Creating a Daily Report Card for the Home

Frances W. Arnold and the ADHD Cooperative Parent Training Group

Center for Children and Families
University at Buffalo
Diefendorf Hall, Room 106
3435 Main Street, Bldg 20
Buffalo, NY 14214-3093
Phone: 716-829-2244
Fax: 716-829-3692

http://ccf.buffalo.edu

Creating a Daily Report Card for the Home

Children with ADHD typically have problems at school and at home. A useful tool in decreasing unwanted negative behavior at home and school is a daily report card. This worksheet is designed to help you create a daily report card for your home. (Another form designed for your child's teacher outlines how to develop a Daily Report for School.) Developing a Daily Report Card for Home involves several steps, involving (1) selecting initial behaviors to work on, (2) developing goals, (3) developing ways to measure improvement, (4) selecting rewards to use to motivate your child to improve, and (5) monitoring your child's improvement and change during the program. In this work packet, these 5 steps have been broken down into smaller steps.

STEP ONE: Brainstorming

Think about what your child's most common and distressing problems are. What are they? Now, imagine that we could improve each of these problems … Well, we *can* improve these problems by setting goals for your child, one step at a time. A good goal is one that is clearly defined, easily understood by you and your child, and allows you and your child to tell how close he[1] is toward making that goal.

TO DO
- Use a highlighter to mark all of the behaviors that apply to your child appearing on The List of Possible Behaviors To Change Sheet appearing at the end of this packet. (The behaviors chosen will eventually be turned into goals.)
- Put a star beside the 3 – 8 behaviors that cause your child the most problems. (These will be the first problems that you will address.)
- Following the example, write these 3 – 8 behaviors in the lines provided on the following page.

Dad sure wishes that Johnny wouldn't throw such tantrums ...

FAST FACT: More or Less?

Younger children sometimes need fewer goals on the Daily Report Card.
Older children often can handle more.

Example: 1.) Johnny follows adults' directions with __
           or fewer reminders.
   2.) Johnny teases his brother __ or fewer times.
   3.) Johnny completes his chores by __ p.m.
   4.) Johnny does not leave yard to go to friends' house
          without permission.
   5.) Johnny uses good table manners at meals
        with __ or fewer reminders.

?

CAN'T FIND THE BEHAVIOR THAT YOU WANT? TURN TO THE BLUE WORKSHEET IN THIS PACKET.

---

[1] A coin toss was used to determine that we use "he" instead of "she" throughout this work packet.

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

6.) _____

7.) _____

8.) _____

STEP TWO: Knowing When …

In this step, you will list the times of the day your child needs to work on each of the behaviors listed above. (Don't worry that we have not chosen numbers to go in the blanks yet; we will do this in the next step.) Most parents of children with ADHD report that they would like children's behavior to improve at four times—(1) in the morning before school, (2) after school, (3) in the evening around dinnertime, and (4) at bedtime.

TO DO
- Following the example below, write across the top of your list the four times of the day that behavioral problems occur.
- Write each of the problem-behaviors in the spaces provided to the left.
- Write in "Y or N" in each of the spaces to signify "Yes or No." (This feature will eventually allow you to circle whether your child meets each goal.)

Example:

	Morning	After School	Evening	Bedtime
1.) Johnny follows adults' directions with __ or fewer reminders.	Y or N	Y or N	Y or N	Y or N
2.) Johnny teases his brother __ or fewer times.	Y or N	Y or N	Y or N	Y or N
3.) Johnny completes his chores by ____ p.m.	Y or N	Y or N	Y or N	Y or N
4.) Johnny does not leave the yard to go to friends' houses without permission.	Y or N	Y or N	Y or N	Y or N
5.) Johnny uses good table manners at meals with __ or fewer reminders.	Y or N	Y or N	Y or N	Y or N

	Morning	After School	Evening	Bedtime
1.) _____ _____.	Y or N	Y or N	Y or N	Y or N
2.) _____ _____.	Y or N	Y or N	Y or N	Y or N
3.) _____ _____.	Y or N	Y or N	Y or N	Y or N
4.) _____ _____.	Y or N	Y or N	Y or N	Y or N
5.) _____ _____.	Y or N	Y or N	Y or N	Y or N
6.) _____ _____.	Y or N	Y or N	Y or N	Y or N
7.) _____ _____.	Y or N	Y or N	Y or N	Y or N
8.) _____ _____.	Y or N	Y or N	Y or N	Y or N

STEP THREE: Filling in the Blanks

Now return to the behaviors that you listed in STEP ONE. As you remember, we left some parts of the statements blank (for example, "Johnny teases his brother ___ or fewer times"). We will now choose what numbers go in those blanks. **Choosing the numbers that go in the blanks turns this list of behaviors into a list of goals.**

What numbers do you think go in those blanks? To decide on these numbers, think about how many times your child performs the unwanted behavior during each part of the day, and then choose a number that is less than that number. However, you should not make these goals too hard; making the goals too hard in the beginning will wind up frustrating your child, leaving him less likely to experience success in the end. Instead, make a beginning goal that is realistic and allows your child to take baby steps toward achieving a final goal.

TO DO
- Following the example, fill in the lines below just as you did in STEP ONE, this time filling in the blanks.
- When filling in the blanks, choose a number that is realistic, given the number of times you think that your child currently performs the behavior.
- Check to make sure that these five behavioral goals are not too hard for your child.

Example

Johnny normally completes his chores by 8:00 p.m. His parents decided to set a goal for him to complete his chores by 7:00 p.m. This goal is listed as Number Three below.

Mom would like Johnny to use better manners at meal time.

1.) *Johnny follows adults' directions with **2** or fewer reminders.*
2.) *Johnny teases his brother **3** or fewer times.*
3.) *Johnny completes his chores by **7** p.m*
4.) *Johnny does not leave yard to go to friends' house without permission.*
5.) *Johnny uses good table manners at meals with **2** or fewer reminders.*
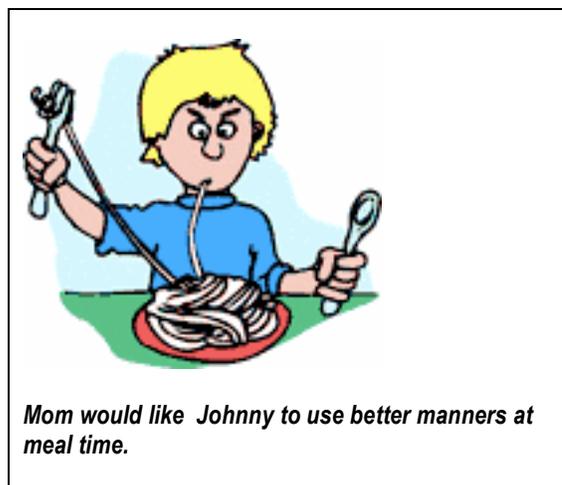
1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

6.) _____

7.) _____

8.) _____

STEP FOUR: Fine-tuning

You may have noticed in STEP THREE that some goals only apply to certain times of the day. For example, if one of the goals listed is "Morning routine is completed according to chart," then you will only be watching to see if he does this in the morning.

TO DO
- Rewrite the 5 goals onto the blank daily report card on Page 4.
- Following the example, cross out any areas on the daily report card that do not apply.

Example

	Morning	After School	Evening	Bedtime
1.) *Johnny follows adults' directions with 2 or fewer reminders.*	Y or N	Y or N	Y or N	Y or N
2.) *Johnny teases his brother 3 or fewer times.*	Y or N	Y or N	Y or N	Y or N
3.) *Johnny completes his chores by 7:00 p.m.*	Y or N	Y or N	Y or N	Y or N
4.) *Johnny does not leave the yard to go to friends' houses without permission.*	Y or N	Y or N	Y or N	Y or N
5.) *Johnny uses good table manners at meals with 2 or fewer reminders.*	Y or N	Y or N	Y or N	Y or N

	Morning	After School	Evening	Bedtime
1.) _____ .	Y or N	Y or N	Y or N	Y or N
2.) _____ .	Y or N	Y or N	Y or N	Y or N
3.) _____ .	Y or N	Y or N	Y or N	Y or N
4.) _____ .	Y or N	Y or N	Y or N	Y or N
5.) _____ .	Y or N	Y or N	Y or N	Y or N
6.) _____ .	Y or N	Y or N	Y or N	Y or N
7.) _____ .	Y or N	Y or N	Y or N	Y or N
8.) _____	Y or N	Y or N	Y or N	Y or N

STEP FIVE: Trying It Out

The next step is trying out the Daily Report Card to see if it is doing what it should. But first, flip to the ORANGE WORKSHEET and then come right back here.

TO DO
- At the end of each part of the day, circle "Y or N" indicating whether your child met his goal.
- If your child has a Daily Report Card for the School set up, add up the number of Yeses and Nos and record them in the line provided for Number 9.
- If your child has a Daily Report Card for the School set up, then use the reward system that you just set up for school performance, as indicated by the number of Yeses and Nos in Number 9.
- At the end of each day, count up the number of yeses and write them in the space provided.
- Count up the number of nos and write them in the space provided.
- Use the Daily Report Card for one full week (i.e., 7 days).
- Make sure to reward your child for both daily and weekly performance on the Daily Report Card.
- Follow the example.

… Johnny is caught teasing his brother. Having already been reminded twice not to tease, Johnny will be informed that if he teases again, he will not earn a "yes" on his daily report card.

Example

Number of Yeses _____
Number of Nos _____

	Morning	After School	Evening	Bedtime
1.) Johnny follows adults' directions with 2 or fewer reminders.	Y or N	Y or N	Y or N	Y or N
2.) Johnny teases his brother 3 or fewer times.	Y or N	Y or N	Y or N	Y or N
3.) Johnny completes his chores by 7:00 p.m.	Y or N	Y or N	Y or N	Y or N
4.) Johnny does not leave the yard to go to friends' houses without permission.	Y or N	Y or N	Y or N	Y or N
5.) Johnny uses good table manners at meals with 2 or fewer reminders.	Y or N	Y or N	Y or N	Y or N

Number of Yeses _____
Number of Nos _____

	Morning	After School	Evening	Bedtime
1.) _____ _____.	Y or N	Y or N	Y or N	Y or N
2.) _____ _____.	Y or N	Y or N	Y or N	Y or N
3.) _____ _____.	Y or N	Y or N	Y or N	Y or N
4.) _____ _____.	Y or N	Y or N	Y or N	Y or N
5.) _____ _____.	Y or N	Y or N	Y or N	Y or N
6.) _____ _____.	Y or N	Y or N	Y or N	Y or N
7.) _____ _____.	Y or N	Y or N	Y or N	Y or N
8.) _____ _____.	Y or N	Y or N	Y or N	Y or N

9.) Total School Performance (No. of Yeses/Nos) _____.

STEP SIX: Evaluation

The next step is evaluating your child's weekly performance. To do this, you will look at the number of Yeses versus the number of Nos.

FAST FACT: Two to One

Earning twice as many Yeses as Nos each day on the Daily Report Card is considered a successful day.

TO DO
- List the number of yeses earned for each goal in the lines provided.
- List the number of nos earned for each goal in the lines provided.
- Record a star beside goals on days in which twice as many yeses as nos were earned.
- Answer the question, "on how many days were at least twice as many yeses as nos earned?" for each goal.

Example

Johnny's performance on his first goal, "follows adults' directions with 5 or fewer reminders," is as follows:

Goal # 1: Day 1 4 (Yeses) 0 (Nos)*
Day 2 3 (Yeses) 1 (Nos)*
Day 3 2 (Yeses) 2 (Nos)
*Day 4 3 (Yeses) 1 (Nos)**
Day 5 4 (Yeses) 0 (Nos)*
Day 6 4 (Yeses) 0 (Nos)*
Day 7 3 (Yeses) 1 (Nos)*
On how many days were at least twice as many yeses as nos earned? 6

Mom adds up yeses and nos ...
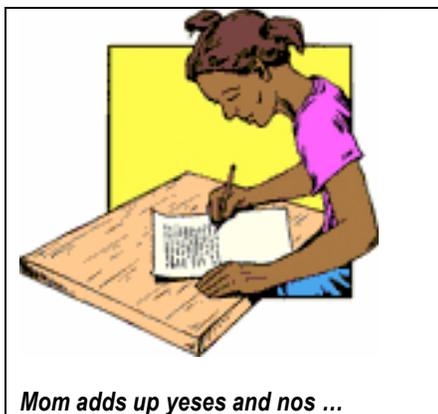
Goal # 1: Day 1 ____ (Yeses) ____ (Nos)
           Day 2 ____ (Yeses) ____ (Nos)
           Day 3 ____ (Yeses) ____ (Nos)
           Day 4 ____ (Yeses) ____ (Nos)
           Day 5 ____ (Yeses) ____ (Nos)
           Day 6 ____ (Yeses) ____ (Nos)
           Day 7 ____ (Yeses) ____ (Nos)
           On how many days were at least twice
           as many yeses as nos earned? ____

Goal # 2: Day 1 ____ (Yeses) ____ (Nos)
           Day 2 ____ (Yeses) ____ (Nos)
           Day 3 ____ (Yeses) ____ (Nos)
           Day 4 ____ (Yeses) ____ (Nos)
           Day 5 ____ (Yeses) ____ (Nos)
           Day 6 ____ (Yeses) ____ (Nos)
           Day 7 ____ (Yeses) ____ (Nos)
           On how many days were at least twice
           as many yeses as nos earned? ____

Goal # 3: Day 1 ____ (Yeses) ____ (Nos)
           Day 2 ____ (Yeses) ____ (Nos)
           Day 3 ____ (Yeses) ____ (Nos)
           Day 4 ____ (Yeses) ____ (Nos)
           Day 5 ____ (Yeses) ____ (Nos)
           Day 6 ____ (Yeses) ____ (Nos)
           Day 7 ____ (Yeses) ____ (Nos)
           On how many days were at least twice
           as many yeses as nos earned? ____

Goal # 4: Day 1 ____ (Yeses) ____ (Nos)
           Day 2 ____ (Yeses) ____ (Nos)
           Day 3 ____ (Yeses) ____ (Nos)
           Day 4 ____ (Yeses) ____ (Nos)
           Day 5 ____ (Yeses) ____ (Nos)
           Day 6 ____ (Yeses) ____ (Nos)
           Day 7 ____ (Yeses) ____ (Nos)
           On how many days were at least twice
           as many yeses as nos earned? ____

Goal # 5: Day 1 ____ (Yeses) ____ (Nos)
           Day 2 ____ (Yeses) ____ (Nos)
           Day 3 ____ (Yeses) ____ (Nos)
           Day 4 ____ (Yeses) ____ (Nos)
           Day 5 ____ (Yeses) ____ (Nos)
           Day 6 ____ (Yeses) ____ (Nos)
           Day 7 ____ (Yeses) ____ (Nos)
           On how many days were at least twice
           as many yeses as nos earned? ____

Goal # 6: Day 1 ____ (Yeses) ____ (Nos)
           Day 2 ____ (Yeses) ____ (Nos)
           Day 3 ____ (Yeses) ____ (Nos)
           Day 4 ____ (Yeses) ____ (Nos)
           Day 5 ____ (Yeses) ____ (Nos)
           Day 6 ____ (Yeses) ____ (Nos)
           Day 7 ____ (Yeses) ____ (Nos)
           On how many days were at least twice
           as many yeses as nos earned? ____

Goal # 7: Day 1 ____ (Yeses) ____ (Nos)
           Day 2 ____ (Yeses) ____ (Nos)
           Day 3 ____ (Yeses) ____ (Nos)
           Day 4 ____ (Yeses) ____ (Nos)
           Day 5 ____ (Yeses) ____ (Nos)
           Day 6 ____ (Yeses) ____ (Nos)
           Day 7 ____ (Yeses) ____ (Nos)
           On how many days were at least twice
           as many yeses as nos earned? ____

Goal # 8: Day 1 ____ (Yeses) ____ (Nos)
           Day 2 ____ (Yeses) ____ (Nos)
           Day 3 ____ (Yeses) ____ (Nos)
           Day 4 ____ (Yeses) ____ (Nos)
           Day 5 ____ (Yeses) ____ (Nos)
           Day 6 ____ (Yeses) ____ (Nos)
           Day 7 ____ (Yeses) ____ (Nos)
           On how many days were at least twice
           as many yeses as nos earned? ____

On how many days were at least twice as many yeses as nos earned? ____

STEP SEVEN: Monitoring Your Child's Performance

The numbers that you calculated above tell you on average how successful your child was on each of the goals over the past week. Earning twice as many yeses as nos on lots of days on a goal is considered really good—That means that your Daily Report Card is working! Now we want to make sure that your child has been successful in each of his goals. That means checking each goal carefully.

FAST FACT: Getting Worse Before Getting Better?

Some children behave a little worse when the Daily Report Card is first used. This may be for any number of reasons (for example, because you are enforcing rules consistently for the first time). It takes a little while for some children to get used to this new system before they

 TO DO
- Look at the answers to each of the questions
"On how many days were at least twice as many yeses
as nos earned?"
- For each goal, use the number recorded in response to the question "On how many days were at least twice as many yeses as nos earned?" to determine what your next step is, according to the chart below:

On how many days were at least twice as many yeses as nos earned?	What To Do Next
0, 1, or 2	Turn to YELLOW WORKSHEET
3, 4, 5, 6, or 7	Stay Tuned … Read Below**

- If your child earned a 3-6, then keep doing what you've been doing using the exact same Daily Report Card next week.
- In one week, recalculate the number of yeses and nos for each day for each goal.
- If your child earns twice as many yeses as nos on **3 days of the week for two weeks in a row** or earns twice as many yeses as nos on **6 days of the week for two weeks in a row,** turn to the PINK WORKSHEET.
- If your child earns twice as many yeses as nos somewhere between 5 and 13 days of the two-week period, but does not earn twice as many yeses as nos on 3 days of the week for two weeks in a row nor earns twice as many yeses as nos on 6 days of the week for two weeks in a row, keep the same Daily Report Card for another week. (This means that goals are set at a good level!)

STEP EIGHT: Cheering on Your Child

As mentioned, you have to take baby steps toward reaching bigger goals when using the Daily Report Card. Change will be gradual. Thus, you want to help your child experience success along the way so that he will not be discouraged – but will rather be excited – to work toward the next goal. Cheer your child on to earning lots of yeses on the Daily Report Card. Remember, the goal is to earn twice as many yeses as nos for most children. This goal may differ a little from child to child, but in general a good rule of thumb is to cheer on any success – small or large. Remember, start off small and work your way up. Doing this will increase your child's chances of being successful!
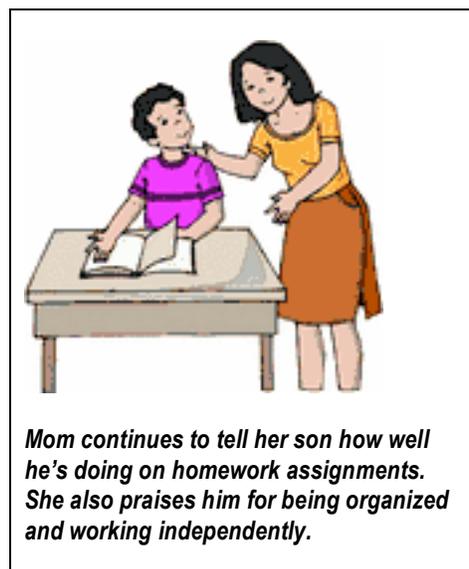
Mom continues to tell her son how well he's doing on homework assignments. She also praises him for being organized and working independently.

BLUE WORKSHEET: Troubleshooting Goals for the Daily Report Card

Did you read the List of Possible Behaviors to Change from top to bottom and you still can not find the behavior that you want? If yes, this could be for several reasons. Read each of these reasons listed below.

1.) The behavior may be listed but may be written using different words. For example, "Respects Adults" is listed while "Sasses Adults" is not. In this case, "Sasses Adults" may replace "Respects Adults." Re-read the List of Possible Behaviors to Change, paying close attention to wording. If you still can not find any behavior capturing what you are trying to say, then proceed to Number Two.

2.) The behavior may not be listed because it is a problem that we consider is pretty small. For example, if you wanted help your child "be less fidgety," you would not find this behavior listed. Because this behavior is pretty minor in the grand scheme of things (and might not be within the child's control anyway), you should ignore it, and put your energy toward helping your child in more important areas. If the behavior that you want to change is something beyond what should be ignored, then move to Number Three.

3.) The behavior may not be listed because it is not precisely defined. For example, if you were looking for "child does not give me *that look*," then you would not find it listed. Behaviors should be clearly defined so that you and your child understand exactly what the problem is and why it is a problem. In the this example, " does not give me *that look"* may be better expressed as "does not roll his eyes at me when I give him a command," if it is the eye-rolling that is considered disrespectful. If the behavior that you want to change is clearly defined, proceed to Number Four.

4.) The behavior that you want to change may not be listed because it a part of a bigger area of problems. In the example listed in Number Three, "child does not give *that look"* may better fall into the category of Disrespect Toward Adults, and would best be addressed by a statement such as "Respects Adults with XX or fewer reminders." If the behavior that you want to change is not a part of a larger area that you want to change, then move to Number Five.

5.) The behavior that you want to change may not be listed because it reflects an individual need of your child that we have not included on the list. In this case, you will need to write it on your own. When you do this, keep in mind what is a good behavior to change and how it can be described.

___ The behavior must be something that your child can change.
___ The behavior must be different from normal children's behavior.
___ The behavior is important.
___ Changing the behavior would help your child at home or at school (or with friends or adults).
___ The behavior must be written in terms that are easily understood by you and your child.
___ The behavior must be something that is easy to count.
___ The behavior must be clearly defined.

TO DO

- Write down the behavior that you want to change.
- Make sure that it is a behavior that meets all of the criteria listed above.

Example

Marvin is always touching other people. While he does not mean to bother his parents or siblings, they become annoyed with him. Marvin's parents write down the behavior "Marvin keeps his hands to himself with XX or fewer reminders." They check the behavior written to ensure that it is something that can change, is different from other children's behavior, is important, is something that if changed would help peer- or adult-relationships, is easily understood, is easily counted,, and is clearly defined.

Behavior that you want to change: _____

_____

Nice work! You now have the behavior written down that you want to change. If you now have a total of 3 to 8 behaviors listed in STEP ONE on Page 1, you have completed "STEP ONE: Brainstorming." At this time, begin "STEP TWO: Knowing When … " If you do not have 3 to 8 behaviors listed, then return to the beginning of this worksheet to identify the remaining behaviors that you want to change.

ORANGE WORKSHEET: Reward System

Establishing goals alone will not ensure that a child's behavior will improve. For a DRC to be effective for a child, he must be motivated to work hard and reach his goals. That motivation is provided by setting up rewards for the child to receive when he does a good job of reaching his goals. However, rewards do not have to be new, "store-bought" things that you run out and buy every day. Instead rewards should be things that are already available in the home or community that can be given to your child only when he reaches his goals and not at other times. For example, television time is "free" for most children—they watch T.V. regardless of their behavior at home or school. You could decide that your child must earn television time by reaching his goals on the Daily Report Card. The same can be true for many activities that children enjoy—they can be allowed, based on your child having reached his daily goals.

Thus, you need to talk with your child to find out which rewards will motivate him and will fit within your daily routines. You have some idea about what is rewarding for your child—things that he spends a lot of time doing when he has the choice or things that he says that he likes to do. Talking with him can help clarify that. We have given you a start on this by providing a list on the next page of possible rewards that you might find useful with your child.

These pages provide a chart for you to fill in, based on what rewards you and your child choose as most appropriate. The chart is broken down into the proportion of yeses to nos earned each day. You are to fill in the reward or rewards that your child will receive given each type of performance. Then, a second chart allows you to indicate what weekly rewards your child would be motivated to earn, based on the number of days that he earned twice as many yeses as nos. In addition, there is a Weekly Daily Report Card Chart that can be used to summarize your child's totals over the week. This sheet should be used to determine which rewards for your child.

      TO DO
- Read the List of Possible Rewards and discuss them with your child—Have your child rank the rewards to learn which ones he desires the most.
- Choose as many rewards from the list that you think would motivate your child and fit with your home routines, and put a star beside each with more stars next to the ones that are most rewarding for your child.
- Ask your child if there are any other rewards that he would be motivated by, and if you approve, add them to the list, putting a star or stars beside each.
- Consider the following points:
  - To make sure that children do not get tired of a reward, it is a good idea to have a menu, so each box might consist of a choice of rewards.
  - For rewards that can be given in chunks, more of something can be a larger reward than less of it (for example, 60 versus 30 versus 15 minutes of TV time).
  - It is important to have multiple levels of rewards—both daily and weekly—in order to make sure that your child will work hard.
  - Even longer-term rewards can be added to this list if you had planned on a major purchase for your child anyway. For example, your child could be promised a new bicycle when he has 16 weeks of at least 5 good days. You could cut a picture of a bike into 16 pieces, giving him one for each successful week; when he has all ten pieces of the "puzzle" together, he gets the bike. The weeks do not have to be all in a row— Your child just has to have enough of them to finish the puzzle and earn the reward.
- Fill in the boxes on each of the two charts on Page 13 with each of the rewards. Some rewards may be used more than once.
- Check to make sure that the best rewards (or the most rewards) are listed towards the bottom of each chart.
- Note that there is no box for earning less than half yeses.

<u>List of Possible Rewards</u>

Reward	Type of Reward It Typically Is
Snacks	Daily
Staying up beyond bedtime	Daily
Visiting a friend's house	Daily, Weekly
Having a friend come over	Daily, Weekly
Bike riding	Daily, Weekly
Allowance	Daily, Weekly
Going fishing	Weekly
Going shopping	Weekly
Skating	Daily, Weekly
Going to the movies	Weekly
Special activity with mom or dad	Daily, Weekly
Earn day off from chores	Daily, Weekly
Going to the park	Weekly
Getting ice cream	Weekly
Bowling, miniature golf	Weekly
Game of choice with parent/family	Daily, Weekly
Going to the mall	Weekly
Having story to read to	Daily
Choosing radio station in car	Daily
Selecting something special at the store	Weekly
Making popcorn	Weekly
Having friend over to spend night	Weekly
Going to friend's house to spend night	Weekly
Television time	Daily, Weekly (for Sat./Sun.)
Video game time	Daily
Listening to radio/stereo	Daily, Weekly (for Sat./Sun.)
Playing outside	Daily, Weekly (for Sat./Sun.)
Extra bathtub time	Daily
Educational games on computer	Daily
Talking on phone	Daily, Weekly
Choosing family T.V. show	Daily
Choosing family movie	Weekly
Renting movie video	Weekly
Going to fast-food restaurant with parent and/or family	Weekly
Taped T.V. shows	Weekly

Nancy decided to reward Nicky with a special bedtime story.
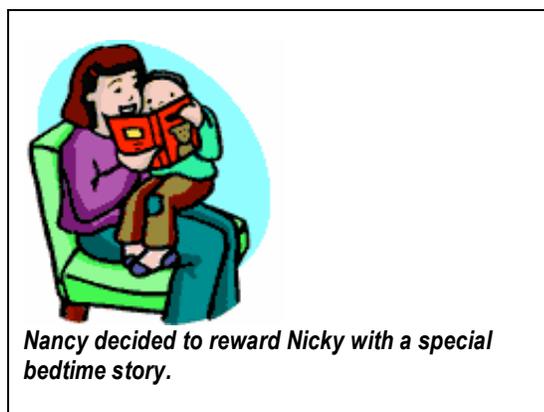
As a weekly reward, Carl bought bubbles at the dollar store ...
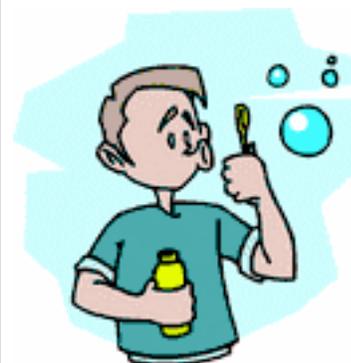
Example:

Proportion of Yeses and Nos	Daily Reward
Half Yeses/Half Nos	*15 minutes of TV or extra game time with Dad*
Twice as Many Yeses as Nos	*30 minutes of TV or choice of dinner or dessert*
All Yeses	*60 minutes of TV or late bedtime*

Number of Days Twice as Many Yeses as Nos Were Earned	Weekly Reward
3-4	*Watch one hour of Saturday morning cartoons*
5-6	*Rent a video or go to lunch at McDonald's*
7-8	*Have a friend over to spend the night*

Proportion of Yeses and Nos	Daily Reward
Half Yeses/Half Nos	
Twice as Many Yeses as Nos	
All Yeses	

Number of Days Twice as Many Yeses as Nos Were Earned	Weekly Reward
3-4	
5-6	
7-8	

Excellent Job! You now have a reward system set up for the home. Now return to "STEP FIVE: Trying It Out."

YELLOW WORKSHEET: Checklist

Did your child earn twice as many yeses as nos on 0, 1, or 2 days this past week on any one goal? If yes, then you've come to the right place. It seems that your child had a difficult time earning a goal or two. Since this is the case, we are going to take a very close look at what factors may have influenced your child's performance. It is very important that we make changes to his Daily Report Card in order to prevent him from feeling discouraged and keep him motivated. We want to make changes as soon as possible so that he can begin experiencing more success and be motivated to try his hardest.

Below is a checklist designed to help you figure out why your child performed the way he did this past week and to change the system to help him do better. You should think about the reason for your child's performance, since different causes to the problem suggest different solutions.   Ask yourself each of the following questions.   Put a checkmark beside any question that applies. Lastly, read suggestions listed under "TO DO" to arrive at a solution.

"Is It my child?"
___ 1.) Does my child understand the system?
___ 2.) Does my child remember his goals throughout the day?
___ 3.) Can my child easily check how he is doing throughout the day?
___ 4.) Is something interfering with my child's reaching his goals (for example, my child does not get ready in time for school because his closet is too messy)?

 "Is it me?"
___ 5.) Am I providing my child with accurate feedback so that he knows how close he is to making his goals?

"Is it something about the program?"
___ 6.) Is the reward system working properly?
    ___ 6a.) Are rewards motivating for my child? That is, are the rewards something that the child likes a lot?
    ___ 6b.) Are rewards given consistently?
    ___ 6c.) Are rewards given when they should be given?
    ___ 6d.) Are the most motivating rewards at the bottom of the chart?
___ 7.) Is the monitoring system working properly?
    ___ 7a.) Are goals clearly defined?
    ___ 7b.) Are the goals too easy or too hard?

    TO DO
    - If you put a checkmark beside any question above other than **7b,** read the Quick Fix Tips on the next page to arrive at a solution.
    - If you put a checkmark beside 7b, turn to the GREEN WORKSHEET.

Problem	Quick Fix Tip
Does my child understand the system?	Use a visual device, if possible (e.g., dry erase board) to explain system to your child. Have your child explain system to you afterwards. Practice this several times a day until you are sure that your child understands the system.
Does my child remember his goals?	Make up a "task sheet" to remind him of his goals. Use pictures and numbers if necessary. Put the chart in a visible place (like the refrigerator).
Can my child accurately monitor his progress throughout the day?	Have your child write down on the chart every time he receives feedback about performing a negative behavior.
Is something interfering with my child reaching his goals (e.g., messy closet prohibiting him from being ready on time)?	Work on the interference first. In this example, have your child clean his closet thoroughly to avoid further problems.
Am I providing my child with accurate feedback so that he knows how close he is to making his goals?	Provide feedback exactly when the behavior occurs, informing your child of his exact behavior. Write it on a chart if necessary.
Are rewards motivating for my child?	Ask your child what he would like to work for instead. Rearrange the ordering of the rewards so that the most motivating ones are for best behavior. Add new rewards to the menu and drop ones that the child not longer wants.
Are rewards given consistently?	Provide your child with the reward every time (but only when) he meets his goal.
Are rewards given when they should be given?	Provide your child with the reward for meeting his goals as soon as possible. Talk with your spouse or partner (if you are both giving rewards) and make sure that you are on the same page as to when your child should receive a reward. Make sure rewards are given every time they are earned. Always praise your child for doing well and combine that praise with the rewards to make them even more rewarding.
Are goals clearly defined?	Visit the BLUE WORKSHEET to determine if your goal meets the 6 criteria listed for writing a good goal. If the goal does not meet all of the criteria, change the components that are insufficient, according to the criteria.

Return to this worksheet if your child's Daily Report Card for School needs the same changes. Work with the teacher and follow these steps to make the changes that are needed.

GREEN WORKSHEET: Improving Goals for the Daily Report Card

Did you try out using the Daily Report Card with your child for a week and he earned twice as many yeses than nos on a goal only 0, 1, or 2 days of the week? In other words, did your child earn more nos than yeses on a goal? If yes, this could be for several reasons. Your child may have been discouraged this first week and that goal may have been too demanding for him, suggesting that you should make the goals a little easier. Remember that it is very important that you take a very close look at what has caused him this discouragement and lack of success, in order to help him stay motivated and begin experiencing more success. Or, goals may have been placed too high or low because it is tough to know how many times your child misbehaves in the first place; in this case, it would have been difficult to have known what a good beginning goal should have been. This worksheet will help you improve goals for your child by making them a little harder or a little easier so that your child will be more successful.

1.) In "STEP TWO: Knowing When … " you chose what numbers should go in the blanks for each goal that you chose from the List of Possible Behaviors to Change. But sometimes, the numbers that you chose one week are not the numbers that you would choose the next week, because goals were too hard. Other times, figuring out what numbers go in these blanks is more difficult than simply guessing, creating a need for you to make a more accurate judgment call about the number of times your child misbehaves in the first place. You will now become a detective for a week to find out how to improve your child's goals so that he can be successful. However, you will still be using the daily report card throughout the week with a few minor changes.

TO DO
- Keep using the Daily Report Card this week.
- List each goal on the daily report card for which your child earned more yeses than nos on 0, 1, or 2 days of the week on a new report card form, adding in the goals that you are not changing.
- Make each of the goals that you just listed a little easier by changing the numbers that go into the blanks just a tiny amount. (For example, Johnny's parents would change "Johnny teases his brother 3 or fewer times each part of the day" to "Johnny teases his brother 4 or fewer times each part of the day.")
- List each goal on the daily report card for which your child earned more yeses than nos on 0, 1, or 2 days of the week on the chart provided on the next page.
- Count up the number of times your child exhibits each behavior Sunday – Saturday.

Example

One of Johnny's goals is "Johnny obeys adults with 5 or fewer reminders each interval," but he earned a yes for that goal every time last week. Johnny's parents set the goal at 5 or fewer times each interval because they thought that Johnny should not disobey adults any more than 20 times a day, being disobedient 5 or fewer times each interval. Now Johnny's parents are going to count the number of times that he actually disobeys adults a day.

When James accidentally gets himself hung by a coat hanger in the closet, Dad informs him that he wasn't listening when he told him to hang up his coat immediately. Being a detective, Dad makes a mental note to monitor this behavior. He may decide to make "listening to directions" easier next week just to get him on the right track.
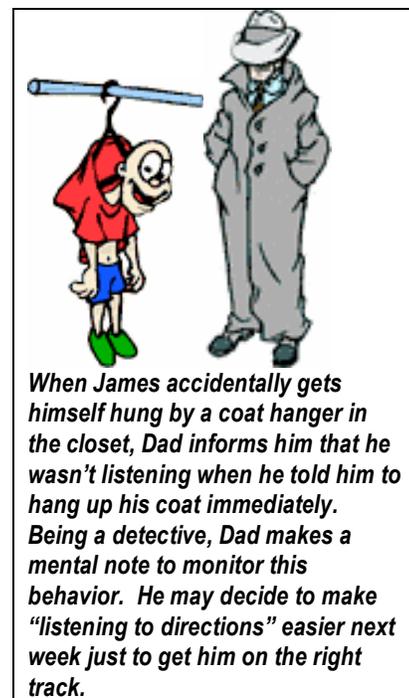
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Obeys Adults	*10*	*8*	*16*	*14*	*10*	*6*	*6*
1.							
2.							
3.							
4**.**							
5.							
6.							
7.							
8.							

2.)   (One week later …) You now need to find out how many times a day, on average, your child exhibited each behavior.

TO DO

- Add up the numbers in a row and divide by the number of days that you watched your child. (This gives you an average.)
- Repeat the above step for each of the behaviors that you listed. (You may not use all blanks.)

Behavior 1 Average _____   Behavior 2 Average _____   Behavior 3 Average _____

Behavior 4 Average _____   Behavior 5 Average _____   Behavior 6 Average _____

Behavior 7 Average _____   Behavior 8 Average _____

3.)   You now need to figure out what a 20% decrease would be in your child's behavior, a good start for a goal.

TO DO

- Multiply each of the averages above by 0.80 using a calculator.

Example

Johnny's daily average of disobeying adults is 10, so his parents multiply 10 by 0.80 to get 8.
$$10 \times 0.80 = 8$$
Therefore, Johnny's numerical goal is to obey adults with 8 or fewer reminders a day, 20% less than his daily average of 10 reminders a day.

Behavior 1 Numerical Goal _____   Behavior 2 Numerical Goal _____   Behavior 3 Numerical Goal _____

Behavior 4 Numerical Goal _____   Behavior 5 Numerical Goal _____   Behavior 6 Numerical Goal _____

Behavior 7 Numerical Goal _____   Behavior 8 Numerical Goal _____

4.)   The next thing that you need to do is change the numerical goals so that they correspond to the Daily Report Card shown in STEP THREE, listing the four times during the day that you'll be watching your child's behavior.

TO DO

- Return to the numerical goals listed in Number Three and divide each one by 4 as there are four times during the day that you will be watching your child's behavior.

Example

Johnny's Numerical Goal for Obeying Adults is "obeys adults with 8 or fewer reminders" a day. Since Johnny's parents will be watching him for different blocks of time a day (Morning, After School, Dinner, and Bedtime), then they should divide 8 by 4 to find out how many reminders to obey adults he is allowed each interval.

$$8/4 = 2$$

Therefore, Johnny is allowed 2 interruptions per interval.

Behavior 1 New Numerical Goal _____   Behavior 2 New Numerical Goal _____

Behavior 3 New Numerical Goal _____   Behavior 4 New Numerical Goal _____

Behavior 5 New Numerical Goal _____   Behavior 6 New Numerical Goal _____

Behavior 7 New Numerical Goal _____   Behavior 8 New Numerical Goal _____

5.)   Now return to the goals that you listed in "STEP THREE: Filling in the Blanks" on the Main Worksheet.

TO DO

- Rewrite all 3-8 of the behaviors in the lines provided, leaving any blanks empty as they appear on the List of Possible Behaviors to Change, for goals that you have changed on this worksheet.
- Once you have rewritten all of the goals, insert the Numerical Behavioral Goals computed in Number Six for each of the corresponding goals.

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

6.) _____

7.) _____

8.) _____

6.)   Lastly, rewrite the 5 goals listed above in the blanks on the Daily Report Card below. Remember to cross out boxes that do not apply.

Daily Report Card

Number of Yeses _____
Number of Nos   _____

	Morning	After School	Evening	Bedtime
1.) _____ _____.	Y or N	Y or N	Y or N	Y or N
2.) _____ _____.	Y or N	Y or N	Y or N	Y or N
3.) _____ _____.	Y or N	Y or N	Y or N	Y or N
4.) _____ _____.	Y or N	Y or N	Y or N	Y or N
5.) _____ _____.	Y or N	Y or N	Y or N	Y or N
6.) _____ _____.	Y or N	Y or N	Y or N	Y or N
7.) _____ _____.	Y or N	Y or N	Y or N	Y or N
8.) _____ _____.	Y or N	Y or N	Y or N	Y or N

9.) Total from School (No. of Yeses/Nos): _____.

You now have a new and improved Daily Report Card! You are now ready to use your new Daily Report Card this upcoming week. Return to the Main Worksheet to "STEP EIGHT: Cheering on Your Child."

** Return to this worksheet if your child's Daily Report Card for the School requires the same changes. Work with the teacher and follow these steps to make the changes that are needed**

PINK WORKSHEET: Modifying Your Child's Goals

Did your child earn twice as many yeses as nos on any one goal 3 days of the week for two weeks in a row, or 6 or 7days of the week for two weeks in a row? If so, you've come to the right place? This worksheet is designed to make goals either a little harder or a little easier so that your child will more likely be successful this upcoming week.

1.) **Making Goals Easier:** If your child earned twice as many yeses as nos on any one goal 3 days of the week twice in a row, START HERE.   If your child earned twice as many yeses as nos on any one goal 6 days of the week twice in a row, START AT NUMBER TWO.

TO DO
- Write down the goal that was hard for your child to make in the line provided.
- Erase the number that you chose during STEP THREE: Filling in the Blanks.
- Replace that number with a number that makes the goal easier—a number that produces a goal that your child can achieve.

Example

Johnny's goal was " Johnny interrupts others 1 or fewer times (for each part of the day)." -- Johnny earned twice as many yeses as nos on this goal 3 days of the first week and 3 days of the next week. His new goal now reads "Johnny interrupts others 2 or fewer times (for each part of the day)."

Goal: _____

_____

_____

> **FAST FACT: Too hard or too easy?**
>
> Goals should not be so easy that your child makes them always, and vise versa. A good goal is one that your child makes most of the time if he tries really hard.
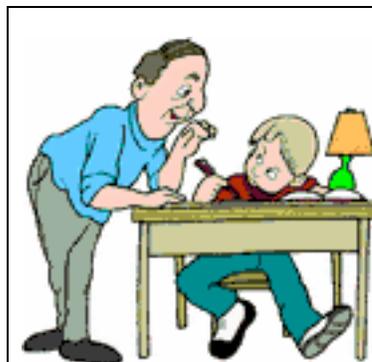
Since Jeremy has been starting his homework on time with 2 or fewer reminders every day this week, Dad decides to change the goal this week so that he only gets one reminder.

2.) **Making Goals Harder:** If your child earned twice as many yeses as nos on any one goal 6 or 7 days of the week twice in a row, START HERE.

TO DO
- Write down the goal that was easy for your child to make in the line provided.
- Erase the number that you chose during STEP THREE: Filling in the Blanks.
- Replace that number with a number that makes the goal harder.

Example

One of Marvin's goals is "Keeps hands to self with 3 or fewer reminders per interval," but Marvin earned twice as many yeses as nos on this goal 6 days of the week for two weeks in a row. Instead, Marvin's parents decided that the goal should be "Keeps hands to self with 2 or fewer reminders per interval."

Goal: _____

3.) Repeat the above steps for any goal that needs to be made harder or easier, determined by earning twice as many yeses as nos 3 or 6 days of the week twice in a row. Use the extra lines below if necessary.

Goal: _____

Goal: _____

Congratulations!! You have successfully modified your child's report card. Replace this modified goal for the old one on the Daily Report Card. Don't forget to always use STEP EIGHT: Cheering on Your Child!

Return to this worksheet if your child's Daily Report Card for School requires the same changes. Work with the teacher and follow the same steps as we did here to make the changes that are needed.

If the point is eventually reached when your goal levels reflect completely acceptable behavior from your child, and your child is always meeting his goals, you may be able to stop the daily report system. If you do that, and problems begin again, develop another daily report system. You are now an expert at doing that!

Daily Report Cards

SUNDAY

Number of Yeses _____
Number of Nos _____

	Morning	After School	Evening	Bedtime
1.) _____ _____.	Y or N	Y or N	Y or N	Y or N
2.) _____ _____.	Y or N	Y or N	Y or N	Y or N
3.) _____ _____.	Y or N	Y or N	Y or N	Y or N
4.) _____ _____.	Y or N	Y or N	Y or N	Y or N
5.) _____ _____.	Y or N	Y or N	Y or N	Y or N
6.) _____ _____.	Y or N	Y or N	Y or N	Y or N
7.) _____ _____.	Y or N	Y or N	Y or N	Y or N
8.) _____ _____.	Y or N	Y or N	Y or N	Y or N

9.) Total from School (No. of Yeses/Nos): _____.

MONDAY

Number of Yeses _____
Number of Nos _____

	Morning	After School	Evening	Bedtime
1.) _____ _____.	Y or N	Y or N	Y or N	Y or N
2.) _____ _____.	Y or N	Y or N	Y or N	Y or N
3.) _____ _____.	Y or N	Y or N	Y or N	Y or N
4.) _____ _____.	Y or N	Y or N	Y or N	Y or N
5.) _____ _____.	Y or N	Y or N	Y or N	Y or N
6.) _____ _____.	Y or N	Y or N	Y or N	Y or N
7.) _____ _____.	Y or N	Y or N	Y or N	Y or N
8.) _____ _____.	Y or N	Y or N	Y or N	Y or N

9.) Total from School (No. of Yeses/Nos): _____.

TUESDAY

1.) _____ Y or N   Y or N   Y or N   Y or N
_____.

2.) _____ Y or N   Y or N   Y or N   Y or N
_____.

3.) _____ Y or N   Y or N   Y or N   Y or N
_____.

4.) _____ Y or N   Y or N   Y or N   Y or N
_____.

5.) _____ Y or N   Y or N   Y or N   Y or N
_____.

6.) _____ Y or N   Y or N   Y or N   Y or N
_____.

7.) _____ Y or N   Y or N   Y or N   Y or N
_____.

8.) _____ Y or N   Y or N   Y or N   Y or N
_____.

9.) Total from School (No. of Yeses/Nos): _____.

WEDNESDAY

Number of Yeses _____
Number of Nos   _____

	Morning	After School	Evening	Bedtime
1.) _____ _____.	Y or N	Y or N	Y or N	Y or N
2.) _____ _____.	Y or N	Y or N	Y or N	Y or N
3.) _____ _____.	Y or N	Y or N	Y or N	Y or N
4.) _____ _____.	Y or N	Y or N	Y or N	Y or N
5.) _____ _____.	Y or N	Y or N	Y or N	Y or N
6.) _____ _____.	Y or N	Y or N	Y or N	Y or N
7.) _____ _____.	Y or N	Y or N	Y or N	Y or N
8.) _____ _____.	Y or N	Y or N	Y or N	Y or N

9.) Total from School (No. of Yeses/Nos): _____.

THURSDAY

		Y or N	Y or N	Y or N	Y or N
1.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
2.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
3.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
4.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
5.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
6.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
7.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
8.)	_____ _____.	Y or N	Y or N	Y or N	Y or N

9.) Total from School (No. of Yeses/Nos): _____.

FRIDAY

Number of Yeses _____
Number of Nos   _____

		Morning	After School	Evening	Bedtime
1.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
2.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
3.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
4.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
5.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
6.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
7.)	_____ _____.	Y or N	Y or N	Y or N	Y or N
8.)	_____ _____.	Y or N	Y or N	Y or N	Y or N

9.) Total from School (No. of Yeses/Nos): _____.

SATURDAY

1.) _____   Y or N   Y or N   Y or N   Y or N
_____.

2.) _____   Y or N   Y or N   Y or N   Y or N
_____.

3.) _____   Y or N   Y or N   Y or N   Y or N
_____.

4.) _____   Y or N   Y or N   Y or N   Y or N
_____.

5.) _____   Y or N   Y or N   Y or N   Y or N
_____.

6.) _____   Y or N   Y or N   Y or N   Y or N
_____.

7.) _____   Y or N   Y or N   Y or N   Y or N
_____.

8.) _____   Y or N   Y or N   Y or N   Y or N
_____.

9.) Total from School (No. of Yeses/Nos): _____.