category** - Describes some improvement above current behavior
- **“B” category** - Describes good progress beyond current behavior toward meeting a long-term behavioral goal
## Electronic Daily Behavior Card System (e-DBRC)

### Add Behavior

- **Behavior:**
  - [ ] Select from provided list of behavioral objectives

- **Scale:**

  - A:
  - B:
  - C:
  - D:
  - E:
  - F:

### Submit Cancell
**Adding Behaviors**

Each user can provide a unique name for each scale or a user can use a list of premade behavior scale names.

Each user still needs to enter the “A,” “B,” “C,” “D,” and “F” for each behavior scale.
Entered Behaviors

Editing Behaviors

To edit a Behavior, select the “Edit” button next to the Behavior.
Edit Behaviors Main Page (Edit page appears as a yellow box)
10.6. **Add/Edit/Delete Schedules**

There are two ways to access the Add/Edit/Delete Schedules Main Page

1. **Under the “User Setup” top bar, select Add/Edit/Delete Schedules**

![Add/Edit/Delete Schedules Main Page](image1)

2. **Return to the homepage and select Add/Edit/Delete Schedules from the eDBRC Management Box**

![Add/Edit/Delete Schedules from eDBRC Management Box](image2)
Add/Edit/Delete Schedules Main Page

There are two schedule options

1. Default Hourly (8:00-9:00; 9:00-10:00)
2. Custom (Create Schedule to only monitor areas where the student has difficulties)

Adding Hourly Schedule
To add the hourly schedule option, “Select Students” and “Save”
After selecting “Save,” one of these two screens appear depending on the number of students selected for a schedule

One Student/One Schedule
Two Students/One Schedule

Adding Custom Schedule
To add a custom schedule, Select “Custom,” “Define Activities,” Select Student(s), and “Save”
After selecting “Save,” one of these two screens appear depending on the number of students selected for a schedule.
Adding Different Student Schedules

Students do not have to have the same schedules

Can have two students with two different “Custom” schedules, and one student with the “Default Hourly” schedule

```
<table>
<thead>
<tr>
<th>Time Preferences</th>
<th>Classes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>class</td>
<td>Circle Time, Reading, Science, Math, Social Studies Demo Student 1</td>
<td>demo-student-1 Edit Delete</td>
</tr>
<tr>
<td>time</td>
<td>Circle Time, Gym, Cafeteria, Transition Demo Student 2</td>
<td>demo-student-2 Edit Delete</td>
</tr>
</tbody>
</table>
```

Editing Student Schedules

To the right of the student’s name, select “Edit”
After selecting “Edit,” the “Edit Schedule” box appears with the current schedule highlighted.

After the schedule “Edit,” select “Update”
10.7. **Assign Behaviors**  
There are two ways to access the Assign Behaviors Main Page

1. Under the “User Setup” top bar, select Assign Behaviors

![Assign Behaviors Main Page](image1)

2. Return to the homepage and select Assign Behaviors from the eDBRC Management Box

![Assign Behaviors Management Box](image2)
Assign Behaviors Main Page

The School Rules entered by either the District or School appear on this screen

From this page, the teacher assigns the behavior to the student

Mouseover each Behavior to see the definition
Adding Behaviors
To add Behavioral Goals to a student, select the box next to the students name AND the box next to the School Rules

We suggest that you monitor between 3 and 5 behaviors

This screen appears after the teacher selects “Add”
Editing Behaviors
Select “Edit” next to the student’s name

This screen appears after selecting “Edit

After finished with the “Edit,” select “Update
10.8. Set Goals
There are two ways to access the Set Goals Main Page

1. Under the “User Setup” top bar, select Set Goals

2. Return to the homepage and select Set Goals from the eDBRC Management Box
Set Goals Main Page
From this page, teachers set goal level for each student

Adding Goals
**Editing Goals**

Select “Edit” next to the student’s name

This screen appears after the teacher selects “Edit”

After making “Edits,” select “Save”
10.9. **Assign Monitoring Teachers**

There are two ways to access the Assign Monitoring Teachers Main Page

1. Under the “User Setup” top bar, select Assign Monitoring Teachers

2. Return to the homepage and select Assign Monitoring Teachers from the eDBRC Management Box
Assign Monitoring Teachers Main Page

Select additional teachers to monitor student

Do not forget to “Add” teacher
This page appears after the teacher selects “Add”

At this point, the creation of the school framework within the e-DBRC© system is finished

The e-DBRC© system contains school, teacher, and student information

Users can now enter student data
10.10. Record Data/Get Report
There are two ways to access the Record Data/Get Report Main Page

1. Under the “User Setup” top bar, select Record Data/Get Report

![Record Data/Get Report Main Page]

2. Return to the homepage and select Record Data/Get Report from the eDBRC Management Box

![Record Data/Get Report Management Box]
Record Data/Get Report Main Page

Record Data/Get Report page shows the first and last days of behavior monitoring, average behavior score for the last day and if the student’s goal was met for the last day.
10.10.1. Record Data Main Page

“Select Date”

After “Selecting Date” to record data, this page appears
Now select the interval to record data

After selecting the interval, this page appears
View of teacher entering data

After entering data, press “Submit”
This screen appears after the teacher submits the data

Repeat this process for all intervals

If an error occurred in the data entry process, the teacher can remove the data and start over
Critical Incident Defined: The critical incident allows teachers the ability to document the occurrence of a significant behavioral incident. When a critical incident occurs, the system asks for additional information to help describe the function of the child’s behavior.

- Antecedent - events, people, or things that immediately precede problem behavior

- Behavior – what the child is doing (i.e., what it looks like), how often the behavior occurs, the length of the behavior’s occurrence, and the intensity of the behavior (e.g., the severity of a tantrum, the impact of the child’s striking hits another child)
• Consequence – These events occur immediately following the child’s maladaptive behavior. Examples of consequences include the attention paid by an adult in response to the child’s behavior, as well as the activities and objects the child either escapes or has access to as the result of the behavior.
10.10.2. Get Report
How many days worth of behavioral indicators do you want to show?

This function allows the teacher to look for specific trends in behavior over time.

Note: you have to click on the date from the Pop-up calendar. You cannot key in your dates.

Three options for reporting
- Individual Indicators by Day or Week
- Average all Indicators by Day or Week
- Indicators by Each Class

Select the “GO” for the preferred student under “Get Report” Option
Get Report Main Page

DBRC Report Option

Select “Start Date”
Select “End Date” and “Continue”

After selecting “Continue this screen appears
Reporting behaviors using the Individual Behaviors Option
Select “Generate Report”

DBRC Individual Behaviors (1 Week)
Reporting behaviors using the Average All Behaviors Option

DBRC Average All Behaviors (1 Week)
Reporting behaviors using the Daily Report Option

Select “Date” and then select “Generate Report”
Daily Report (A)
Daily Report (C)

On-task: Will follow activity directions within 30 seconds of being asked with no longer than 30 second breaks from the task.

Verbal interactions: Will only talk during lectures only when instructed by the teacher.

Physical Interactions: Maintain appropriate physical interactions with peers.

Your Student’s Daily Score: C

Make better choices.

Key:
- A: 5-4.5
- B: 4.49-3.5
- C: 3.49-2.5
- D: 2.49-1.5
- F: 1.49-0.5

Teacher Signature: ____________________________

Parent Signature: ____________________________
Daily Report (D)
Daily Report (F)

On-task: Will follow activity directions within 30 seconds of being asked with no longer than 30 second breaks from the task.

Verbal interactions: Will only talk during lectures only when instructed by the teacher.

Physical interactions: Maintain appropriate physical interactions with peers.

Your Student's Daily Score: F

TRY AGAIN.

Teacher Signature: ____________________  Parent Signature: ____________________

KEY

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5 - 4.5</td>
</tr>
<tr>
<td>B</td>
<td>4.49 - 3.5</td>
</tr>
<tr>
<td>C</td>
<td>3.49 - 2.5</td>
</tr>
<tr>
<td>D</td>
<td>2.49 - 1.5</td>
</tr>
<tr>
<td>F</td>
<td>1.49 - 0.5</td>
</tr>
</tbody>
</table>
Selected References


