

DOINGWHATWORKS



SAMPLE MATERIAL

Daily Behavior Reports

P.S. 269, New York

Topic: Reducing Behavior Problems

Practice: Teach Skills

The Daily Behavior Reports comprise three separate forms for tracking student behavior, which teachers can use to support students in the development of appropriate classroom behaviors. The first is a tool that provides students with visual feedback from their teacher in the form of a happy, sad, or neutral face in response to their behavior. The document is split into seven distinct intervals at which the teacher rates a student's behavior with visual and narrative responses. This method of behavior rating is generally only needed for one or two students in a class that need additional tracking and feedback. For example, if a student displays positive behaviors during a particular activity, then the teacher will complete the diagram by adding a happy face. Space has been provided for teachers to include comments such as "good job."

The second form supports collaboration between student and teacher to set behavioral goals and track how the student meets these goals over a one-week period. Each day of the week, the teacher will comment on the student's behavior in reference to his or her goal for the week. For

example, the teacher will say “improving” or “needs more work.” If the goal is met the teacher may write “goal met.”

Upon identifying the disruptive behavior, the teacher may schedule a one-on-one meeting with the student to discuss when and why the inappropriate behavior occurs, and then decide how the behavior can be improved. Once the student and the teacher agree on the behavioral goal, the teacher provides prescriptive feedback on the student’s steps towards mastery of the goal.

The final Daily Behavior Report aims to measure a student’s academic engagement and behavior twice a day: once in the morning and again in the afternoon. The report also provides feedback to students on the quality of their behavior, allowing them to monitor and adjust their behavior if necessary. The student is rated on the effort put forth in completing assignments, the amount of work completed, conduct, and interaction with the teacher and peers. At the end of a predetermined period, the teacher sends the chart to the parents to sign. The Daily Behavior Reports can be used to guide teachers toward developing a similar set of reports for those students that exhibit challenging behavior.

Daily Report

Name _____

Date _____

Period 0  _____

Period 1  _____

Period 2  _____

Period 3  _____

Period 4  _____

Period 5  _____

Period 6  _____

Period 7  _____

Comments _____

Teacher _____

Student _____

Parent _____

Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday
Comments:				

Student Name: _____

Goal: _____

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

's Chart

Date	Morning	Afternoon
Effort		
Work Completed		
Conduct		
Interaction with Teacher & Peers		
Comments		
Teacher's Signature		
Parent's Signature		

1= Poor 2= Fair 3= Good 4= Excellent

Chart

Date	Morning	Afternoon
Effort		
Work Completed		
Conduct		
Interaction with Teacher & Peers		
Comments		
Teacher's Signature		
Parent's Signature		

1= Poor 2= Fair 3= Good 4= Excellent