

HOMework STRATEGIES

Allison Frazier, M.A., BCBA

Gina Edgehouse, M.Ed.



ALLISON FRAZIER, M.A., BCBA
BEHAVIOR ANALYST,
ASSISTANT PRINCIPAL, JBS

GINA EDGEHOUSE, M.ED.
INTERVENTION SPECIALIST, 1ST GRADE
MENTOR TEACHER, JBS

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Goals



Talk about how to best organize your home for your child

Discuss optimal times for homework success

Discuss specific strategies to make homework more manageable

Consider reward systems to motivate your child to complete homework

DIFFICULTIES YOUR CHILD MAY EXPERIENCE

Executive Functioning

Behavioral Regulation

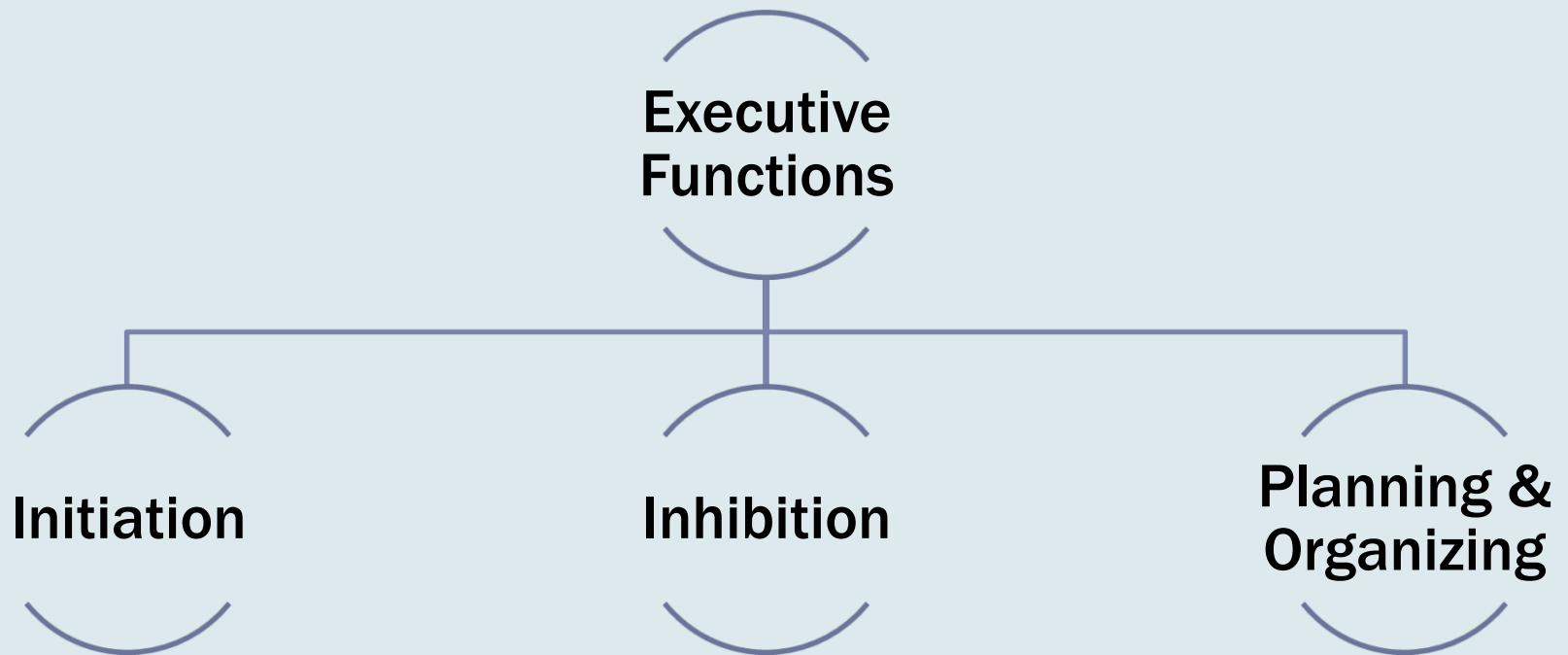
Academics/Learning

Social
Interactions/Pragmatics

Receptive/Expressive
Language

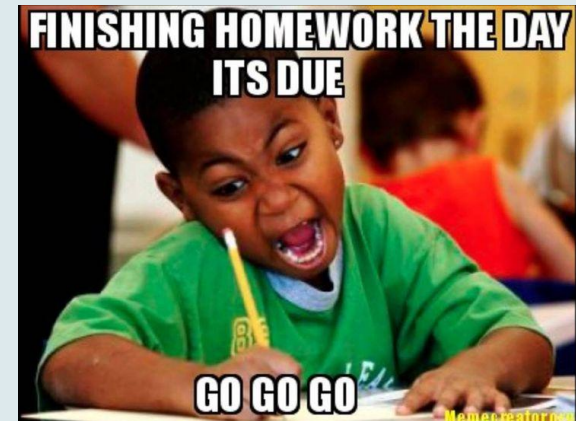


EXECUTIVE FUNCTIONS



TELL US ABOUT THE ORGANIZATION DIFFICULTIES YOUR CHILD HAS AT HOME

- My child's belongings are everywhere!
- My child throws the hat, gloves, boots, coat, backpack, papers on the floor when he/she gets home.
- My child cannot ever find pencils or markers or ruler when it is time to do homework.
- My child starts homework but then gets distracted by tech 5 minutes after starting.



WHAT CAN YOU DO TO ASSIST?

Organize
your home
with labels
and a
permanent
spot for
everything.

- **Entryway**
- **Homework station**
- **Caddy with supplies**







DELIGHTFUL ORDER
simplify · create · organize · decorate
DELIGHTFULORDER.BLOGSPOT.COM















WHEN IS THE OPTIMAL TIME FOR HOMEWORK

- If possible, soon after they get home or to childcare setting
 - How late is too late?
 - How many activities should happen before homework?
 - What about snack?
 - When do kids get tech/tv/sensory activities?



**THE EASY PART IS DONE!
NOW FOR THE CHALLENGE...**



ACTIVITY TIME

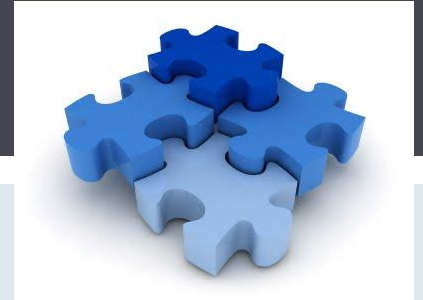
- Visualize your child doing homework
- Write down the steps needed in order for your child to successfully complete a homework assignment
- Share the steps with those around you



TAKE PERSPECTIVE

- Does your child have a hard time generating the list you just made?
 - Does your child struggle with independently implementing the steps?
 - Does your child find it challenging to figure out how long it would take to complete this routine?
 - Does your child understand how his/her procrastination or complaining impacts others in the environment?
-
- If you answered yes, join the club, you need strategies.....

STRATEGIES



- Temporally Define
- Checklists
- Use Visual Cues
- Focus and Plan
- Teach Social Impact

TEMPORALLY DEFINE

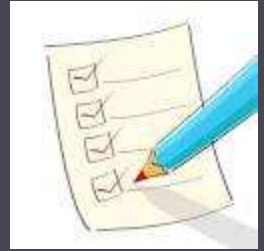


- Everything in our day has a time limit
- Use Time Timers® (predict the movement of time)
- Older students can use iPods, iPhone, iPad apps.





CHECKLISTS



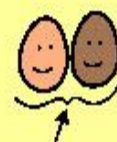
- Break each task down as small as is needed for your child to be successful
- Task Analyses can be as small as each step of unpacking your backpack or as large as the whole routine
- Watch your child for the breakdown and intervene with interventions where he/she needs it most

USE VISUAL CUES

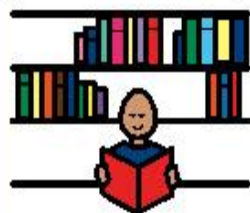
- Use both macro and micro schedules
 - Macro: monthly, weekly, or daily schedule of assignments
 - Micro: break each assignment into it's parts



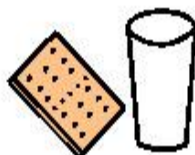
I think this afternoon we will...



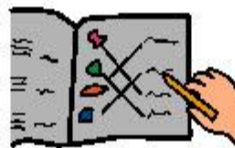
go to the library



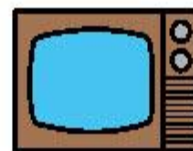
have a snack



do homework



watch TV



eat dinner



Homework Log

Week of: _____

Day	Assignments	Upcoming dates	Initials
Monday	* * * *		
Tuesday	* * * *		
Wednesday	* * * *		
Thursday	* * * *		
Friday	* * * *		

* Remember 30 min of nightly reading and weekly spelling assignments! *

Spelling tic-tac-toe 1

Practice your spelling words using these fun activities! Ask a parent to sign your notebook after you finish one.

Rainbow Write



Write your words using a different colour for each letter!

Word Scramble

tac-cat

Ask a parent to scramble your words. Write them again correctly.

Writing Race



Set a timer for 5 minutes. See how many times you can write each word perfectly.

Silly Sentences

John played soccer with four monkeys!

Write a silly sentence using three of your words. Underline the words you use.

Vowel Investigator

want ed

Circle the vowels in each of your words.

a-e-i-o-u

Pyramid Practice

J
Ju
Jun
June

Write your words in a pyramid shape.

Train Words

wentwithwhere

Write your words in different colours, one right after the other, so they make a train.

Pre-Test



Pretend it is spelling dictation. Say and have a parent or friend quiz you!

Word Search



Go to <http://www.abaya.co.uk/make-a-word-search.htm> and create a word search.



FOCUS AND PLAN

- What is most important? What should be done first?
- Expectations by age
 - Primary grades it should be done by parent/guardian with child participation
 - Intermediate grades it should be done by the kids with the parent/guardian's support



Homework

What Supplies do I need to get started?

How long will this take?

Task 1 estimate

Task 2 estimate

Task 3 estimate

TOTAL TIME: _____

What should I do.....	What materials do I Need?	Do I need help?	Check off when done
FIRST			
SECOND			
THIRD			



- Are all tasks complete?
- Did I put away supplies?
- Did and adult check it?
- Did I put it in my folder?

HOMEWORK IS DONE!!!!

REWARD TIME!!!!

TEACH SOCIAL IMPACT

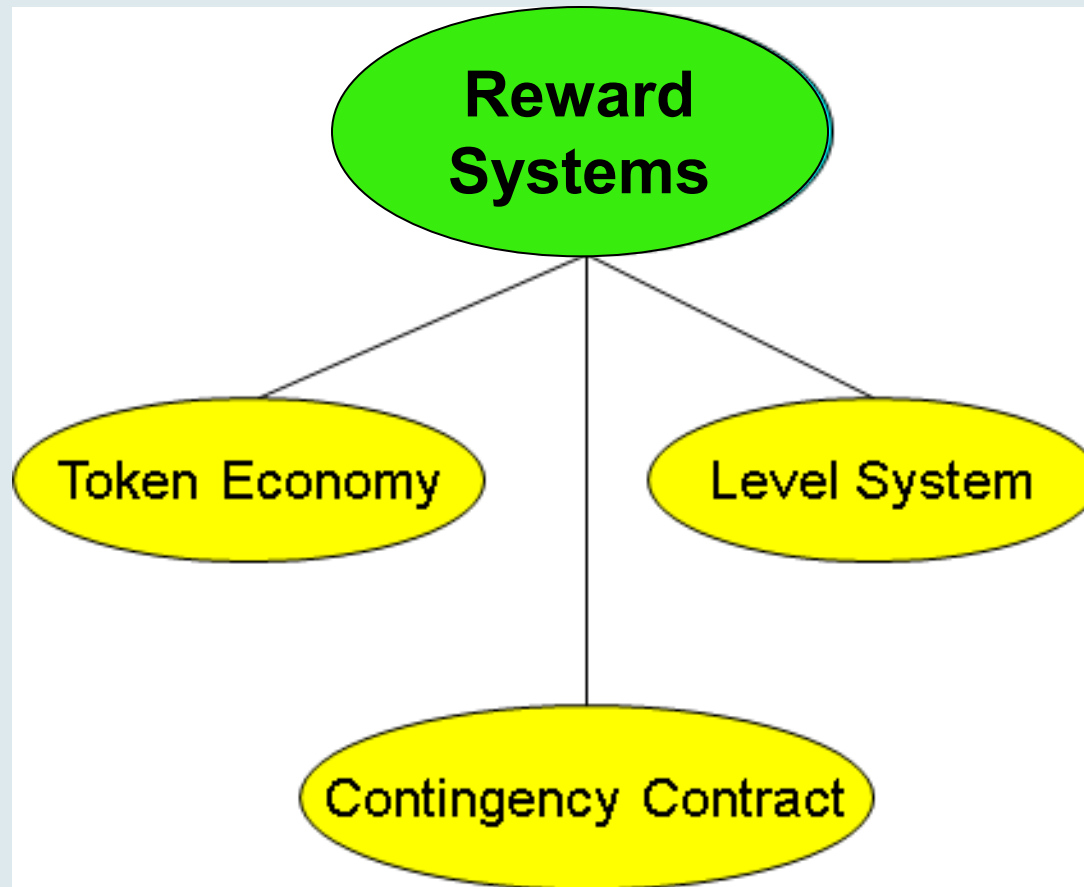
- Teach your child how their homework behavior effects; teachers, parents, siblings, or peers
- Clearly discuss feelings
- Discuss how other's feelings about your child's homework behavior impacts his/her relationships at school and at home



**THAT SOUNDS WONDERFUL, BUT MY KID
LOATHES HOMEWORK, NOW WHAT?**



GIVE YOUR CHILD SOME INCENTIVE FOR THEIR HARD WORK!



INDIVIDUAL TOKEN ECONOMIES

World Economy



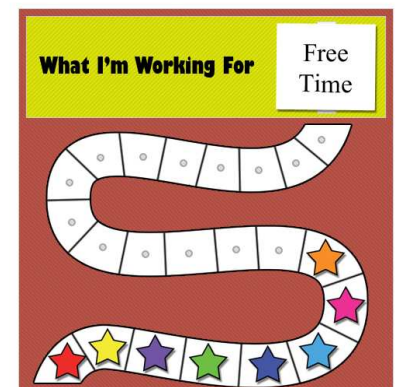
Token Economy



TOKEN ECONOMY

- Three components
 - A list of behavior expectations
 - Tokens or points to earn for doing the behavior
 - A list of items, activities or privileges to exchange the tokens for

"What I'm Working For" Token Economy



DESIGNING A TOKEN ECONOMY

- Select the type of token - points, plastic chips, stickers, tickets, etc.
- Define target behaviors and rules
- Choose a list of rewards with your child's participation
- Establish a ratio of exchange
- Write rules of how and when tokens can be earned and exchanged
- Determine if response cost will be used

FAQ - SHOULD I TAKE TOKENS AWAY FOR MISBEHAVIOR?

- Prior to implementing a token economy, decide whether you are using a response cost procedure
- If so, define and clearly state the rules about how a student loses a token
 - Define inappropriate behaviors and how much they “cost”
 - More serious behaviors should “cost” more
- Token loss should only be used if the student has tokens
 - your child cannot go in the negative
 - This will decrease the reinforcing value of the tokens
- Ensure that your child has a way to earn their tokens back

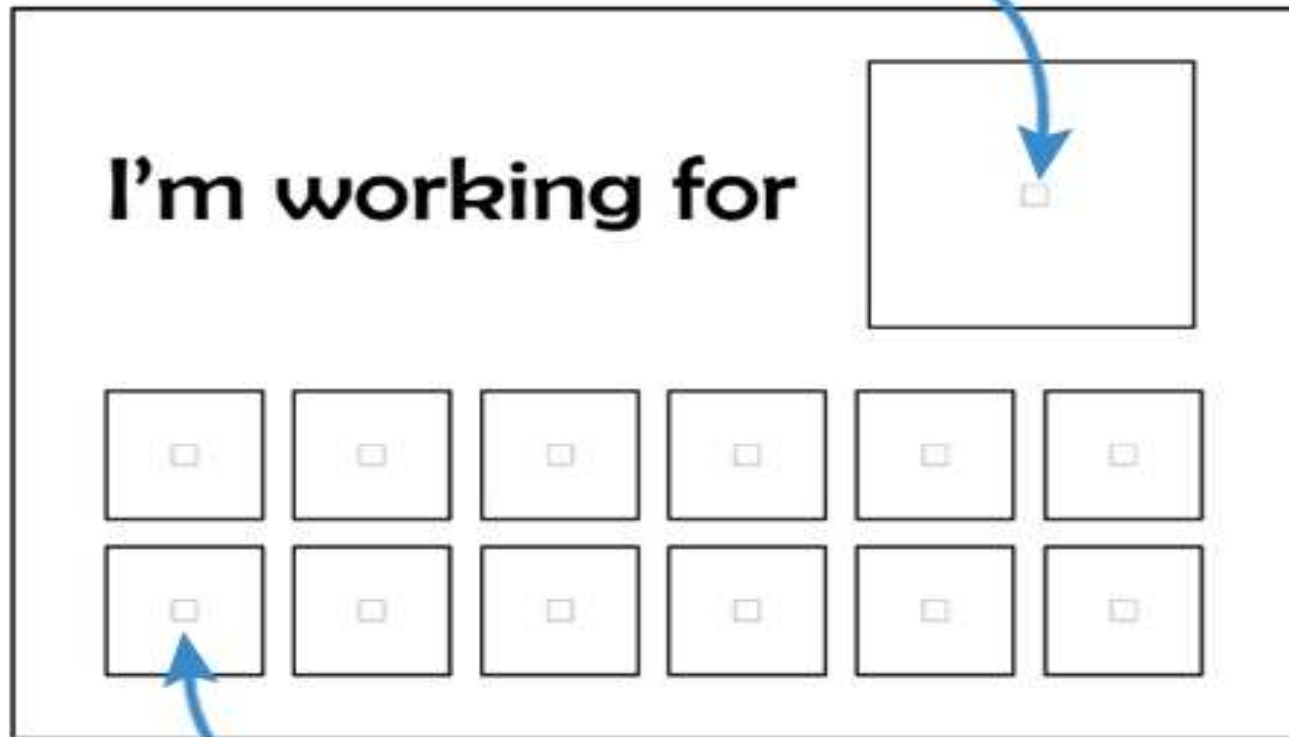
FAQ - WHAT IF MY CHILD DOES NOT MEET THE REQUIREMENTS?

- Do not nag
- Take a matter-of-fact approach (ex. “You did not earn enough tokens for your reward. Try again for next time.”)



One Example of a Token Economy

A chosen reinforcer is placed here



Earned tokens are placed into these spaces

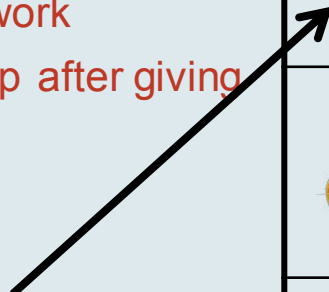
Rules



Homework Rules


- Must be done by 6:00
- Only 1 complaint
- Must complete all assigned work
- Ask for help after giving best effort

Cost

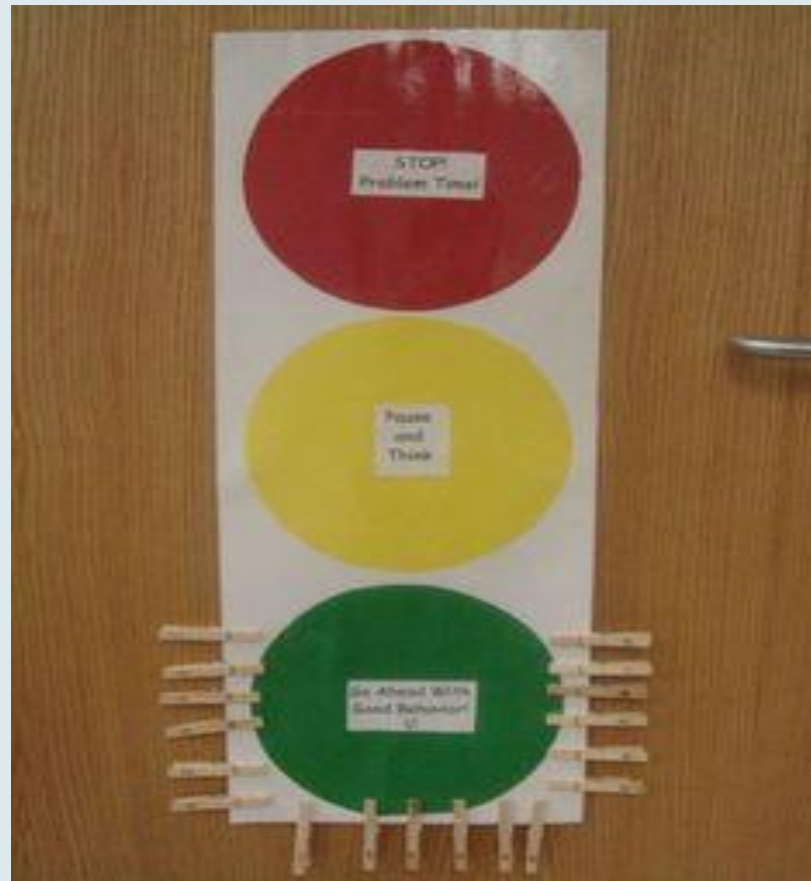


Back-up Reinforcers



1 token 	A cookie or a call to grandma
2 tokens 	Fruit roll up or board game with mom or dad
3 tokens 	Mario Kart game with mom or dad or prize box
4 tokens 	Stay up 10 minutes past bedtime or 10 minutes on the iPad
5 tokens 	15 minutes on the computer or a trip to dairy queen

INDIVIDUAL LEVEL SYSTEMS



LEVEL SYSTEMS









- A token economy system
- Hierarchy of levels that kids move through as they meet specific criteria
- Movement up the hierarchy provides access to more privileges and is accompanied by increased quality of reward
- Movement down the hierarchy gives feedback for unexpected behaviors and is accompanied by decreased quality of reward

FAQ – WHY WOULD I USE A LEVEL SYSTEM?

- Built in shaping procedure – systematically increase expectations while fading reinforcement
- Expectations are explicitly stated
- Less cumbersome than using tokens
- Easier to fade than a token system



Level 10	Computer
Level 9	Teen magazines
Level 8	Go for walk 
Level 7	Visit friends 
Level 6	Play Wii
Level 5	Eat a snack 
Level 4	Watch a movie clip 
Level 3	Listen to music 
Level 2	Draw 
Level 1	

INDIVIDUAL CONTINGENCY CONTRACT



INDIVIDUAL CONTINGENCY CONTRACTS

- A document that specifies a contingent relationship between the completion of a specified behavior and delivery of a specified reward
- Three parts to a contract
 - description of the task
 - description of the reward
 - the task record



TIPS FOR MAKING CONTRACTS SUCCESSFUL

- Child should be actively involved in creating the contract
- Target behaviors and rewards should be as specific as possible
- Contract must be followed exactly - no “extra” or unexpected behavioral contingencies can be added
- Make sure you have access to Reward



Description of Task

Description of Reward

Chore

Reward

Who: Frank

Who: Mom and Dad

What: Get Ready for School

What: Take Frank to Chuck E Cheese

When: Every school morning

When: Friday night after getting stars all week

How Well: Frank will get out of bed, get dressed, brush his teeth, and eat breakfast each school day by 7:45 a.m. Frank can get no more than one reminder from mom, dad, or nanny. Frank must be ready and waiting for the bus by 7:45 for 5 days.

How Much: Mom and Dad will take Frank to Chuck E Cheese at 6:30 p.m. The family can get a large pizza and pop and Frank can have 20 tokens to play games. The family will leave Chuck E Cheese at 8:00 p.m.

Frank Sign Here: _____ Date: _____

Mom and Dad Sign Here: _____ Date: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Get Ready for School							

Task Record

ACTIVITY TIME

- Think about your child's behavioral challenges
- List the appropriate and inappropriate behaviors at homework time
- Brainstorm rewards your child would prefer
- Chose a reward system; token, level, or contract
- Create the system
- Share with those around you



THANK YOU!

- Gina: gedgehouse@jbschool.org
- Allison: afrazier@jbschool.org

