

## Behavior Rating Scale (BRS)

**Directions:**

1. Complete the BRS for each target behavior (problem and replacement/pro-social).
2. Operationally define each of the target behaviors and write the definition in the key.
3. Determine the best method for measuring each target behavior (i.e. frequency, duration, intensity).
4. Establish appropriate anchor points for recording behavioral occurrence.
5. List each target behavior on the left-hand side of the form.
6. Determine the start date for collecting data and write it on the form.
7. Determine who will complete the BRS (i.e. the primary teacher must complete the scale, but other team members who see the student on a regular basis and would be able to provide important information may also be included).
8. Complete the BRS at the end of each day, routine, or observational period by circling the number that best corresponds with the rater's perception of the student's behavior for that measurement period.
9. Connect the points for each behavior from day to day.
10. The graph will readily provide the team with a visual description of the student's behavioral changes.

### EXAMPLE

Student: Johnny

School: \_\_\_\_\_

Behavior		Date								
<b>Task Engagement appropriate behavior</b>	>10 min	5	5	5	5	5	5	5	5	5
	8-10 min	4	4	4	4	4	4	4	4	4
	5-7 min	3	3	3	3	3	3	3	3	3
	2-4 min	2	2	2	2	2	2	2	2	2
	0-1 minute	1	1	1	1	1	1	1	1	1
<b>Tantrums problem behavior</b>	10+ daily	5	5	5	5	5	5	5	5	5
	7-9	4	4	4	4	4	4	4	4	4
	4-6	3	3	3	3	3	3	3	3	3
	2-3	2	2	2	2	2	2	2	2	2
	0-1/day	1	1	1	1	1	1	1	1	1

**KEY:**

1. **Task Engagement:** Rate your perception of the *amount of time* Johnny remains in his seat with eyes focused on the teacher and/or work materials during independent academic work.
2. **Tantrums:** Rate your perception of the *number of times* Johnny engages in screaming, kicking furniture and/or people, and throwing objects (all 3 behaviors must be present).