

# 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?

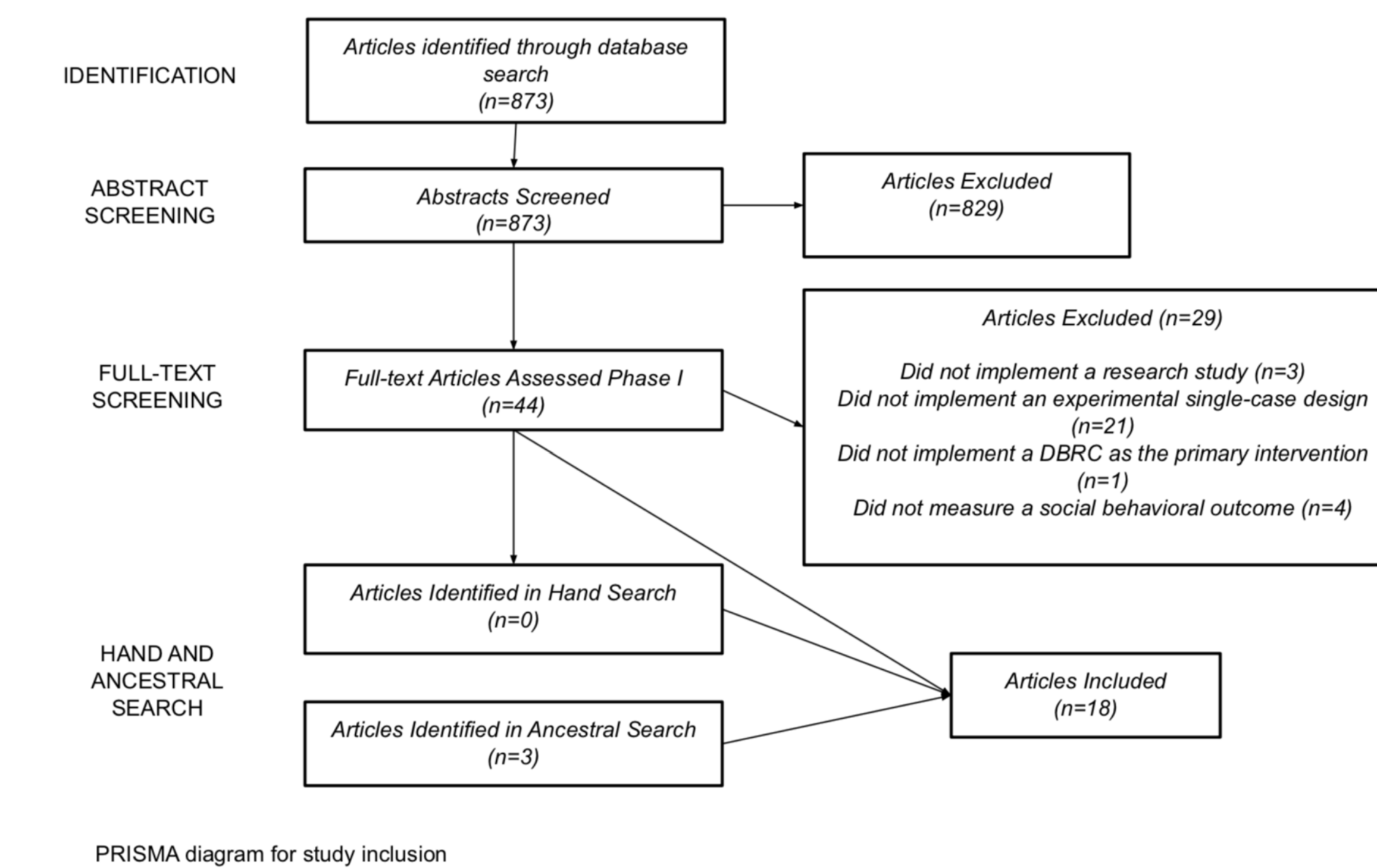
## METHODS:

- 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 ( $LRRi = .522, p < .01$ ).

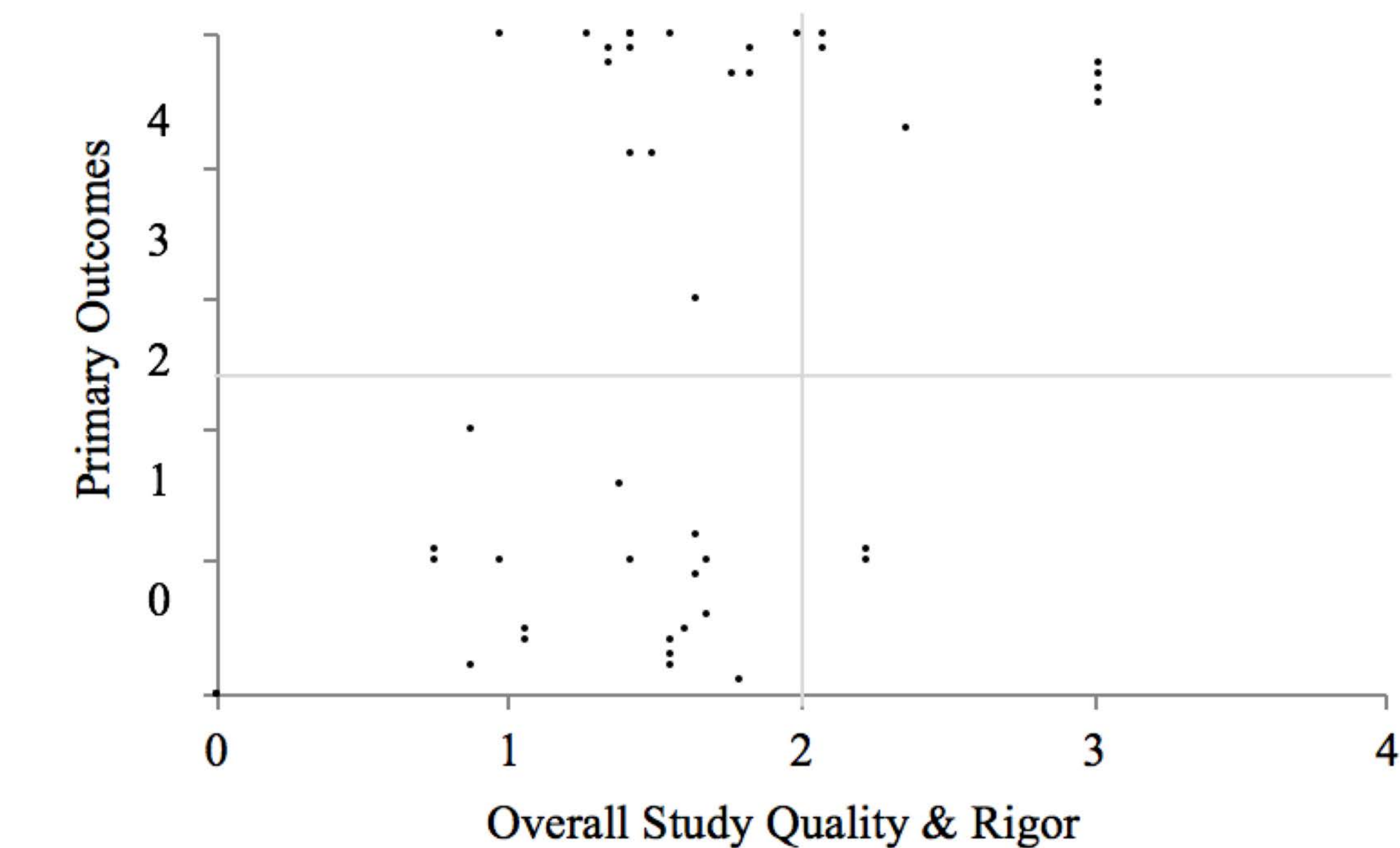
# Daily Behavior Report Card (DBRC) interventions for K-12 students showed significant effects across behavioral outcomes.



## Intervention Characteristics

Intervention Characteristic	Percentage of Participants	Number of Participants
<u>School-based characteristics</u>		
Teacher training	95.2%	60
Teacher feedback	28.6%	18
DBRC goal	90.5%	57
Check-out	36.5%	23
School-based reinforcement	38.1%	24
<u>Home-based characteristics</u>		
Parent training	85.7%	54
Home-based feedback	63.5%	40
Home-based reinforcement	60.3%	38
Returned to school	57.1%	36

Note. Percentages are out of 63 total participants.



## Average Effect Size Estimates

DV	Studies	Effects	Estimate	SE	$\tau^2$	$\omega^2$
On-task	9	19	0.557**	0.0976	0.017	97.972
Disruptive behavior	11	14	-0.895**	0.160	0.294	90.146
Points	3	6	0.522**	0.0505	0.009	65.649

Note. \*\* indicates  $p < 0.01$

## References

- Ledford, J. R., Lane, J. D., Zimmerman, K. N., Chazin, K. T., & Ayres, K. A. (2016). Single case analysis and review framework (SCARF).
- Moher, D., Liberati, A., Tezloff, J., Altman, D. G., & The PRISMA Group. (2009). Preferred Reporting Items of Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Med*, 6(7).
- Plot Digitizer (2015). Retrieved from <http://plotdigitizer.sourceforge.net>.