



Using a Daily School Behaviour Report Card

What Is a Daily Support Behaviour Report Card?

A daily school behaviour report card (or “daily report card”) is a way for your child’s teacher to give you feedback about your child’s behaviour in school each day. Once you know how your child has behaved in school, you will be able to give appropriate rewards at home, which can encourage more good behaviour in school.

The daily report card is often one of the first interventions you should try if your child is having behaviour problems at school. The cards are convenient, they can improve parent-teacher communication by involving both teachers and parents, and they are effective with a wide range of problems.

What Do the Report Cards Look Like?

The report card can be as simple as a note from the teacher each day, but we recommend using a more formal system if possible. Here is an example of a card that could be used for classroom behaviour. Note that the behaviours are all worded positively.

DAILY SCHOOL BEHAVIOUR REPORT CARD

Child’s name: _____ Date: _____

TEACHERS: Please rate this child’s behaviour today in the areas listed below. Use a separate column for each subject or class period. Please make a check mark (✓) if the child demonstrated the behaviour or an ✗ if the child did not demonstrate the behaviour or demonstrated negative behaviour for the specified area. Then initial the box at the bottom of your column. Add any comments about the child’s behaviour today on the back of this card.

Behaviours to be rated	Lessons/subjects						
	1	2	3	4	5	6	7
Raises hand in class							
Works on assigned classwork							
Follows classroom rules							
Gets along well with other children							
Does well on homework, if any given							
Teacher’s initials							

Place comments on back of card

On the left-hand side of the card, list 1 to 5 behaviours to focus on. Be sure to word the behaviours positively on the card – for example, instead of “pushing and shoving” try “Keep hands to self – does not push or shove.” You can gradually add more behaviours as your child improves. Try including one or two positive behaviours that your child already does so that he or she will be able to earn some points at the beginning of the programme.

Here is an example of a card that could be used for break time and free time behaviour:

DAILY BREAK TIME & FREE TIME BEHAVIOUR REPORT CARD

Child's name: _____

Date: _____

TEACHERS: Please rate this child's behaviour today in break time or other free time periods in the areas listed below. Use a separate column for each subject or class period. Please make a check mark (✓) if the child demonstrated the behaviour or an ✗ if the child did not demonstrate the behaviour or demonstrated negative behaviour for the specified area. Then initial the box at the bottom of your column. Add any comments about the child's behaviour today on the back of this card.

Behaviours to be rated	Lessons/subjects				
	1	2	3	4	5
Keeps hands to self; does not push or shove					
Does not tease others; no taunting/put-downs					
Follows break time/free time rules					
Gets along well with other children					
Plays nicely; no kicking or punching					
Teacher's initials					

Place comments on back of card

On the left-hand side of the card, list 1 to 5 behaviours to focus on for break time/free time. Remember to include one or two behaviours that your child already does well.

How to Use the Reports

At the beginning, the system works best if teachers send the reports home every day. As the child's behaviour improves, the reports can be reduced to twice weekly (for example, Wednesdays and Fridays), once weekly, or even monthly until they are phased out altogether.

The child can take a new card to school each day, or you can leave a stack of cards with the teacher. Either way will work, but it is best to choose one arrangement and stick with it.



The target behaviours include both social conduct (e.g., shares, plays well with peers, follows rules, stays in assigned seat) and academic performance (e.g., completes maths or reading assignments, stays focused on work, follows directions for each assignment, remembers to take homework home, completes homework, remembers to bring homework back to school). You may also choose to target negative behaviours (e.g., aggression, destruction, calling out) that you want to reduce; but remember to list the positive opposite of these behaviours on the card (e.g., instead of "hits others" put "keeps hands to self").

You can adapt the reports to meet your child's needs and to fit the structure of your child's day. For example, in a typical case, a child

would be monitored throughout the entire day. However, if a problem behaviour occurs very frequently, you may want to have the child initially rated for only a portion of the school day. As the child's behaviour improves, the report can be expanded gradually to include more periods/subjects until the child is being monitored for the whole day.

In cases where the child attends several different classes taught by different teachers, the programme may involve some or all of the teachers, depending on the need for help in each of the classes. When more than one teacher is included in the programme, a single report card may include space for all teachers to rate the child. (The example report cards shown in this handout can be helpful because they have columns that can be used by the same teacher at the end of each subject, or by different teachers.) Alternatively, different report cards may be used for each class and organised into a notebook for the child to carry between classes. For particularly problematic behaviour, we encourage teachers to provide a brief explanation to you on the back of the report.

TIP: If getting the correct homework assignment home is a problem for your child, the teacher can require the child to copy the homework for that class right on the back of the report. Then the teacher can check that the assignment was copied correctly before filling out the ratings on the front of the report.

The daily break time and free time behaviour report work essentially the same way as the classroom reports. They should be completed by whichever school staff member is supervising break time or free time.

To get started, you may use the blank report cards at the end of this handout or, with your therapist's assistance, adapt the blank cards to fit your child's situation.

Working with Your Child's Teacher

As you start to decide which behaviours to target, we strongly recommend consulting with your child's teacher (or teachers). The report cards are intended to be as clear and easy to use as possible, and the best way to make this happen is to ask for the teacher's input. You can start by showing the teacher the blank reports at the end of this handout. It might also be helpful to explain that daily feedback is important because the reports will be tied to a specific, predictable set of rewards and consequences at home each day. Frequent feedback will be most effective in shaping your child's behaviour.

What Happens When the Reports Come Home?



As soon as your child returns home, you should immediately inspect the card, discuss the positive behaviours (✓) first with your child, and then proceed to a neutral, business-like (not angry!) discussion with your child about any negative marks (✗) and the reasons for them. Then ask your child to formulate a plan for avoiding negative marks tomorrow. After the child makes the plan, award your child the usual points or rewards for each check mark on the card. Be sure to remind your child of the plan the next morning before he or she departs for school.

The success of the programme depends on a clear, fair, consistent method for translating the teacher's reports into consequences at home. One advantage of daily school behaviour report cards is that a wide variety of consequences

can be used. At a minimum, you should provide praise and positive attention for your child when the report card shows good behaviour. In addition to praise, many children need tangible rewards or token programmes. For example, a positive report might lead to television time, a special snack, or a later bedtime. You might also use a token system in which your child earns points for positive behaviour reports and loses points for negative reports. Your child can then use the points for a special treat on the weekend (e.g., a film, dinner at a restaurant, special outing). It is fine to use a combination of daily and weekly rewards.

Occasionally, a child may attempt to undercut the system by failing to bring home a report, forging a teacher's signature, or failing to get a particular teacher's signature. To discourage these practices, treat missing reports or signatures as "bad" reports (that is, the child fails to earn rewards or is fined by losing points or privileges).

SPECIAL TIP FOR BREAK TIME & FREE TIME: Ask your child's classroom teacher to take a few moments to plan ahead with your child before break time or free time. During this planning time, the teacher (1) reviews the rules for proper break time behaviour with the child and notes that the rules are written on the card, (2) reminds the child that he or she is being monitored by the break time monitor on break time duty and (3) directs the child to give the card immediately to the break time monitor so the monitor can evaluate the child's behaviour.

Daily school behaviour report cards help everyone - child, parents and teachers!

