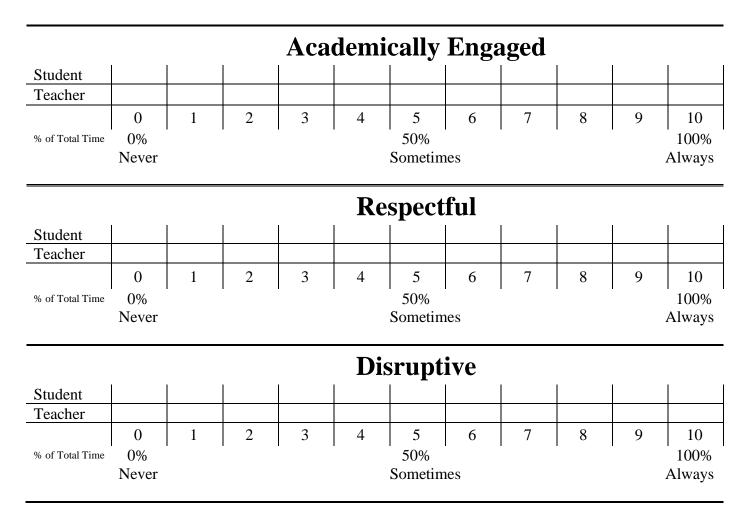
## **Direct Behavior Rating-Self Monitoring (DBR-SM)**

Date: M T W Th F	Student Name:	<b>Describe any change(s) in the typical classroom routine</b> (e.g., fire drill, assembly, field trip, etc.):
Observation Time: Start: End:	<b>Behavior Descriptions</b> : <b>Academically engaged</b> is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.	
Check if unable to observe	<ul> <li><b>Respectful</b> is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.</li> <li><b>Disruptive</b> is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.</li> </ul>	

**Directions**: At the end of an instructional period, the student places a mark along the scale that best reflects <u>the percentage of total</u> <u>time</u> the target behavior was exhibited. Next, the teacher places a mark along the scale that best reflects <u>the percentage of total time</u> the student displayed the target behavior. Finally, briefly discuss agreement/disagreement in ratings. Discussions should be objective, encouraging, and positive. Avoid any harsh or punitive discussions of behavior exhibited or disagreement.



Direct Behavior Rating - Self-Monitoring forms were created by Wesley A. Sims, Ph.D., NCSP.

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