**Feedback with DBRC Fidelity Checklist**

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| **Y/N** | **Feedback Components** |
|  | Staff initiates the feedback loop process at the time indicated on the DBRC *(feedback occurs regardless of behavior performance)*. |
|  | The scale on the DBRC form is utilized as a reference/tool to guide feedback. |
|  | Staff describe the behavior observed (seen, heard) and provide specific **acknowledgment** of approximate and desired behaviors |
|  | Staff describe behavior observed (seen, heard) and provide **instructional correction** for challenging behaviors *if applicable*. |
|  | Staff provide a positive and optimistic launch with a prompt to the next transition or activity.  |
|  | Staff maintain an instructional, neutral & calm tone when discussing behavior with the student. |
|  | The teacher is discreet in providing feedback and maintains the student’s privacy and confidentiality.  |
|  | The feedback is brief and takes 1 minute or less to conduct. |

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| **Y/N** | **Behavioral Rating Components\*** |
|  | Staff reference the Daily Behavior Report Card 1-5 scale to quantify the student’s behavior performance during the time period.  |
|  | Staff record this score on the designated form or directly in a software tool to allow for progress monitoring of behavior skill.  |
|  | Teacher refrains from other written feedback on the DBRC form. |
|  | Teacher initials under rating to indicate that verbal feedback was given to the student.  |

*\*DBRC feedback intervention may occur with fidelity without recording a behavioral rating score. However, the rating score is essential for accurate daily progress monitoring of student skills.*

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| **Items present** | **Total items possible** | **Fidelity (%)** |
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| *\*Interventions should be delivered with at least 80% fidelity for maximum effectiveness.* |

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| **Observer Feedback** |
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