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

   - 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.

   - 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”).

   - 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 rein-stated if problems begin to occur again.

   - 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).
# Troubleshooting a Daily Report Card

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the child taking the Daily Report Card (DRC) home?</td>
<td>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.</td>
</tr>
<tr>
<td>Are the target behaviors appropriate?</td>
<td>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).</td>
</tr>
<tr>
<td>Are the target behaviors clearly defined for the child?</td>
<td>Modify the definitions of the target behaviors. Provide visual or auditory prompts for recording.</td>
</tr>
<tr>
<td>Are the target behaviors socially valid?</td>
<td>Simplify the monitoring or recording process.</td>
</tr>
<tr>
<td>Can the target behaviors be reasonably attained in the classroom context?</td>
<td>Implement a system of visual prompts, if necessary.</td>
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<tr>
<td>Does the child remember the target behaviors throughout the day?</td>
<td>Implement a system of visual prompts (eg, put task sheet on desk).</td>
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<td>Are the criteria for success realistic (eg, not too high or too low relative to baseline)?</td>
<td>Modify the criteria to shape the behavior.</td>
</tr>
<tr>
<td>Is something interfering with the child’s reaching the criteria (eg, child does not complete assignments due to messy, disorganized desk)?</td>
<td>Work on removing the impediment (eg, work on improving organizational skills, modify class schedule or structure).</td>
</tr>
<tr>
<td>Does the child understand the system?</td>
<td>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.</td>
</tr>
<tr>
<td>Can the child accurately describe the target behaviors and criteria for positive evaluations?</td>
<td>Design and implement a monitoring system that includes a recording form for the child (may include visual or auditory prompts).</td>
</tr>
<tr>
<td>Can the child accurately describe the relationship between the criteria and the rewards?</td>
<td>Design and implement procedures for providing school-based rewards.</td>
</tr>
<tr>
<td>Is the monitoring system working properly?</td>
<td>Modify the teacher’s procedures for providing feedback to the child (eg, provide visual prompts; increase immediacy, frequency, or contingent nature of feedback).</td>
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<tr>
<td>Have the target behaviors been sufficiently clearly defined that the teacher can monitor and evaluate them?</td>
<td>Change the home-based rewards (eg, increase the number of choices on menu, change the hierarchy of rewards).</td>
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<tr>
<td>Is the monitoring and recording process efficient enough so that the teacher is doing it accurately and consistently?</td>
<td>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.</td>
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<tr>
<td>Can the child accurately monitor his or her progress throughout the day?</td>
<td>Design and implement procedures for providing school-based rewards.</td>
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<tr>
<td>Is the child receiving sufficient feedback so that he or she knows where he or she stands regarding the criteria?</td>
<td>Design and implement procedures for providing school-based rewards.</td>
</tr>
<tr>
<td>Is the home-based reward system working properly?</td>
<td>Change the home-based rewards (eg, increase the number of choices on menu, change the hierarchy of rewards).</td>
</tr>
<tr>
<td>Are the home-based rewards motivating for the child?</td>
<td>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.</td>
</tr>
<tr>
<td>Has it been ensured the child does not receive the reward noncontingently?</td>
<td>Design and implement procedures for providing school-based rewards.</td>
</tr>
<tr>
<td>Are the parents delivering the rewards reliably?</td>
<td>Design and implement procedures for providing school-based rewards.</td>
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<tr>
<td>Can the child delay gratification long enough for home-based rewards to be effective?</td>
<td>Design and implement procedures for providing school-based rewards.</td>
</tr>
</tbody>
</table>

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# How to Establish a School-Home Daily Report Card

## Daily Home Report Card
Circle Y (Yes) or N (No)

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
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<tbody>
<tr>
<td>Y</td>
<td>Y</td>
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<th>Total number of Yees</th>
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Comments:

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McNeil
Daily School Report Card
Circle Y (Yes) or N (No)

Child's Name ________________________________________ Medication ____________________ Today's Date_________________

<table>
<thead>
<tr>
<th>Subjects/Times</th>
<th>Y</th>
<th>N</th>
<th>Y</th>
<th>N</th>
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<th>N</th>
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Teacher's Initials

Total number of Yeses
Total number of NOS

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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McNeil
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

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**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

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*“ Appropriately” must always be defined by teacher for child.
**Checklist/chart must accompany target behavior and be displayed for child.

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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/go 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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