

Self-Report Cards

Description

Self-report cards work by incorporating a child's self awareness of target behaviors in order to focus on improving those behaviors (see attached self-report card example). The child will receive a daily self-report card to fill in regarding his/her behavior for each day. By having a consistent reminder of how he/she is behaving, the child will be more likely to recognize the problem behavior(s) and focus on appropriate behaviors. The teacher may review and discuss the child's card on a daily or weekly basis and rewards for improvement are suggested for motivational purposes.

Materials

- Rewards
 - Daily or weekly
- Self-report cards
 - www.interventioncentral.com
 - www.jimwrightonline.com

Preparation

- The teacher should be familiar with self-report cards.
- Target behaviors should be set.
- Appropriate self-report cards should be constructed.
- The self-report cards should be explained to child.
 - Show the child examples of cards.
 - Practice filling in cards.

Implementation Steps

1. Set target behaviors.
 - Completing assignments on time, speaking respectfully, raising hand instead of calling out, etc.
2. Explain process to child.
3. Hand out self-report cards for each day, class, transition, etc.
4. Retrieve cards and review.
5. Discuss cards with child and provide feedback.
6. The child's efforts and progress should be acknowledged and praised throughout this process.

Reference

Agran, M., Sinclair, T., Apler, S., Cavin, M., Wehmeyer, M. (2005). Using Self-Monitoring to Increase Following-Direction Skills of Students with Moderate to Severe Disabilities in General Education. *Education and Training in Developmental Disabilities*. 40 (1). 3.