

SSW RESEARCH BRIEF

Daily Report Card Intervention for ADHD

Fabiano, G. A., Vujnovic, R. K., Pelham, W. E., Waschbusch, D. A., Massetti, G. M., Pariseau, M. E., Naylor, J., Yu, J., Robins, M., Carnefix, T., Greiner, A. R., & Volker, M. (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.

What is the study about?

This study investigated the effectiveness of using a daily report card (DRC) based on a student's IEP to improve the school functioning of students with ADHD in special education settings.

DAILY REPORT CARD (DRC):
“an operationalized list of a child's target behaviors...[that] includes specific criteria for meeting each behavioral goal” (p. 220).

3 Major Concepts:

- ★ The use of a DRC is based in a long tradition of using contingency management with students who display disruptive behavior in school, including students with ADHD.
- ★ The DRC is sent home with the student each day and parents should provide home-based privileges, in addition to the school-based privileges, that are contingent on meeting the DRC goals which helps foster a parent-teacher-student alliance.
- ★ The DRC is a data-driven tool that monitors the student's growth throughout the year and can help inform the student's progress in meeting current IEP goals as well as identifying future IEP goals.

What did they find?

Students who received DRC interventions were observed and rated as exhibiting improved classroom behavior including reduced rates of disruptive behavior, noncompliance, and aggression. They were also more academically productive and successful and more likely to attain their IEP goals.

Why is it important?

Creating a link between school conduct and home-based rewards through the use of DRCs can be essential in addressing behavioral and academic concerns for students with ADHD. This evidence-informed intervention is a simple and effective way to collect data and monitor the progress of a student in school and all school staff should be aware of how to implement it.

What can School Social Workers do?

- Collaborate with teachers to help develop DRCs for students that include social/emotional goals in addition to the academic goals.
- Create partnerships with parents to support them in creating home-based reward systems based on DRC feedback.
- Use contingency management strategies in social work small groups with students to uphold behavioral expectations in group.