

**The student does not write down homework assignments correctly or completely.**

- Type up all class assignments for the week or month and pass out to the class.
- Set up a 'homework hotline' that students (and parents!) can call with a pre-recorded message listing current class assignments. Or create and regularly update a web page that students can visit to browse a listing of pending assignments and their due dates.
- Pair off students. At the end of each class, instruct students briefly to check each other's organizers or notebooks to ensure that each has accurately and completely recorded assignments from the board.
- Instruct the student to approach you at the end of each class period with his or her organizer or notebook. Read over the student's listing of assigned work. If the student's recording of the assignment is incomplete or incorrect, prompt him or her to write it correctly. Then initial the assignment page.
- Select a staff member (e.g., vice principal, reading teacher, counselor) who can serve as a 'check out' person at the end of the school day. Assign that staff member a caseload of students who have chronic difficulties accurately recording homework assignments. As each student stops by, the 'check-out' person reviews the student's recording of assignments to ensure that he or she has written them down completely.

**The student fails to take work materials home that are required for his/her homework assignment.**

- When writing assignments on the board, include a list of required work materials as a reminder to students.
- At the close of class, remind students what materials they will need for homework.
- Have the student keep one set of textbooks at home and one at school.
- Post worksheets to be done as homework on the Internet where students can download and print off as needed.
- Explicitly teach students how to prepare at the end of each school day for that night's homework. Instruct students to review each instructor's homework assignment and verify that they have put the necessary work materials to do that assignment into their backpack or book bag. For students who need additional practice, walk them to their lockers at the end of the day and coach them as they pull together their homework materials.

**The student does not have a regular routine (fixed time, location, etc.) for studying and completing homework.**

- Have the student complete a homework schedule each week with adequate time set aside daily for homework. Verify with the student's parent(s) that the student is abiding by the schedule.

- Meet with the student to identify both a place at home where the student can do homework without distractions and a set time for doing homework. Check in with the student occasionally to monitor his or her homework habits.
- If the home environment is not conducive for completing homework, encourage the student to find another location (e.g., local branch of the public library, community center) suitable for homework.
- Encourage the student to use study halls or other in-school time to get a head start on homework.
- Team up with other teachers to sponsor a 'homework club' where students can stay after school to complete homework with adult support and supervision. Consider having different teachers 'host' the club on different nights of the week.

**The student lacks an efficient strategy for completing homework assignments.**

- Train students in the specific steps needed to build a work plan for doing homework. Show them how to preview their afterschool assignments, order those assignments so that they do the most difficult first (when their energy level is highest), break larger assignments into smaller sub-tasks, and estimate how much time each assignment is likely to require. Assign students to create their own homework plans for a week and to turn them in to you. Follow up by asking students to reflect on how their use of these plans may have improved their homework completion.
- If you are giving students an especially challenging homework assignment, provide them with strategies (e.g., time-saving tips, techniques to check for mistakes, etc.) for doing that homework efficiently.
- Suggest to students that they take short breaks between homework assignments (e.g., spending 10 minutes watching television) to refresh and reenergize.
- Recommend to students (and perhaps to their parents) that they remove unnecessary 'time-wasters' from the homework setting (e.g., Internet messaging, television, radio, cell phones).
- Enlist the student's parent to serve as a 'homework coach', meeting with the student each night to look over assignments, set up a plan for completing the homework, monitoring the student's actual time spent doing homework, and reviewing finished work to verify its completeness and quality.

**The student completes homework but fails to turn it in at school.**

- Meet with the student's parents and suggest that they check each morning to be sure that the student has all completed homework assignments in his or her backpack before leaving for school.
- Set up a homework chart for the student. Award the student a point for each day that he or she turns in homework. Allow the student to redeem collected points for rewards or privileges.
- Build a sense of personal accountability by requiring that students put their homework directly in your hand as they walk in the door at the beginning of class.

Note which students fail to turn in homework and approach them before the class period is over to have them pledge when they will turn it in.

- Send 'overdue homework' notices home every several weeks to parents of your students. The notices should include enough information about the missing assignments so that the parents have all the information that they need to prod their child to get the work done and turn it in.
- Designate a staff member to be a 'homework check-in' person for selected students. At the beginning of the day, students go to the staff member in the school's main office and surrender their completed homework assignments. The staff member immediately puts students' homework in the appropriate teachers' mailboxes.
- Encourage students to complete their homework in study halls or in an afterschool 'homework club'. Appoint a staff member to collect students' completed homework before they leave for the day and to put finished homework into the appropriate teachers' mailboxes.

## 100 Fails to complete homework assignments and return them to school

1. Chart homework assignments completed.
2. Speak to the student to explain (a) what the student is doing wrong (e.g., not turning in homework assignments) and (b) what the student should be doing (i.e., completing homework assignments and returning them to school).
3. Encourage the student to reduce distractions (e.g., turn off the radio and/or TV, have people talk quietly, etc.) in order to complete homework.
4. Take proactive steps to deal with a student's refusal to perform a homework assignment to prevent contagion in the classroom (e.g., refrain from arguing with the student, place the student at a carrel or other quiet place to work, remove the student from the group or classroom, etc.).
5. Choose a peer to model completing homework assignments and returning them to school for the student.
6. Encourage the student to realize that all behavior has negative or positive consequences. Encourage the student to practice behaviors that will lead to positive consequences.
7. Encourage the student to set up an "office" where homework can be completed.
8. Have the student evaluate the visual and auditory stimuli in his/her designated work space at home to determine the amount of stimuli he/she can tolerate.
9. Develop a contract with the student and his/her parents requiring that homework be done before more desirable activities take place at home (e.g., playing, watching television, going out for the evening, etc.).
10. Make certain that homework provides drill and practice rather than introducing new concepts or information.
11. Assign small amounts of homework initially. As the student demonstrates success, gradually increase the amount of homework (e.g., one or two problems to perform may be sufficient to begin the homework process).
12. Maintain consistency in assigning homework (i.e., assign the same amount of homework each day).
13. Make sure the amount of homework assigned is not excessive and can be completed within a reasonable amount of time. Remember, secondary students may have six or seven teachers assigning homework each day.
14. Evaluate the appropriateness of the homework assignment to determine (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is adequate.
15. Reinforce the student for completing homework assignments and returning them to school: (a) give the student a tangible reward (e.g., classroom privileges, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).
16. Reinforce the student for completing homework assignments based on the number of assignments the student can successfully complete. As the student demonstrates success, gradually increase the number of assignments required for reinforcement.
17. Reinforce those students who complete their assignments at school during the time provided.
18. Send home only one homework assignment at a time. As the student demonstrates success completing assignments at home, gradually increase the number of homework assignments sent home.

**19.** Present the tasks in the most attractive and interesting manner possible.

**20.** Identify the materials the student consistently fails to take home. Provide a set of those materials for the student to keep at home.

**21.** Encourage the student to develop an awareness of the consequences of his/her behavior by writing down or talking through problems which may occur due to his/her inability to complete homework assignments (e.g., if he/she does not complete the homework assignment, his/her grade may drop then he/she may not be able to participate in extra-curricular activities).

**22.** Provide the student with a book bag, backpack, etc., to take homework assignments and materials to and from home.

**23.** Provide a reinforcing activity at the beginning of the day/class period, contingent upon the completion and return of homework assignments.

**24.** Have the student organize assignments by dividing them into small segments. Have the student set deadlines and provide himself/herself with a reward after completing each segment of the assignment.

**25.** Have the student develop a checklist/chart to follow which will allow him/her to complete all assignments.

**26.** Establish an environmental setting for the classroom that promotes optimal individual performance (e.g., quiet room, background music, fresh air, etc.).

**27.** Encourage the parents to make positive comments about school and the importance of completing homework.

**28.** Provide time at school for homework completion when the student cannot be successful in performing assignments at home.

**29.** Specify exactly what is to be done for the completion of the homework task (e.g., indicate definite starting and stopping points, indicate the minimum requirements, etc.).

**30.** Have the student question any directions, explanations, or instructions not understood.

**31.** Allow natural consequences to occur for failure to complete homework assignments (e.g., students who do not finish their homework do not get to engage in more desirable activities).

**32.** Provide the student with written directions for doing homework assignments.

**33.** Provide the parents with information necessary for them to help the student with homework (e.g., what the assignments are and how to help with the assignments).

**34.** Encourage the student to reward himself/herself (e.g., take a ten minute break, speak briefly with a relative, telephone a friend, etc.) for concentrating on an assignment for a specific length of time.

**35.** Allow the student to perform a highly desirable task when homework has been turned in to the teacher.

**36.** Have the student place notes in highly visible areas (e.g., refrigerator door, bathroom door, front door, etc.) to remind the student to take homework assignments to school.

**37.** Allow the student to perform alternative homework assignments. As the student demonstrates success, gradually introduce more components of the regular homework assignment until the assignments are routinely performed and returned to school.

**38.** Make certain the student understands that homework assignments not completed and turned in to the teacher will have to be completed during other times (e.g., break time, recreational time, before/after school, etc.).

**39.** Work a few problems of the homework assignment with the student to serve as a model and start the student on the assignment.

**40.** Have the student enlist the help of a relative, friend, etc., to remind him/her of homework assignments.

**41.** Make certain the student understands that homework not completed and turned in on time must still be completed and turned in.

**42.** Have the student verbally repeat the homework assignment in order to reinforce the student's awareness of the assignment.

**43.** Have the student prioritize tasks by importance (e.g., task A must be done today, task B can be done today, and task C can wait until tomorrow).

**44.** Find a tutor (e.g., a volunteer in the community, one of the student's classmates, etc.) to help the student complete homework.

**45.** Have the student set a timer in order to complete assignments in a reasonable period of time.

**46.** Deliver directions verbally in order to increase the probability of the student's understanding of homework assignments.

**47.** Encourage the student to follow a less desirable task with a more desirable task. Make completion of the first necessary to perform the second.

**48.** Maintain consistent expectations within the ability level of the student.

**49.** Encourage the student to set time limits for completing homework assignments. Encourage the student to be aware of time constraints when working on projects.

**50.** Encourage the student to recite a mantra to himself/herself when he/she brings work home (e.g., I will finish, I will finish, I will finish).

**51.** Deliver reinforcement for any and all measures of improvement.

**52.** Communicate with the student's parents the need to establish homework rules at home (e.g., start homework upon arriving home from school, finish homework before watching TV or talking on the phone, ask for help when necessary, etc.).

**53.** Encourage the student to reduce the number of visual distractions around him/her (e.g., move his/her work area away from windows, doors, kitchen, TV, etc.).

**54.** Encourage the student to put completed homework assignments in a designated place to be taken to school (e.g., in front of the door, at the bottom of the stairs, etc.).

**55.** Establish homework assignment rules:

- Stay on-task.
- Finish task.
- Meet task expectations.

Review rules often. Reinforce students for following the rules.

**56.** Encourage the student to choose interesting or stimulating activities as a reward for completing less interesting activities (e.g., complete homework before going to the mall).

**57.** Have the student keep a chart or graph representing the number of homework assignments completed and returned to school.

**58.** Encourage the student's parents to check over their child's homework when he/she is finished so the student can be certain that everything is complete.

**59.** Introduce the student to other resource persons who may be of help in performing homework assignments (e.g., librarian, special education teacher, other personnel with expertise or time to help, etc.).

**60.** Communicate with parents (e.g., notes home, phone calls, etc.) to share information concerning the student's progress. The parents may reinforce the student at home for returning completed homework to school.

**61.** Arrange with the student's parents to pick up homework each day if the student has difficulty "remembering" to take it home.

**62.** Establish a timeline for completing a project. Expect the student to meet each deadline in order to complete the project on time.

**63.** Do not use homework as a punishment (i.e., additional work should not be assigned as a consequence for inappropriate behavior at school or as a consequence for not preparing for school assignments).

**64.** Encourage the parents to set aside quiet time each night when the family turns off the TV, radio, etc., to read, do homework, write letters, etc.

**65.** Have the student maintain sample letters, reports, forms, etc., as references for completing homework assignments.

**66.** Encourage the student to establish a routine for himself/herself. Have the student develop a weekly schedule and a weekend schedule. Have the student develop a checklist/chart for daily homework assignments to be completed.

**67.** Communicate with the student's parents by sending home explanations of how to help their child with homework if it is necessary for the student to receive help.

**68.** Have the student develop problem-solving skills:

- Identify the problem (e.g., not completing homework, not returning completed homework to school).
- Identify the goals and objectives.
- Develop a strategy/plan for action.
- Carry out the plan.
- Evaluate the results.

**69.** Schedule the student's time at school so that homework will not be absolutely necessary if he/she takes advantage of the school time provided to complete assignments.

**70.** Write a contract with the student specifying what behavior is expected (e.g., completing homework assignments and returning them to school) and what reinforcement will be made available when the terms of the contract have been met.

**71.** Assess the appropriateness of giving the student assignments which require copying if the student's ability level makes it impossible for him/her to complete the assignment.

**72.** Meet with parents to discuss appropriate ways to help the student with homework.

**73.** Encourage the parents to provide the student with a quiet, comfortable place and adequate time to do homework.

**74.** Encourage the parents to reward the student for following homework rules. Possible rewards include verbal praise (e.g., "Thank you for finishing your homework before going to the mall."), a kiss on the cheek, a hug, staying up late, watching a favorite TV show, renting a video, etc.

**75.** Choose a peer to help the student with homework.

**76.** Assess the appropriateness of assigning the student homework if his/her ability level or circumstances at home make it impossible for him/her to complete and return the assignments.

**77.** Develop an assignment sheet for the student. Talk with the student's parents so they are aware of the assignment sheet and the work that should be completed each night. Ask the parents to sign the assignment sheet so the teacher is aware that the parents reviewed it.

**78.** Ask the parents to review the student's homework responsibilities after school so the student knows what he/she is expected to do that evening.

**79.** Make sure the student has all the materials necessary prior to beginning an assignment to reduce unnecessary distractions.

**80.** Have the student ask for help when he/she needs it.

**81.** Set up a homework system for the student (e.g., 2 days a week work with drill flash cards, 3 days a week work on book work sent home, etc.). This will add some variety to the student's homework.

**82.** Make certain that the student understands the relationship between inappropriate behavior and the consequences which follow (e.g., forgetting to complete homework will result in a low grade).

**83.** Repeat directions in order to increase the student's probability of understanding.

**84.** Make certain the student has mastered the concepts presented at school. Homework should be a form of practice for what has been learned at school.

**85.** Have the student establish a specific time each evening to work on homework assignments.

**86.** Assess the degree of task difficulty to determine whether or not the student will require additional information, time, assistance, etc., in order to complete a task at home.

**87.** Have the student ask a friend to call him/her at night or in the morning to remind him/her to bring assignments to school.

**88.** Give directions in a variety of ways to facilitate the student's understanding (e.g., if the student fails to understand verbal directions, present them in written form).

**89.** Teach the student time-management skills. Have the student make a daily plan and follow it. Encourage the student to avoid becoming distracted by events, impulses, and moods.

**90.** Allow the student additional time to turn in homework assignments.

**91.** Create a learning center at school where professional educators are available to help with homework assignments before school begins, the last hour of each school day, etc.

**92.** Have the student and a classmate who has the same assignment do their homework together (e.g., right after school at one home or the other, during study hall, etc.).

**93.** Reinforce those students in the classroom who complete their homework assignments and return them to school.

**94.** Send homework assignments and materials home with someone other than the student (e.g., brother, sister, neighbor, etc.).

**95.** Provide the student with a selection of assignments, requiring him/her to choose a minimum number from the total (e.g., present the student with 10 academic tasks from which he/she must finish 6 that day).