

Daily Behavior Report Cards (DBRC)

Ongoing communication between home and school is an important component to behavior plans. DBRCs can be a very easy, efficient and helpful way of motivating students as well as informally monitoring behavioral improvement with intervention. Teacher behavior report cards can be designed to accomplish the following:

- Point out to the students behaviors that they need to learn (skill deficit).
- Provide a schedule of teacher attention/feedback for positive behaviors.
- Motivate students through reinforcing positive behavior that teachers want to increase, and providing consequences (e.g., a sad face) for negative behaviors they want to decrease.
- Increase home-school communication (increase accountability with additional opportunities for positive or negative consequences for behavior).
- Evaluate whether the intervention is working or not when used with other measures.

A DBRC sent home daily, because it targets two or three behavioral goals, can be translated into the student's native language. Language barriers are reduced and communication with parents of ELLs who do not speak English is improved. Because criteria for success is established such that students have "good days" at least 85% of the time, students should look forward to bringing home their "good behavior" report. Instead of only getting reports when there are *problems* at school, parents and students get daily feedback about the student's target behaviors on problem days, but mostly when the student meets the criteria for success. For English language learners (ELLs) who have moderate to more severe behavioral difficulties, DBRCs can provide a daily communication between school and home without the daily need for a translator.

Daily Behavior Report Card (DBRC) options

- Self monitoring or teacher feedback: Teachers may begin to have students rate their own behavior after a while.
- Times per day: Developmentally younger students may need feedback concerning their behavior immediately (several times per day). Less frequency may be required for older students and less severe problems. As student behavior improves, give feedback less frequently (wean student from the plan).
- Number of behaviors to monitor: Younger students may work on two or three behaviors. Older students may need to improve different behaviors throughout the day depending on the setting.
- Possible reinforcers (positive feedback, activities, tangibles): Start out using praise and attention as the reinforcement. If this does not work, try more tangible reinforcement (e.g. stickers, prize box for ___ points).
- Support by other school staff: At the end of 'good days', a student with a DBRC may be allowed to visit a designated person in the building who provides praise and maybe a sticker or prize. This may increase the value of the behavior plan for the child.

Increasing chances for implementation of DBRC interventions

Support staff may help to support various interventions in classrooms. Below are a few tips to support implementation of DBRCs:

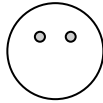
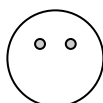

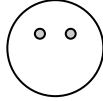





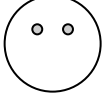
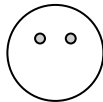





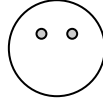
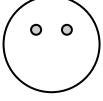
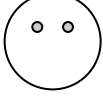

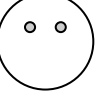
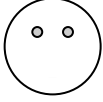
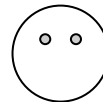
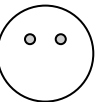
- Write letter to parent explaining the plan (see sample letter)

- Instruct student how to do the plan (opportunities for generalization)
- Coach students during initial phases
- Prompt teachers for completed forms

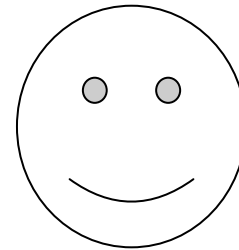
Increasing accuracy of Daily Behavior Report Cards

- Make behavioral descriptions clear
- Rate immediately after the corresponding time
- Specify how a student would lose a 'smiley'. For example a student may go from a smile to a straight face if the teacher has to provide three reminders.

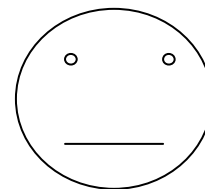
_____ 's best behavior!!!

	I listened, looked and followed directions	I did my best work (I got started right away, kept working and worked carefully)	I used polite words and actions
Arrival			
Morning meeting			
Math			
Guided Reading			
Specials			
ELA			
Science/ Social Studies			
Recess			

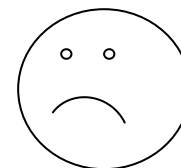
Date: _____



Great job!!



OK, but keep trying



I need to try harder next time

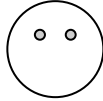












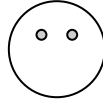

Comments

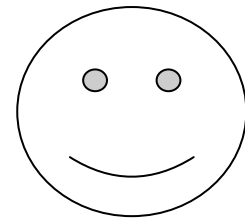
Success:
 ___ Smiles or more = Great Day!
 ___ Sad faces for more = Need to try harder and problem solve

Parent signature:

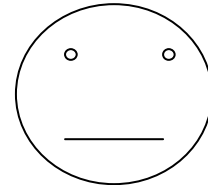
_____ 's best behavior!!!

Date: _____

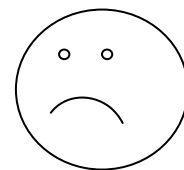
	I listened, looked and followed directions	I did my best work (I got started right away, kept working and worked carefully)	I used polite words and actions
Morning meeting			
Reading			
Math			
Specials			
Science/ Social Studies			



Great job!!



OK, but keep trying



I need to try harder next time

Comments

Success:

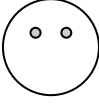





___ Smiles or more = Great Day!

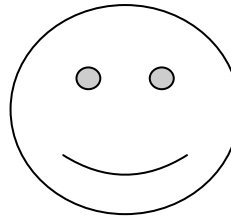
___ Sad faces for more = Need to try harder and problem solve

Parent signature:

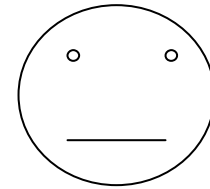
's best behavior!!!

Date: _____

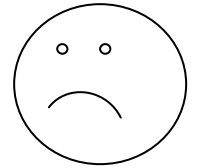
	I listened, looked and followed directions	I did my best work (I got started right away, kept working and worked carefully)	I used polite words and actions
Morning			
Afternoon			



Great job



OK, but keep trying



I need to try harder next time

Parent signature:

Comments







Success:

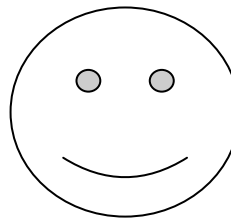
__ Smiles or more = Great Day!

__ Sad faces for more = Need to try harder and problem solve

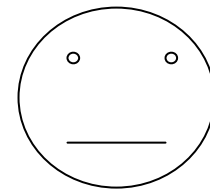
's best behavior!!!

Date: _____

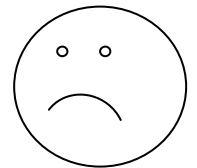
	I listened, looked and followed directions	I did my best work (I got started right away, kept working and worked carefully)	I used polite words and actions
Morning			
Afternoon			



Great job



OK, but keep trying



I need to try harder next time

Parent signature:

Comments

Success:

__ Smiles or more = Great Day!

__ Sad faces for more = Need to try harder and problem solve

Dear Parent,

We would like to begin a daily behavior report card system to help your child improve behaviors important for learning and adjustment in school. Teacher behavior report cards can be a very helpful way of improving behaviors in school. Intervention and assessment using teacher behavior report cards can be designed to accomplish the following:

- Point out students' behaviors that they need to learn or change;
- Provide students with attention for positive behaviors;
- Increase home-school communication;
- Encourage positive behavior and decrease negative behavior;
- Evaluate whether interventions are working or not.

Ongoing communication between home and school is an important part of behavior plans. Rewards for behavior plans may be given at home, but some students benefit simply from praise and attention for their good behavior. Teacher behavior report cards are a relatively easy but effective way to maintain a home - school communication on a daily basis.

If you decide to have rewards as part of your child's behavior plan, think of the following:

- Make sure desired behaviors and reward schedules are clear for the child and are given consistently as promised. Rewards must be delivered according to the plan (e.g., do not withhold an earned reinforcer if the child engages in a negative behavior that is not part of the plan).
- Just as promised rewards need to be given when children do what they are supposed to, children should not receive rewards as a part of the plan when they do not earn them.
- Get input from the child to assure that the rewards are truly motivating (e.g., have the child select the five most preferred rewards from a list of possible rewards).
- Offer choices. The same reward gets boring after awhile. The child's ability to choose from a variety of rewards is motivating in and of itself.
- We may need to adjust the system to 'get the bugs out'. In any reinforcement system, children need to be successful on a majority of the days (preferably an 80 – 85% success rate).

Catching children being good and giving lots of specific praise (e.g., "Jimmy, I really like how you just followed directions the first time just now") as well as providing other forms of positive attention (smiles, pats on the back, thumbs up) is important. Positive comments should far outweigh criticisms.

Please review the daily note home with your child and provide him or her with praise, feedback, and encouragement. We want this to be a very positive and successful experience for your child. Emphasize the smiles!

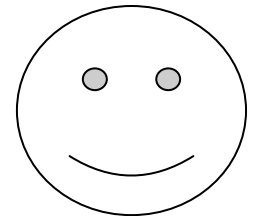
Please sign and return the sheet so that I know you received it and discussed it with your child. If you have any questions about the plan please do not hesitate to contact me.

Thanks for your assistance,

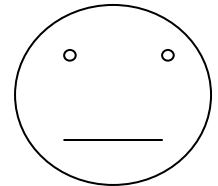
's Mejor Comportamiento!!!

Fecha: _____

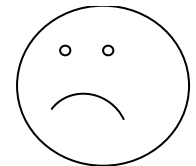
	Yo escuché, miré y seguí las instrucciones del trabajo	Yo hice mi mejor trabajo (empecé enseguida, seguí trabajando, y trabajé cuidadosamente)	Usé buenas palabras y acciones
Actividades a la llegada			
La lectura			
Matemáticas			
Clases Especiales (arte, música, gimnasio)			
Clases de Ciencia, Estudios Sociales, Salud			



Fantástico



OK, pero sigue mejorando



Necesito mejorar más la próxima vez

Comentarios

¡Éxito!:

__ Sonrisas o más = ¡Excelente!

__ Tristes o más = Necesito mejorar más y resolver problemas

Firma del Padre

Estimado Padre de Familia,

Quisiéramos comenzar un sistema que incluye una libreta diaria del comportamiento de su niño(a), para ayudar a mejorar los comportamientos que son importantes para el aprendizaje y la adaptación en la escuela. Estas libretas que son evaluadas por los profesores, pueden ser una ayuda útil para mejorar los comportamientos de su niño(a) en la escuela. La intervención y la evaluación usando estas libretas de comportamiento pueden ser diseñadas para lograr lo siguiente:

- Señalar el comportamiento de los estudiantes que ellos necesitan aprender o cambiar
- Dar a los estudiantes atención para un comportamiento positivo
- Aumentar la comunicación entre hogar y escuela
- Reforzar los comportamientos positivos y reducir los comportamientos negativos
- Evaluar si la intervención está trabajando o no.

La frecuente comunicación entre el hogar y la escuela es una parte importante de los planes del comportamiento. Algunos niños necesitan recompensas como un plan de incentivo, pero algunos estudiantes se benefician simplemente de los elogios y de la atención por su buen comportamiento. Las libretas de comportamiento son relativamente fáciles, pero muy eficientes para mantener una buena y frecuente comunicación entre hogar-escuela.

Si usted decide usar las recompensas como parte del plan del comportamiento de su niño(a), piense en lo siguiente:

- Asegúrese que los comportamientos deseados y el horario de recompensas sean claros para el niño, y que sean dados constantemente como se ha prometido. Las recompensas deben ser dadas de acuerdo al plan (por ejemplo: no retenga o niegue una recompensa ganada, si el niño(a) se dedica a un comportamiento negativo que no es parte del plan).
- Así como recompensas prometidas necesitan ser entregadas cuando los niños hacen lo que están supuestos hacer, niños no deberían recibir recompensas cuando no se lo hayan ganado.
- Consigue información del niño para asegurar que las recompensas realmente lo están motivando. (ejemplo: haz que el niño seleccione sus cinco recompensas favoritas de una lista de posibles recompensas)
- Ofrezca opciones. La misma recompensa se convierte aburrida después de un tiempo. La capacidad de su niño(a) de escoger de una variedad de recompensas es una manera de motivarlos.
- Nosotros quizás necesitemos ajustar el sistema para ‘sacar los errores’. En cualquier sistema de refuerzo, los niños necesitan ser exitosos en la mayoría de los días (preferiblemente de un 80% a 85% que indica el índice de éxito)

Sorprender a los niños portarse bien y darles muchos elogios específicos, (ejemplo: “Jimmy, me gusta mucho como sigues las instrucciones la primera vez), como también darles otro tipo de atención positiva (sonrisas, palmadas en la espalda, o aprobación con el pulgar) es importante. Los comentarios positivos superan con creces las críticas.

Por favor, revise la nota diaria para la casa con su niño(a) y dele a él o a ella elogios, reacción positiva, y muchos ánimos. Nosotros queremos que esta experiencia sea positiva y exitosa para su niño(a). ¡Resalte sus sonrisas!

Por favor, firme y retorne la hoja después de leerla, y así yo sabré que la recibió y lo discutió con su niño(a). Si tiene alguna pregunta acerca del plan, por favor, no dude en contactarme.

Gracias por su ayuda,

Behavior bank with translations for daily behavior report cards

These behavioral targets may be used for teacher daily behavior report cards like the ones in this resource. They are translated to that teachers who do not speak Spanish can communicate on a daily basis with parents who do not speak English concerning behaviors that are prioritized for improvement.

Paying attention

I focused on my work and the teacher

Yo me concentré en mi trabajo y en mi profesor.

I paid attention (looked at) the teacher and my work.

Yo puse atención (y miré a) mi profesor y mi trabajo

I focused on task and paid attention

Yo me concentré en la tarea y puse atención.

I looked at the speaker and or looked at my work

Yo miré al orador y/o miré mi trabajo

I paid attention to the teacher and task.

Yo puse atención al profesor y a la tarea.

Following directions

I followed directions the first time

Yo seguí las instrucciones la primera vez

I listened, looked and followed directions

Yo escuché, miré y seguí instrucciones

Completing work carefully

I did my best work

Yo hice mi mejor trabajo

(I got started right away, kept working and worked carefully)

Yo empecé enseguida, seguí trabajando y trabajé cuidadosamente

I completed my work to the best of my ability

Yo completé mi trabajo lo mejor que pude

I completed my work carefully.

Yo completé my trabajo cuidadosamente

Using polite words and actions

I used polite words and actions

Yo usé buenas palabras y acciones

Self control

I stayed in the right place at the right time

Yo me quedé en el lugar correcto cuando fue necesario

I stayed where I was supposed to.

Yo me quedé donde estaba supuesto quedarme

I kept my hands, feet, and objects to myself.

Yo mantuve mis manos, pies, y objetos para mí.

I spoke at the right time

Yo hablé en el momento correcto

Classroom Participation

I participated

Yo participé en la lección

I listened, talked at the right time, raised my hand

Escuché, hablé en el momento correcto, levanté mi mano

Using coping skills

I used good coping skills to solve problems

Yo usé estrategias de afrontamiento para resolver problemas

I used coping skills when I got frustrated or angry

Yo usé estrategias de afrontamiento cuando me frustraba o *me enojaba* (also could use: '*me enfurecía*', or '*me molestaba*')