

Attention-deficit hyperactivity disorder (ADHD)

Module 3 (continued)



Attention-deficit hyperactivity disorder (ADHD)

Part II.

Structure of the DRC and Selecting Target Behaviors



Select Areas for Improvement & Defining Goals

Review the student's current behavior

Involve all school staff who work directly with the student

Key domains

- Improving peer relations
- Improving academic productivity
- Improving classroom rule-following

Identify specific behaviors to facilitate progress toward goals



Target Identification

Select Target behaviors

- 3-5 is a rule of thumb

Operationally define target behaviors

Set criteria for behavioral goals

- Baseline
- Guesstimate
- Archival data





Creating the DRC

Sample Daily Report Card

Child's Name: _____ Date: _____

	<u>Special</u>	<u>Language Arts</u>	<u>Math</u>	<u>Reading</u>	<u>SS/Science</u>
Follows class rules with no more than 3 rule violations per period.	Y N	Y N	Y N	Y N	Y N
Completes assignments within the designated time.	Y N	Y N	Y N	Y N	Y N
Completes assignments at 80% accuracy.	Y N	Y N	Y N	Y N	Y N
Complies with teacher requests. (no more than 3 instances of noncompliance per period)	Y N	Y N	Y N	Y N	Y N
No more than 3 instances of teasing per period.	Y N	Y N	Y N	Y N	Y N

OTHER

Follows lunch rules (no more than 3 violations). Y N

Follows recess rules (no more than 3 violations). Y N

Total Number of Yeses _____

Total Number of Noes _____

Percentage _____

Teacher's Initials: _____

Comments: _____

