Step 2: Data Collection

The Individual Behavior Rating Scale (IBRST) is a progress monitoring tool informing the team about effectiveness of intervention strategies and helps to make decisions about changes needed in the behavior intervention plan. The IBRST is a practical data collection strategy developed by the team to evaluate the status of the student's behavior, evaluate progress and determine whether revisions to the intervention plan are needed. Data collection procedures should be simple and efficient for typical classroom personnel to implement.

Data collected will be useful for the team in answering the following questions:
- △ Is the student's challenging behavior one that should be targeted for intervention?
- △ Are the intervention strategies effective in decreasing the student's challenging behavior after implementation?
- △ Is the student using the replacement behavior in place of the challenging behavior?
- △ Are the goals of the intervention being met?
- △ Are modifications to the intervention plan needed? If so, what types of modifications need to be made?
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OBJECTIVES
- △ The team will establish use of the IBRST, a method for daily data collection, for the student's identified goals.
- △ The educators responsible for collecting the data will test the IBRST's feasiblity and functionality.

Developing the IBRST (page 28-33)

Setting Up the IBRST
- △ Determine the time period(s) or routine(s) in which the behavior will be monitored
- △ Select the most appropriate measurement metric for each behavior
- △ Determine anchor points to represent degrees of each behavior and set up a 5-point Likert scale based on these anchor points
- △ Training the individuals who will be responsible for recording the behavior on the correct use of the IBRST

Determine When to Monitor Behavior
- △ Determine the time period(s) or routine(s) in which each behavior will be monitored
- △ IBRST is flexible:
  - o some teams may select to monitor the behavior performance over an entire school day or
  - o monitor during specific routines in which challenging behaviors are highly likely to be observed or
  - o monitor behavior performance during specific time frames, such as morning, afternoon, during each hour, period, activity or subject

Select the Measurement Metric
- △ *Frequency* or the number of times of occurrence
- △ *Duration* or the length of time of occurrence
- △ *Percentage* of specific time periods
- △ *Intensity*, specifically for those behavior that typically escalate from mild to intense levels
- △ *Latency* or the length of time between request and behavior performance

What will be the easiest way to measure this behavior?
What measure will most likely capture significant behavior change?

When to Measure Frequency

When to Measure Duration

When to Measure Percentage

When to Measure Intensity

Frequency Anchor Points – Example (page 31)

"Think back over the last month"

What would you consider to be a typical bad day? (i.e., how many times would you estimate (the student) does (specific behavior) during the (day or specific routine)?
△ **The response provided can be set at Rating 4-most typical.**
Then a terrible day would be more than the typical day metric.
△ **The response can be set at Anchor 5.**
U**What would be a fantastic day for (the student)? (i.e., how many times would you like to see the behavior occur to consider it a fantastic day?**
△ **The response can be set at Anchor 1**
What would be a good day?
△ **The response would be set at Anchor 2**
What would be a so-so day (not good but not really bad)?
△ **The response would be set at Anchor 3**.

Behavior	Rating				
		5	5	5	5
		4	4	4	4
		3	3	3	3
		2	2	2	2
		1	1	1	1

Duration Anchor Points – Example (page 32)

Behavior	Rating				
		5	5	5	5
		4	4	4	4
		3	3	3	3
		2	2	2	2
		1	1	1	1
		5	5	5	5
		4	4	4	4
		3	3	3	3
		2	2	2	2
		1	1	1	1

Intensity Anchor Points – Example (page 33)

Behavior	Rating				
		5	5	5	5
		4	4	4	4
		3	3	3	3
		2	2	2	2
		1	1	1	1
		5	5	5	5
		4	4	4	4
		3	3	3	3
		2	2	2	2
		1	1	1	1

Individualized Behavior Rating Scale Tool

Student _____ Date _____

Teacher(s) _____ School _____

Behavior	Rating	Dates																
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Student _____ Date _____

Teacher(s) _____ School _____

KEY

Challenging Behavior:

Time/Routine:	___ All day	___ Specific Time/Routine:

Definition:

5 = Extremely difficult day
4 = Typical bad day
3 = So-so day
2 = Good day
1 = Fantastic day

Replacement/alternate desired behavior:

Time/Routine:	___ All day	___ Specific Time/Routine:

Definition:

5 = Fantastic day
4 = Good day
3 = So-so day
2 = Typical bad day
1 = Extremely difficult day

Replacement/alternate desired behavior:

Time/Routine:	___ All day	___ Specific Time/Routine:

Definition:

5 = Fantastic day
4 = Good day
3 = So-so day
2 = Typical bad day
1 = Extremely difficult day

TRAINING THE TEACHER

The easiest and best way to train the teacher in using the IBRST is to ask them to use it immediately after development. If your meeting is at the beginning of the school day, once the IBRST is developed, say,

"Let's test this out.
Think about the student's behavior yesterday.
What would you rate (problem behavior #1) for yesterday?"

After the teacher gives the response, ask them "why did you select that rating?" If it appears the teacher is comfortable with how to rate the behavior and they seem to understand how to use the tool, repeat the practice for all other behaviors on the IBRST and get started collecting baseline data.

The Role of a PTR Facilitator: Developing an IBRST Tool

Developing an Individualized Behavior Rating Scale Tool (IBRST) (Page 36)

1. *Summary.* The teams must have explicitly developed operational definitions for each target behavior when starting the IBRST data progress monitoring process. They will need to decide on the best method for measuring those behaviors by focusing on the areas of greatest concern (Typically the easiest measure is frequency or how often the behavior occurs). The team will need to establish appropriate ratings for recording the target behaviors. It is essential for the team to determine the most effective and accurate way to measure and record the student's behavior because the information obtained throughout the data collection process will allow the team to make appropriate decisions when completing the FBA and developing the behavior plan.

2. *PTR Facilitator Role.* The facilitator's primary responsibility is to guide the team in making decisions about how the target behaviors will be measured. To do this effectively, the facilitator will need to be well-versed in measurement procedures and will need to apply that knowledge in questioning the team throughout the IBRST development process.