**Teacher Training on the DPR**

**At the beginning of class**

* The student brings his or her DPR to each class, and give it to you (the teacher) to score during class.
* If the student doesn’t give you the DPR right away (this may happen when he or she is just starting on the program), you may have to ask him or her for it.
* Be sure to be cheerful and positive with the student.
* Start out by setting the expectation for appropriate behavior. For example, you might say, “Thanks for giving me your Daily Progress Report – looks like you’re all set to go! Remember to work on being responsible, safe, and kind.” Or, if yesterday was a good class for the student you may say, “You’re having a great week – keep it up! Keep trying to be an active learner who keeps hands and feet to self.”

**How to score the DPR**

* The DPR is quick and easy to score. The numbers on the DPR represent how well the student met behavioral expectations.
* The teacher will circle the highest number on the DPR if the student meets the expectation. For example, if the expectation was “Keep your hands, feet, and other objects to yourself,” and the student was able to sit and move about the room without annoying other students, the teacher will circle the highest numbered rating.
* Circle the middle rating if the student had brief incidents of inappropriate behavior and had been warned twice (individually), but then repeated an incident of the behavior. For examples, a student grabs another student’s eraser without asking, causing a minor disruption *after you have already warned the student twice about keep his or her hands to him- or herself. Corrective feedback to the student may be (in a calm voice) “Allison, taking Eric’s eraser is not keeping your hands to yourself as I asked you to do” and Allison receives a lower number on her DPR for the time period.*
* Circle the lowest number when the student did not meet the expectation. Students receiving this score have *repeated instances* (e.g., three) of not following directions, being off-task repeatedly, or doing something more serious such as fighting.

**At the end of the time period:**

* This is time to show the student his or her scores and give him or her feedback on his or her behavior during class.
* Use phrases such as “Given your behavior…. You earned…” versus “I am going to give you” as this puts the ownership of the behavior on the student.
* Spend just a minute or so with the student – it should not be a lengthy process.
* Whether their behavior has been good or poor it is best to be specific about your feedback and again stay positive and cheerful.

**For “best possible scores” (appropriate behavior)**

* Be enthusiastic! Tell the student what he or she did to receive the rating and encourage him or her to continue. For example: “Wow! I am so proud of the way you followed directions, stayed on task, and were kind to your classmates. Looks like you’ll make your goal!”

**For “not so good” and “poor” ratings:**

* These also need explanation. Keep the discussion upbeat and positive, but give specific feedback on what the student did or did not do during class to meet expectations
* Try not to criticize, use threats, or get into long explanations. Your rating is the final rating. For example: “Looks like you have a rough time listening and following directions today, but I know you can do it, I look forward to seeing you succeed tomorrow.”

**At the end of the day:**

* The students take their DPRs with them when they leave class and they return the form to the BEP coordinator at the end of the day. The coordinator gives a copy to the student to take home for caregiver signature.

Excerpt from Chapter 5 of *Responding to Problem Behavior in Schools: The Behavior Education Program, Second Edition.* Crone, Hawken, & Horner (2010)

Teacher Training on DPR

Check for Understanding

**Instructions**

* Read the steps and consider your level of participation.
* Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
* Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.

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| Component & Features |
| **Regular Teacher Feedback** |
| * Initiate feedback opportunity. Prompt student to come to chart if necessary. It is the teacher’s responsibility to ensure feedback occurs.
 | Y N |
| * Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred)
 | Y N |
| * Mark student chart (i.e., points or sticker) and provide explanation for the rating given.
 | Y N |
| * Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.
 | Y N |
| * Use a positive tone throughout interaction.
 | Y N |
| Total Number of Y Circled =Percent Implemented (total Y / total number of features x 100) = |  |

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