

Why use a *Daily Report Card (DRC)*?

- Many studies have shown that DRCs are more effective in changing the problematic classroom behaviors of a child who has ADHD than the typical behavior “charts” or “logs” used by many teachers.
- Features that make DRCs effective: clearly defined behaviors; use of prompts/reminders; feedback and encouragement at regular intervals throughout the day; and goals based on performance over shorter periods of time (unlike systems often used by teachers that: focus on documenting problematic behaviors, vaguely define behaviors, provide inconsistent feedback, focus more on punishing undesired behaviors than on rewarding desired behaviors, and/or set goals that have to be met over the course of an entire day or week).
- A DRC provides a means for daily communication between teachers and parents that focuses on strengthening desired behaviors, while reducing the need for notes home and phone calls to parents about discipline problems.
- Once in place, a DRC often reduces the amount of time that teachers spend dealing with a child's problematic behaviors, allowing more time to focus on promoting learning and positive behaviors.
- DRCs provide a tool for maintaining positive behaviors and monitoring of a child's progress over time.
- If a child is on medication to help manage their ADHD, a DRC provides useful information about their classroom performance that can inform decisions about making changes to the medication over time.

6 Easy Steps to Establishing an Effective *Daily Report Card (DRC)*

1. Select the Areas for Improvement:

- Determine the child's greatest areas of impairment – areas that, if changed, would improve the child's major problems in daily life functioning and, if left unchanged, would have long-term negative consequences.
 - *Key domains:* Improving academic work (e.g., task completion and accuracy); improving classroom behavior and relationships with adults (e.g., compliance with adult commands/requests); and improving peer relations (particularly decreasing aggression and other negative interactions).
- Define the specific behavioral goals toward which the child needs to work in order to reduce impairments.

2. Determine How the Goals will be Defined:

- Identify specific behaviors that can be changed to facilitate progress towards the goals. These are usually called “goal behaviors.”
 - When establishing goal behaviors, remember:
 - Goal behaviors should help the child's academic, behavioral, or social success at school.
 - Goal behaviors must be very clearly defined in a way that the child, teacher, and parents all understand. Clearly defined goal behaviors can be observed and counted by the teacher, child, or anyone else in the classroom. (see *Sample DRC Goal Behaviors for Students with ADHD* on page 6).
 - A DRC can contain as few as 1 or 2, but generally no more than 3, goal behaviors, depending on the child's age and ability and the teacher's ability to monitor the selected behaviors.

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

- Estimate about how often a child is already doing a behavior you are thinking about making a goal behavior (e.g., how often a child raises their hand before speaking, how often the child turns in homework, how many assignments are completed). If in doubt, observe the child for a few days and make notes about how often s/he does the behavior during each period of the day.

- Use your estimates and/or observations to determine which goal behavior(s) need to be included on the DRC and to set the initial criteria that will be used to define success. Only select goal behaviors that will significantly improve the child's functioning (e.g., if records or observations show that the child does not call out before raising their hand as often as you thought, do not include "Raises hand before speaking in class" as a goal behavior).
- Goal behaviors need to be evaluated at the end of frequent rating periods throughout the day with the child receiving real-time feedback about their performance at the end of each rating period. The younger the child, the shorter the ideal rating period. In most cases, setting rating periods to coincide with regular transitions from one subject, activity, or class period to the next works okay. "Before lunch" and "after lunch" intervals are way too long!
- Set a reasonable criterion for success for each goal behavior.
 - A criterion is the maximum number of prompts or reminders the child can receive in a rating period and still receive a positive mark (i.e., a "Yes") for that goal behavior during the rating period.
 - Criteria are set for the child's behavior during a rating period, not for the overall day (e.g., "Starts work with 3 or fewer prompts each rating period" rather than "Starts work with 18 or fewer prompts per day"),
 - A good initial criterion is one the child can successfully meet at least 66% to 75% of the rating periods from day 1. It is important that the criterion be perceived by both the teacher and the child as being within the child's ability to achieve.

4. Explain the *Daily Report Card* to the Child:

- Explain all aspects of the DRC to the child in a positive manner. Parents and teachers should be consistent with one another when talking to the child about the DRC.
- Explain that the DRC will be used to help the child focus on the important things during the day that are giving him or her problems so they can learn how to overcome those problems.
- Explain that the child will have the opportunity to earn rewards in the classroom (and, if needed, also at home) for meeting their goals and improving their performance in the classroom.
- Explain any other procedures and answer any questions the child has about the DRC.

5. Establish a Reward System in School (and maybe Home too): Because the intrinsic motivation of children who have ADHD is often weak, it is usually necessary to provide extrinsic motivation to promote desired behaviors. Thus, rewards are a necessary component of any successful DRC.

- It is critical that the teacher establish an effective reward system in the classroom to reinforce the child for positive performance reflected on their DRC.
 - It is critical that teachers provide the child with *descriptive praise* (i.e., tell the child what behavior they did well along with making a positive comment about their good behavior) when providing feedback about their success in meeting their goals for a particular rating period (e.g., "You did a great job raising your hand this last period; I only had to remind you once! Keep up the good work this next period").
 - It is also important for the teacher to provide encouragement when providing feedback about goals that are not met (e.g., "You needed to be reminded to raise your hand more than 3 times this period. Let's see if you can do better this next period").
 - In addition to teacher encouragement and support, many children with ADHD will need the opportunity to earn rewards at school during the course of the day. For ideas of rewards that can be used in the classroom, see **Potential Classroom Rewards for Use with a Daily Report Card** on page 7.
 - Teachers and parents should talk to the child about what types of rewards they would like to earn to ensure the child will find them reinforcing. While the adults have the final say about what rewards will be available, they also have the responsibility to make sure that the rewards are actually rewarding to the child.

- For some children, it may also be helpful for parents to provide "back-up" rewards at home for their child's success on their DRC in school. This can be done in one of two ways:
 1. Awarding tokens or points as part of an existing token economy or point system the parents are already using to promote desired behaviors at home.
 2. Develop a menu of rewards that consists of several privileges at home that the child can earn based on their performance on their DRC at school.
 - The best rewards to use are those that are naturally available (e.g., a child's access to television, which was previously "free" or non-contingent, can be made contingent on receiving a positive DRC).
 - To ensure variety and maintain motivation, it is best to have several rewards from which the child can select (e.g., 15 minutes of television or comparable periods of video games or bicycle riding, or choice of dessert).
 - Rewards should be arranged such that fewer or less preferred rewards can be earned for fewer positive marks, and more or more desired rewards are earned for better performance. Give the different levels of the system child-appropriate names (e.g., Gold Star Day, Silver Star Day, and Bronze Star Day).
 - Larger rewards can be achieved by giving the child more of the same reward (e.g., the child could earn 15 minutes of video game time for each behavior on which he reached criterion on the DRC, up to a full hour).
- Stick to only using daily rewards for younger students (ages 10 and under). Having both daily and weekly rewards for cumulative performance can sometimes be helpful for older students.

6. Monitor, Modify, and Maintain the *Daily Report Card*:

- Keep daily records of how often the child is receiving Yeses on each goal behavior.
- Parent(s) and teacher(s) should consult with one another regarding shaping and fading procedures. Gradually shape the child into increasingly appropriate behavior by making their goal criteria harder once they have begun to meet the criterion regularly (e.g., if child meets a goal of "Starts work with 4 or fewer prompts per period" $\geq 90\%$ of the time for at least 5 to 7 consecutive school days, reduce the criterion to 3), or if the child regularly fails to meet criteria, make the criteria easier.
- **Provide the child with feedback about their performance at the end of each rating period. This is critical** – *waiting to provide feedback at the end of the day will significantly diminish the effectiveness of a DRC ability to modify the classroom behavior of a child who has ADHD.*
 - Provide sincere, descriptive praise to the child for their effort and successes.
- Respond matter-of-factly (not negatively) to missed goals with an encouraging statement about the child's ability to improve their performance during the next rating period.
- Once the criterion for a goal behavior is at an acceptable level and the child is consistently reaching it, you can consider dropping that behavior from the DRC. Tell the child that s/he is doing so well that they do not need to have it on the DRC any longer. **NOTE:** Parents and teachers should consult with one another before dropping a goal behavior. If the behavior should deteriorate once dropped from the DRC, return it to the DRC sooner rather than later in order to quickly regain improved performance.
- If the point is reached where the child is doing so well that daily reports are unnecessary, try moving to a weekly report/reward system. Again, if the child's performance deteriorates following a move to weekly reports/rewards, return quickly to the use of a daily system.
 - If and when the child is functioning within an appropriate range in the classroom with less frequent reports, the DRC can be phased out entirely. But be prepared to reinstate it if problem behaviors return.
- If the system is not working to change the child's behavior, examine it closely and make changes where needed. See the ***Trouble-shooting a Daily Report Card for Students Who Have ADHD*** guide on page 8 for a list of solutions to problems teachers and parents commonly experience with DRCs.




EXAMPLE

Daily Classroom Behavior Report for Jimmy Impulski

Day/Date: Thursday, October 21, 2021

Teacher: Mrs. Aristotle

My goals for today:

	 Raise my hand and wait to be called on with no more than 3 reminders	 Accept help & corrections from Mrs. A. with no more than 2 reminders	 Stay on task with no more than 3 reminders
Class/Activity/Time Period:			
Morning Circle Time	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -
Reading	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -
Spelling	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -
Writing	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -
Math	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -
Science	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -
History	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -
Specials: Music	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	<input checked="" type="checkbox"/> + <input type="checkbox"/> -
Total +'s :	5	7	5
Total -'s :	3	1	3

I want to earn 16 or more +'s today.

Teacher's comments:

Jimmy met his overall goal for the day! Although he struggled during the less-structured music lesson at the end of the day, throughout the rest of the day he did a better job with staying in his area. He is also getting better about raising his hand and waiting to be called on and staying on task. Keep up the good work, Jimmy!! - Mrs. Aristotle

Note: Images used above are from the clip art collection included with Microsoft Office 2010.



Daily Classroom Behavior Report for Johnny Impulski

Day/Date: Thursday, October 21, 2021

Teacher: Mrs. Socrates

Did I meet my goal during:

Today I will:

	Reading	Spelling	Writing	Math	Science	History
Start assignments with no more than 2 prompts/reminders.	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Stay on task with 3 or fewer reminders.	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Raise my hand to speak with no more than 3 reminders	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N

Score	0-50%	51-69%	70-79%	80-89%	90-100%
# Yeses	0 to 10	11 to 13	14 to 15	16 to 17	18 to 20

16

My other goals for today:

Turn in completed Homework (with or without prompting)

☒ Y ☐ N

Write Homework in Planner with 2 or fewer reminders.

☒ Y ☐ N

TEACHER'S INITIALS: DJS

COMMENTS:

Overall, Johnny had a good day today. He was excellent about remembering to raise his hand before speaking all day! He turned in his Homework without a reminder this morning, and this afternoon he had all of his assignments written in his Planner correctly! Way to go Johnny!! He had the most difficulty in Science when we were working in small groups outside. He may need closer supervision the next time we try this!

Critical Components of an Effective DRC

1. **Goals are set for discrete rating periods that occur frequently throughout the day**
 - ★ Balance the ideal of many brief (10-15 minute) periods over the day with the practical demands of managing a classroom
 - ★ Rating periods should coincide with regular transitions from one subject, activity, or class period to the next
2. **Goal behaviors are specific and positively worded**
 - ★ Tell the child what to do rather than what not to do
3. **In each rating period, initially give the child as many prompts or reminders as they need to meet their goal behavior during at least 65% to 75% of the rating periods across the day from Day 1**
 - ★ When the child meets a goal behavior during every rating period throughout the day for a minimum of 5 to 7 consecutive school days, reduce the number of prompts by 1
 - ★ Repeat until the child is unable to reach the above criteria to reduce the number of prompts or reminders further or they are receiving no more than 1 prompt or reminder per rating period, whichever occurs first
4. **Give the child real-time feedback at the end of each rating period throughout the day – NOT just at the end of the day**

Sample *Daily Report Card* Goal Behaviors for Students who have ADHD

Academic Productivity

- Completes X assignments within the specified time
- Completes X assignments with Y% accuracy
- Starts work with X or fewer reminders
- Leaves appropriate spaces between words X% of the time or assignment
- Writes using 1-line crossouts instead of scribbles
- Writes on the lines of the paper
- Corrects assignments appropriately*
- Turns in assignments with no more than one reminder

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 X or fewer instances of crying/whining/complaining
- Has X or fewer instances of lying
- Has X or fewer instances of destroying property
- Has X or fewer instances of cursing
- Has X or fewer instances of stealing

Peer Relationships

- Shares/helps peers when appropriate with X or fewer reminders
- Ignores/shows no observable response to negative behavior of others with X or fewer reminders/prompts
- Teases peers X or fewer times per period
- Fewer than X arguments/fights with peers
- Speaks clearly with X or fewer reminders
- Answers at least X questions orally during class discussion
- Makes at least X unprompted, relevant, non-redundant comments/observations during class discussion
- Makes X or fewer negative self-statements
- Minds own business with X or fewer reminders
- Needs X or fewer reminders to stop bossing peers
- Does not bother other children during seatwork (fewer than X complaints from others)

Teacher Relationships

- Accepts feedback with X or fewer arguments
- Appropriately* asks an adult for help when needed with no more than X mistakes/prompts
- Maintains eye contact when talking to an adult with X or fewer reminders
- Talks back fewer than X times per period
- Complies with teacher instructions with less than X failures to comply per period

Behavior Outside the Classroom

- Follows rules at lunch/recess/free time/gym/specials/in bathroom/in hallway with X or fewer rule violations
- Walks in line appropriately*
- Follows transition rules with X or fewer violations
- Follows rules on the bus with X or fewer violations
- Needs X or fewer warnings for exhibiting bad table manners (e.g., playing with food, chewing with mouth open, throwing trash on floor)
- Changes into gym / school clothes within X minutes with no more than Y prompts/reminders

Time-Out Behavior

- Serves time-outs appropriately*
- Serves a time-out with no more than X instances of negative behavior (e.g., crying, shouting, getting out of time-out area, making negative comments)

Responsibility for Belongings

- Has needed materials at start of class
- Brings supplies to class with X or fewer reminders
- Hangs up jacket/backpack with X or fewer reminders
- Has only materials needed for the assignment on desk with no more than X reminders
- Keeps materials organized according to checklist** with no more than X mistakes and/or Y prompts/reminders
- Completes morning routine according to checklist** with no more than X mistakes and/or Y prompts/reminders
- Completes end of day routine according to checklist** with no more than X mistakes and/or Y prompts/reminders
- Brings DRC to teacher for feedback before leaving for the next class/activity

Homework

- Brings completed homework to class
- Turns in completed homework with no more than X reminders
- Writes homework in assignment book for X or fewer reminders
- Has all needed materials for homework in backpack at end of the day with no more than X reminders

* "Appropriately" must always be clearly defined by the teacher for the child

** Checklist must accompany goal behavior and be displayed for the child at the point of performance

Potential Classroom Rewards for Use with a *Daily Report Card*

Some children with ADHD will do well on a DRC in response to descriptive praise from their teacher and having their performance on the DRC count toward earning home-based privileges (such as those available through a token economy or home point system). However, for some children – particularly younger ones who typically require more immediate rewards – it becomes necessary to provide school-based rewards or privileges in order to motivate their performance on their DRC. Such school-based rewards and privileges can bridge the gap between meeting behavioral criteria during the day and any back-up rewards or privileges the child earns from his/her parents at home.

The privileges and rewards listed below are usually reinforcing to most children. However, what is reinforcing to one child may not be reinforcing to another. Teachers and parents need to make sure that a particular child *is interested in earning and will work for the chosen privileges* before attempting to use them to motivate the child's behavior. This list is not exhaustive, but is intended to give teachers and parents some initial ideas about the types of privileges and rewards that could be offered to a child; teachers and parents should feel free to alter or add to this list as appropriate.

As with any behavior management protocol for a child who has ADHD, it is best to provide with a menu of school-based rewards from which to choose from rather than having only a single reward available, as they are prone to habituating (*i.e.*, losing interest in) a particular reward more quickly than other children their age.

1. Free time for X minutes.
2. Time to talk to best friend.
3. Time to listen to an audio recording with headphones/ear buds.
4. Time to read a preferred book.
5. Help clean the classroom.
6. Help clean the whiteboards.
7. Help teacher pass out papers.
8. Sharpen pencils for teacher.
9. Eat lunch outside on a nice day.
10. Earn extra time at recess.
11. Write/draw on whiteboard.
12. Use magic markers.
13. Draw a picture.
14. Choose a book to read to the class.
15. Read to a friend.
16. Read with a friend.
17. Help care for class animals.
18. Play "teacher."
19. See a movie.
20. Help decorate a bulletin board.
21. Be messenger to office.
22. Help grade papers.
23. Have a special treat at lunch.
24. Eat at a special table at lunchtime.
25. Draw a prize from a "grab bag."
26. Earn tokens/points toward a class party.
27. Earn tokens/points toward a class field trip.
28. Earn "Student of the Day" bookmark.
29. Have popcorn as a snack.
30. Be a line leader.
31. Visit the library/media center.
32. Use the classroom computer for fun for 10 minutes.
33. Make ice cream sundaes.
34. Serve as a tutor for a classmate.
35. Choose from a selection of stickers.
36. Receive a special "High-5" note to take home.
37. Receive a positive phone call to parents.
38. Get time to sit in a special (*e.g.*, beanbag) chair in the classroom.
39. Have teacher hide a special note for student in their desk/backpack.
40. Choose seat for specific time.
41. Earn playing a card game with teacher/peer.
42. Receive a small award certificate.
43. Be allowed to take a picture and print/e-mail it to parents.
44. Earn a special visit to the principal.

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Trouble-shooting a *Daily Report Card (DRC)* for Students who have ADHD

Problem	Possible Solutions
<ul style="list-style-type: none"> Is the child taking their <i>DRC</i> home? 	<ul style="list-style-type: none"> Ensure that the child has a backpack or special folder in which to carry their <i>DRC</i> home. Have the teacher for the child's last class of the day prompt the child to take their <i>DRC</i> home. Set rule that parents will assume the child received a negative report if he or she does not bring home their <i>DRC</i> Implement positive consequences for bringing home their <i>DRC</i>
<ul style="list-style-type: none"> Are the goal behaviors appropriate? Are the goal behaviors clearly defined for the child? Are the goal behaviors meaningful/socially valid? Can the goal behaviors be reasonably attained in the classroom context? 	<ul style="list-style-type: none"> Redefine the goal behaviors for the child. Change the goal behaviors. Modify the goal behaviors or class context (e.g., "gets along with peers" should not be a goal behavior if the class structure does not provide the opportunity for peer interactions).
<ul style="list-style-type: none"> Does the child remember the goal behaviors throughout the day? 	<ul style="list-style-type: none"> Implement a system of visual prompts (e.g., put task sheet on desk).
<ul style="list-style-type: none"> Are the criteria for success realistic (e.g., not too high or too low relative to baseline)? 	<ul style="list-style-type: none"> Make the criteria easier or harder for the child as necessary based on performance.
<ul style="list-style-type: none"> Is something interfering with the child reaching the criteria (e.g., child does not complete assignments due to messy, disorganized desk)? 	<ul style="list-style-type: none"> Work on removing the impediment (e.g., work on improving organizational skills, modify class schedule or structure).
<ul style="list-style-type: none"> Does the child understand the system? Can the child accurately describe the goal behaviors and criteria for positive evaluations? Can the child accurately describe the relationship between the criteria and the rewards? 	<ul style="list-style-type: none"> Explain the <i>DRC</i> system to the child again. Simplify the <i>DRC</i> system if necessary Implement a system of visual prompts Review system with child until child can accurately describe system. Increase frequency of reviewing if child continues to have difficulty.
<ul style="list-style-type: none"> Is the monitoring system working properly? Have the goal behaviors been clearly defined so that the teacher can easily monitor and evaluate them? Is the monitoring and recording process sufficiently efficient that the teacher is doing it accurately and consistently? 	<ul style="list-style-type: none"> Clarify the definitions of the goal behaviors. Provide visual or auditory prompts for recording. Simplify the monitoring and recording process.
<ul style="list-style-type: none"> Can the child accurately monitor his or her progress throughout the day? 	<ul style="list-style-type: none"> Design and implement a monitoring system that includes a recording form for the child that (may include visual or auditory prompts).
<ul style="list-style-type: none"> Is the child receiving sufficient feedback so that he or she knows where he or she stands regarding the criteria to meet their goal behavior(s)? 	<ul style="list-style-type: none"> Make sure teacher is providing descriptive feedback (positive and corrective) to child at end of each rating period. Modify teacher's procedures for providing feedback to the child (e.g., provide visual prompts, increase immediacy, frequency, or contingent nature of feedback).
<ul style="list-style-type: none"> Are the school-based and back-up home-based reward systems working properly? Are the rewards being used motivating for the child? Has it been ensured the child does not receive the reward non-contingently? Are the teachers/parents delivering the rewards reliably? Can the child delay gratification long enough for home-based rewards to be effective? 	<ul style="list-style-type: none"> Change the rewards being used (e.g., increase the number of choices on rewards menu). Ask child for ideas about additional rewards they would like to earn. Have teacher/parents review reward procedures and ensure that reward is provided only when child has earned it. Modify the procedures for delivering rewards (e.g., visual prompts) or the nature of the rewards being used. Increase use of school-based rewards.

Daily Classroom Behavior Report Card for _____

Day/Date: _____

Teacher: _____

My goals for today:

 <p>Raise my hand and wait to be called on with ____ or fewer reminders</p>	 <p>Keep my eyes on my teacher during lessons with ____ or fewer reminders</p>	 <p>Stay focused on my work with ____ or fewer reminders</p>	 <p>Complete my work on time</p>
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Class/Activity/Time Period:

	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-
	+	-	+	-	+	-	+	-

Total +’s :

Total -’s :

I want to earn ____ or more +’s today.

Teacher’s comments:

