

## INTERVENTION BRIEF

### Daily Report Card Intervention for ADHD

A daily report card for students with ADHD and disruptive behaviors to engage parents in behavioral goals through at-home reinforcement. Links to details and examples are included below.

- Example DRC goals & other resources (by various sources) can be accessed [HERE](#) and [HERE](#)

#### Description of Steps and Activities:

- Behavioral consultants (e.g.,SSWs) and teacher use the IEP to construct the daily report card (DRC).
- Teacher implements the intervention, provides feedback to student throughout the day, and collects data
- Behavioral consultant meets with teacher to refine and modify criteria for target behaviors (e.g., “will reduce behaviors by 10”)
- 3 parent training meetings with behavioral consultant to introduce the DRC & set home-based rewards contingent on DRC performance

#### Major Objectives:

To improve the school functioning of students with disruptive behaviors in special education settings.

#### Program Details

<b>Target Group</b>	Students with ADHD or disruptive behaviors in special education settings
<b>Sample tested on (intervention group)</b>	91% male, 82% White, 15% African American, 15% “Mixed Race”, 97% non-Hispanic/Latino, 85% ADHD combined type, 46% prescribed medication for ADHD (60% in control group), 33% in a separate special education class, 24% in the general education class with a consultant teacher, 15% in the general education class.
<b>Intervention Site</b>	Intervention steps take place at home and school
<b>Dosage/Duration</b>	3 parent training meetings, 2 initial goal setting meetings with teacher, monthly meetings to monitor
<b>Resources Required</b>	Time and space for meetings
<b>Personnel Required</b>	“Behavioral consultant” (any student support professional)
<b>Program Cost</b>	Free!

#### What’s the evidence for it? *Promising Practice*

Positive effects on classroom functioning, IEP goal achievement, & teacher ratings of academic productivity and disruptive behavior in the classroom. No improvement in academic achievement, teacher ratings of ADHD symptoms/impairment, or student-teacher relationship.

#### Where to go for more information:

Fabiano, G. A., et. al. (2010). Enhancing the effectiveness of special education programming for children with attention deficit hyperactivity disorder using a daily report card. *School Psychology Review* 39(2), 219-239.

Click [Here](#) for online access.