All reports have the following components:

- Establish an agreement between the school and the home
- Provide a vehicle in which information is provided to parents by the school on a daily basis
- Establish parents as being responsible for delivering positive consequences such as praise, privileges such as being able to stay up late, play a game with a parent, use Nintendo or Wii, visit friends, choose new clothes, make phone calls, and other tangible and activity reinforcers. This requires conferencing with the parent and student, and frequent follow-up.
- Help students further understand what is necessary to be successful

Typical Problems
1. Off-task behavior in class, not turning in homework, disturbing others, forgetting materials, swearing when upset, etc.
2. Assignments missing, failing class or achieving well below ability

Appropriate for:
All students with or without disabilities

Procedure:
1. Make contact with parents and assess their willingness to receive daily report cards. (Most parents express frustration about not knowing how they can help their failing child at home. Most will agree to monitor daily reports, review the day’s behavior and homework success rate.)

2. Confer with student to explain program. Consider student assistance in selecting most appropriate report card in this packet.

3. Issue report card daily.

4. Praise the student daily for behavior improvement, consider classroom reinforcers.

5. Make weekly phone calls to parents to assess successful implementation at home and to report on progress in school once report begins. (Without these phone calls, successful collaboration may not occur.) Stress the value of parental praise for improvement. Be sure the student is receiving the agreed upon home-based reinforcer. If not, consider utilizing school-based reinforcers in the classroom. Alternatively, establish a mentor at school the student can go to with the daily log to get reinforcement.

6. Consider issuing report cards at lower frequencies (bi-weekly, weekly) if assignments are at 100% turn in rate for 3 weeks and parents and child feel less frequent intervals would be warranted. Classroom behavior must also be acceptable for 3-week period.
INITIAL PARENT/TEACHER COLLABORATION:  
ESTABLISHING A DAILY REPORT CARD

Student:  

Parent:  

Teacher(s):  

Behavior(s) to Change:  

Reinforcer(s) Selected:  

How Frequently Given:  

Person Responsible for Giving Reinforcer:  

Procedure to assure parent receives report, what to do if report is not delivered:  

Frequency/Method of Parent/Teacher Contact to Monitor System:  

Parent Signature  

Teacher Signature

Diana Browning Wright, Behavior/Discipline Trainings, 2009
INITIAL PARENT/STUDENT COLLABORATION:
ESTABLISHING A DAILY REPORT CARD

Date: ________________________________

Parent Identified Problem: _____________________________________________________________

Student Identified Problem: _____________________________________________________________

Goal Behavior(s): ________________________________________________________________

Date Reporting to Start: _____________________________________________________________

Student Selected Rewards: ____________________________________________________________
Consider: staying up late one night, special dessert, special activity with a friend, phone calls and visits, special activity with a parent, access to something I like: favorite programs/Nintendo/game; money, other privileges and activities.

How Often Student Gets Rewards/Who Gives It: _____________________________________________

What happens if report is “lost,” “forgotten,” etc.: __________________________________________
__________________________________________________________

How often parent and teacher(s) will talk to each other: _________________________________

Student suggestions on how parent or teacher(s) can help: ________________________________
__________________________________________________________

Student Signature ________________________________

Parent Signature ________________________________

Teacher Signature ________________________________
# Daily Report Card

**NAME:**

**DATE:**

**TEACHER:**

DID THE STUDENT...

<table>
<thead>
<tr>
<th>IMPORTANT BEHAVIORS</th>
<th>YES 2pts.</th>
<th>Partial 1pt.</th>
<th>No 0 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>COME TO CLASS ON TIME?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRING SUPPLIES?</td>
<td></td>
<td></td>
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<tr>
<td>WORK WITHOUT DISRUPTING OTHERS IN CLASS?</td>
<td></td>
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</tr>
<tr>
<td>ASK FOR ASSISTANCE WITHOUT DELAY?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEAK COURTEOUSLY?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPLETE AN ADEQUATE AMOUNT OF WORK?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUALITY OF WORK PRODUCED WAS ADEQUATE?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>OTHER:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

Teacher Comments:

Parent Feedback:
# Daily Classroom Report

**NAME:**  
**DATE:**  
**TEACHER:**  
**TEACHER’S INITIALS**  

<table>
<thead>
<tr>
<th>Did the student....................</th>
<th>YES 2pts.</th>
<th>Partial 1pt.</th>
<th>NO 0 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come on time?</td>
<td></td>
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<tr>
<td>Bring supplies?</td>
<td></td>
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<tr>
<td>Stay in seat when appropriate?</td>
<td></td>
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<tr>
<td>Curtail off-topic talking?</td>
<td></td>
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<tr>
<td>Follow directions?</td>
<td></td>
<td></td>
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<tr>
<td>Raise his or her hand to contribute to discussions if required or verbally contributed acceptably?</td>
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<tr>
<td>Not physically disturb others?</td>
<td></td>
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<td></td>
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<tr>
<td>Clean up promptly and adequately?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Listen to instructions?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Speak courteously?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher was satisfied with his or her performance today?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points on today’s classwork, was acceptable, or evaluation of work quantity or quality was adequate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades on tests, assignments or projects were adequate?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NAME: ________________________ DATE: ________________________

1. Tonight’s Homework:
   Has homework to do tonight which is due tomorrow ________________________
   Has long term project to work on _________________________________________
   Does not have homework to do tonight ____________________________

2. Today’s Classroom Behavior:
   Actively listened to instruction __________________________________________
   Worked on assignments when instructed to do so ____________________________
   Other ________________________________________________________________

3. Work Completion:
   Completed all in-class assignments _______________________________________
   Turned in homework that was due today _____________________________________
   Completed an acceptable amount of work today ____________________________

4. Comments:
   ________________________________________________________________

Diana Browning Wright, Behavior/Discipline Trainings, 2003
## Daily Period-By Period Report

### Name: ____________________________  Date: ____________________________

<table>
<thead>
<tr>
<th>Home School Note System</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point system</strong>: 2=full success, 1=partial success with one reminder 0=no success with reminder .5 bonus for student appraisal matching teacher appraisal**</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>On time to class today?</td>
<td></td>
<td></td>
<td></td>
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<td>All supplies present?</td>
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<tr>
<td>Curtailed off topic talking?</td>
<td></td>
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<tr>
<td>Followed directions?</td>
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<tr>
<td>Contributed to discussions appropriately?</td>
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<td>Did not physical disturb others?</td>
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<tr>
<td>Spoke courteously?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Assignments turned in if done?</td>
<td></td>
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<tr>
<td>Grades on tests or projects given today were adequate?</td>
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<tr>
<td>Quality of work turned in or done in class adequate?</td>
<td></td>
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<tr>
<td>Homework was given today?</td>
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<td>On-going projects need to be worked on now?</td>
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</tbody>
</table>

Teacher’s Initials

Two way communication: Parent Signature and Comments:

---

Diana Browning Wright, *Behavior/Discipline Trainings*, 2009
SURVEY OF PARENT REACTIONS TO DAILY REPORT CARDS

Parent’s Name: ________________________________

Student’s Name: ________________________________

Length of Time Reports Have Been Used: ________________________________

Please Respond: (1) very much (2) much (3) slightly (4) not much (5) not much at all

1. How much do you feel the Daily Report Cards improved communication between you and the teacher?

2. Has the Daily Report Card given you a better picture of your child’s progress in school?

3. How much do you feel your child’s performance in school has improved as a result of the Daily Report Card?

4. How much do you think your child likes the Daily Report Card?

5. Even though the Daily Report Card provides daily information, to what extent would a 5 week summary also would be helpful?

6. How much do you feel your child’s attitude toward school has improved as a result of the Daily Report Card?

7. Do you see the daily report card and the incentive it provides as an important part of your child’s education?

8. How much has your behavior toward your child in terms of incentives and rewards for improvement changed as a result of the Daily Report Card?

9. How often did you receive the Daily Report Card?
   (1) Everyday (2) Almost everyday
   (3) 2 to 3 times each week (4) 1 time each week
   (5) Never

10. Which of the following report systems would you prefer now?
    (1) Daily Report Card
    (2) Bi-weekly Report Card
    (3) Weekly Report Card
    (4) 5 week Report Card

11. Please comment on the effectiveness of Daily Report Cards for your child:

Diana Browning Wright, Behavior/Discipline Trainings, 2009
# PHONE LOG: DAILY REPORT CARD

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Parent Report of Successfulness</th>
<th>Parent Utilizes What Reinforcers</th>
<th>Student Reaction</th>
<th>Ideas for Change</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Diana Browning Wright, *Behavior/Discipline Trainings*, 2009
Parents/Guardian of ________________________________

As part of our positive approach to learning, we would like to congratulate your son, daughter for outstanding accomplishments and/or behavior in ______________________. The areas of recognition with check marks are the ones in which your son/daughter has recently excelled. We would also like to commend you for your support that enables your son/daughter’s educational achievement.

Thank you for supporting us,

________________________

OUTSTANDING OR IMPROVED ACADEMIC ACHIEVEMENT

___ 1. Work has been submitted on time, neatly, and/or was complete.
___ 2. Demonstrating outstanding academic achievement.
___ 3. Going beyond the necessary assignments.
___ 5. Showing poise and confidence during speaking.
___ 7. Demonstrating outstanding group leadership.
___ 8. Volunteering for projects outside the classroom.
___ 9. Is improving in homework assignments, test scores, or other projects.
___ 10. Participating well in class discussion.
___ 11. ________________________________
___ 12. ________________________________

Parents/Guardian of ________________________________

As part of our positive approach to learning, we would like to congratulate your son, daughter for outstanding accomplishments and/or behavior in ______________________. The areas of recognition with check marks are the ones in which your son/daughter has recently excelled. We would also like to commend you for your support that enables your son/daughter’s educational achievement.

Thank you for supporting us,

________________________

OUTSTANDING OR IMPROVED CITIZENSHIP

___ 1. Demonstrating a serious attitude toward learning.
___ 2. Getting along well with classmates.
___ 3. Having a good sense of humor.
___ 4. Courteous and respectful behavior to others.
___ 5. Showing a sense of pride in accomplishments.
___ 6. Easy to work with.
___ 7. Accepting criticism well.
___ 8. Helping keep the classroom and materials clean and in order.
___ 9. Improving in behavior/attitude in the classroom.
___ 10. ________________________________
___ 11. ________________________________

Diana Browning Wright, Behavior/Discipline Trainings, 2009
Great News
From School

(name of school)

Today, __________________________________________

________________________________________________

________________________________________________

________________________________________________

It was wonderful to see this and we wanted to let you know.

Sincerely,

________________________________________________

(signature)

________________________________________________

(date)

Diana Browning Wright, Behavior/Discipline Trainings, 2009