

ADHD:

Behaviour Report Cards

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Behaviour Report Cards:

What is it?

- A reporting method in which teachers record and track targeted student behaviour
- Provide for regular, specific communication between teachers and parents
- May be combined with positive reinforcement, self-monitoring, and/or parental consequences

Purpose:

- To increase targeted desirable behaviours and decrease targeted undesirable behaviours
- Provide regular, specific communication between parents and teachers

Advantages:

- Works with both parent delivered consequences and/or teacher feedback situations
- Provides for regular and specific communication between teachers and parents
- Simple and easy to use
- Efficient
- Promotes parental involvement
- Takes advantage of reinforcers not available in the schools
- Allows for collaboration between parents and teachers
- Performance feedback has been proven to increase desired behaviours in children and adults
- Can be utilized at any age level
- Although generally used on an individualized basis, this could be used with a small group or whole classroom

Note: It is important to consider some of the difficulties associated with this approach at the high school level

- Students are with only one teacher for one specific period each day
 - ➔ Parents will not want 5 separate reports coming home
 - ➔ Coordination among teachers may be necessary
 - Or only done for individual courses
- At this age students are more reluctant to be individualized
 - ➔ May have to develop this in a very discreet manner
 - Consider implementing this through e-mail to parents so that students are not required to take the report home
 - Consider having the positive reinforcers or consequences delivered at home by parents, so that students are not singled out
- This process could be adapted for a whole class delivery
 - ➔ All students take home individualized report cards on a daily basis

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- ➔ All students take home an individualized report card once a week with monitoring occurring on a rotating basis (Ex. Monday – Group A gets the Behaviour Report Card, Tuesday – Group B, etc.)
- ➔ Class is divided into groups with each group being assessed
 - Whole class daily report cards could be utilized with weekly reports being sent to parents

Procedures of Behaviour Report Cards:

- Select the target behaviours
 - ➔ Discuss student behaviours with all staff involved
 - ➔ Determine greatest areas of impairment
 - ➔ Define goals toward which student should be moving
 - ➔ Key domains:
 - Peer relationships
 - Academic work
 - Classroom behaviour (rules)
 - Relationships with authority
- Define goals
 - ➔ Identify target behaviours
 - Meaningful, specific, observable, and measurable by teacher and student
 - Ex: *Improving Peer Relationships*: ignores distracting behaviour of others
 - Following Classroom Rules*: Stays on-task with 3 or fewer reminders
 - Academic Work*: Completes 2 assigned academic tasks within the specified time
 - For more information on Sample Report Card Targets go to:
www.nichq.org/toolkits_publications/complete_adhd/12HowToEstabSchlHomeDailyRepCa.pdf
- Determine behaviours and criteria for the Behaviour Report Card
 - ➔ Estimate or observe frequency of targeted behaviour
 - Review school records
 - Direct Observation
 - Momentary Time Sampling

Momentary Time Sampling:

- Preferred option for teacher who must record observations while involved in instructional activities
- Involves the recording of the occurrence or non-occurrence of one or more targeted behaviours at the end of a pre-determined time interval (Ex. At the end of every minute, every 2 minutes, or every 5 minutes)
- Using this method during one 65 minute period gives the teacher a sample of the percentage of time a student may be engaged in a targeted activity
- This information can be collected over the course of a week to provide the teacher with a reliable estimate to the amount of time the student is engaged in the targeted behaviour
- Ex. If the student is off-task 9 of the 12 time samples then his/her average is 75% off-task (Venn, 2007, p. 288)

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- ➔ Determine which behaviours need to be included on the Report Card
- ➔ Set a reasonable criterion for each targeted behaviour
 - A target level which the student must achieve to receive positive reinforcement
- Discuss and explain the Behaviour Report Card with the student
 - ➔ Meet with teachers, student, and parents
 - Explain the Behaviour Report Card in a positive manner
- Create a home-based reward system
 - ➔ Rewards should be selected by the student
 - ➔ Arrange rewards
 - Less preferred rewards can be earned for fewer successes
 - More desired rewards require better performance
 - ➔ Provide student with a reward menu
 - Determine the rewards for each level
 - Use a Weekly Daily Report Card Chart to track weekly performance (Ex. attached)
 - Some students benefit from more immediate rewards than the at-home rewards – in-school rewards may be necessary in these cases
 - For reward ideas go to *Sample Home and School Rewards*:
www.nichq.org/toolkits_publications/complete_adhd/12HowToEstabSchlHomeDailyRepCa.pdf
- Monitor and Modify the program
 - ➔ Keep daily records of the successes on each target behaviour
 - ➔ Once student meets criterion regularly, make the criterion harder (if failing to meet the criterion, adjust accordingly)
 - ➔ Once student meets target criterion consistently, drop that target behaviour
 - Be sure to explain to the student why the Program is changing
 - ➔ Move to a weekly report card when the student is doing well and a daily report is no longer needed
 - ➔ Phase out the report card when the student is functioning within an acceptable range within the classroom, and bring it back if problems begin again
- Troubleshooting
 - ➔ If report system is not working to effect change, examine the program and adjust accordingly
- Considering other interventions
 - ➔ If the Behaviour Report Card, with adaptations and modifications, continues to be unsuccessful, consider additional components
 - Frequent praise
 - Time-out
 - Point Systems

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Sample Report Cards:

Daily Behaviour Report Card

Circle Y (Yes) or N (No)

Name: _____ Week: _____

	Mon.	Tues.	Wed.	Thurs.	Fri.
1.					
2.	Y N	Y N	Y N	Y N	Y N
3.	Y N	Y N	Y N	Y N	Y N
4.	Y N	Y N	Y N	Y N	Y N
5.	Y N	Y N	Y N	Y N	Y N
6.	Y N	Y N	Y N	Y N	Y N
Total Number of Yeses					
Total Number of Nos					

Comments:

Adapted from: *How to Establish a School-Home Daily Report Card* at

www.nichq.org/toolkits_publications/complete_adhd/12HowToEstabSchlHomeDailyRepCa.pdf

Teacher Daily Behaviour Report Card

Student: _____ Date: _____

Teacher: _____ Period/class: _____

Directions: Please rate the student each day on the behavioural items below:

The student worked quietly during independent seatwork.

1 2 3 | 4 5 6 | 7 8 9

Never/Seldom Sometimes Usually/Always

The student completed class assignments on time, applying his/her best effort.

1 2 3 | 4 5 6 | 7 8 9

Never/Seldom Sometimes Usually/Always

The student remained on-task, focused on the teacher or the assignment during class.

1 2 3 | 4 5 6 | 7 8 9

Never/Seldom Sometimes Usually/Always