Implementing Daily Behavior Report Cards: A Meta-Analysis of Current Literature

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BACKGROUND: Daily Behavior Report Card (DBRC) interventions are a commonly utilized tiered behavioral intervention for students with low levels of engagement and high levels of disruptive behavior. DBRC interventions can be applied flexibly across tiers of support within a SW-PBIS framework.

PURPOSE: To conduct a review of single case research utilizing DBRC for K-12 students and assess the effectiveness of DBRC on student behavioral outcomes.
1. What are the overall effects of DBRC interventions on students’ behavioral outcomes (i.e., engagement, disruptive behavior, and points earned)?
2. What is the quality of the single case literature on DBRC interventions?
3. Which intervention characteristics are most commonly applied in DBRC interventions?

METHODS:
• Identified single case research studies using DBRC interventions
• Coded studies for intervention characteristics and study quality and rigor using the Single Case Analysis and Review Framework (SCARF; Ledford, Lane, Zimmerman, Chazin, & Ayres, 2016)
• Extracted data from single-case graphs using plot digitizer (Plot Digitizer, 2015)
• Conducted LRRi to estimate the effect size of DBRC interventions for increasing engagement and points earned
• Conducted LRRd to estimate the effect size of DBRC interventions for decreasing disruptive behaviors

FINDINGS:
• DBRC interventions increased engagement (LRRi = .557, p < .01).
• DBRC interventions decreased disruptive behavior (LRRd = -.895, p < .01).
• DBRC interventions increased points earned on DBRC (LRRi = .522, p < .01).

Daily Behavior Report Card (DBRC) interventions for K-12 students showed significant effects across behavioral outcomes.

References