

## Key Steps to Establishing the Daily Report Card (DRC)

The DRC is an intervention for children with inattentive or disruptive behaviors that has been supported through scientific studies. The DRC increases communication between teachers and parents to reward your child/student for positive behaviors. There are several key steps to creating an effective DRC:

- Determine the *specific target behaviors* that you would like to see changed in the classroom.
  - These targets should be behaviors that are easily **observed** and **tracked**
  
- Obtain baseline/pre-intervention tracking data on these target behaviors
  - Collect at least **3 lessons** worth of data (**more if you can**)
  
- Use the baseline data to determine the bar for success
  - Calculate the child's average number of violations for each specific target behavior and use this as the starting bar
  - You want to start the goal so that the child can be successful more often than not
  
- Create the DRC with 2 to 4 target behaviors.
  - If there are more than 4 behaviors that are problematic, start with those that cause safety concerns and those that would have the biggest impact on the student's success.
  
- For the Target behaviors, make sure:
  - They have an operation definition that the student and teacher understand.
  - They are phrased in the positive (what will the child do)
    - For example, "The child will remain in his seat with 14 or fewer mess-ups of getting out of his seat without the teacher's permission" rather than saying "The child will not get out of his seat"
  
- On the DRC, make sure:

- There is a location for the teacher to track the behavior and provide feedback to the child.
- Each target behavior has a criterion for success (for example, 3 or fewer rule violations)
- Each target behavior has a place to indicate whether or not the goal was met (for example, yes/no; smiley/frown)
- There is a place for comments
- There is a place for the date
- There is a place to indicate the reward received.

### **Key Steps to Establishing the DRC (continued)**

- Create a Reward Menu
  - Start with creating a list of rewards that the child would like to earn.
    - These do not have to be physical rewards! You can be creative in choosing rewards that are inexpensive and motivating to the child!
    - Try to make them rewards that can be given to the student on the same day they earned them so that the reward is immediate.
  - Rank the rewards from most to least motivating. Decide and separate which rewards the child can choose for meeting a certain number of targets.
    - For example, if they only meet one goal, they can choose from one list of rewards. If they meet two goals, they can choose from another list of more motivating rewards. If they meet all goals in the day, they can choose from a list of the best rewards.
  - If the reward is something that cannot be given until the following lesson, reward the child with something small right away (i.e., small candy, sticker) and be sure to follow through with the chosen reward the next lesson, regardless of whether the child is having a good or bad day.

- Feel free to change up the reward menu as often as necessary to motivate the child.
  
- Raising the bar
  - Document and graph the student's progress.
  - If the student has met the goal 80% of the time for a month, calculate the new average number of violations for the target behavior and use this as the new bar for success.
  
- PERSISTENCE, PERSISTENCE, PERSISTENCE.
  - Stick with it and don't give up if it doesn't work right away. Studies of the DRC have documented that students with DRC continue to show improvements months after the start date, so keep calm and DRC on.