

# Attention-deficit hyperactivity disorder (ADHD)

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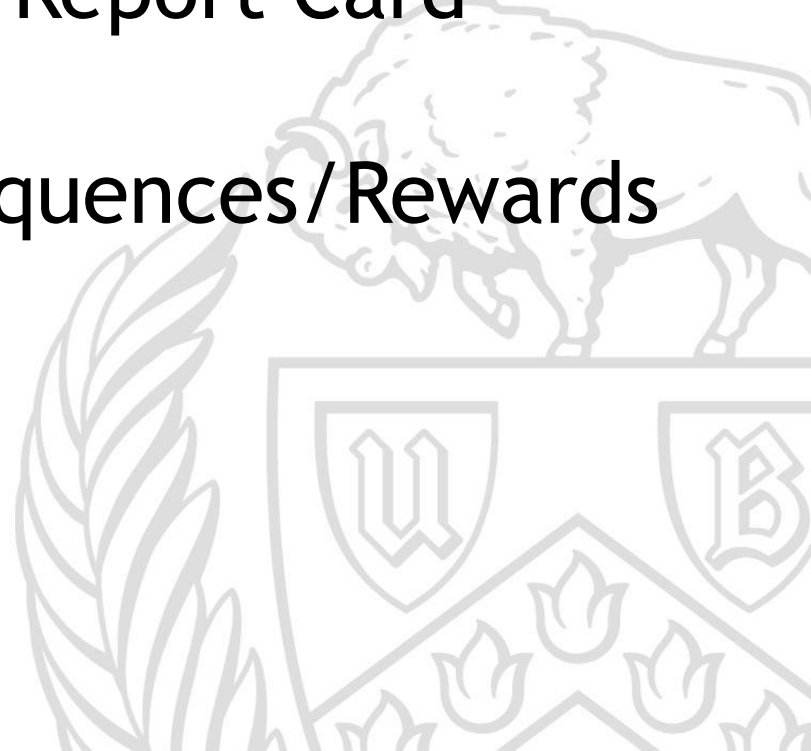
## Module 3

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# Module 3- Overview

- What is a Daily Report Card?
- Putting Together a Daily Report Card
- Daily Report Card Consequences/Rewards



# Attention-deficit hyperactivity disorder (ADHD)

## Part I.

# Daily Report

# Cards in Schools



# What is a Daily Report Card (DRC)?

The DRC is an operationalized list of a child's target behaviors

- Specific criteria
- Immediate feedback
- Communication tool
- Home-based privileges contingent on meeting DRC goals



# Why Use a DRC?

The DRC is an evidence-based intervention for ADHD in schools

(DuPaul & Eckert, 1997; DuPaul & Stoner, 2004; Evans & Youngstrom, 2006; Fabiano & Volpe, 2013; Pelham & Fabiano, 2008; Pelham, Wheeler, & Chronis, 1998; U.S. Department of Education, 2004)

Time & cost effective for teachers

Students receive immediate feedback

- Explicit feedback from the teacher may also serve as an antecedent to future appropriate behavior (Sugai & Colvin, 1997)



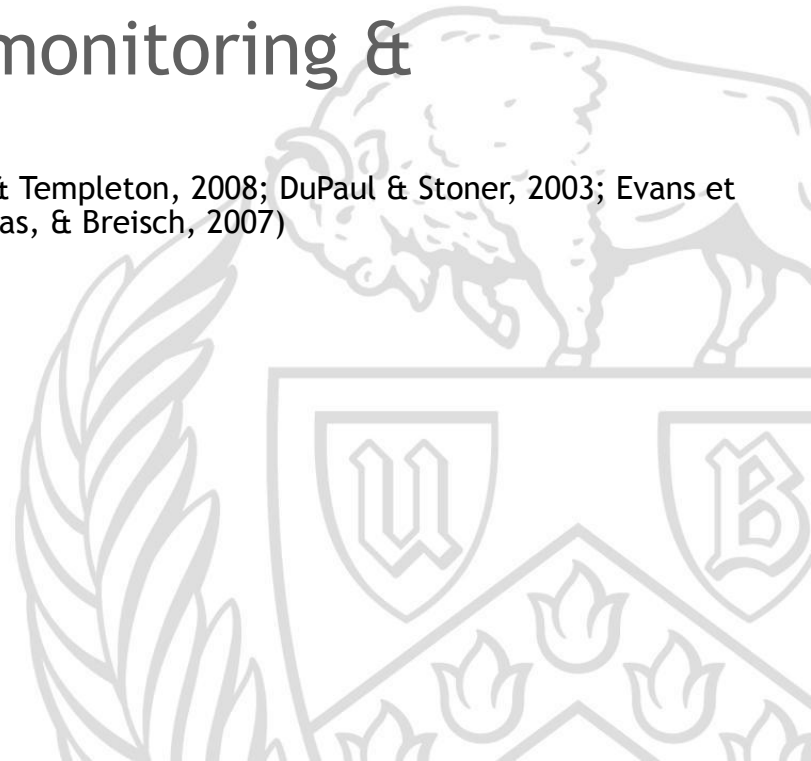
# Why Use a DRC?

## Provides daily communication

- Important for an intervention to facilitate communication (Pisecco, et al, 1999)
- May contribute to amenable parent-teacher relationships (Dussault, 1996).
- May enhance relationships between teacher, parent and child (e.g., Pianta, 1996)

## Allow for continued progress monitoring & monitoring outcomes

(e.g., Chafouleas, Riley-Tillman, & McDougal, 2002; Cheney, Flower, & Templeton, 2008; DuPaul & Stoner, 2003; Evans et al., 1995; Pelham, Fabiano, & Massetti, 2005; Riley-Tillman, Chafouleas, & Breisch, 2007)



# Overview of DRC Components

Select areas for improvement.

Determine how goals will be defined.

Decide on behaviors and criteria for the DRC.

Explain the DRC to the child.

Establish home rewards/privileges.

Monitor and modify the program.

