

Maryland School Mental Health Alliance*

Daily Behavior Report Cards: Useful Tools for Monitoring and Changing Classroom Behavior Information for School Clinicians

Teachers are routinely asked to work with students exhibiting a wide range of behavior problems, which often interfere with academic success and create stressful classroom environments. While there are general classroom techniques that can help manage problem behaviors (see the “Managing Classroom Behavior” handout below), one of the most effective tools for improving behavior is known as the “**Daily School Behavior Report Card.**”

What is the Daily Behavior Report Card?

It is a **quick, easy-to-use, cost-effective way of managing children’s behavior and of communicating with parents about their children’s conduct at school on a daily basis.** The card can be adapted to serve a variety of purposes, from helping you to develop behavioral goals, to monitoring student progress, to determining whether interventions (at school and home) are working to improve a student’s behavior.

How Does it Work?

- Decide what specific behavior(s) you want to target. You can choose to focus on either positive behaviors that you want to increase (which is recommended), or negative behaviors that you want to eliminate;
- The report card is most helpful for students who struggle with common behavior challenges, such as following classroom rules, interacting appropriately with peers, staying focused, and being respectful. It is less helpful if a student only occasionally acts out in the classroom, or if the student’s behavior is dangerous (in which case more immediate interventions may be called for).
- Decide who will rate the behaviors (yourself, the student, other school staff), and how often they will be rated;
- Design the rating scale and card;
- Decide if you will use consequences (positive and/or negative), who will be responsible for administering the consequences (you, the parent, other school staff), and what the criteria will be;
- Depending on the motivation and reliability of the parents, consequences (such as classroom or home privileges, material rewards, special time, etc.) can be administered by the parent or guardian, or by you or another school staff member;
- Decide how you will use the information obtained, and how you will evaluate whether or not your interventions are working;
- Take into account the age and developmental level of the child. Older children can often be engaged to monitor themselves (rate their own behavior), and might respond to longer-term consequences (accumulate points toward a desired goal), whereas younger children may need more teacher monitoring and more immediate, concrete rewards.

What Does it Look Like?

See the examples below:

Helpful Resources/Links:

- Creating a Daily Report Card for the Home:
http://ccf.buffalo.edu/pdf/daily_report_card.pdf
- How to Establish a Daily Report Card:
http://www.utm.edu/pediatrics/general/clinical/behavior/aap_nichq_adhd_toolkit/12HowToEstabSchlHomeDailyRepCa.pdf
- Intervention Central: www.interventioncentral.org
 - The Behavior Reporter: Create Daily and Weekly Behavior Report Cards Online:
<http://www.jimwrightonline.com/php/tbrc/tbrc.php>
- School-Home Daily Report Card Resource Packet (Center for Children and Families):
http://ccf.buffalo.edu/pdf/school_daily_report_card.pdf
- Hawken, L. S. and Horner, R. H. (2003). Evaluation of a Targeted Intervention Within a Schoolwide System of Behavior Support. *Journal of Behavior Education*, 12(3), 225-240. <http://www.springerlink.com/content/j225724kq73pt547/fulltext.pdf>
- Wright, J. (n.d.). *Classroom Behavior Report Card Resource Book*.
<http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf>

*Developed by the Center for School Mental Health (<http://csmh.umaryland.edu>) in collaboration with the Maryland School Mental Health Alliance.

