

Daily Report Card

Use This:

To establish a way to monitor behaviour at school so it can be linked to an existing home programme.



Goals

- The parent will understand how to link behaviours at school to a home reward programme
- The parent will make a list of school behaviours to prioritise for the programme
- You and the parent will establish communication with the school
- The parent will implement a tool for daily monitoring school behaviour

Materials

- **Fear Thermometer** and **Fear Ladder** (2 unrated copies for anxiety/trauma), **Feelings Thermometer** (for depression) (pp. 318, 320, 342)
- **Using a Daily School Behaviour Report Card** parent handout (p. 422)
- Blank **Daily Report Cards** (pp. 426-427)
- **Checklist of Strategies**
- **Weekly questionnaires** and **Monitoring sheet** (see pages 277-293)
- **Therapist Note Taking Sheet** (p. 276)

⌚ If time is tight: Teach the parent how to use a system for learning about the child's behaviour at school and how to connect that behaviour to the home reward programme.

Main steps

<input type="checkbox"/> Set an Agenda	Remember to start by setting an agenda together and reviewing any practice assignments.
<input type="checkbox"/> Obtain Weekly Ratings	If the main focus is traumatic stress or anxiety, use the 0 to 10 scale of the Fear Thermometer to obtain Fear Ladder ratings from both the child and his or her parent. If the main focus is depressed mood, use the Feelings Thermometer to take a rating. Review Weekly questionnaires and Monitoring sheet in detail, and review the strategies, what strategies are working well/what aren't working as well.
<input type="checkbox"/> Establish Targets	Review with the parent any behaviour problems at school that are occurring with any regularity and that should be the target of this programme. Work to develop a list of concerns that the parent feels would be important to address.
<input type="checkbox"/> Establish Communication with School	If you are not already in contact with the child's school, obtain permission from the parent and plan to contact school personnel about possible behavioural goals.

<input type="checkbox"/> Encourage Relationship with School Staff	Encourage the parents to identify at least one teacher or other adult at the school with whom they can communicate and develop trust. Collaboration between parents and school is key. Sometimes this will require some facilitation on your part.
<input type="checkbox"/> Introduce Daily Report Card	Review with the parent the concept of the daily report card. It is a way for school personnel to report to the parent daily on the child's behaviour, which can then be tied into the reward programme at home. Essentially, good behaviour at school can earn rewards at home, whereas poor behaviour at school will result in a few or no rewards.
<input type="checkbox"/> Review Handout	Review the <i>Using a Daily School Behaviour Report Card</i> handout and the blank <i>Daily Report Cards</i> , pointing out the advantages of using this system. At this time, answer any questions about how the report card might work.
<input type="checkbox"/> Develop List	Develop the initial list of ideas about four or five priorities that are consistent across parent and school staff reports.
<input type="checkbox"/> Design a Daily Report Card	Finally, go over some examples of <i>Daily Report Cards</i> , and work with the parents to design a programme that seems workable for his or her child. Fill out a blank <i>Daily Report Card</i> together.
<input type="checkbox"/> Exercise Mock Report Card	Once you have devised a report card programme with the parent, run through an example of how it will work once the report card comes home. Present the parent with examples of completed report cards and ask him or her to describe how he or she would use that information to provide rewards or consequences. The parent should have a clear understanding of what rewards to give depending on what the card looks like. If you decide to role play, play the part of the child bringing home a daily report card and look for the parent to praise good behaviour when giving rewards.
<input type="checkbox"/> Encourage Easy Start	Explain that the <i>Daily Report Card</i> should produce rewards for the child initially. This will be important in building the child's motivation to participate. Thus, it should initially be easy enough for the child to earn rewards and perhaps only certain classes or a portion of the day should be covered at first. As the child gets the hang of it, the report card programme can be adjusted to include more challenging classes and behaviours.
<input type="checkbox"/> Encourage Consistency	Remind the parents that the <i>Daily Report Card</i> will only be successful if the parents request to see it each day and act on the results consistently.
<input type="checkbox"/> PRACTICE ASSIGNMENT Daily Report Card	The practice assignment for this week involves the parent working with one or more people at school (this can be coordinated by you if needed) to begin using the <i>Daily Report Card</i> in conjunction with a home reward programme.

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- Send the materials for the next session** Tell the parent/s you will send a written summary and the materials for the next session. Remind them that they do not need to be completed for next session as you will go through them together in the session. Tell the parent/s you will also send the **Weekly questionnaires, Monitoring sheet** and **Checklist of Strategies** (if necessary) which need to be completed for the next session.

Confirm date and time of the next call.

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- Summarising** Ask if they would like you to summarise the session, if they want to summarise or if you should do it together.
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Leave 'Em Laughing

End the session on a positive note with the parent by perhaps talking about things that are unrelated to his or her child, or discussing an area of interest you have in common with the parent. Also, the parent might be feeling overwhelmed by the challenging tasks he or she is undertaking; it can sometimes be helpful to leave a few minutes at the end of the session for the parent to share concerns or the challenges he or she has faced with the child since the previous session. The end of each session should be used to praise the parent's efforts and to convey support and encouragement.

Share with Child (if possible)

At the end of the session, if the child is available, it can be helpful to brief him or her on the materials covered.

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- Review Concepts** Speak to the child and parent together to discuss the list and schedule of rewards. Work to resolve any discrepancies between child and parent about how the daily report card will work. The child should know that after meeting goals at school, he or she will get points or get to pick something off the menu of rewards. Remind the child and parent of the importance of consistent use of the daily report card. If the child does not bring it home, no rewards will be given that day.
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Helpful Tips

- If the school already has a similar programme, tool, or behaviour checklist as part of a classroom behaviour programme, do not reinvent the wheel. Work with the school and family to integrate the existing programme in with the rewards programme at home. The idea is to get the school and home programmes working consistently and together.

How's Your Style?

- Did you praise often?
- Did you review often, by asking questions?
- Did you simplify the steps as needed?

- Did your pace match that of the child or family?
- Did you stay on track?