

DBR Intervention Series 1: STEPS TO INTERVENTION IMPLEMENTATION

BEFORE CLASS BEGINS

- Prepare to distribute the self-monitoring sheets.

AT THE START OF THE PERIOD

- Pass out the self-monitoring sheets to each student.
- Remind students of expected “behavior.”
e.g. “Remember that our behaviors include being prepared for class, homework completion, and engagement during class. Review the self-monitoring sheet for each definition.”
- Announce team scores from previous day.
e.g. “Take a look at the team graphs. Yesterday, Team X earned X points, and has moved this much closer to the goal....”
- Remind students of the classroom goal (total pts needed to earn reward).
e.g. “Remember, to earn a reward, your team needs to earn X points over the week.”
- Have each team nominate a team leader. Give the leader the Team Tally Sheet.

DURING THE PERIOD

- Prompt the class at least **2 different times** regarding the behavior expectations.
Ex. “Remember that you will be rating your behavior at the end of the period. Those behaviors include how well you are paying attention during class.”

5 MINUTES BEFORE THE END OF THE PERIOD

- Tell students to complete self-monitoring sheet.
Ex. “Take out your Self-monitoring Sheet and think about your behavior today in the 3 areas. Mark the rating that best represents your behavior today. I will be coming around to check over your sheet – remember that you want your rating to be the same as mine in order to earn bonus points.”
- Circle around the class and review every student’s self-monitoring sheet. Do not engage in “argument” over ratings. If you AGREE with the ratings made by the student, simply initial at the bottom of the form. If you DISAGREE, make your score using a STAR symbol.
Ex. “Great job being prepared for class... you need to work on paying attention. I rated your engagement X points lower than what you have circled.”
- Instruct students to tally their total score using **YOUR** ratings, and to include bonus points.
Ex. “Once I have signed your sheet, remember to add up your total score for the day. Always use my score to complete your total score – and don’t forget to add a bonus point for each rating that falls within 1 point of my rating!”
- Tell students to give their completed sheet to the Team Leader. Instruct Team Leaders to complete the Team Tally Sheet and then return everything to you.
Ex. “If you want your points to count, make sure to give your sheet to the Team Leader. Team Leaders – make sure to record each team member’s score on the Team Tally Sheet.”

AFTER CLASS (Monday-Thursday)

- Complete the *Intervention Implementation Form* to document how well the intervention went today.
- Compute the average score for each team based on the Team Tally Sheet. (total points/number of team members)
- Update the team graphs for review the next day.

*****BEFORE CLASS LEAVES ONFRIDAY*****

- Compute the average score for each team based on the Team Tally Sheet.
- Update the team graphs.
- Announce teams that met goal.
- Provide reward to teams that met the goal.
 - Remember, each student on a winning team receives a Level I reward.
 - Teams meeting the goal **2 weeks in a row** receive a Level I and a Level II reward.
 - Teams meeting the goal **3 weeks in a row** receive a Level I and a Level II or III reward.

AFTER CLASS (FRIDAY)

- Complete the *Intervention Implementation Form* to document how well the intervention went today.