Electronic Daily Behavior Report Card ©

e-DBRC©: Monitoring School Rules
version 3.0

A part of D2K: Data to Knowledge™ and the Measurement Made Meaningful M³™ working groups.

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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

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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.

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 daily behavior report cards to be paired 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).

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/](http://edbrc.tamu.edu/).

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

**Step 1: Identifying Behaviors for School Rules**

The initial step in the creation of an e-DBRC© is to select behavioral indicators that identify school rules. Behavioral indicators are short descriptions that accurately describe a target behavior (either problem or alternative) or group of behaviors that are important for monitoring. In addition, behavioral indicators are observable, measureable, and meaningful to teachers and students. The purpose of school rules are to prioritize school values, and promote consistency between classes. A more in-depth discussion concerning school rule identification occurs in **Chapter 3: Identifying School Rules**.

**Step 2: Scaling School Rules**

Scale 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 School Rules**.

**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 School Rules

What Are Effective School Rules?

Effective school rules are social expectations that are observable, measureable, and meaningful to teachers and students. Observable rules are seen and interpreted intuitively. This allows all students and staff to agree on behavior. Observable rules do not include feelings or intentions inferred from other behaviors. Measureable expectations allow campus staff to document growth or change in student behavior. Meaningful rules reflect the culture and behavioral expectations of a campus. When written effectively, school rule can create a positive campus culture.

Why do we Need School Rules?

School rules can accomplish several goals for administrators, teachers, and students.
1. School rules prioritize school values
2. Promote consistency on campus in behavior expectations for teachers and students
   a. Consistent expectations set through school rules can improve communication of expectations with parents.
   b. Offer continuity in discipline referral process.
3. Curricula involving school rules can provide an opportunity to teach pro-social behavior
4. Create a positive environment for students and teachers

Steps to Identifying School Rules

When creating campus rules, consider the following guidelines:
1. Create a committee of campus stakeholders to create the school rules
   a. Review past expectations for behavior.
   b. Review campus outcomes for behavior.
2. Positively stated rules - Is the rule broad enough to capture both positive and negative behaviors?
3. Create rules that are distinct from each other
   a. Can each rule be separated into distinct non-overlapping parts? For example, rules such as “Have Fun” and “Be Quiet in the Halls” may have competing goals.
   b. A student cannot achieve satisfactory performance on one without breaking the other.
4. Create socially valid rules
   a. Meaningful to both teachers and students
   b. Developmentally appropriate for age of student on campus.
5. Provide concrete examples of rules and expectations
   a. Rules should reflect teacher and parent expectation for behavior.
b. This will help to express difficult to understand or ambiguous rules.

c. Specific rules are better suited to measuring student outcomes.

6. Rule definitions should outline where and under what circumstances behaviors need to occur for successful performance.

7. Explicitly teach School rules and expectations

Considerations

Teachers may have difficulty deciding when to write a referral on a student, or when to make a special effort to reward positive behaviors. Scaling school rules in this format will make the decision making more straightforward. Depending on campus procedures, a teacher can decide to send a positive note home for a student when they have achieved a score of A for three straight class periods. This may also be a way for teachers to promote pro-social behavior by clearly setting expectations for students. Likewise, teachers can enforce discipline consequences based on cumulative student scale ratings rather than single behavior events. This orientation to discipline assures the student is informed of behavioral expectation, and facilitates communication with parents through a straightforward display of behavior events and progression over time.

Consider campus rules as an opportunity to teach pro-social behavior. Rules written in terms of the absence of behavior only allow for negative outcomes. For example, a negatively phrased rule such as, “No Vandalism” or “No Stealing” is only partially useful because a student can only achieve satisfactory performance in the absence of this behavior. A student can only break the rule, and has no opportunity to show pro-social behaviors in relation to this rule. One could reduce the number of rules by subsuming these rules into “Respect others property”. By phasing the school rule with positive language, the alternative allows teachers to evaluate the student’s attainment of pro-social behaviors.

Research support for effective school rules

The first step toward establishing comprehensive school rules is creating an effective leadership team (Colvin & Fernandez, 2000). The best school rules committee consists of general education teachers and special education teachers of all grade levels, administrators (Horner & Sugai, 2000; Lewis & Sugai, 1999), and parental involvement (Hartwig & Ruesch, 2000). Once established, the committee needs to meet on regular basis to review discipline data (Lewis & Sugai, 1999).

To allow for faster identification of rules, team members need to have knowledge of school behaviors, access to discipline data (Bohanon et al., 2006), understand the school’s environment and unique needs (Horner & Sugai, 2000; Lewis & Sugai, 1999), knowledge of behavior theory (Benazzi, Horner, & Good, 2006), and knowledge of Functional Based Assessments (Crone, Hawken, & Bergstrom, 2007). When creating school rules, the discipline data leads to functional behavior assessments within the school. After reviewing the discipline
data, the rules committee needs to conduct functional behavior assessment in the areas where the misbehavior occurs most often. The direct observation of school areas helps the rules committee create an observable and consistent behavior rule definition (Bohanon et al., 2006). From the discipline data, the school rules committee should create 3-5 behavioral rules (Crone, Hawken, & Bergstrom, 2007; Horner & Sugai, 2000; Lewis & Sugai, 1999).
What is Scaling?

A scale is an ordered set of judgments that define levels of behavior quality, with numbers attached to each level. Scaling is the process of isolating behavior into component parts that show levels of progress toward a behavioral goal. Scaling is a method to convey skill attainment and skill fluency explicitly. As a student makes progress toward a behavioral goal, educators can document the attainment of skills.

Why do we Need to Scale School Rules?

Scaling behavior enables educators to structure their observations in ways that can be consistently communicated to the student, other educators, and families. In addition, change over time in relevant behaviors can be tracked and communicated. Scaling behavior though a collaborative process, creates continuity among educators and establishes a common language for discussing student behavior. A common issue that confronts educators in meetings regarding student discipline is consensus on the content and severity of the behavior in question. When a student behavior has occurred over time with varying degrees of severity, discussion of the behavior is often complicated by the teacher’s memory and proximity to the student’s behavior incidents. By creating behavior scales before consequences are discussed, educators can be assured that the student behavior profile is accurately portrayed in terms of behavioral events and severity.

The Five-point e-DBRC© Scale

The e-DBRC© system relies on 5-category (or 5-point) scales. The scale is devised for each individual student, based on his/her behavioral goals. For each behavioral goal, a separate scale is created. For each category of the scale, behavior is described in words. Each scale category also is labeled with a letter grade: A, B, C, D, F. Assuming that a student has been identified as having behavior problems, typical current performance is described in the “D” category. The description for category “F” should be low enough to capture the student on a “bad day”. Category “C” should described some improvement above current behavior. Category “B” should describe good progress beyond current behavior toward meeting a long-term behavioral goal. Category “A” should describe behavior which is acceptable given school and class norms, and which reflects attainment of a long-term behavioral goal.

To create behavior scales, select behaviors, identify range of performance, designate the expected behavior as an anchor, and check for validity with stakeholders. These steps are described in detail below.
Steps to Scaling

1. Select school rules. If the group is having difficulties, creating specific school rules to monitor, review Chapter 2 for a more in-depth discussion. Remember to think about your school’s expectations, student characteristics, and problematic behaviors when creating school rules. For each selected school rule, create a scale as described in the following steps.

2. Identify the school’s expected range of performance. Create an observable description of the behavior at its worst, which will be the floor of the scale. For example, an “F” on the “A-F” grading scale. Then create an observable description of the desired behavior, this will be the ceiling of the scale. For example, an “A” on the “A-F” grading scale.

3. Designate the expected behavior as an anchor. Create an observable description of the typical exhibited behavior. Place this behavior at the “C” on the “A-F” scale. By placing the expected behavior at the “C”, teachers will be able to document behavior growth or decline. Create the “B” and “D” points on the grade scale using observable descriptions of target behaviors. This allows teachers to document minor pro-social and rule breaking behaviors.

4. Check for scale validity with school-related personnel. Review the created scales with key stakeholders such as teachers, co-teachers, administrators, counselors, parents, and students. Modify behavioral descriptions that are unclear.

Consider the following rubric for setting individual scaling points for a school rules.

A – Student makes special effort to follow Rules, worthy of special privileges or praise outside of class
B – Student makes visible effort to follow rules, worthy of praise within class or activity
C – Student generally following Rules/ No opportunity to break rules
D – Student breaks a rule, but behavior is manageable with regular classroom management strategies
F – Student breaks a rule, External support necessary (i.e. discipline referral, call home)

Considerations

Identifying and scaling school rules is often less intuitive than one thinks. It takes time to create descriptions of behavior that are easily observable. Often, creating these descriptions will be a process with adjustments along the way. Using multiple informants will increase the validity of created scales.
Research Support

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.

Direct behavior ratings have been suggested as 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 that may be used in lieu of direct observational data. Chafouleas et al. (2007) also refer to direct behavior ratings as a “hybrid of assessment tools that combine characteristics of systematic direct observation and behavior rating scales” (p. 1). Similar to systematic, traditional direct observations, direct behavior ratings can be used repeatedly for formative evaluation of behavioral progress.

A direct behavior rating can be 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). A measure of direct behavior ratings is considered a daily behavior report card when a specific behavior is monitored at least daily and the subsequent results are shared with someone other than the rater (Chafouleas, et al., 2002). Goal attainment scaling has been recommended as a means for program evaluation in education (Carr, 1979; Maher, 1983; Roach & Elliott, 2005) and seems well-suited for behavioral progress monitoring (Roach & Elliott, 2005). Goal attainment scaling was first described by Kiresuk and Sherman (1968) 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 that can be 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 accurately 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 student’s 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.
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:
School Rules

Issue 1: Old and Unknown School Rules

Cloudy Intermediate School has a list of 30 school rules. There has not been a revision of these rules in the last 10 years because the school administration believes that these rules create better citizens. Teachers do not typically enforce these rules because the district rarely discusses them with the teachers during first of the year trainings, so teachers rely on their own interpretation of the rules, and teachers create their own class rules.

Teachers and administration formed a school rules committee because teachers felt unsupported by administration, and discipline referrals were inaccurate. The committee had difficulty creating observable school rules from the pre-existing 30 rules, so the committee looked at office referrals over the last year to help create school rules.

The committee identified excessive talking during class and running in the halls accounted for 80% of all office referrals. The committee decided that “talking during class,” means students should only talk when instructed by the teacher, and “running in the hall,” means students should walk in the halls. The school rules committee decided to make these two rules the focus of the new school rules.
Example of a possible school rules scale from issue 1 with school rules and scales defined:

<table>
<thead>
<tr>
<th>School Rule</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student talks only when instructed to do so by a teacher</td>
<td>Student raises hand and waits until he/she is instructed to speak</td>
<td>Student raises hand but does not wait until he/she is instructed to speak</td>
<td>Teacher calls on student to speak.</td>
<td>Student talks without approval but stops talking when redirected by the teacher</td>
<td>Student talks for the majority of the class and never waits for teacher’s recognition to speak</td>
</tr>
<tr>
<td>Student walks in the halls</td>
<td>Student walks in a straight line to class and student says “Excuse me” when he/she is about to walk into another student</td>
<td>Student walks in a straight line to class.</td>
<td>Student walks in the halls by moving back and forth between both sides of the hall</td>
<td>Student runs in the halls and stops when instructed by a teacher</td>
<td>Student runs in the halls but does not stop even when instructed by a teacher</td>
</tr>
</tbody>
</table>
**Issue 2: Ambiguous, Overlapping School Rules**

Honeybee Elementary School has done an excellent job of displaying and teaching the school’s behavioral expectations (“Bee Good,” “Bee Kind,” and “Bee Safe”). When asked to state the school’s three behavioral expectations, students, teachers, support staff, and even parents know the three “Bees.” However, when asked to define each behavioral expectation, each teacher has his/her own definition, and most students say, “I don’t know.”

After recognizing a need for some useful revisions, the school leadership team decides to form a school rules committee for Bee Elementary. The team does not want to change the rules. They only want to define the three “Bees,” so all teachers have the same expectations and school rules.

At the initial meeting, the school rules committee creates behavioral definitions for each “Bee” expectation. The committee decides that “BEEing Good” means following directions; “BEEing Kind” means a student wait his/her turn and uses appropriate voice and language when talking to peers or teachers, and “BEEing Safe” means walking in the halls.

Before the committee scales the three “Bees,” what else does the committee need to know to make a scale that will cover all school-related behaviors?

**Possible questions to ask before scaling the school rules:**

- What does following directions mean?
- What does appropriate voice and language mean?
- How do students show that they are waiting their turn?
- What does it mean to “walk” in the halls?
- What are the expected behaviors of the students?
Example of a possible school rules scale from issue 2 with school rules and range defined:

<table>
<thead>
<tr>
<th>School Rule</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Good: Student follows directions</td>
<td>Student follows all directives and works independently for 30 minutes</td>
<td></td>
<td></td>
<td></td>
<td>Student does not follow any directions and does not work independently; student requires teacher support for entire assignment</td>
</tr>
<tr>
<td>Be Kind: Student waits turn, and uses appropriate voice and language</td>
<td>Student always uses “Please and “Thank You”; Student allows other students to take his/her turn; Student uses inside voice to ask for help; Student shakes hand of another student during the first meeting</td>
<td></td>
<td></td>
<td></td>
<td>Student never uses “Please” or “Thank You”; Student yells and swears at other students; Student constantly cuts in line</td>
</tr>
<tr>
<td>Be Safe: Students walk in the halls</td>
<td>Student walks on the appropriate side of the hallway; Student stops a fight by de-escalating the situation</td>
<td></td>
<td></td>
<td></td>
<td>Student runs in the hall and continues to run even when asked to stop; Student constantly touches students when walking down the hall; Student starts a fight</td>
</tr>
</tbody>
</table>
**Issue 3: No Rules**

Sunny Hills High School has no school rules. The school rules committee creates two rules: “comes to class prepared,” and “be nice to others.” The committee decides “come to class prepared” means students arrive in class before the bell with supplies, and “be nice to others,” means students engage in appropriate interactions with other students.

Before the committee creates a specific school rule and scale for each identified problem, what else does the committee need to know?

Possible questions to ask before creating and scaling the school rules:
- What does “ready” mean?
- What materials do students need to bring to class?
- What are appropriate peer interactions?
- What does appropriate mean?

Example of a possible school rules scale from issue 3 with only school rules and anchor points defined:

<table>
<thead>
<tr>
<th>School Rule</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student comes to class</td>
<td></td>
<td></td>
<td>Student arrives in class before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepared</td>
<td></td>
<td></td>
<td>the bell with supplies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Rule</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is</td>
<td></td>
<td></td>
<td>Student engages in appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nice to</td>
<td></td>
<td></td>
<td>interactions with other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>others.</td>
<td></td>
<td></td>
<td>students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Access the System

7.1. Login to the System

Use [http://e-dbrc.tamu.edu](http://e-dbrc.tamu.edu) (Not [www.e-dbrc.tamu.edu](http://www.e-dbrc.tamu.edu))

**Login Page**

**DEMO VERSION**

USERNAME: edbrc
PASSWORD: edbrc

To request an eDBRC username and password, email [edbrc@tamu.edu](mailto: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 School Rules</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 Schedules</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Assign Behaviors</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
- Add/Edit/Delete School Rules

District-Level User Main Page
8.1.1 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

![Add/Edit/Delete Schools Main Page]

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

![User Setup from eDBRC Management]
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
8.1.2 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

![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 eDBRC Management box](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)
8.1.3 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

2. Return to the homepage and select Add/Edit/Delete Students from the eDBRC Management box
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.
8.1.4 **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**

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
8.1.5 **Assign Usernames and Passwords**

There are two ways to “Assign Usernames and Passwords”

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

   ![Assign Users Screen](image1.png)

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

   ![Management Screen](image2.png)
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
8.2 Add/Edit/Delete School Rules

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

1. Under the “Behavior Setup” top bar, Add/Edit/Delete School Rules

2. Return to the homepage and select Add/Edit/Delete School Rules from the eDBRC Management box
Add/Edit/Delete School Rules Main Page
Rubric for Scaling School Rules

A – Student makes special effort to follow Rules, worthy of special privileges or praise outside of class
B – Student makes visible effort to follow rules, worthy of praise within class or activity
C – Student generally following Rules/ No opportunity to break rules
D – Student breaks a rule, but behavior is manageable with regular classroom management strategies
F – Student breaks a rule, External support necessary (i.e discipline referral, call home)
Adding School Rules

Add School Rules

DEMOL_DISTRICT Schools

Select School: ALL DEMO_ELE DEMO_HIGHER DEMO_MED

Add Rules to DEMO_ELEMENTARY

Behavior: Protect School Property

Scale: Qualitative

A: Without explicit teacher direction.
B: Clean and care for school property.
C: Take school materials appropriately.
D: Use materials or school property inappropriately.
F: Intentionally destroys school property.

Submit Reset
Entered School Rules

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td></td>
</tr>
<tr>
<td>C:</td>
<td></td>
</tr>
<tr>
<td>D:</td>
<td></td>
</tr>
<tr>
<td>E:</td>
<td></td>
</tr>
</tbody>
</table>

### DEMO_ELEMENTARY Rules

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect School Property Qualitative</td>
<td>Exponentially polite &amp; positive attitude toward teachers and peers. Makes an effort to involve all peers in activities.</td>
</tr>
<tr>
<td>Respect Peers and Teachers Qualitative</td>
<td>Exceptionally polite &amp; positive attitude toward teachers and peers.</td>
</tr>
<tr>
<td>A</td>
<td>Makes an effort to keep area clean and care for school property.</td>
</tr>
<tr>
<td>B</td>
<td>Makes an effort to keep area clean and care for school property.</td>
</tr>
<tr>
<td>C</td>
<td>Generally polite and makes an effort to show positive attitude toward teachers and peers.</td>
</tr>
<tr>
<td>D</td>
<td>Exhibits polite attitude. Generally respectful of peers.</td>
</tr>
<tr>
<td>E</td>
<td>Exhibits negative attitude towards peers or teacher.</td>
</tr>
<tr>
<td>F</td>
<td>Intentionally destroys school property.</td>
</tr>
</tbody>
</table>

Edit | Delete
Editing School Rules

To edit a School Rule, select the “Edit” button next to the School Rule.
This screen appears after “Updating” the edited School Rule.
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
- Add/Edit/Delete School Rules

**School-Level User Main Page**
9.1.1 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

2. On the homepage, select Add/Edit/Delete Schools from the eDBRC Management Box, go to “User Setup”
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)
9.1.2 **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

2. Return to the homepage and select Add/Edit/Delete Students from the eDBRC Management box
**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)
9.1.3 **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

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

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

![Add/Edit/Delete Class Rosters](image2)
**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
9.1.4 Assign Usernames and Passwords
There are two ways to “Assign Usernames and Passwords”

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

![User Setup Screen](image1.png)

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

![Management Screen](image2.png)
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
9.2 Add/Edit/Delete School Rules
There are two ways to access the Add/Edit/Delete School Rules Main Page

1. Under the “Behavior Setup” top bar, Add/Edit/Delete School Rules

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

Rubric for Scaling School Rules

A – Student makes special effort to follow Rules, worthy of special privileges or praise **outside** of class
B – Student makes visible effort to follow rules, worthy of praise **within** class or activity
C – Student generally following Rules/ No opportunity to break rules
D – Student breaks a rule, but behavior is manageable **with regular classroom management strategies**
F – Student breaks a rule, **External support necessary** (i.e discipline referral, call home)

This School Rules Screen appears if a District-Level User did not enter any School Rules
This School Rules screen appears if a District-Level User entered School Rules.

- **Protect School Property**
  - Qualitative: Proactively clearing area or materials used by others, without exploiting teacher direction.
  - Scale: Makes an effort to keep area clean and use school property appropriately.
  - A: Leaves area or materials messy. Uses materials or school property improperly.
  - B: Intentionally destroys school property.

- **Respect Peers and Teachers**
  - Qualitative: Exceptionally positive attitude toward teachers and peers, makes an effort to involve all peers in activities.
  - Scale: Generally positive and makes an effort to show positive attitude toward teachers and peers.
  - A: Exhbits negative attitude toward peers or teacher.
  - B: Demonstrate significant physical or verbal aggression toward peers or teacher.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect School Property</td>
<td>Qualitative</td>
<td>Makes an effort to keep area clean and use school property appropriately</td>
<td>Leaves area or materials messy. Uses materials or school property improperly</td>
<td>Intentionally destroys school property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Peers and Teachers</td>
<td>Qualitative</td>
<td>Exceptionally positive attitude toward teachers and peers</td>
<td>Generally positive and makes an effort to show positive attitude toward teachers and peers</td>
<td>Exhibits negative attitude toward peers or teacher</td>
<td>Demonstrate significant physical or verbal aggression toward peers or teacher</td>
<td></td>
</tr>
</tbody>
</table>
Adding School Rules
Entering a School Rule not previously entered by the District
## Editing School Rules

To edit a School Rule, select the “Edit” button next to the School Rule.
Edit School Rules Main Page (Edit page appears as a yellow box)
After the edited School Rules is “Updated,” this screen appears.
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 Schedules
- Assign Behaviors
- Set Goals
- Assign Monitoring Teachers
- Record Data/Get Report

Teacher-Level User Main Page
10.1.1 **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

2. Return to the homepage and select Add/Edit/Delete Students from the eDBRC Management box
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)**
10.1.2 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.

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.
10.1.3 **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
10.2 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

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

**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.”
10.3 **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 from 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 school rules to the students

Mouseover each School Rule to see the definition of each School Rule
Assign Behaviors

SCHOOL RULES

1. Respect School Property
2. Respect Peers and Teachers
3. On Task

On Task
- Grade A: Student fully engaged in assigned tasks for duration of period or until completion, interacts with others without distraction.
- Grade B: Student engages in tasks with limited distraction, interacts with others without distraction.
- Grade C: Student engages in tasks, interacts with others with limited distraction.
- Grade D: Student engages in tasks, interacts with others with distraction.
- Grade F: Student does not engage in tasks, interacts with others with distraction.

No Classroom Behaviors yet.

Select Classes
Class 50126 Students

<table>
<thead>
<tr>
<th>StudentID</th>
<th>Full Name</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Demo Student 1</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Demo Mid-year Move</td>
<td></td>
</tr>
</tbody>
</table>
Adding School Rules

To add School Rules to a student, select the box next to the students name AND the box next to the School Rules.
Editing School Rules

Select “Edit” next to the student’s name

This screen appears after selecting “Edit

After finished with the “Edit,” select “Update

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10.4. Set Goals
There are two ways to access the Set Goals Main Page

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

![Set Goals Main Page](image1)

2. Return to the homepage and select Set Goals from the eDBRC Management Box

![Home Page](image2)
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”
10.5. 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
Select additional teachers to monitor student

Do not forget to “Add” teacher
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.
10.6 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

![Image 1](image1.png)

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

![Image 2](image2.png)
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.
10.6.1 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”

<table>
<thead>
<tr>
<th>Behavior/Trait</th>
<th>Scales</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
<th>Grade D</th>
<th>Grade E</th>
<th>Grade F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect School Property</td>
<td>Qualitative</td>
<td>Makes an effort to keep area clean and clear for school property.</td>
<td>Makes an effort to keep area clean and clear for school property.</td>
<td>Makes an effort to keep area clean and clear for school property.</td>
<td>Makes an effort to keep area clean and clear for school property.</td>
<td>Makes an effort to keep area clean and clear for school property.</td>
<td>Makes an effort to keep area clean and clear for school property.</td>
</tr>
<tr>
<td>On Task</td>
<td>Qualitative</td>
<td>Student fully engages in assigned tasks for duration or until completed, when finished. Stays on task and related learning activities, or helps others.</td>
<td>Student fully engages in assigned tasks for duration or until completed, when finished. Stays on task and related learning activities, or helps others.</td>
<td>Student fully engages in assigned tasks for duration or until completed, when finished. Stays on task and related learning activities, or helps others.</td>
<td>Student fully engages in assigned tasks for duration or until completed, when finished. Stays on task and related learning activities, or helps others.</td>
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<td>Student fully engages in assigned tasks for duration or until completed, when finished. Stays on task and related learning activities, or helps others.</td>
</tr>
</tbody>
</table>

Critical Incident: ☐ Yes ☐ No
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.
10.6.2 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

![Image of the Electronic Daily Behavior Card System (eDBRC) interface showing report generation options for individual behaviors.]

- Report Type:
  - DBRC Report
  - DAILY Report

- Report Dates:
  - Start Date: 09/01/2008
  - End Date: 09/01/2008

- Select Card:
  - Individual Behaviors
  - Average All Behaviors

- Select Behavior(s): (CTRL+Left Mouse) for multiple selection

[Generate Report]
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)

Teacher: Demo Barros
Student: Demo Student 1
Date: October 11, 2008

Protect School Property

Respect Peers and Teachers

On Task

Your Student’s Daily Score

A

AWESOME

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 (B)

Teacher: Demo Barros
Student: Demo Student 1
Date: October 11, 2008

Protect School Property

Respect Peers and Teachers

On Task

Your Student’s Daily Score: B
GREAT JOB.

KEY

A 5 - 4.5
B 4.49 - 3.5
C 3.49 - 2.5
D 2.49 - 1.5
E 1.49 - 0.5

Teacher Signature ______________________ Parent Signature ______________________

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Daily Report (C)
Daily Report (D)

Teacher: Demo Barnes  
Student: Demo Student 1  
Date: October 11, 2008

Protect School Property

Respect Peers and Teachers

On Task

Your Student’s Daily Score
D

KEEP TRYING.

KEY

A: 5.0 - 4.5  
B: 4.49 - 4.0  
C: 3.99 - 3.5  
D: 3.49 - 2.9  
E: 2.49 - 2.0  
F: 1.49 - 0.5

Teacher Signature ____________________  
Parent Signature ________________
Daily Report (F)
10.7 Parent Page

http://edbrc.tamu.edu/parents/login.php

Parents can only “Generate Reports”

Report Option 1 (DBRC Individual Behaviors)
DAILY BEHAVIOR REPORT CARD (09/01/2008 - 09/05/2008)

Teacher: Demo Barros  
Student: Demo Student 1  
Date: October 11, 2008

<table>
<thead>
<tr>
<th></th>
<th>Protect School Property</th>
<th>Respect Peers and Teachers</th>
<th>On Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Sep 1</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Tue, Sep 2</td>
<td>D</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Wed, Sep 3</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Thu, Sep 4</td>
<td>B</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Fri, Sep 5</td>
<td>D</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

Teacher Signature ___________________  
Parent Signature ___________________
Report Option 2 (DBRC Averaged Behaviors)
Report Option 3 (Daily Report)
**Selected References**


