

100 Does not turn in homework assignments

1. Reinforce the student for turning in homework. Gradually increase the number of times required for reinforcement as the student demonstrates success.

2. Write a contract with the student specifying what behavior is expected (e.g., turning in homework) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

3. Communicate with the parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home for turning in homework at school.

4. Evaluate the appropriateness of the homework assignment to determine: (a) if the task is too difficult, and (b) if the length of time scheduled to complete the task is appropriate.

5. Identify a peer to act as a model for the student to imitate turning in homework assignments.

6. Have the student keep a chart or graph of the number of homework assignments turned in to the teacher.

7. Have the student question any directions, explanations, and instructions not understood.

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

9. Meet with parents to instruct them in appropriate ways to help the student with homework.

10. Assign a peer to help the student with homework.

11. Present the tasks in the most attractive and interesting manner possible.

12. Allow the student additional time to turn in homework assignments.

13. Deliver directions orally in order to increase the probability of the student's understanding of homework assignments.

14. Chart homework assignments completed.

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

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

17. Give directions in a variety of ways in order to increase the probability of understanding (e.g., if the student fails to understand verbal directions, present them in written form).

18. Provide the student with written directions for doing homework assignments.

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

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

21. Introduce the student to other resource persons who may be of help in doing homework (e.g., other teachers, the librarian, etc.).

22. Allow the student to perform alternative homework assignments. Gradually introduce more components of the regular homework assignment until the assignments are routinely performed and returned to school.

23. Take proactive steps to deal with student refusal to perform a homework assignment in order that the rest of the group will not be exposed to contagion (e.g., refrain from arguing with the student, place the student in a carrel or other quiet place to work, remove the student from the group or classroom, etc.).

24. Reinforce those students who complete their assignments at school during the time provided.

25. Maintain consistency of expectations and keep the expectations within the ability level of the student.

26. Work a few problems with the student on homework assignments in order to serve as a model and start the student on a task.

27. Make certain that homework is designed to provide drill activities rather than introduce new information.

28. 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.).

29. Should the student fail to take necessary materials home, provide a set of these materials to be kept at home and send directions for homework with the student.

30. Assign small amounts of homework initially, gradually increasing the amount as the student demonstrates success (e.g., one or two problems may be sufficient to begin the homework process).

31. Find a tutor (e.g., peer, volunteer, etc.) to work with the student at home.

32. Maintain consistency in assigning homework (i.e., assign the same amount of homework each day).

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

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

35. Send homework assignments and materials directly to the home with someone other than the student (e.g., brother or sister, neighbor, bus driver, etc.).

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

37. Create a learning center at school, open the last hour of each school day, where professional educators are available to help with homework.

38. Do not use homework as a punishment (i.e., homework should not be assigned as a consequence for inappropriate behavior at school).

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

40. 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 homework.

41. 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.).

42. Make certain the student has mastered the concepts presented at school. All homework should be a form of practice for what has been learned at school.

43. Reinforce those students in the classroom who turn in their homework assignments.

44. Establish homework assignment rules:

1. Work on task.
2. Finish task.
3. Meet task expectations.
4. Turn in task.

Reiterate rules often and reinforce students for following rules.

45. 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 (e.g., completing homework assignments and returning them to school).

46. Reinforce the student for turning in homework assignments: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).