

## Daily Report Card Checklist

### Adherence:

#### Getting Started

- Identify two or three specific, observable behaviors that you hope to target with the DRC (e.g., interrupting, getting out of seat, low classwork completion, forgets homework).(See common behavior targets in the materials)
- Decide how you will measure target behaviors
  - [Frequency Counts](#)
  - [Percentages](#)
  - [Duration](#)
- Identify a starting goal for each behavior. Because it is important for the student to have some success early on, the recommended goal for each behavior is one that the student can achieve at least 50% of the time based on the initial data.
- [Develop a Rewards List](#)
- [Introduce the Intervention to the student](#)

#### Implementation

- [Step 1](#): At the start of the day or class period, remind the student of his/her target behaviors and goals.
- [Step 2](#): At the start of the day or class period, ask the student about the reward earned yesterday (if rewards were earned) or ask the student what reward they might be working towards that day.
- [Step 3](#): At the start of an activity that is particularly relevant to a student's DRC target, remind the student of the target.
- [Step 4](#): When the student exhibits a negative target behavior, give feedback by *labeling* the behavior that the student exhibited AND *connecting* it to the DRC.
- [Step 5](#): When the student exhibits a negative target behavior, *track* that behavior as it occurs using whatever format you prefer.
- [Step 6](#): When the student exhibits a negative target behavior and is getting close to not meeting their goal, provide specific feedback.
- [Step 7](#): Praise the student when they exhibit a positive behavior that is incompatible with negative target behavior on the DRC.
- [Step 8](#): At the end of the day, give the student the DRC and briefly review their success
- [Step 9](#): Allow the student to select a reward based on the number of goals that were met.
- [Step 10](#): Send the DRC home with the student for the parent to review.

### Quality:



- [Although similar to the Check-in Check-out intervention, there are differences.](#)
- Provide feedback in a supportive way; use subtle, less public corrections to preserve student dignity.

**Tips For Success:**

- Start off with just a few behaviors and build and adjust as you go.
- If your student does not seem motivated to earn the rewards, change them.
- The DRC is most effective for high frequency behaviors relative to low frequency behaviors.
- The DRC should be implemented for at least one month before expecting maximal gains.
- Younger students may need a pictures and visual reminders about their target behaviors. [See samples.](#)