

# INTERVENTIONS

## Solid Roots Intervention: Feedback with DBRC

**Purpose:** To provide immediate and relevant feedback on behavior performance to students in a regularly scheduled and predictable format. The Feedback with Daily Behavior Report Card (DBRC) supports students to reflect on past behavior and plan for future performance. This process assists students in moving towards self-monitoring of their own behavior.

Feedback
At the end of each designated interval, staff member approaches student (or cues student to come to them) to deliver behavior feedback in a private and confidential manner.
Staff describe the behavior observed (seen, heard) and provide specific <b>acknowledgment</b> of approximate and desired behaviors (utilize verbiage from the Daily Behavior Report Card (DBRC) form). <i>Ex: I noticed you raised your hand to contribute to the discussion several times. I appreciated you waiting your turn to share.</i>
Staff describe behavior observed (seen, heard) and provide <b>instructional correction</b> for challenging behaviors (utilize verbiage from the DBRC form). <i>Ex: When it was independent work time, I noticed it took you a long time to get started. Next time, if you aren't sure what to do, remember you can come up to my desk to get help with the first question.</i>
Staff prompt for transition to next time period or activity with a positive tone. <i>Ex: It's almost time for lunch, I hope you enjoy the break and I'll see you this afternoon.</i>
Behavior Rating & Recording
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.
This process repeats at the end of each designated interval (minimum of 4 times during the school day).
At specific time periods (end of day, weekly, etc.), DBRC progress is communicated home so families may engage in similar reflective/ instructional process. <i>*Families should receive training in the feedback loop process in order to maintain the fidelity of the intervention.</i>

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## Feedback Loop Examples & Non-Examples

	Teacher Feedback	Family Feedback
Non- Example	<ul style="list-style-type: none"> <li>• Today was a horrible day for you. I am so disappointed; you are always so badly behaved during group work.</li> <li>• You should know better than this by now.</li> <li>• You earned a 2 today. I expect you to do better tomorrow.</li> <li>• Because you got a 2, that means you are going to have a referral to the office and will need to talk to the assistant principal about your behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• I'm tired of seeing you come home with such low scores on your DBRC, why are you so bad at school?</li> <li>• If you come home with a 1 or 2 on this DBRC again, you'll be grounded.</li> <li>• You should know better than to behave like that.</li> </ul>
Example	<ul style="list-style-type: none"> <li>• Let's talk about how you did on your goals during math today.</li> <li>• I saw you kept your hands to yourself while we were moving into group activities. I appreciate that because keeping the classroom safe allows everyone to learn.</li> <li>• I saw you were struggling to stay on task and wandered away from your group a few times. Remember, if you need a break, you can show me the signal, but otherwise I need you to stay engaged in the task with your group.</li> <li>• It's time to get ready for our writing activity, I think you are going to enjoy it.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's talk about how you did on your goals in school today.</li> <li>• I see you did really well during reading groups, what choices did you make during this time?</li> <li>• I noticed that you weren't as successful during math activities, what can you do differently tomorrow?</li> <li>• What can I do to help?</li> </ul>
Script	<ul style="list-style-type: none"> <li>• Let's talk about how you did today during_____.</li> <li>• I saw that you...</li> <li>• I also noticed that you...</li> <li>• It's time to transition to _____, I hope you have a great rest of the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's reflect and talk about your day.</li> <li>• I noticed you did really well in _____, what choices did you make during that time?</li> <li>• I noticed there was a problem during_____, what choices did you make during that time?</li> <li>• What can you do tomorrow to be successful?</li> </ul>

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Student Name: Samuel Matthews      **Daily Behavior Report Card: Example**      Date: September 14

	Goal 5	Approximate 4	Approximate 3	Current 2	Regression 1
<b>Task Completion</b>	Completes assigned task or asks for assistance.	Completes a portion of the task before verbally requesting a break or using a signal.	Verbally requests or uses the non-verbal signal to request a 5-minute break.	Refusal to complete assignments. Ignores or argues with teacher when prompted to work.	Uses curse words in verbal exchanges with teacher.

  

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
<b>Task Completion</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Feedback Loop Complete</b>	JM	TRC	MD	SBM	ATC	RMD	JEP
<b>Behavior Support Levels</b>							

  

My Supports	My Daily Goal (Check-In)	Things I Did Well (Check-Out)	Things to Improve (Check-Out)
Daily CI/CO Non-verbal signals for redirection Social Skills daily Task analysis for large assignments Reminders about break signal	To use my signal or ask for help.	I was on task during computer time and English. I asked questions and got a lot of my work complete.	I got angry at my lab group and did not use my strategies. I should have asked for time to cool down.

Description of the student's behavior on a scale of 1-5.

Designated intervals for feedback by time period, activity or class.

Staff record the score for the interval and initial that they provided direct feedback to the student.