



DAILY REPORTS

3900 WEST BROWN DEER ROAD, SUITE 200
BROWN DEER, WI 53209
PHONE: 414.540.2170 • FAX: 414.540.2171
WWW.SHOREHAVENBHI.COM

Daily Reports are the way for the teacher to communicate to the child and the family 1) whether the child performed certain targeted behaviors that day and 2) assignments. This is important because waiting for a parent-teacher conference or a report card is too long; the behavior we are trying to change needs to be the focus of DAILY effort by everyone involved.

Because of the child's *impulsivity, distractibility, and inattention*, he or she is prone to forgetting assignments, jumping out of the seat, wandering, disturbing other children, over-reacting to frustration, getting too angry, daydreaming instead of finishing seat work, forgetting to bring home items needed for homework, missing that homework was assigned, forgetting to turn in homework which was done, losing books, and a host of other behaviors which are incompatible with excellence in school. Each of these behavior can we the subject of efforts to make changes.

PRINCIPLES FOR DAILY REPORTS

- ✓ *Keep it simple.* The behaviors to be measured by the teacher should be kept to just few in number (2 or 3 at a time) and should be easily understood by the child. The child should be able, on cue, to tell you the exact behavior which is desired.
- ✓ *It is almost always better to state the behavior as something to do, rather than something to avoid doing.* Rather than "Don't hit," make it "Keep my hands to myself." Children have more trouble inhibiting a behavior (stopping it) than learning something new. Learning to keep hands to one's self is a little different than learning to stop my arm when I have an urge to hit; think about it and you will see the mental picture is different. "Pick up the toys and clothes from the floor in your room after dinner, before you watch TV" is much different than "Don't be a slob." It clearly states the criterion for being a success.

- ✓ *Rehearse the behaviors before school.* After school or at bedtime, go over them again. Do this every day. If the child needs correction, role play the correct behavior and have the child articulate the correct behavior.
- ✓ Make sure the child fully understands the concepts of doing better that day, earning points, adding points together for a week. Once this is fully mastered, points can be cumulated for 2-4 weeks towards something the child dearly wants. Make sure the child can tell you accurately exactly what was agreed upon
- ✓ The scoring can be 0, 1, 2, 3, where zero means the behavior was not done and 3 means it was done very well. The scoring can be like grades, A-E. For younger children happy and sad faces (or stars or stickers) can be used.
- ✓ Points can be handled with an IMMEDIATE REINFORCEMENT, i.e., something for the child that day, PLUS points can be added for the week. If the total is more than a certain amount, such as 5 out of 7 days, the child received a DELAYED REINFORCEMENT for that week. For example, the child may be working on these three behaviors: 1) finishing all his or her assignments, 2) keeping hands to self, and 3) staying calm all day. So a range from 0 to 9 (3 points for each behavior) can be earned that day. If the child earns 6-9 points, or improves from a usual performance of 0-3 points to a range of 4-6, then an immediate reinforcement is given for the day.

If 6-9 points are earned each day that week, then a delayed reinforcement is given on the weekend. Usually the latter will be something more important to the child than the daily reinforcements. For example, each day there are 6 points or more can earn a certain amount of Tv or going outside to play, and having a week of 6-9 points daily earns a video on the weekend.

- ✓ *Personalize the list.* Choose from the behaviors listed below or others which are the most important for your child's situation. State the behavior in terms appropriate to the age of the child.
 - ✓ One last point. Reinforcing a child for behaviors he or she is doing already is not advisable, except for occasional praise. Why? If the behavior is under the control of natural reinforcers, even ones we can't perceive working, we want to keep it that way. Don't ignore such behavior. Just let the child know occasionally that you like it.
-

Goals

Promoting change in AD/HD Symptoms

neat desk
neat work
staying in seat
raising hand before speaking in class
turning in all homework
listening the first time when given instructions
complete all the work assigned that day
stay on task, come back to what I am supposed to be doing when the teacher tells me to
kept quiet when others were talking

Promoting Self-Control of Emotions

staying cheerful all day
stay calm all day
use inside voice all day

Promoting Self-Control of Behavior

keeping hands to self
getting to classes on time
play with others nicely
follow the rules in class, play, and recess
tell the teacher when I'm upset or need help
polite to other children all day

MY DAY

My Name: _____

Today is M T W Th F S Su

Today, I earned these points.

0 = this was a problem today

1 =mostly, this was a problem, but sometimes this was done

2 =mostly, this was done

3 =it was a really good day and this was done well

| What you need to do | Morning score | Afternoon score |
|---------------------|---------------|-----------------|
| | | |
| | | |
| | | |
| | | |
| Total for the day | | |

Homework for today:

What my Teacher wants my parents to know today:

Teacher signature: _____