

# Assisting Schools to Improve Facilitation of Family Involvement: Homework Strategies

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National Center for Special Education Accountability Monitoring (NCSEAM)




## Where are we going today?

- Let's talk about family involvement
- What are some strategies to improve how we get families involved?
- Feedback & Goal Setting





## Indicator B-8

- Percent of parents with a child receiving special education services who report that **schools facilitated \_\_\_\_\_** as a means of **improving services and results** for children with disabilities



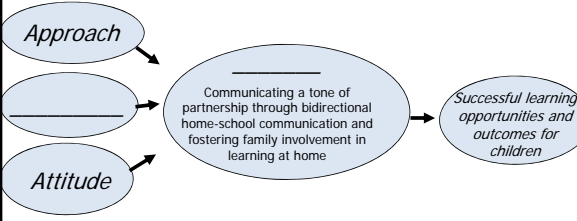
## The 4 A's

- Approach
- \_\_\_\_\_
- Atmosphere
- Actions

## Developing Pathways to Partnerships


Prerequisite Conditions: "3 A's" must be in place for Actions to be accepted and effective



(Christenson & Sheridan, 2001; Sheridan & Kratochwill, 2008)

## Importance of Homework

- \_\_\_\_\_ connections
- Extending \_\_\_\_\_ environment
- Reinforcement
- Promotes \_\_\_\_\_



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## School Responsibilities

- \_\_\_\_\_ person
- Flexible \_\_\_\_\_
- \_\_\_\_\_ planning periods

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## Communicating about Homework

- Homework \_\_\_\_\_
- \_\_\_\_\_ sites
- \_\_\_\_\_ Planner
- Email; \_\_\_\_\_; phone; \_\_\_\_\_

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## Schools Can Establish . . .

- \_\_\_\_\_ halls
- Community \_\_\_\_\_
- Homework club
- \_\_\_\_\_ programs

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## Tips for Teachers

- Communication routines
  - List of \_\_\_\_\_ projects
  - Homework \_\_\_\_\_
  - \_\_\_\_\_ & consistency

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## Tips for Teachers

- Positive \_\_\_\_\_ system
- Review assignments
- Prompt \_\_\_\_\_

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## Tips for Teachers

- Indicate \_\_\_\_\_
- \_\_\_\_\_ differences
- Homework not complete?

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### Tips for Parents

- Scheduled \_\_\_\_\_ activity
- Establish a routine
- Decrease \_\_\_\_\_





### Tips for Parents

- \_\_\_\_\_ tasks
- Monitor \_\_\_\_\_
- Provide \_\_\_\_\_ & reinforcement




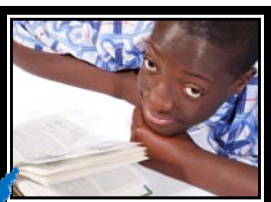

### Tips for Parents

- Promote \_\_\_\_\_
- Allow breaks
- Incorporate \_\_\_\_\_



### Student Responsibilities

- \_\_\_\_\_ task
- Homework \_\_\_\_\_
- Attend conferences
- \_\_\_\_\_ monitoring




### Feedback . . .




### Questions for you . . .

- What are the potential barriers for using this model for homework strategies?
- How can we overcome these barriers?
- What support is necessary from administration?
- What support is necessary from other school staff?
- How will we ensure this support is offered and barriers are overcome?



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**For More Information**

- [www.ed.gov](http://www.ed.gov)
- [www.acontabilitydata.org](http://www.acontabilitydata.org)
- [www.rrfcnetwork.org](http://www.rrfcnetwork.org)
- [www.nectac.org](http://www.nectac.org)


**It's about Better Results**

**We're Done for Today!**  
[www.accountabilitydata.org](http://www.accountabilitydata.org)



**References**

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**Acknowledgments** 

- The National Center for Special Education Accountability Monitoring (NCSEAM) would like to take a moment and offer a very special thank you to the Future of School Psychology Task Force on Family School Partnerships. A great deal of information presented in these modules was contributed by this team and our sincere appreciation goes out to you for all your efforts.
- NCSEAM would also like to thank those who provided essential feedback to us throughout the development process.

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## **Tips for Self Monitoring Homework Completion**

### **Using Graphing Exercises**

- Self-monitoring and graphing are effective ways to increase students homework completion and aid in organization
- Set aside 5-10 minutes to collect and check homework
- Graphing should be used for any area homework is assigned (spelling, math, reading)
- Older students can have peers check each other's homework completion
- Designate colors to be used for graphing (see example):
  - Red - homework not turned in
  - Green - turned in and complete
  - Yellow - late, but complete
- Students will color in a square for the day and subject area
- Charts can be gathered weekly and checked for accuracy
- Charts can be sent home and signed by parents
- Charts can be used in conjunction with a reinforcement program or alone

#### Reference

Bryan, T., & Sullivan-Burstein, K. (1998). Teacher-selected strategies for improving homework completion. *Remedial and Special Education, 19*, 263-275.

# HOMWORK SELF-MONITORING FORM

Name: \_\_\_\_\_

Parent Signature Week 1: \_\_\_\_\_

Parent Signature Week 2: \_\_\_\_\_

Parent Signature Week 3: \_\_\_\_\_

<i>Week 1</i>					
<i>Week 2</i>					
<i>Week 3</i>					
<b>SUBJECT AREAS</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>

**EXAMPLE OF A COMPLETED  
SELF MONITORING FORM**

Name: \_\_\_\_\_

Parent Signature Week 1: \_\_\_\_\_

Parent Signature Week 2: \_\_\_\_\_

Parent Signature Week 3: \_\_\_\_\_

<i>Week 1</i>	Spelling	Red	Green	Red	Yellow	Yellow
	Math	Red	Green	Green	Green	Yellow
<i>Week 2</i>	Spelling	Yellow	Green	Red	Red	Yellow
	Math	Yellow	Green	Yellow	Green	Green
<i>Week 3</i>	Spelling	Green	Green	Yellow	Yellow	Yellow
	Math	Green	Green	Green	Green	Green
<b>SUBJECT AREAS</b>		<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>

## **Tips for Parents: Using Praise and Rewards**

### ***Praise...***

Praise often! Don't be stingy with praise!!

Praise your child at least 10 times per day! (It might feel awkward at first, but soon it will be second nature!)

Praise your child as soon as you see the behavior you are interested in.

When praising children, follow the IFEEED Rules:

- Immediate – provide praise immediately after the appropriate behavior
- Frequent – provide praise as frequently as possible
- Eye contact – make eye contact with the child
- Enthusiastically – be enthusiastic when praising
- Descriptive – describe specifically the behavior that you are praising

### ***Rewards...***

**Many Types of Rewards can be Used:**

- Physical and Verbal Rewards
  - Powerful and effective at strengthening appropriate behavior
  - Easy to implement
  - Examples:
    - Smiles
    - Hugs
    - Kisses
    - Words of praise
- Activity Rewards
  - Doing something that your child really likes to do
  - Examples:
    - Playing a game
    - Reading a story
    - Going for a walk
- Tangible Rewards (should be combined with other rewards such a praise)
  - Stickers
  - Candy
  - Small toys

### **Reminders when Using Rewards:**

- ✓ Make sure you provide the reward as soon as possible after the behavior is displayed
- ✓ Rewards should be specific, special, and immediately available
- ✓ Rewards should be things the child is not able to get all of the time

### ***Motivating your Child...***

#### **Make Motivation Fun!!**

Unique ways to provide motivation and frequent recognition for positive behavior:

- ✓ Grab Bags:

When the child has met a preset goal they are allowed to pick from a bag containing 15-20 small pieces of paper with rewards written on them.

- ✓ Chart Moves:

Every time a child completes a certain task they are able to connect a dot on a dot-to-dot picture. At certain points the child is able to receive a reward. This allows the student to track their progress and determines when rewards will be given. Chart moves can increase good behavior and help the child become more aware of his/her own behavior.

- ✓ Reward Menus

The adult and child jointly select items to be used as rewards for appropriate behaviors. Rewards should not cost a lot of money, not take a lot of time, and should be natural whenever possible.

#### References

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