

## 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).

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### 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.

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# 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
<b>Total number of Yeses</b>							
<b>Total number of Nos</b>							

**Comments:**

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# 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
<b>Teacher's Initials</b>							
<b>Total number of Yeses</b>							
<b>Total number of Nos</b>							

**Comments:**

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## 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.

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## 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.

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