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: _____

	Special	Language Arts	Math	Reading	SS/Science
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: