

## **Behavior Rating Form: Instructions**

1. In the left-hand column, list the behaviors you are tracking for the student—make sure that everyone agrees on the operational definition for the behavior.
2. In the next column, identify the scale—base this on how often the behavior typically occurs. For example, if a problem behavior never occurs more than 5 times in a day, you might have 1 represent 0-1 time, 2 represent 2-3 times, 3 represent 3-4 times, and 4 represent 5 or more. If on the other hand a behavior occurs many times per day, you would want your range to be much larger (e.g., 1 might be scored if the behavior occurs 0-3 times, 2 if the behavior occurs 4-8 times).
3. Record the dates the teacher should take data during in the top row.
4. Meet with the teacher and explain to him or her how the data sheet should be used. Ask the teacher to complete the data sheet as soon as possible after his or her last contact with the student. Tell the teacher how often to turn the form in and who to give it to. Make sure the teacher understands how the data will be used and how to request assistance if needed.

# Behavior Rating Form

Student: \_\_\_\_\_

Behavior		Date																		
	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10+ times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4