

## Daily Report Card Case Example

**Student:** Emma

**Grade:** 3rd

**Presenting Problems:** Interruptions

**Intervention:** Daily Report Card

### Background

Recently, Emma's teacher has noticed that Emma has become a disruption within the classroom. In class, Emma seems disinterested in the overall learning process, and displays that by interrupting or yelling out during instruction. Her teacher has reminded Emma numerous times of the rules of the classroom which include raising your hand to speak, but it seems to have no effect.

### Getting Started

**Identify two or three specific, observable behaviors that you hope to target with the DRC**

The teacher has decided that she wants to reduce the number of times that Emma is interrupting so that everyone can focus on the lesson. As a result, she decides that she will target interruptions with the Daily Report Card.

**Decide how you will measure target behaviors**

The teacher decides to track the behavior using a frequency count by tallying on a piece of paper the teacher keeps by their desk. Each time Emma interrupts, the teacher will create a tally on the sheet.

**Identify a starting goal for each behavior. Because it is important for the student to have some success early on, the recommended goal for each behavior is one that the student can achieve at least 50% of the time based on the initial data.**

Although Emma's teacher knows that Emma is interrupting her during her instruction, she is not exactly sure how frequently this is happening. In order to set a meaningful goal, Emma's teacher records the number of interruptions Emma exhibits over the next few days. Emma interrupts 12 times on the first day and 20 times on the second day. On average, Emma exhibits 16 interruptions each day, so the teacher sets the goal to 16 or fewer interruptions.

**Develop a reward list**

The teacher knows that Emma is always rushing to be the first in line each time the class has to line up. So, the teacher includes a reward of being the line leader for a whole day if Emma meets her goal the previous day. Additionally, the teacher includes the option of being able to pick a prize from the class prize box. This way, Emma has some choice on which reward she would like to choose if she meets her goal.



## **Introduce the intervention to the student**

Emma's teacher understands that they have to be very clear about the expectations for implementing the Daily Report Card. The teacher decides that anytime that Emma speaks out, without raising their hand and waiting to be called on will be considered an interruption. Then, the teacher meets with Emma to introduce the intervention to her.

### **Sample Script**

Teacher: *Hi Emma! How are you doing today?*

Emma: *Good!*

Teacher: *I've noticed that sometimes you like to shout out when I am teaching. I want to help you be successful in the classroom. So, we are going to set some goals. If you interrupt me 16 or fewer times, you can earn a cool reward like being the line leader for the day or getting a prize from the prize chest.*

Emma: *Cool!*

Teacher: *Yeah! But let's make sure we know what an interruption even is. An interruption is anytime that you speak out without raising your hand and waiting to be called on. Can you show me how to raise your hand nicely?*

Emma: *\*Raises hand\**

Teacher: *Nice! I like how you waited patiently. Each time you interrupt, I am going to mark down a tally. At the end of the day we will see if you earned a reward for the day. Does that make sense?*

Emma: *Yes.*

Teacher: *We will start this tomorrow. I will remind you throughout the day. At the end of the day, we will review and see if you earned a reward. I hope you do!*

## **Implementation**

**At the start of the day or class period, remind the student of his/her target behaviors and goals.**

Teacher: *Good morning Emma! Remember, your goal is to have 16 or fewer interruptions today. I hope you earn your reward!*



**At the start of the day or class period, ask the student what he/she earned the night before (if rewards were earned) or ask the student what reward they might be working towards that day.**

*Teacher: What reward are you thinking you might want to earn? Line Leader tomorrow? A prize from the prize chest?*

**At the start of an activity that is particularly relevant to a student's DRC target, remind the student of the target.**

*Teacher: Emma, we are about to start the math lesson. Remember, your goal is not interrupt.*

**When student exhibits a negative target behavior, give feedback by labeling the behavior that the student exhibited AND connecting it to the DRC.**

*Teacher: Emma, that is interrupting. You spoke out before you were called on. You now have 7 interruptions for the day.*

**When the student exhibits a negative target behavior, track that behavior as it occurs using whatever format you prefer.**

*Emma's teacher puts a tally on the piece of paper each time Emma interrupts throughout the day, after giving Emma the feedback.*

**When the student exhibits a negative target behavior and is getting close to not meeting their goal, provide specific feedback.**

*Teacher: Emma, that is interrupting. You spoke out without being called on. You are now at 14 interruptions for the day. You are so close to earning your reward!*

**Praise the student when they exhibit a positive behavior that is incompatible with negative target behavior on the DRC.**

*Teacher: Emma, nice job waiting so patiently with your hand raised and waiting to be called on!*

**At the end of the day, give the student the DRC and briefly review their success**

*Teacher: Let's take a look at how you did today. Your goal was to have 16 or fewer interruptions today. You had 7 interruptions for the day. That's less than half! Nice job! You earn a reward.*

**Allow the student to select a reward based on the number of goals that were met.**



In this example, Emma only has one target goal. So, the teacher allows her to choose any reward from the list.

**Adjust the goals as the student improves**

Over time, Emma's behavior improves and her daily interruptions decrease in frequency. The teacher may adjust the goal to continue to improve Emma's behavior.