

Increasing Homework Completion: Supplemental Documents and Resources

Copyright© 2017 by Rachel Losoff and Schoolhouse Educational Services, LLC. Buyers of the Increasing Homework in Middle and High School reference guide have permission to print and copy these forms for personal use with their students. All rights to publish and reprint in a publication are reserved. For permission to reprint, contact Schoolhouse Educational Services LLC, P.O. Box 397, Sparta, WI, 54656 or email cpps@psychprocesses.com.

Table of Contents

Organizing Material Form.....	4
Bringing Homework to Class Form.....	5
Write it Review it Do it Cheat Sheet.....	6
Using Assignment Notebook Form	7
Homework Summary sheet.....	9
Reward Contract Form.....	10
Planning Tasks Form.....	11
Sunday Night Review Checklist.....	12
Long Term Project Planning Form.....	13
Homework Analysis Form	14
Homework Warm-Up Form.....	15
Battle your HW busters!	16
Cost-Benefit Analysis Form	20
Talk Back To Procrastination Technique	21
Home Consequence Plan.....	22
Thought Log Form-Sleep	24
Homework Time Study (Weekly)	25
Homework Time Study (Daily)	27
Am I Paying Attention? Form	28
Thought Log Form-Homework	29
Completing Work Efficiently Form	30
Responding When a Student Does Not Turn In Homework	31
Tip Sheet for Parents or Guardians.....	32
Tips for Teachers.....	33
Study Skills Curricula Resources.....	37
Online Resources.....	38
References.....	39
Additional Resources	41

Organizing Material Form

For every **piece of paper** in your binders or bag, ask yourself,

Do I need this piece of paper for the future because this material will be covered on a future test or assignment?

If **no**, recycle it.

If **yes**, keep it and file in folder for a specific class.

If **unsure**, ask a teacher.

After you finish a test, unit, or long -term project, go through folders and papers and throw away what you don't need.

Ask yourself, will there be a mid-term or final? Do I want to save this for future learning?

If **no**, get rid of everything.

If **yes**, save papers in a file at home labeled for the specific class.

If **unsure**, ask a teacher.

Bringing Homework to Class Form

Name of Class: _____

Directions: Write in the dates of the week. Place a checkmark each time you bring homework to class each day.

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Goal met?

Goal # of checkmarks for each week: _____

Indicate if student met goal at the end of each week.

What reward will student earn for meeting goal:

Write it

Write all your homework assignments down in your daily calendar. Write all due dates for long term projects in your monthly calendar.

Review it

Do a review of all daily tasks before starting your homework.

Do a Sunday night weekly review.

Do it

Get to work!

Using Assignment Notebook Form

Directions: Complete one sheet for each class per week. Summarize points for each class.

Week: _____ Teacher/Class: _____

Goal: _____

Monday	Tuesday	Wednesday
<input type="checkbox"/> Wrote down assignment <input type="checkbox"/> Homework completed and turned in	<input type="checkbox"/> Wrote down assignment <input type="checkbox"/> Homework completed and turned in	<input type="checkbox"/> Wrote down assignment <input type="checkbox"/> Homework completed and turned in
Thursday	Friday	Total
<input type="checkbox"/> Wrote down assignment <input type="checkbox"/> Homework completed and turned in	<input type="checkbox"/> Wrote down assignment <input type="checkbox"/> Homework completed and turned in	___times student wrote down assignment out of ___ days=___% ___times student completed and turned in homework out of ___ days=___%

Week of: _____

Class	% time student wrote down assignment	% of time student completed and turned in homework

Student signature _____

Parent signature _____

Reward Contract Form

_____ is expected to _____

(student name)

(describe expectations)

and will earn a reward of _____ after every ____ time. Circle the boxes after the number of times the student will earn a reward. For example, if student will earn a reward after 5 times of meeting the expectation, circle 5, 10, 15, 20, etc. Student may earn a larger award after a higher amount of intervals, as agreed upon by all parties.

Have a teacher initial a box each time the student demonstrates this behavior. Each time the student gets to a circled box, he/she will earn the reward.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100		

Planning Tasks Form

Date _____

Write down what you will do this evening in order of priority. Cross off each assignment after you complete it.

1. _____

2. _____

3. _____

4. _____

5. _____

Sunday Night Review Checklist

- Do I have any upcoming tests this week?
-

- Do I have any projects due this week?
-

- What other daily homework assignments might I have this week?
-

- What sports or activities do I have this week?
-

- What appointments or family events do I have this week? (Check with parents/guardian if necessary)
-

- What days do I have **more** time to do homework? What days do I have **less** time?
-

- What are the **best** time periods for me to do homework this week?
-

Long Term Project Planning Form

Project _____ Final Due Date _____

Step 1. Brainstorm all the tasks that are necessary to complete the long-term project.

Step 2. Select realistic due dates for each of the small tasks.

Hint. The smaller the task, the more likely you are to complete it.

Hint. Make sure the due dates don't fall on a day that you may not complete homework, such as a Saturday or holiday.

1. _____ Due: _____
2. _____ Due: _____
3. _____ Due: _____
4. _____ Due: _____
5. _____ Due: _____
6. _____ Due: _____
7. _____ Due: _____

Homework Analysis Form

Class _____

Please report the homework that _____ (student) did or did not do from _____ (date) to _____ (date).

	Assignments/activities that the student DID do	Assignments/Activities that the student DID NOT do
	e.g., math worksheet	e.g., long-term project
MON		
TUES		
WED		
THURS		
FRI		

Homework Warm-Up Form

Directions. Start a timer for 3 minutes. For the three minutes, brainstorm everything you can think of related to your homework. Once you are done brainstorming, then begin your homework.

Example. Reading a history chapter

In class Mr. Goodle told us that the Civil War happened around the 1860s. I remember reading in the chapter that. . .

Example. Algebra problems

We are solving new Algebra equations. I'll make one up to practice.

$$2X+5= y-3$$

$$x-9=3y+8$$

Example. Writing a paper on social injustice in everyday life.

I witnessed evidence of social injustice today on the train. I noticed that some train lines in the north of the city were cleaner and better maintained than the trains in the south of the city.

Assignment:

Now, go!

Battle your HW busters!

Homework **busters** are thoughts that delay you in starting and completing your homework. Here are some examples. . .

"I have so much homework. I'll **never** get it done."
"I'm **too** tired (bored, sleepy)."
"I **can't** do this. I'm terrible at math."
"I **hate** my teacher. I'm not doing this."
"This is so **unfair**. Why do we have homework?"
"This is **too** hard."


Do any of these sound familiar? We all have them. These kind of thoughts slow us down and prevent us from getting started, making the process of homework take even longer. Sometimes, they even stop us from doing homework at all. The key to success is to turn these homework busters into homework musters. Homework **musters** are thoughts that help you get your homework done. These thoughts help you overcome the homework buster thoughts and just get started.

Here are some homework **musters**:

"I have so much homework. I'll just keep working till I get it all done."
"I'm tired. Once I get started and get into it, I'll wake up a little."
"This is hard for me, but if I keep working, I'll figure it out. I can ask for help too."
"I don't like my teacher that much, but if I don't do this homework, it will affect my grade, not my teacher."
"It does seem like we have a lot of homework and there is more homework than I want to do. I better just get over it and get started."

The term muster was selected as it alludes to taking on something or tackling something hard. A google definition of **muster** is to "assemble (troops), especially for inspection or in preparation for battle." Now, let's battle that homework!

1. Write down HW **busters** (thoughts that delay you in doing your homework).
2. Turn your HW **busters** into HW **musters** (thoughts that help you get your homework done).

HW busters 	HW musters
I'll never get this done.	If I work little by little, eventually this will get done. I'm going to set a small goal for right now.
I have sooo much to do. It's so unfair.	I do have a lot to do. That is because I signed up for 2 AP classes that will benefit me in the long run. I have made a commitment and that is why I have a lot to do.
I'm so overwhelmed.	I'm overwhelmed because I don't have a plan. I will map out what I will accomplish each day.
I hate homework	That's true that I do hate homework at times. Most people do. I don't hate it so much once I get going.
My teacher is so unfair to assign this.	It did seem a bit unfair for my teacher to assign so much work. Maybe he doesn't realize how much it is or maybe he really wants us to learn the material. Either way, there is nothing I can do to change that so I better just begin.
I'd rather be doing something else... something more fun.	Yes, it is true that I could be doing something more fun. I can do something fun when I am done and I'll feel better too.
I don't want to start.	Just find something easy to do. Once you get going, it will be easier.
Your turn...	

Strategies to turn your homework busters into homework musters.

1. Reality testing. . . Ask yourself, "Is this thought really true?" "Has that every happened in the past?" If you say, "I'll never get this done." Say, "Is that true of the past or have I got my work done?"
2. On the contrary, agree with your thought and then say, "And how do I move on." If you say, "My teacher is so unfair." Say, "That may be true, my teacher is so unfair. And how do I move on?"
3. Change the label to a description. Change "My teacher is so unfair." To "My teacher assigned a lot of homework because she wants to help us learn."

Cost-Benefit Analysis Form

Battle procrastination! List all the advantages that you are currently gaining from procrastination. Then list all the disadvantages from procrastination.

Advantages of Procrastination	Disadvantages of Procrastination
e.g., I'll get to eat a snack. I can watch tv. I won't be frustrated.	e.g., I'll be stressed out. I'll have lower grades.

Compare the lists and decide whether the advantages outweigh the disadvantages. If you still believe the disadvantages outweigh the advantages, then come up with more advantages until the advantages outweigh the disadvantages.

Talk Back To Procrastination Technique

This technique teaches students how to “talk back” to procrastination using the devil’s advocate technique. This is a powerful activity. Students learn that they have control over whether they do their work.

1. Role-play with the student during a typical homework situation. You role play the student doing his homework and he/she role plays at the “procrastination.”
2. Have the student as “procrastination” try to talk him or herself (you) out of doing an assignment. He or she might say, for example, “Do something more fun. Go get a snack.” Tell him or her to use real examples of what actually happens.
3. You show the student how you must repeatedly talk yourself back into doing the assignment by saying, for example, “I better just get started.” “I’m going to ignore you.”
4. Reverse roles and see if the student can resist procrastination.

Home Consequence Plan

Student's Name: _____

For Week Ending: _____

Instructions to Teachers: Student will bring this report to you on Friday of every week. Please take the time to respond to the statement below by circling either "Yes" or "No" and signing your name on the space provided. **Note that both parts of the goal must be true in order for the student to earn a rating of "Yes" for the week.** Comments are optional, but please feel free to use space at the bottom for any you feel are appropriate.

Thank you.

Goal: Up until this point in the current grading period, student is not missing any homework assignments.

Subject	Teacher	Rating	Signature
English			
Science			
Social Studies			
Pre-Algebra			
Spanish			

Comments:

Rules:

#1 Student is completely responsible for remembering to take a report to school every Friday.

#2 Student is responsible for getting a rating and a signature from each teacher every Friday.

#3 Student is responsible for bringing the report home every Friday afternoon and showing it to his/her parent(s). No excuses are accepted if student fails either to bring the report home or obtain a rating/signature from one or more of the teachers. Coming home with no report is equivalent to having a "No" rating from every teacher. A rating with no signature, or a signature with no rating counts as a "No" rating. *If the teachers agree, the student may get the form signed Monday to receive privileges for the week.*

#4 Students' report can contain one "No" rating without penalty. However, if they obtain a "No" rating in the same subject two weeks in a row, they are on restriction (no TV, no phone calls made or received, no socializing with friends outside of school, no video games or Internet privileges) until the rating in that subject becomes a "Yes".

#5 Two "No" ratings in the same week result in full restriction until the following Friday. At that time, if both "No" ratings have become "Yes" ratings, the student is no longer on restriction (unless he/she has incurred two new "No" ratings). If one or both of the "No" ratings remain unchanged, then Rule #4 applies.

Homework Time Study (Weekly)

Week of: _____ Directions. Record exactly what you did during each 15 minute increment.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:00-3:15 pm					
3:15-3:30 pm					
3:30-3:45 pm					
3:45-4:00 pm					
4:00-4:15 pm					
4:15-4:30 pm					
4:30-4:45 pm					
4:45-5:00 pm					
5:00-5:15 pm					
5:15-5:30 pm					
5:30-5:45 pm					
5:45-6:00 pm					
6:00-6:15 pm					
6:15-6:30 pm					
6:30-6:45 pm					
6:45-7:00 pm					
7:00-7:15 pm					
7:15-7:30 pm					

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:45 pm					
7:45-8:00 pm					
8:00-8:15 pm					
8:15-8:30 pm					
8:30-8:45 pm					
8:45-9:00 pm					
9:00-9:00 pm					
9:00-9:15 pm					
9:15-9:30 pm					
9:30-9:45 pm					
9:45-10:00 pm					
10:00-10:15 pm					
10:15-10:30 pm					
10:30-10:45 pm					
10:45-11:00 pm					
11:00-11:15 pm					
11:15-11:30 pm					
11:30-11:45 pm					
11:45-12:00 am					

Homework Time Study (Daily)

Date: _____ Directions. Record exactly what you did during each 15 minute increment.

Time	Activities
2:30-2:45 pm	
2:45-3:00 pm	
3:00-3:15 pm	
3:15-3:30 pm	
3:30-3:45 pm	
3:45-4:00 pm	
4:00-4:15 pm	
4:15-4:30 pm	
4:30-4:45 pm	
4:45-5:00 pm	
5:00-5:15 pm	
5:15-5:30 pm	
5:30-5:45 pm	
5:45-6:00 pm	
6:00-6:15 pm	
6:15-6:30 pm	
6:30-6:45 pm	
6:45-7:00 pm	
7:00-7:15 pm	
7:15-7:30 pm	
7:30-7:45 pm	
7:45-8:00 pm	
8:00-8:15 pm	
8:15-8:30 pm	
8:30-8:45 pm	
8:45-9:00 pm	
9:00-9:00 pm	
9:00-9:15 pm	
9:15-9:30 pm	
9:30-9:45 pm	
9:45-10:00 pm	
10:00-10:15 pm	
10:15-10:30 pm	
10:30-10:45 pm	
10:45-11:00 pm	
11:00-11:15 pm	
11:15-11:30 pm	
11:30-11:45 pm	
11:45-12:00 am	

Am I Paying Attention? Form

Date _____

Directions. Set a timer for 10 minute intervals. Begin your homework. Every time the time goes off, indicate whether or not you were paying attention. If not, indicate what you were doing or thinking about. Calculate the percentage of time that you were paying attention.

Time	Yes	No	If no, what was I doing or thinking about?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

yes ____ / total intervals ____ x 100 = ____ Percentage of time that I was paying attention.

Responding When a Student Does Not Turn In Homework

When a student does not turn in homework, do **NOT** engage in arguing with the student when he/she does not turn something in.

Instead, empathize with the student when he/she gives excuses or tells you the reason, rather than challenge them. Say, "I understand." or "Wow, I didn't know that. Tell me more about that."

Provide some proactive expectations regarding homework completion:

- State the expectations. Say, "X assignment is my expectation. I know that you can do it. I believe you are intelligent and have the skills to complete the task.
- Emphasize that it is a student choice to complete homework. Say, "My responsibility is to teach you X skills. I know that you will learn this. I want to support your choice in completing this assignment. It is your choice."
- Remind the student of the consequences. Say, "Your choice is to do X assignment or not do X assignment. Think about the consequences for both choices. If you do the assignment, you will earn credit. If you do not, you will lose points and stay in from lunch tomorrow. Let me know what you decide."
- Assume the student will do the assignment. Say, "It is simple. X is due on this date. I believe you will have it done. Let me know if you need me to help you complete the assignment."

Tip Sheet for Parents or Guardians

Before school: Help your child be prepared for school each day

- Help your child pack up his/her backpack and lunch the night before. Have your child place everything by the door.
- Have a Sunday night weekly planning meeting to review upcoming family and school events. Have your child use the ***Sunday Night Review Checklist Form***.
- Make a rule in your house that your child must inform you about materials needed for projects at least one week in advance.

During school: Know what assignments your child has and when they are due

- Help your child learn to write down his/her assignments while he/she is in school and can confirm with the teacher.
- Develop a communication system with the school where teachers sign your child's assignment notebook before he/she leaves class to ensure that the assignment is written down correctly, even if there is no assignment.
- Then check the assignment notebook each night and implement a consequence if there is nothing written down for each class.
- Provide a reward when your child writes down his/her assignments all week.

After school: Help with homework but not too much

- Do help your child get started and finish homework. Set rules about homework. Provide structure. Sit with him while he does his homework if needed.
- Don't help too much or do the homework for your child.
- Do help guide your child in finding the answer.
- Don't provide answers or solve content problems.
- Here are some guiding prompts that you can say.

"Where could you find that answer?"

"Where in your book might that answer be?"

"What could you do first here?"

"What do you need to get started?"

Even when students are stuck, use reflective listening. . .

"You're stuck. This is a hard one. You seem frustrated. Let's think of some strategies that you can use when you are frustrated (or stuck). Take a deep breath. Get a drink of water. Tell yourself you can do it. Now, what can you do to figure this out?"

More tips

Check out the National Education Association (NEA) and Parent Teacher Association (PTA) publication called "Help your Student Get the Most out of Homework." Available for free download

<https://www2.ed.gov/parents/academic/help/homework/homework.pdf>

Tips for Teachers

These are some easy strategies that teachers can do to increase homework completion for one or more students or the whole class. Often, teachers will find that what helps one student will help the other students in the class too.

Area	Tip
Build relationships with students first	<p>Students are more likely to complete work for teachers who they perceive care about them and like them.</p> <p>Find ways to get to know students better. One method reported in the New York Times:</p> <p>Have all students in the class respond to the following prompt, "I wish my teacher knew. . ." and allow students to tell you teacher something important about themselves. Doing this class wide prevents any student from feeling singled out and will likely result in good information to build relationships.</p>
Build student skills or homework completion skills into the curriculum.	<p>We can't teach homework completion, but we can teach the skill to complete homework (e.g., being prepared, organization of materials, use of assignment notebook, time management, study skills).</p> <p>If it is not possible to include an entire class on student skills, determine if individual classes can support these lessons. Often, social studies or English classes are appropriate places for student skills.</p> <p>Take the <i>Classroom Study Skills Survey</i> to assess your current practices.</p>
Teach students how to use an assignment notebook	<p>When 61 middle school teachers introduced and used assignment notebooks and monthly calendars with all their classes for two years, they found a huge jump in homework completion and a savings of 4 minutes per class! This was more than just handing out assignment notebooks; however, teachers had to teach and reinforce the use of the notebook. (Archer & Gleason, 2003)</p> <p>Tips on teaching the use of the assignment notebook:</p> <ul style="list-style-type: none"> • Give more support in the beginning of the year and less support later on in the year. • Write down assignments where students can see them in addition to telling students verbally. • Tell students exactly what to write in their assignment notebook as you give assignments. • Model assignment notebook entries for the week on a large assignment notebook. Use and teach abbreviations. • Use the same spot on the board or classroom to write down assignments every day. • Give students time to write assignments in assignment notebook. • Ask one or more students to repeat back the assignment to ensure clarity. <p>Promote the use of the assignment notebook</p> <ul style="list-style-type: none"> • Check assignment notebooks to make sure students are correctly recording assignments. • Stamp a filled in assignment notebook or give verbal praise for completed entries. • Assign points for having assignment notebook completed and/or deduct points for missing assignment notebook entries. Require that students use an alternate system if assignment notebook is missing. • Use an incentive system. For example, for each completed entry, students receive a sticker or raffle tickets for a prize drawing.

Area	Tip
	<ul style="list-style-type: none"> • Require parent signatures to encourage home/school collaboration. • Give assignment notebook quizzes. Say, "Look on September 19th. Write down the math assignments from that day." Students can earn bonus points for the correct answer. <p>For long-term projects</p> <ul style="list-style-type: none"> • Every Monday, do a "week at a glance," and preview upcoming assignments and due dates. Make sure students are recording all the assignments in their assignment notebook. • Encourage students to write long term assignment due dates and tests in the monthly calendar. • Every day, ask students to take out assignment notebooks to record assignments. Review upcoming deadlines for long-term projects. Ask students to tell you what is coming up. Ask students to share with each other how they broke down long term projects. • Every Friday, remind students to look ahead to their upcoming week in a Sunday night review. <p>(Cohen & Coffin, 2010)</p>
Make sure students know where to find assignments.	<ul style="list-style-type: none"> • Post assignments on a website or phone hotline where students and parents can check assignments in the evenings. Make sure these sites are updated daily with the date (even to state that there is no homework) or students and parents will not rely on them. • Assign a student to update the site during class as a fun way to include students. • Have the student who is not doing his or her homework be responsible to update the site or voicemail before leaving class.
Use an overt classroom method/system for collecting homework.	<ul style="list-style-type: none"> • If homework is VISIBLY turned in, students are more likely to complete the work and turn it in. • Walk around the room and physically collect homework sheets so you know immediately who has and has not turned in homework (vs. having students quietly piling homework into a bin).
Make directions for homework assignments.	<p>"The more precise the directions on what is to be accomplished, the higher the achievement rate." (Wong & Wong, 2008, p.209)</p> <p>To write clear directions, ask yourself: What do I want the students to accomplish? Did I write each step in a single sentence? Did I use simple language?</p> <p>Double check: Ask a colleague what he/she thinks the directions mean. Ask your students! (Cohen & Coffin, 2010)</p>
Make the purpose of homework clear.	<p>Marzano, Pickering, and Pollock (2001) suggest making the purpose of homework clear. The purpose can either be for practice or preparation. If homework is assigned for practice, students should be able to complete work independently based on classroom instruction. If the purpose is for preparation, tell students that their homework is to come to class ready to learn about the new topic.</p>
Provide immediate feedback.	<p>Homework that is graded is far more effective in improving learning compared to homework that is assigned and not reviewed (not to mention morale!) (Walberg, 1999).</p> <p>Provide more feedback on some assignments than others. Teacher time is limited. Decide which homework requires detailed, high quality feedback and which homework can receive a cursory check. Ask students to ask you for more feedback when they need it. Tell them to write you a note on the assignment. (Marzano, Pickering, and Pollock, 2001).</p>

Area	Tip
Provide more homework help during the school day.	Try a flipped classroom. Record instructional lectures and post them on YouTube for students to watch at home. Then have students complete homework during class when you can help them.
Have consequences for missing assignments.	<p>As Marzano, Pickering, and Pollock (2001) and Butler (1987) clearly stress the importance of including a predetermined consequence for missing work in the homework policy, it also is important for the consequence to be a natural consequence. The best consequence for students who do not complete homework is to make them complete the assignment. Often students do not care about receiving a reduced grade or zero for an assignment. They would rather receive a low grade and get out of the assignment than have to complete it. Therefore, requiring the students to complete the missing assignment would serve as the best natural consequences. Appropriate and consistent consequences for students who do not complete homework are best.</p> <p>Try the consequence that Christine Born, a fourth grade teacher at W.H. Blount Elementary School in Wilmington, North Carolina uses. Each time a student does not turn in homework, she gives them a card and asks them to write their name, date, and reason for not doing the homework assignment. If they receive four or more cards, she sends a letter home with the attached cards. She said that just knowing this letter may go home helps ensure that students do their homework (Born, n.d.).</p> <p>Another idea is to use a late homework pass instead of a free homework pass (which sends that message that homework can be missed). Give the students one free pass to turn in work on the next day, in cases when the homework can't get done (Sanders, 2009).</p> <p>Another middle school created a lunch study hall that students had to attend for the whole lunch if they did not do an assignment. They would be assigned immediately each morning before lunch to complete a missing assignment and would also be assigned to attend the next day for missing assignments in afternoon classes. If they would bring the missing assignment from the afternoon to the lunch study the next day, they would be excused from attending and could attend lunch.</p> <p>Another school created an email account for missing assignments that had a standard message telling parents that the student did not complete an assignment. The students had to fill in the missing part of the message to state what assignment they did not do. Parents loved the system because they learned immediately when their children did not complete an assignment.</p>
Include good incentives and rewards for completing homework.	<p>Try these whole class reward strategies:</p> <ul style="list-style-type: none"> • Use a graffiti wall where students can write on the board each time he/she turns in his/her homework. • Offer a certain amount of free time each day or week if the whole class turns in homework. • Offer a mystery motivator classroom prize once a certain number of students turn in homework. Each student can add a tick to a chart for turning in homework and when the class reaches a certain number, they can win a prize (can be done individually for students too). • Have a homework contest with another class. • Students can earn a raffle ticket each time he/she brings in homework. Tickets for prizes can be drawn once a week.
Keep track of missing assignments.	Have a data collection system to record the number of missing assignments per week, quarter, or year. Regularly share the data with students and parents.

Area	Tip
<p>Develop a homework policy that includes expectations that clearly state the consequences for late or missing homework.</p>	<p>Roderique, Polloway, Cumbland, Epstein, and Bursuck (1994) find that only 35% of school districts have homework policies. Experts in classroom practices, Marzano, Pickering, and Pollock (2001), recommend that every school should have a homework policy that includes the purpose and amount of homework and the consequence for not completing homework. When creating a policy, they stress that the policy should be clearly communicated to students and parents, as developing, communicating, and following the policy will increase the chances that students will complete their homework. In addition, Butler (1987) suggests that homework policies should include how homework is tied to grades and should include a definition for “late” assignments and a defined consequence for lateness.</p> <p>Homework policy checklist Are homework policies</p> <ul style="list-style-type: none"> • fair? • reasonable? • clear? • consistent with other classrooms in the same grade? • Sequential with younger and older grades? • Being followed? <p>It is uncommon to find a state policy on homework, and there is not a national policy. Instead, it is up to individual districts and schools to develop their own homework policies. When districts and schools do not have a policy, it may be up to individual teachers to develop their own.</p>
<p>More tips</p>	<p>Check out the NEA website for <i>thousands</i> more tips on homework. http://www.nea.org/home/37004.htm?q=homework</p>

Study Skills Curricula Resources

<p>Skills for School Success by Archer & Gleason.</p>	<p>What: Study and work strategies to help students remain on-task and organized in the classroom and to effectively complete homework outside of the classroom. Target age: Grades 3-6</p>
<p>Advanced Skills for School Success by Archer & Gleason.</p>	<p>What: Study and work strategies to help students remain on-task and organized in the classroom and to effectively complete homework outside of the classroom. This is a four module program Includes scripts and prompts. Target age: Grades 7+</p>
<p>Homework Success Program for children with ADHD by Power, Karustis, & Habboushe.</p>	<p>What: Manualized treatment program for practitioners working with families of children with ADHD who need support in completing their homework. This is a seven session empirically supported homework intervention approach. Includes rating scales and integrity checklists. Target age: Grades 1-6</p>
<p>Homework, Organization, and Planning Skills Manual (HOPS) by Langberg.</p>	<p>What: Manualized intervention for helping students with organization, time management, and planning skills. Target age: Elementary and Middle School.</p>

Online Resources

Section of Homework Reference Guide	Description	Website
Study Skills	Setting up a binder system	http://www.middleschoolguide.com/wp-content/uploads/2011/05/TMSSGRW-SW-pp.-20-33-The-Binder.pdf
Motivation	Reward Menu and Tips	http://www.jimwrightonline.com/pdfdocs/brouge/behIntvIdeas.PDF
Motivation	Reward Finder	http://www.interventioncentral.org/teacher-resources/student-rewards-finder
Engagement	Meditation Activities	www.headspace.com
Engagement	Site Blocker	www.facebooklimiter.com
Engagement	Site Blocker	www.StayFocused.com
Engagement	Site Blocker	https://freedom.to
Assessment of Academic Enabler Skills	Assess student motivation/engagement	http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2011098.pdf
Tips for Parents or Guardians	Parent Tip Sheet	https://www2.ed.gov/parents/academic/help/homework/homework.pdf
Tips for Parents or Guardians	Access to Forms and Resources	www.SchoolhouseEducationalServices.com/homework-resources/

References

- Allensworth, E.M., and Easton, J.O. (2007). What matters for staying on-track and graduating in Chicago public high schools. Retrieved from University of Chicago, Consortium on Chicago School Research website:
<http://www.all4ed.org/files/Allensworth.pdf>.
- Archer, A. & Gleason, M. (2003). *Skills for School Success*. North Billerica, MA: Curriculum Associates.
- Born, C. (n.d.) Homework Cards. Retrieved from <http://www.nea.org/tools/tips/Homework-Cards.html>
- Butler, J.A. (November 1987). *School improvement research series close-up #1: Homework*. Retrieved from http://educationnorthwest.org/webfm_send/515
- Cohen, R. (May, 2010). Improve students' executive functioning skills with 3-step process. *Special Ed Connection and Today's School Psychologist*. 13 (11).
- Cohen, R., & Coffin, B. (2010, February). No more homework haggles: Teaching student skills to promote work completion. Workshop will be presented at the Professional Development Convention for Archdiocesan. Wilmette, IL.
- Cooper, H. (2007). *The battle over homework: Common ground for administrators, teachers, and parents*. Thousand Oaks, CA: Corwin Press.
- DiPerna, J.C., Volpe, R.J., & Elliot, S.N. (2001). A model of academic enablers and elementary reading/language art achievement. *School Psychology Review*, 31 (3), 298-312.
- Knaus, W. (2002). *The procrastination workbook: Your personalized program for breaking free from the patterns that hold you back*. Oakland, CA. New Harbinger Publications, Inc.
- Langberg, J. M., & National Association of School Psychologists. (2011). *Homework, organization, and planning skills (HOPS) interventions: A treatment manual*.
- Martin, A.J. (2010). *The motivation and engagement scale (10th ed.)* Sydney, NSW: Lifelong Achievement Group. Retrieved from <http://www.lifelongachievement.com>
- Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- National Education Association (n.d.). *Research spotlight on homework*. Retrieved from <http://www.nea.org/tools/16938.htm>.
- Power, T.J., Karustis, J.L., & Habboushe, D.F. (2001). *Homework success for children with ADHD*. New York: The Guilford Press.

- Roderique, T. W., Polloway, E. A., Cumblad, C., Epstein, M. H., & Bursuck, W. D. (1994). Homework: A survey of policies in the United States. *Journal of Learning Disabilities*, 27,481-487.
- Sanders, C. (2009, October 26). Late Homework Pass. Retrieved from <http://www.nea.org/tools/tips/36656.htm>
- Stroud, K. C., & Reynolds, C. R. (2006). *School Motivation and Learning Strategies Inventory*. Los Angeles, CA: Western Psychological Services.
- VanDerHeyden, A.M. (2014). Best practices in can't do/won't do academic assessment. In P.L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (pp.305-316). Bethesda, MD. NASP Publications.
- Walberg, H.J. (1999). Productive teaching. In H.C. Waxman & H.J. Walberg (Eds.) *New directions for teaching practice and research*, 75-104. Berkeley, CA: McCutchen Publishing Corporation.

Additional Resources

Allen, D. (2001). *Getting things done*. New York: Penguin Books.

Center for Public Education. (2007). *What research says on the value of homework: Research review*. Retrieved from <http://centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-the-value-of-homework-At-a-glance/What-research-says-about-the-value-of-homework-Research-review.html>

Jenson, E. (2009). *Teaching with poverty in mind: What being poor does to kids brains and what schools can do about it*. Alexandria, VA: ASCD.

Kondo, M. (2014). *The life changing magic of tidying up*. Berkeley, CA: Ten Speed Press.

Murphy, J.J. (2015). *Solution focused Counseling in Schools 3rd Ed.* Alexandria, V: American Counseling Association.

Northwest Regional Educational Laboratory. *Homework and Practice*. (n.d.). Retrieved from <http://www.netc.org/focus/strategies/home.php>

Spellings, M. (1995). U.S. Department of Education. *Checklist for helping your child with homework*. Retrieved from <https://www2.ed.gov/parents/academic/help/homework/homework.pdf>

Vatterott, C. (n.d.). *Hints to help reduce homework stress*. Retrieved from National PTA website: <http://www.pta.org/programs/content.cfm?ItemNumber=1730>.

Wong, H.K., & Wong, R.T. (2001). *How to be an effective teacher. The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.