

Home-School Diary

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How to use this form

Use this form to monitor a child's behaviour at school and at home. You can decide with the teacher to fill it in daily or weekly (preferably on the same day every week if it is filled in weekly). Bring the forms with you when you go see the child's doctor to inform him or her about the child's well-being.

Please remember that this is not a diagnostic tool: it was designed to help parents, caregivers and teachers monitor a child's progress by tracking changes big and small. We hope you find it useful for encouraging a child with ADHD to strive for improvement.

How the scores work

There is no right or wrong score; instead, scores are used to monitor changes in behaviour. A higher score compared with previous days or weeks means that the child is improving.

Name: _____ Date or week of: _____

To be filled out by the child's teacher

Score the statements from "Never/seldom" to "Very often/frequent"; if you notice anything else worth mentioning or that warrants special monitoring, you can write it down in the boxes at the bottom of the chart.

Behavioural assessment	Never/seldom	Occasionally	Often/ quite a bit	Very often/frequent
Schoolwork is improving	0	1	2	3
Works better in groups (than before)	0	1	2	3
Noisy and excitable	3	2	1	0
Has frequent fights with classmates	3	2	1	0
Easily distracted from tasks	3	2	1	0
Difficult to contain during break times	3	2	1	0
Disturbs children around them	3	2	1	0
Unable to pay attention in class	3	2	1	0
Unable to complete homework	3	2	1	0
Unable to sit through a whole period	3	2	1	0

Total (add scores in each column) _____ + _____ + _____ + _____ =

One behaviour that needs work:

One behaviour that has improved:

Examples: Remembering to raise hand before asking a question; staying quiet during class for the whole day; having all necessary material on hand (i.e. not forgetting books at home or at school); not running inside school grounds; putting on coat and boots quietly, etc.

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To be filled out by the child's parent or caregiver

Score the statements from "Never/seldom" to "Very often/frequent"; if you notice anything else worth mentioning or that warrants special monitoring, you can write it down in the boxes at the bottom of the chart.

Behavioural assessment	Never/seldom	Occasionally	Often/quite a bit	Very often/frequent
Concentrates better	0	1	2	3
Gets along better with the family	0	1	2	3
Gets along better with friends	0	1	2	3
Able to sustain attention while playing	0	1	2	3
Talks less than usual with other children	0	1	2	3
Less fidgety	0	1	2	3
Able to complete tasks	0	1	2	3
Homework is improving	0	1	2	3
Able to sit and listen when spoken to	0	1	2	3
Can sit through meal times	0	1	2	3

Total (add scores in each column)

_____ + _____ + _____ + _____ =

One behaviour that needs work:

One behaviour that has improved:

Examples: Getting dressed before having breakfast, making bed before going to school; sitting at table throughout breakfast; being ready to leave for school at scheduled time; sitting at table throughout dinner; taking plate to sink when finished; remembering to brush teeth before bed; going to bed at scheduled time, etc.

