**Is a Daily Behavior Rating an acceptable way to monitor the progress of students who receive Tier 2 supports for behavior?**

*The use of a Behavior Report Card or Daily Behavior Rating (DBR) to monitor the progress of students receiving Tier 2 interventions for behavior is an accepted practice in the field of education. The following articles provide empirical support for this practice. If you’d like additional information, please contact the RtI:B Database support team: rtidb@usf.edu*

**References:**

*Chafouleas, S. M., Christ, T. J., & Riley-Tillman, T. C. (In press). Generalizability and dependability of scaling gradients on direct behavior ratings. Educational and Psychological Measurement.*

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*LeBel, T., Kilgus, S., Briesch, A., & Chafouleas, 2010. The impact of training on the accuracy of teacher-completed direct behavior ratings (DBRs). Journal of Positive Behavior Interventions, 12 (1), 55-63).*

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***Summary statements from the literature:***

* **DBRs have been shown to be flexible, feasible, and efficient for use with a variety of populations in the areas of intervention and communication** (Chafouleas, Riley-Tillman, & Sassu, 2006; Crone, Horner, & Hawken, 2004).
* **A growing body of evidence has given support to the technical adequacy of DBRs in behavioral assessment** (e.g., Chafouleas, Christ, & Riley-Tillman, in press; Chafouleas, Christ, et al., 2007; Chafouleas, McDougal, Riley-Tillman, Panahon, & Hilt, 2005; Riley-Tillman, Chafouleas, Sassu, Chanese, & Glazer, 2008; Steege, Davin, & Hathaway, 2001).
* **Overall, it appears that participants were able to reasonably approximate expert ratings when using a DBR.** (LeBel, Kilgus, Briesch, & Chafouleas, 2010).