

# Behavioral-Progress Monitoring Using the Electronic Daily Behavioral Report Card (e-DBRC) System

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**ABSTRACT:** In this article, the authors present an overview of a Web-based electronic system for behavioral-progress monitoring. Behavioral-progress monitoring is necessary to evaluate responsiveness to behavioral interventions, the effects of positive behavioral support, and the attainment of individualized education program goals and objectives. The authors provide a conceptual overview for a criterion-referenced behavioral-progress monitoring program referred to as the electronic daily behavioral report card (e-DBRC) system. Moreover, they describe the scaling and report card generation approach used by the e-DBRC system for behavioral-progress monitoring, and discuss research and practice issues regarding the e-DBRC system.

**KEYWORDS:** *daily behavior report cards, e-DBRC, emotional and behavioral disorders, positive behavioral support, problem behavior, progress monitoring*

Fisher is a third-grade student with an emotional and behavioral disorder who spends a large portion of his day in a regular education third-grade classroom. During his individualized education program (IEP) meeting, his third-grade teacher, Ms. Parker, identified three behaviors of concern that could determine whether Fisher was able to stay in the regular education setting. Ms. Parker indicated that Fisher had difficulties staying in his seat. Fisher would also yell in class to get attention. He could also become noncompliant and would refuse to follow Ms. Parker's directions. As part of Fisher's IEP, the special education teacher, Ms. Parker, and Fisher's parents constructed a behavior-support plan and decided to monitor Fisher's behavioral progress by using a daily behavior report card.

Monitoring behavior is a critical part of special education and service delivery for students with learning and behavior problems. School personnel monitor student behavior to gauge responsiveness to interventions implemented in the pre-referral process, to determine the effects of positive behavioral-support plans, and to monitor the goal and objectives for IEPs (Gresham, 2004). The typical approach for monitoring behavioral progress is to use social and behavioral scales. Unfortunately, many social skills and

behavioral scales are too global to be useful in monitoring student behavior (Gresham, 2005). For example, Hosp, Howell, and Hosp (2003) examined the items that were typically used on 9 popular behavior-rating scales to determine their usefulness in planning and monitoring behavioral interventions. Hosp et al. reviewed 14 forms from 9 published behavior-rating scales and categorized the scales according to a positive action, a negative action, a lack of positive action, or a lack of negative action. Results of their review indicate that most scales are composed of negative action items. Hosp et al. described a lack of *action questions*, meaning that the behavioral ratings did not include actions that could be observed (i.e., the majority of items are highly inferential). From their review, Hosp et al. concluded that current behavior-rating scales are not useful tools for planning behavioral support or for monitoring behavioral progress.

Global measures of social behaviors have their place. Within the context of a prevention-based model, universal screening is an important part of early identification of students with emotional and behavioral disorders (EBD; Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007). For instance, the Systematic Screening for Behavior Disorders is a reliable and valid universal screening instrument for externalizing and internalizing behavioral disorders using a multiple gating approach (Walker & Severson, 1990; Walker et al., 1990). Despite the importance of normative

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universal screening measures for prevention and identification of EBD, global measures of social behavior may not be appropriate for systematic formative evaluation and behavioral-progress monitoring.

Behavioral-progress monitoring is a necessary component of positive behavioral support, social-skills training for students with EBD, and behavior-intervention plans. The primary method for monitoring behavioral progress of students with problem behavior and EBD is direct behavioral observation (Hintze, 2005). Direct observations can be a reliable and valid approach to monitoring behavioral response to intervention (Hintze & Matthews, 2004). Behavioral researchers in applied-behavior analysis, social interaction, positive-behavior support, and behavior disorders have demonstrated the technical adequacy, sensitivity, utility, and social validity of systematic behavioral observations (Bakeman & Gottman, 1997; Barlow & Hersen, 1984; Eckert, Martens, & DiGennaro, 2005; Hintze & Matthews; Leff & Lakin, 2005; Volpe, DiPerna, Hintze, & Shapiro, 2005; Wilson & Reschly, 1996). Despite consideration of direct observational data as the gold standard in research on the social behavior of students (Wilson & Reschly), the collecting of direct observation data often is too cumbersome for teachers to efficiently complete (Hintze & Matthews). Data collection and progress monitoring are time consuming, and, not surprisingly, teachers often view these practices as a barrier to instruction and incompatible with teaching (Gunter, Callicott, Denny, & Gerber, 2003). However, the legal requisites for behavioral monitoring and best practice for development and evaluation of intervention necessitate an efficacious method of progress monitoring that is both scientifically sound and socially valid. Moreover, behavioral-progress monitoring is needed as a measurement alternative to traditional direct observations and broad-scale behavioral ratings.

In this article, we describe an electronic data-based system for behavioral-progress monitoring for students with EBD. The *Electronic Daily Behavioral Report Card (e-DBRC) system* is a criterion-referenced behavioral-progress monitoring system. The e-DBRC system provides an approach that can be used for the formative monitoring of behavioral progress. In the following sections, we first provide a conceptual overview of the e-DBRC system. Second, we look at current scaling approaches used by the e-DBRC system for behavioral-progress monitoring. Last, we discuss research and practice issues regarding the e-DBRC system.

### Overview of e-DBRC

In attempting to address many of the issues regarding behavioral-progress monitoring for students with learning and behavior problems, we designed and are currently conducting research on a Web-based system for gauging inter-

vention responsiveness and monitoring behavioral progress. The e-DBRC system is a criterion-referenced, Web-based behavioral-progress-monitoring system that formatively records student behavior progress across time. The concept of frequent progress monitoring is not new, and a variety of formats for formative-behavioral-progress monitoring exists in the research literature (Chafouleas, Riley-Tillman, & Sugai, in press; Fairbanks, Sugai, Guardino, & Lathrop, 2007). However, a Web-based program that summarizes direct behavioral rating data in a concise report card format could provide an important next step in the application of behavioral-progress monitoring.

The e-DBRC is a criterion-referenced electronic and Web-based behavioral-progress monitoring system that uses a hybrid of direct behavior ratings (Chafouleas et al., in press) and goal-attainment scaling approaches (Kiresuk & Sherman, 1968). It is scaled by using a goal-attainment approach (Kiresuk & Sherman) and uses formative progress monitoring of student behaviors across time (Chafouleas et al., in press). The e-DBRC is a flexible method for the daily rating of targeted student behaviors and for sharing this information among education professionals, students, parents, and other stakeholders. The emerging research base on direct behavior ratings and daily behavior report cards indicates that the approach is an effective and relatively efficient method of monitoring, reporting, and intervening with children's problem behavior (Chafouleas, McDougal, Riley-Tillman, Panahon, & Hilt, 2005; Chafouleas, Riley-Tillman, & Sassu, 2006; Steege, Davin, & Hathaway, 2001). Moreover, the e-DBRC is available as a measure of response to intervention in the same manner as direct behavior observations. The prompt feedback provided to teachers, students, and parents enables daily behavior report cards to be a stand-alone intervention or to be used in conjunction with other behavioral-intervention approaches.

### Scaling in e-DBRC

Scaling is a critical issue in behavioral-progress monitoring. The particular approach to scaling in the daily behavior report cards in the e-DBRC system is somewhat unique and involves a combination of direct behavior ratings and goal-attainment scaling. Various authors have suggested that direct behavior ratings are a viable approach for the ratings used in daily behavior report cards and for behavioral-progress monitoring. Chafouleas et al. (in press) refer to direct behavior ratings of targeted behavior as one feasible method that could be used in lieu of direct observational data; they are a "hybrid of assessment tools that combine characteristics of systematic direct observation and behavior rating scales" (p. 1). Similar to systematic, traditional direct observations, direct behavior ratings can be used repeatedly for formative evaluation of behavioral progress. A direct behavior rating can be used in the context of a daily

behavioral report card to represent problem or alternative behavior that occurs over specified periods of time or under specific conditions (Chafouleas et al., in press). A measure of direct behavior ratings is considered a daily behavior report card when a specific behavior is monitored at least daily and the subsequent results are shared with someone other than the rater (Chafouleas, Riley-Tillman, & McDougal, 2002).

The scaling approach in the e-DBRC system also relies on goal-attainment scaling. The direct behavior ratings in the e-DBRC system are scaled by using goal-attainment scaling (Kiresuk & Sherman, 1968; Roach & Elliott, 2005). Goal-attainment scaling is frequently used in clinical psychology and is usually defined as having five categories. The center of the scale (0) represents expected progress toward a long-term goal. The value 1 represents *progress somewhat better than expected*, and the top score of 2 represents *much or far better than expected*. The lower values -1 (*somewhat*) and -2 (*much less than expected*) are balanced counterparts to the values 3 and 4, respectively. Rather than center the scale at a student's present performance, we centered it on expected improvement. Goal-attainment scaling has been recommended as a means for program evaluation in special education (Carr, 1979; Maher, 1983; Roach & Elliott) and seems well suited for behavioral-progress monitoring (Roach & Elliott). Goal-attainment scaling was first described by Kiresuk and Sherman as an individualized and specific approach to the evaluation of mental health intervention. A primary feature of goal-attainment scaling is the development of a process for evaluating levels of goal attainment that can be used for criterion-referenced program evaluation (Kiresuk & Sherman).

In goal-attainment scaling, the teacher develops a 5-point goal-attainment scale by first identifying the issues or target behavior that will be the primary focus of intervention (Kiresuk & Sherman, 1968). Prioritizing the most important issues for intervention is an important first step. Second, the identified problems to be addressed are translated into goals. Goals are evaluated and then given a label, which is referred to as an *indicator*. Third—and perhaps most important—a set of indicators that can be used to measure progress toward the identified goal is developed. An indicator is the behavior, affective state, skill, or process that most clearly represents a particular goal and can be used to indicate progress in meeting the goal. For example, the target behavior and goals of reducing student aggression and making new friends may have indicators of (a) kicking students on the playground and (b) spending time with students on the playground, respectively. Fourth, the expected levels of an outcome are then specified for each indicator. This outcome might be for the student to decrease kicking at recess or to interact with 2 or more new playmates at recess. After the expected level of an outcome is determined, the

levels of *somewhat more*, *much more*, *somewhat less*, and *much less* are specified for the scale. In our example, a range with limits might be given for aggression and making new friends, creating levels of behavior. The end result of the process is a set of scales, each representing a particular indicator and having five levels ranging from -2 to 2, with 0 being the expected level of performance. For example, the goal of reducing aggression might be scaled from -2 (*hits others 4 to 6 times during the day*) to 2 (*hits others 1 or no times during the day*).

The e-DBRC system uses the approaches of direct behavior rating (Chafouleas et al., in press) and goal-attainment scale (Kiresuk & Sherman, 1968) in the development of an individualized measurement scale. The derived scales have three main types: (a) frequency counts and rates (counts per unit of time), (b) measures of duration, including response delay or latency, and (c) qualitative judgment scales. Qualitative judgment scales are needed when behavioral occurrences commonly vary in important ways (e.g., by severity, disruptiveness, or responsiveness to teacher direction). With this framework of scale creation, the e-DBRC scales are (a) goal oriented, (b) centered on the student to maximize their sensitivity to growth or change over time, and (c) value laden.

*Goal oriented.* The e-DBRC scale's goal orientation comes from its derivation from a student's IEP. An IEP states a long-term goal and medium-term objectives for a student, but without necessarily providing a scale or method of measuring progress toward the goal and objectives. Some IEPs do so more than others. A useful scale would be able to measure student behavior not only at 6-week intervals and year's end, but frequently enough to provide teachers evidence for modifying instruction or motivation systems. Those shorter intervals may be weekly or even daily.

*Centered on an individual student's performance.* The second important e-DBRC property is the centeredness on an individual student's performance. Frequent measurement is worthwhile only if the method being used is discriminating enough to capture the probable variation in behavior over short periods, from one day or week to the next. For simple count scales, sensitivity is rarely a problem. However, judgment scales may lack sensitivity unless they possess a sufficient number of gradations or judgment categories and are properly centered on the student. Generally, the more gradations or separate values on a judgment scale, the more sensitive that scale is—with two caveats. First, with increased numbers of scale gradations, reliable discriminations between adjoining categories become more difficult. Second, the scale must be centered on the student. Centering focuses on the development of a scale with reference to the student's present level of performance and lowest and highest potential performance levels. The top value of the scale should describe behavior just above what the student

is likely to attain over the total measurement period (often 1 school year), given an intensive intervention. The bottom of the scale should describe behavior as low (inappropriate, immature, or dysfunctional) as the student typically exhibits on a bad day. The student's present typical performance should lie in the bottom third of the scale, to provide greater sensitivity at the upper end.

*Value laden.* The third major characteristic of the e-DBRC scale is that it is value laden (i.e., social values are laid on a raw behavior scale; e.g., behavior counts). As we previously described, goal-attainment scaling overlays social valuation to determine how well the students are progressing toward their goal (i.e., expected, somewhat better, much worse, etc.) The e-DBRC uses a different sort of valuation: report card letter grades. Letter grades are understood by teachers, parents, and students. The considerations that go into assigning a letter grade may be several: mastery of materials, comparison with peers, test scores, effort, improvement, and so forth. However, the social values inherent in the final report card grade are well understood. The e-DBRC begins with a behavioral measurement scale and overlays letter grades onto that scale to imbue the behavioral measure with social valuation. Thus, the attention of the recipient (student or parent) shifts from the behavior to the grade. Instead of focusing on a change in behavior rate from 20% to 40%, the end user focuses on the social valuation of those rates, reflected in the report card grade. The change from 20% to 40% will be especially meaningful if it moves the student from a C grade to a B grade.

### Steps in Creating an e-DBRC

The e-DBRC system is a flexible approach to behavioral assessment with potentially widespread applicability for behavioral-progress monitoring. The e-DBRC system currently is in its developmental stages, and the beta version can be accessed at <http://e-dbrc.tamu.edu/login.php> (Vannest, Burke, & Adiguzel, 2006). A critical area of investigation within this developmental stage of the e-DBRC system is providing a demonstration that student problem behaviors can be captured and displayed electronically. Creation of a report card by using the e-DBRC system consists of four steps (see Appendix A). Appendix B provides a list of considerations important in the creation of an e-DBRC.

#### *Step 1: Selection of Behavioral Indicators*

The initial step in the creation of an e-DBRC is to select behavioral indicators. *Behavioral indicators* are short, accurate descriptions of a target behavior (either problem or alternative) or group of behaviors that are important for monitoring. Typically, no more than 3–5 behavioral indicators are selected for monitoring. The behavioral indicators chosen for monitoring can vary depending on the purpose for monitoring. Problem behaviors or alternative behaviors could

be targeted for monitoring. The behaviors chosen may be part of a pre-referral intervention plan, a behavioral-support plan, or the behavioral objectives from an IEP.

#### *Step 2: Scale Creation*

A behavior-attainment-scaling approach is used for scale creation. Behavioral attainment scaling is a hybrid scaling procedure borrowed from the goal-attainment-scaling literature and work by Chafouleas et al. (2005) on direct behavior ratings. *Behavioral indicators* are defined as specific behaviors that can easily be monitored across all settings and can be used to show a student's progress. Behavioral indicators are scaled using the behavior-attainment-scaling approach on a 4-point A–D grading scale (see Table 1). The A–D grading scale is used because of the intuitive appeal of report card grades and the students', teachers', and parents' familiarity with this scale.

#### *Step 3: Selection of Progress-Monitoring Schedule*

Once behavioral indicators and a scaling for each indicator are complete, the next step is to select a progress-monitoring schedule. There are no preset guidelines for who must monitor or how often a specific set of behavioral indicators should be monitored. Selection of a progress-monitoring schedule can vary depending on the user, student, and setting. For example, elementary-school students who are self-contained may need to be monitored by activity or room schedule, and these intervals could vary (e.g., one every 30 min; or morning circle is 15 min, but math centers are 30 min). Moreover, the monitoring may only include one or two teachers. In contrast, students in middle or high school may have multiple classes with multiple teachers. Accordingly, the selection for monitoring may occur differently and represent each class period or block of classes depending on the needs of the student and teachers' ability to perform the ratings.

#### *Step 4: Selection of e-DBRC Format*

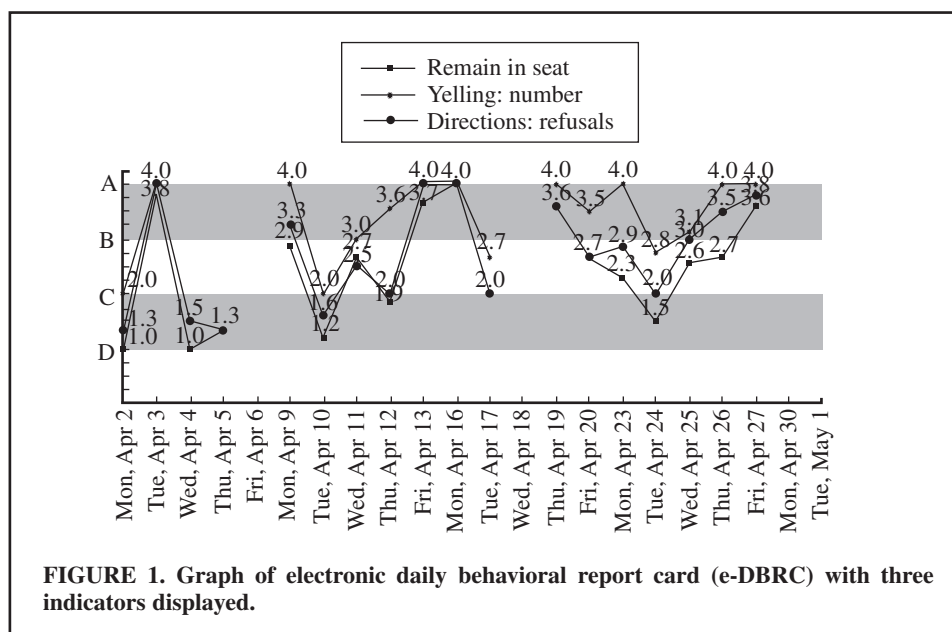
Two options currently are available in the e-DBRC system for formatting the display of the behavioral indicators monitored. The first reporting format, shown in Figure 1, provides each behavioral indicator separately. The second reporting format, shown in Figure 2, consists of an average of the behavioral indicators being monitored across both raters (i.e., teachers) and settings (e.g., social studies, physical education). Both formats present the results of the ratings for the behavioral indicators across time. By displaying the results across time, educators can chart a baseline and monitor interventions for responsiveness.

### Research and Practice Issues Regarding the e-DBRC

Several research and practice issues regarding behavioral-progress monitoring have yet to be resolved. Research is

**TABLE 1. Example of Electronic Daily Behavioral Report Card Input for One Time Segment**

Indicator	Scale	Grade A	Grade B	Grade C	Grade D
Follows all directions given by teacher	Latency	Within 4 s	Within 4–10 s	Within 11–20 s	More than 20 s
Cooperates with peers during group work	Topography	Finishes part assigned by self	Finishes with help from peer	Does not finish part assigned, but does not disrupt group	Does not finish part assigned and disrupts group
Time on task	Duration	90–100%	80–89%	70–79%	Less than 70%
Keeps hands and feet to self	Frequency	Touches others 1 time	Touches others 2–3 times	Touches others 4–5 times	Touches others 6 or more times

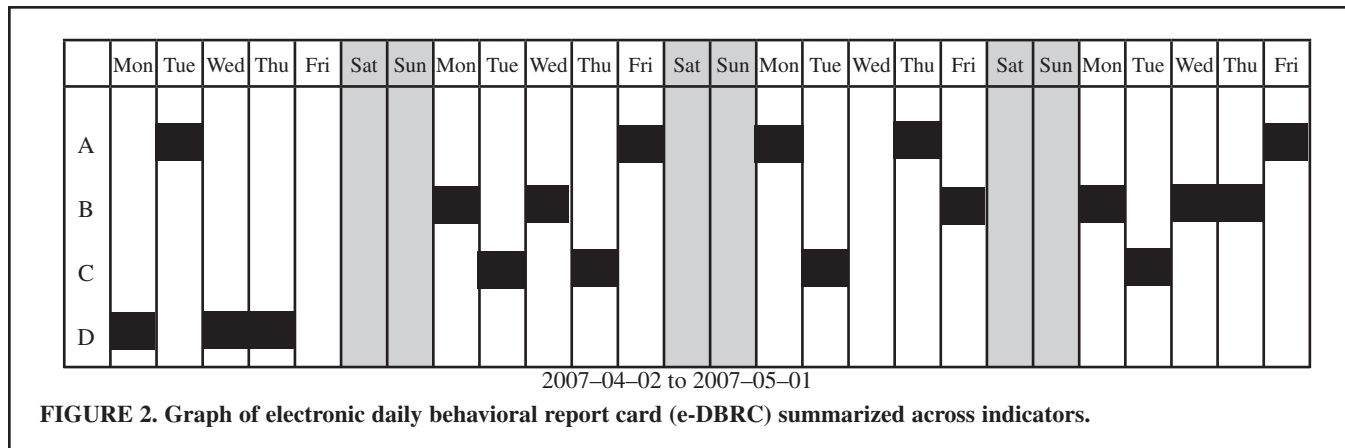


**FIGURE 1. Graph of electronic daily behavioral report card (e-DBRC) with three indicators displayed.**

needed on monitoring behavioral responsiveness to interventions and the technical adequacy of the measures used to do so. Behavioral monitoring approaches that gauge intervention responsiveness to positive behavioral supports are also needed. The e-DBRC system is an attempt to provide a mechanism for teachers to formatively monitor the behavioral progress of their students. There are research and practice issues that relate to the e-DBRC system and the larger issue of whether frequent, direct behavior ratings, scaled by using a behavior-attainment approach, are a viable approach for progress monitoring.

Several technical adequacy issues exist regarding the selection and scaling of behavioral indicators. First, the reliability and validity of using behavioral indicators scaled by using the approach described in this article need to be investigated. Scaling a behavior or a complex set of co-occurring behaviors is the act of assigning numerical

values to different amounts of the behaviors or behavioral attributes. For example, in a simple count scale, the number 1 can be assigned to each behavioral occurrence. For a judgment scale, a range of values can be assigned on the basis of one or more properties of a behavior. The properties exist in a qualitative dimension such as severity, sophistication, independence, disruptiveness, or developmental stage. However, the usefulness of a judgment scale is limited by the rater's ability to make reliable discriminations. Research is needed on whether teachers can reliably make valid inferences regarding various dimensions of a particular behavior that would approximate that of direct observations. Especially needed is research on multidimensional scales that can be created by the e-DBRC system. A multidimensional scale can be created by separately scaling more than one attribute of a behavior. A separate pair of judgment and score is given to each attribute. The multiple subscales can



then be added to create an additive scale with a greater range. Adding scores on three 3-point subscales for a given behavior yields a 7-point scale (ranging from a 3 minimum to a 9 maximum). For a reason similar to the general logic of obtaining a summative score from a multiple-item test, the summative e-DBRC scale should have more measurement precision than any one of the individual judgments.

Second, studies need to be conducted on the social validity and contextual fit of the e-DBRC system (Gresham & Lopez, 1996; Wolf, 1978). As noted by Benazzi, Horner, and Good (2006), for an intervention to work, it must be implemented with fidelity. However, contextual fit likely influences fidelity of implementation. *Contextual fit* is the consistency of the intervention with the values, skills, resources, and administrative support of those who are responsible for carrying it out (Albin, Lucyshyn, Horner, & Flannery, 1996; Benazzi et al.). To increase social validity and contextual fit, the e-DBRC uses a daily behavioral report card format to provide information to teachers, students, parents, and stakeholders. Daily behavioral report cards seem to be generally acceptable by teachers. In a recent study, Chafouleas et al. (2006) surveyed a sample of 123 teachers regarding the use and acceptability of daily behavior report cards. Chafouleas et al. (2006) reported that almost two thirds of the teachers indicated they had used versions of a daily behavior report card. Respondents indicated they used a range of formats that included both positive and negative behaviors. Most respondents indicated they shared the data with the parents and then the student. It is interesting that although most respondents indicated they used a written form of a daily behavior report card, few respondents indicated that they graphed the data. Overall, Chafouleas et al. (2006) found a high level of acceptance of the daily behavior report card as both an assessment and an intervention.

The acceptability of behavioral report cards as a reporting format for special educators is an important part of contextual fit and social validity (Gresham & Lopez, 1996).

However, given that few respondents from the Chafouleas et al. (2006) study indicated that they graphed the data from their behavior report cards, more research is needed on the contextual fit and social validity of using data generated and displayed by such an approach. The social validity regarding graphing is specifically related to whether frequent reporting using graphed data accurately displays data collected in a format that is consumable by all stakeholders, particularly students and parents (Carnine, 1995). Given the wide range of (a) settings in which students with learning and behavior problems are taught (public schools, alternative centers), (b) grade levels (elementary, middle, and high school), and (c) service-delivery models (self-contained, general education), it is likely that the type of information needed to make data-based decisions and the type of behaviors to be monitored will vary across individuals and settings and will require a number of validity studies and replications across settings and subjects.

Third, the role that the e-DBRC system will have for behavioral response to intervention needs further investigation. The e-DBRC system could have one of several roles in behavioral response to intervention. The first role is a monitoring system. School personnel can use the e-DBRC to monitor student responsiveness to selected interventions. The monitoring and intervention would most likely occur for students who are not responding to schoolwide, primary prevention efforts (Lewis & Sugai, 1999) or who are selected as part of a universal screening process (Walker et al., 1990). The e-DBRC monitoring could also be used as part of a pre-referral intervention process for eligibility for special-education services (Gresham, 1999). Responsiveness or resistance to intervention is a component that some researchers advocate as part of the eligibility process for students with learning or behavior problems. In that there is no well-defined system for measuring responsiveness to intervention, further research is needed on whether the scaling approach of the e-DBRC system is sufficiently reliable for measuring behavioral response to intervention.

Fourth, the e-DBRC system could be used as part of the behavioral-progress monitoring that should occur as part of programming for behavioral IEP goals and objectives. IEPs frequently have goals and objectives that are observable but are difficult to measure. The scaling approach used by the e-DBRC system may help in quantifying more abstract goals and objectives. Thus, a system that could be used after determining eligibility for EBD can be used to frequently and formatively monitor goals and objectives, and this form of application could be a real contribution to the field.

Last, the role the e-DBRC system could have as an embedded component of an existing targeted intervention and function-based approaches needs to be investigated. For example, frequent, direct behavioral reporting is a critical part of check-in-or-out programs such as the Behavioral Education Program (Crone, Horner, & Hawken, 2004; Hawken, 2002). The e-DBRC could also be easily incorporated into social-skills training (Lane et al., 2003; Lewis, Sugai, & Colvin, 1998) or behavior-support planning (Lewis & Sugai, 1999; March & Horner, 2002; Sugai, Lewis-Palmer, & Hagen-Burke, 2000). However, it is not clear whether the e-DBRC is a viable progress-monitoring component for current approaches to intervention.

### Conclusion

The e-DBRC system has potential to fill several gaps in special-education service delivery for students who have learning and behavior problems. In particular, the potential exists for the e-DBRC to serve as a pre-referral intervention, as a method for measuring response to intervention, and as an approach for monitoring student behavioral progress toward IEP goals and objectives. Furthermore, the flexibility of the system enables direct uses for behavior-intervention planning and increased teacher–parent collaboration. Although further investigation is needed, we believe that the e-DBRC holds a great deal of promise as a viable tool for monitoring student progress in special- and general-education settings.

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**APPENDIX A**  
**Steps to Create an Electronic Daily Behavioral Report Card**

- Step 1: Selection of behavioral indicators
- Increase amount of time the student remains in seat
  - Decrease the number of times the student yells
  - Decrease the number of times the student refuses to follow directions
- Step 2: Scale creation
- Percentage of time the student remains in seat (A = 80–100, B = 70–79, C = 60–69, D = less than 60)
  - Number of times the student yells (A = 0–1, B = 2–3, C = 4–5, D = more than 5)
  - Number of times the student refuses to follow directions (A = 0–2, B = 3–4, C = 5–6, D = more than 7)
- Step 3: Selection of progress-monitoring schedule
- Three choices:
- By time
  - By day
  - By class
- Step 4: Selection of format
- Two choices:
- Display behavioral indicators separately
  - Average across indicators



**APPENDIX B**  
**Pointers on Creating an Electronic Daily Behavioral Report Card**

Consider	Avoid
Selecting 3–5 behaviors that are central to the success of students.	Selecting too many behaviors for monitoring.
Scaling the behavior on the basis of whether the dimension of behavior is frequency, duration, topography, latency, force, or locus.	Applying the selected dimension of behavior to the wrong scale (e.g., duration is time-based, whereas frequency is the number of counts).
Choosing a time period for progress monitoring that is frequent but manageable (e.g., after a lesson or class, every 30 min).	Choosing to record so frequently that you miss your recording time.
Setting up a home-school plan for parents to sign or returning a paper version ahead of time (or setting up parents with access to the monitoring account).	Sending the paper printout home without some form of parental notification.

# Preventing SCHOOL Failure

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Alternative Education for Children and Youth

## Guidelines for Authors

*Preventing School Failure* is a journal for educators and parents seeking strategies for promoting school success for children with learning and behavior problems. The journal welcomes articles that present programs and practices that help children with special educational needs. **The newly expanded scope of PSF** will provide a forum for the examination of emerging preempirical and evidence-based best practices in nontraditional education settings. As a rare source of information on quality alternative models, the journal is essential reading for educators, policymakers, researchers, and administrators and practitioners in environments such as charter, magnet, and residential schools; schools-without-walls; and educational centers.

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