

Contents

1. Introduction to School-Based Behavioral Assessment	1
What Is School-Based Behavioral Assessment and Why Is It Needed?	2
How Are Decisions Made about Where to Focus Assessment Efforts?	3
How Are Assessment Tools Selected?	6
<i>Why Do You Need the Data?</i>	6
<i>Which Tools Are Best Matched to Assess the Behavior of Interest?</i>	9
<i>What Decisions Will Be Made Using These Data?</i>	9
<i>What Resources Are Available to Collect These Data?</i>	9
Concluding Comments	10
 2. Behavioral Assessment within the Context of the Whole School	 11
Why Look at the Whole-School Context?	11
<i>Leading with a Team</i>	12
<i>Adopting a Systems Perspective</i>	12
<i>Teaching and Encouraging Prosocial Skills</i>	13
<i>Discouraging Rule-Violating Behaviors</i>	14
<i>Maintaining a Continuum of Positive Behavior Supports</i>	14
<i>Using Data to Guide Decision Making and Action Planning</i>	15
What Are the Guidelines for Whole-School Assessment and Monitoring?	15
<i>Start by Developing the Questions That Need to Be Answered to Improve Important Academic and Behavioral Outcomes</i>	15
<i>Start with Existing Data Sources</i>	15
How Do You Use Whole-School Data Collected from ODRs?	16
<i>Use a Consistent Form</i>	16
<i>Collect, Input, Summarize, and Evaluate Data as Events Occur and When Questions Need to Be Answered</i>	17
<i>Assess Fidelity of Implementation</i>	24
<i>Evaluate from a Systems Perspective</i>	24
What Are the Strengths of Using ODR Data?	26
<i>Easily Accessible/Already Available</i>	26
<i>Useful in Describing and Assessing School Climate</i>	26
<i>Easy for Stakeholders (e.g., Teachers) to Use</i>	26

What Are the Weaknesses of Using ODR Data?	26
<i>Potential Time Consumption</i>	26
<i>Focus on Rule Violations and Problem Behaviors</i>	27
<i>Difficulty in Establishing and Maintaining Consistent and Accurate Use by Individual Teachers and Administrators</i>	27
<i>Misinterpretation</i>	27
Concluding Comments	27

3. Using Extant Data in Behavioral Assessment

31

What Are Extant Data and Why Use Them?	31
What Types of Extant Data Might Be Available for Academic Behaviors?	32
<i>Performance Summaries</i>	32
<i>Work Samples</i>	35
<i>Curriculum-Based Assessment</i>	37
What Types of Extant Data Might Be Available for Social Behaviors?	38
How Do You Decide Which Information Might Be Useful?	42
How Do You Summarize Data Collected?	42
What Are the Strengths Associated with Using Extant Data?	44
<i>Easily Accessible/Already Available</i>	44
<i>Reduced Risk of Reactivity</i>	44
<i>Contextually Relevant</i>	45
What Are the Weaknesses Associated with Using Extant Data?	45
<i>Could Easily Become Time Consuming</i>	45
<i>May Paint a Limited Picture</i>	45
<i>Difficulty in Establishing and Maintaining Consistent and Accurate Use</i>	45
<i>Unknown Psychometric Adequacy</i>	46
Concluding Comments	46

4. Systematic Direct Observation

50

What Is SDO and Why Use It?	50
What Are Specific Techniques for SDO?	51
<i>Event-Based Recording</i>	53
<i>Time-Based Recording</i>	57
How Do You Select and Define Behaviors to Be Observed during SDO?	62
How Do You Choose a System for Collecting SDO Data?	63
How Do You Summarize Data Collected from SDO?	65
What Are the Strengths Associated with SDO Techniques?	66
<i>Directness</i>	66
<i>Flexibility</i>	66
<i>Usefulness in Progress Monitoring</i>	67
<i>Standardized Procedures</i>	68
<i>Minimal Cost for Materials</i>	68
What Weaknesses Are Associated with SDO Techniques?	68
<i>Difficulty with Definition Specificity</i>	68
<i>Reactivity</i>	69
<i>Observer Error and Observer Drift</i>	69
<i>Limited Feasibility in Terms of Training and Intrusiveness</i>	71
<i>Difficulty Monitoring Low-Frequency Behaviors</i>	71
<i>Generalizability</i>	71
Concluding Comments	72

5. Direct Behavior Ratings

76

What Are DBRs and Why Use Them?	76
When Should DBRs Be Used?	78
How Should You Design the DBR Form?	80
<i>What Is the Target Behavior and Who Is the Focus of the Rating?</i>	80
<i>What Scale for Rating Should Be Used?</i>	81

<i>When, Where, and How Often Will Data Be Collected?</i>	81
<i>Who Will Conduct the Rating?</i>	82
<i>Will DBRs Be Tied to Consequences?</i>	84
What Should Be Considered When Implementing DBR Procedures?	84
How Are DBR Data Summarized?	89
What Are the Strengths of DBRs?	90
<i>Highly Flexible</i>	90
<i>Highly Feasible, Acceptable, and Familiar</i>	90
<i>High Potential for Use in Progress Monitoring</i>	90
<i>Reduced Risk of Reactivity</i>	91
<i>Can Be Used in Both Assessment and Intervention</i>	91
<i>Minimal Cost for Materials</i>	91
What Are the Weaknesses of DBRs?	91
<i>Rater Influence</i>	91
<i>Limited Response Format</i>	92
<i>Limited Knowledge about Psychometric Adequacy</i>	92
Concluding Comments	92
6. Behavior Rating Scales	101
What Are Behavior Rating Scales and Why Use Them?	101
<i>Perception</i>	102
<i>Cluster</i>	103
<i>Comparison</i>	104
When Should a Behavior Rating Scale Be Used?	104
What Are Some of the Available Behavior Rating Scales?	108
<i>Behavior Assessment System for Children, Second Edition</i>	108
<i>ADHD Rating Scale–IV</i>	109
How Do You Summarize Data Collected from Behavior Rating Scales?	110
What Are the Strengths Associated with Behavior Rating Scales?	110
<i>Reliable Estimates of Multiple Behaviors</i>	110
<i>Use for Screening, Diagnostic, and Evaluative Purposes</i>	112
<i>Feasibility When Administered Infrequently</i>	112
<i>Assistance with Assessment of Low-Frequency Behaviors</i>	112
What Are the Weaknesses Associated with Behavior Rating Scales?	113
<i>Limited Evidence of Use in Progress Monitoring</i>	113
<i>Limited Use in Intraindividual Comparison</i>	113
<i>Influence of the Rater</i>	113
<i>Potential Cost</i>	114
<i>Focus on Problems Rather Than Strengths</i>	114
Concluding Comments	114
7. Putting It All Together: Selecting Behavioral Assessment Tools	115
Selecting Behavioral Assessment Tools: Returning to the Guiding Questions	115
<i>Why Do You Need the Data?</i>	115
<i>Which Data Do I Need?</i>	118
Case Examples	121
<i>Case Example: Chris</i>	122
<i>Case Example: Susie, Sally, and Sandy</i>	122
<i>Case Example: Kindergarten Students at Pine Grove School</i>	124
Concluding Comments	124
Appendix. Guidelines for Summarizing and Interpreting Behavioral Data	127
References	139
Index	145