

INTERVENTIONS

Feedback with the DBRC: Staff Guidance

The Feedback with Daily Behavior Report Card (DBRC) intervention is a powerful way to support students in building behavior skills and strategies for success. With this intervention, students are given feedback in scheduled intervals throughout the day regarding their behavior. In addition to providing guidance for feedback, the DBRC format allows for valuable data collection to inform student progress and adjustments for intervention plans.

Instructional staff play an integral role in the success of the Feedback intervention. Each student who receives this intervention has an individual DBRC form. This form clearly defines the student's behavior on a scale of 1-5 (5 being the desired behavior, 1 being the least desired). At the conclusion of the designated interval for which staff supported the student, the following steps should be completed:

Feedback Script	
1. Acknowledge the student.	Today during <u>(time period)</u> I saw/heard you <u>(describe positive behaviors)</u> . I appreciate this because <u>(explain why that behavior is beneficial to classroom/teacher/self)</u> .
2. Correct and instruct the student.	I also noticed <u>(describe challenging behavior)</u> . Next time, I need you to <u>(describe replacement behavior)</u> . Remember you can <u>(provide explanation of strategy or skill student should use)</u> .
3. Provide a positive launch.	It's time for <u>(next activity or class period)</u> . Let's have a great rest of the day.

Tips for Quality Feedback

- **Keep your volume and tone neutral/calm.** The way the feedback is delivered can be more impactful than the words that are spoken. When staff use loud volume or a tone that conveys sarcasm or anger, this can cause students to escalate and shut down rather than listen.
- **Be mindful of the messages your body is sending.** Pointed fingers, crossed arms and squared body positions are just a few examples of non-verbal signals that communicate aggression. Instead stand alongside the student and put yourself at eye level to communicate support.
- **Describe behaviors with specific & objective language** rather than vague or opinion-based terms. For instance "good job" is vague, but "you took your time and added details to your story" is specific. "You were being rude" is an opinion, but "I heard you engage in name-calling with another student" is objective.
- **Use the Daily Behavior Report Card (DBRC) as a guide for feedback.** The DBRC verbiage is helpful as a reference for the behaviors to acknowledge, correct, or prompt during feedback. It is not necessary to utilize the number score in the feedback. The score is solely for data collection and progress monitoring.