

How to Establish a School-Home Daily Report Card

1. Select the Areas for Improvement.

- Discuss the child's behavior with all school staff who work with the child.
- Determine the child's greatest areas of impairment.
- Define goals toward which the child should be working regarding the areas of impairment.
- Key domains:
 - Improving peer relations
 - Improving academic work
 - Improving classroom rule-following and relationships with adults

2. Determine How the Goals Will Be Defined.

- Identify specific behaviors ("target behaviors") that can be changed to make progress toward the goals easier.
- Target behaviors must be meaningful and clearly defined/observed/counted by teacher and child.
- Examples of target behaviors in the key domains:
 - Improving peer relations: does not interrupt other children during their work time, does not tease other children, plays without fighting at recess
 - Improving academic work: has materials and assignments necessary to do tasks, completes assigned academic tasks, is accurate on assigned tasks, completes and returns homework
 - Improving classroom rule-following and relationships with adults: obeys the teacher when commands are given, does not talk back to the teacher, follows classroom rules
- Additional target behaviors are listed on the attached sheet, Sample Report Card Targets.

3. Decide on Behaviors and Criteria for the Daily Report Card.

- Estimate how often the child is doing the target behaviors by reviewing school records and/or observation.
- Determine which behaviors need to be included on the report.
- Evaluate target behaviors several times throughout the day.
- Set a reasonable criterion for each target behavior (a criterion is a target level the child will have to meet to receive a positive mark for that behavior). Set criteria to be met for each part of the day, not the overall day (eg, "interrupts fewer than 2 times in each class period" rather than "interrupts fewer than 12 times per day").

4. Explain the Daily Report Card to the Child.

- Meet with teacher, parents, and child.
- Explain all aspects of the Daily Report Card (DRC) to the child in a positive manner.

5. Establish a Home-based Reward System.

- Rewards must be selected by the child.
- Arrange awards so that:
 - Fewer or less preferred rewards can be earned for fewer yeses.
 - More desired rewards can be earned for better performance.
- Give the child a menu of rewards (see Sample Home and School Rewards):
 - Select rewards for each level.
 - Label the different levels with child-appropriate names (eg, One-Star Day, Two-Star Day).
 - Use the Weekly Daily Report Card Chart to track weekly performance.
 - Some children need more immediate rewards than the end-of-day home rewards—in such cases, in-school rewards can be used.

6. Monitor and Modify the Programs.

- Record daily the number of yeses the child received on each target.
- Once the child has regularly begun to meet the criterion, make the criteria harder (if the child is regularly failing to meet the criterion, make the criteria easier).
- Once the criterion for a target is at an acceptable level and the child is consistently reaching it, drop that target behavior from the DRC. (Let the child know why it was dropped and replace with another target if necessary.)
- Move to a weekly report/reward system if the child is doing so well that daily reports are no longer necessary.
- The report card can be stopped when the child is functioning within an appropriate range within the classroom, and reinstated if problems begin to occur again.

7. Troubleshooting a Daily Report Card.

- If the system is not working to change the child's behavior, examine the program and change where appropriate (see Troubleshooting a Daily Report Card).

8. Consider Other Treatments.

- If, after troubleshooting and modification, the DRC is not resulting in maximal improvement, consider additional behavioral components (eg, more frequent praise, time-out) and/or more powerful or intensive behavioral procedures (eg, a point system).

Used with permission of William E. Pelham, Jr, @CTADD. Available for downloading at no cost in expanded format at <http://summertreatmentprogram.com>

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

Copyright ©2002 American Academy of Pediatrics and National Initiative for Children's Healthcare Quality

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

NICHQ

National Initiative for Children's Healthcare Quality



How to Establish a School-Home Daily Report Card

Troubleshooting a Daily Report Card

| Problem | Solution |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Is the child taking the Daily Report Card (DRC) home? | Ensure that the child has a backpack or special folder in which to carry DRC. Have the teacher for last class of the day prompt the child to take DRC home. Assume the child received a negative report if he or she does not have DRC. Implement positive consequences for bringing home DRC. |
| Are the target behaviors appropriate? Are the target behaviors clearly defined for the child? Are the target behaviors socially valid? Can the target behaviors be reasonably attained in the classroom context? | Redefine the target behaviors for the child. Modify the target behaviors. Modify the target behaviors or class context (eg, “gets along with peers” should not be a target if the class structure does not provide the opportunity for peer interactions). |
| Does the child remember the target behaviors throughout the day? | Implement a system of visual prompts (eg, put task sheet on desk). |
| Are the criteria for success realistic (eg, not too high or too low relative to baseline)? | Modify the criteria to shape the behavior. |
| Is something interfering with the child’s reaching the criteria (eg, child does not complete assignments due to messy, disorganized desk)? | Work on removing the impediment (eg, work on improving organizational skills, modify class schedule or structure). |
| Does the child understand the system? Can the child accurately describe the target behaviors and criteria for positive evaluations? Can the child accurately describe the relationship between the criteria and the rewards? | Implement a system of visual prompts, if necessary. Review system with child until child can accurately describe system. Increase frequency of reviewing if child continues to have difficulty. Explain the DRC system to the child again. Simplify the DRC system if necessary. |
| Is the monitoring system working properly? Have the target behaviors been sufficiently clearly defined that the teacher can monitor and evaluate them? Is the monitoring and recording process efficient enough so that the teacher is doing it accurately and consistently? | Modify the definitions of the target behaviors. Provide visual or auditory prompts for recording. Simplify the monitoring or recording process. |
| Can the child accurately monitor his or her progress throughout the day? | Design and implement a monitoring system that includes a recording form for the child (may include visual or auditory prompts). |
| Is the child receiving sufficient feedback so that he or she knows where he or she stands regarding the criteria? | Modify the teacher’s procedures for providing feedback to the child (eg, provide visual prompts; increase immediacy, frequency, or contingent nature of feedback). |
| Is the home-based reward system working properly? Are the home-based rewards motivating for the child? Has it been ensured the child does not receive the reward noncontingently? Are the parents delivering the rewards reliably? Can the child delay gratification long enough for home-based rewards to be effective? | Change the home-based rewards (eg, increase the number of choices on menu, change the hierarchy of rewards). Review reward procedures with parents again and ensure that reward is provided only when the child has earned it. Modify the procedures for delivering the home-based rewards (eg, visual prompts) or the nature of the home-based rewards. Design and implement procedures for providing school-based rewards. |

Used with permission of William E. Pelham, Jr, @CTADD. Available for downloading at no cost in expanded format at <http://summertreatmentprogram.com>



How to Establish a School-Home Daily Report Card

Daily Home Report Card

Circle Y (Yes) or N (No)

Child's Name _____ Medication _____ Week/Month _____ / _____

| | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|------------------------------|--------|--------|--------|--------|--------|--------|--------|
| 1. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 2. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 3. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 4. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 5. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 6. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 7. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| Total number of Yeses | | | | | | | |
| Total number of Nos | | | | | | | |

Comments:

Used with permission of William E. Pelham, Jr, @CTADD. Available for downloading at no cost in expanded format at <http://summertreatmentprogram.com>

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

Copyright ©2002 American Academy of Pediatrics and National Initiative for Children's Healthcare Quality

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

NICHQ

National Initiative for Children's Healthcare Quality



How to Establish a School-Home Daily Report Card

Daily School Report Card

Circle Y (Yes) or N (No)

Child's Name _____ Medication _____ Today's Date _____

| | Subjects/Times | | | | | | |
|------------------------------|----------------|--------|--------|--------|--------|--------|--------|
| 1. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 2. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 3. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 4. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 5. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 6. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| 7. _____ | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| Teacher's Initials | | | | | | | |
| Total number of Yeses | | | | | | | |
| Total number of Nos | | | | | | | |

Comments:

Used with permission of William E. Pelham, Jr, @CTADD. Available for downloading at no cost in expanded format at <http://summertreatmentprogram.com>

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

NICHQ

National Initiative for Children's Healthcare Quality



Sample Report Card Targets

Academic Productivity

- Completes X assignments within the specified time
- Completes X assignments with X% accuracy
- Starts work with X or fewer reminders
- Leaves appropriate spaces between words X% of the time or assignment
- Writes legibly/uses 1-line cross outs instead of scribbles/writes on the lines of the paper
- Corrects assignments appropriately*
- Turns in assignments appropriately*

Following Classroom Rules

- Follows class/school rules with X or fewer violations
- Interrupts class less than X times per period/Works quietly with X or fewer reminders/Makes X or fewer inappropriate noises
- Follows directions with X or fewer repetitions
- Stays on task with X or fewer reminders
- Sits appropriately* in assigned area with X or fewer reminders
- Raises hand to speak with X or fewer reminders
- Uses materials or possessions appropriately*
- Has XX or fewer instances of stealing
- Has XX or fewer instances of cursing
- Has XX or fewer instances of complaining/crying/whining
- Has XX or fewer instances of lying
- Has XX or fewer instances of destroying property

Peer Relationships

- Shares/helps peers when appropriate with X or fewer reminders
- Ignores negative behavior of others/Child shows no observable response to negative behavior of others
- Teases peers X or fewer times per period
- Fewer than X fights with peers
- Speaks clearly (fewer than X prompts for mumbling)
- Contributes to discussion (answers X questions orally)
- Contributes to discussion (at least X unprompted, relevant, nonredundant contributions)
- Fewer than X negative self comments
- Minds own business with XX or fewer reminders
- Needs XX or fewer reminders to stop bossing peers
- Does not bother other children during seat work (fewer than X complaints from others)

Teacher Relationships

- Accepts feedback appropriately* (no more than X arguments/X% of arguments) following feedback

- Appropriately* asks an adult for help when needed
- Maintains appropriate* eye contact when talking to an adult with X/fewer than X prompts to maintain eye contact
- Respects adults (talks back fewer than X times per period)
- Complies with X% of teacher commands/requests/Fewer than X noncompliances per period

Behavior Outside the Classroom

- Follows rules at lunch/recess/free time/gym/specials/assemblies/bathroom/in hallway with X or fewer rule violations
- Walks in line appropriately*/Follows transition rules with X or fewer violations
- Follows rules of the bus with X or fewer violations
- Needs XX or fewer warnings for exhibiting bad table manners (eg, playing with food, chewing with mouth open, throwing trash on the floor)
- Changes into gym clothes/school clothes within X:XX minutes

Time-out Behavior

- Serves time-outs appropriately*
- Child serves a time-out without engaging in inappropriate behaviors
- While serving a time-out, the child exhibits no more than X instances of negative behavior

Responsibility for Belongings

- Brings DRC to teacher for feedback before leaving for the next class/activity
- Responsible for own belongings (has belongings at appropriate* times according to the checklist/chart**)
- Has materials necessary for class/subject area
- Organizes materials and possessions according to checklist/chart**
- Morning routine completed according to checklist/chart**
- End of day routine completed appropriately according to checklist/chart**
- Brings supplies to class with XX or fewer reminders/brings supplies to class according to checklist/chart**
- Hangs up jacket/backpack with XX or fewer reminders
- Takes lunchtime pill with X or fewer reminders
- Has only materials needed for the assignment on desk

Homework

- Brings completed homework to class
- Writes homework in assignment book with X or fewer reminders
- DRC is returned signed the next day by parent
- Has all needed materials for homework in backpack at the end of the day

*"Appropriately" must always be defined by teacher for child.

**Checklist/chart must accompany target behavior and be displayed for child.

Used with permission of William E. Pelham, Jr, @CTADD. Available for downloading at no cost in expanded format at <http://summertreatmentprogram.com>

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

Copyright ©2002 American Academy of Pediatrics and National Initiative for Children's Healthcare Quality

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

NICHQ

National Initiative for Children's Healthcare Quality



How to Establish a School-Home Daily Report Card

Sample Home Rewards

Daily Rewards

Snacks
Dessert after dinner
Staying up X minutes beyond bedtime
Having a bedtime story/Reading with a parent for X minutes
Choosing a radio station in car
Extra bathtub time for X minutes
Educational games on computer for X minutes
Choosing family TV show
Talking on phone to friend (local call)
Video game time for X minutes
Playing outside for X minutes
Television time for X minutes
Listening to radio/stereo for X minutes
Other as suggested by child

Daily or Weekly Rewards

Going over to a friend's house to play
Having a friend come over to play
Allowance
Bike riding/skating/scooter/skateboarding (in neighborhood for daily reward; longer trip with family or at bike trail/skate park for weekly reward)
Special activity with mom or dad
Special time with mom or dad for X minutes
Earn day off from chores
Game of choice with parent/family
Other as suggested by child

Weekly Rewards

Making a long-distance call to relatives or friends
Going to the video arcade at the mall
Going fishing
Going shopping/going to the mall
Going to the movies
Going to the park
Getting ice cream
Bowling, miniature golf/Selecting something special at the store
Making popcorn
Having friend over to spend night
Going to friend's to spend night
Choosing family movie
Renting movie video
Going to a fast-food restaurant with parent and/or family
Watching taped TV shows
Free time for X minutes
Other as suggested by child

Notes: Older children could save over weeks to get a monthly (or longer) reward as long as visuals (eg, pieces of picture of activity) are used; eg, camping trip with parent, trip to baseball game, purchase of a video game. Rewards for an individual child need to be established as a menu. Children may make multiple choices from the menu for higher levels of reward, or may choose a longer period of time for a given reward.

Sample School Rewards*

Talk to best friend
Listen to tape player (with headphones)
Read a book
Help clean up classroom
Clean the erasers
Wash the chalkboard
Be teacher's helper
Eat lunch outside on a nice day
Extra time at recess
Write on chalkboard
Use magic markers
Draw a picture
Choose book to read to the class
Read to a friend
Read with a friend
Care for class animals
Play "teacher"
See a movie/filmstrip
Decorate bulletin board
Be messenger for office
Grade papers
Have treats
Earn class party
Class field trip
Student of the Day/Month
Pop popcorn
Be a line leader
Visit the janitor
Use the computer
Make ice cream sundaes
Teach a classmate
Choose stickers
Take a good note home
Receive a positive phone call
Give lots of praise
Hide a special note in desk
Choose seat for specific time
Play card games
Receive award certificate
Take Polaroid pictures
Draw from "grab bag"
Eat at a special table
Visit the principal

*Sample School Rewards can be added to the home-based reward system especially if a child is not responding appropriately to the Home Rewards. Teachers need to make sure that a child wants and will work for one of these School Rewards.

Used with permission of William E. Pelham, Jr, @CTADD. Available for downloading at no cost in expanded format at <http://summertreatmentprogram.com>

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

NICHQ

National Initiative for Children's Healthcare Quality

