

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
<u>OTHER</u>					
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:					

