



For Handling ADHD students
Homework Structure and Support

Assignment Check System

- Child needs to write down assignments in some type of planner
- May need to list materials to bring home
- Should write down “none” if nothing was assigned
- Child may need to write in pen
- For elementary students, teachers should check and initial every day, if needed
- For middle/high students, request weekly home-school note with missing assignments
- Weekend privileges can be contingent on completing anything missing

Prevent Missing Assignments

- Identify “study buddy” in each class
- Utilize online progress reports
- Having second copy of books for home
- Parent (or student) should check online for assignments if available
- Have child turn in paper with “0” if failed to do the work

Homework Rules

- Create a written Homework plan addressing when, where, and how it will be done
- Designated start time including number of parental reminders
- Consider studying for tests and working on projects part of homework time
- Location with minimal distractions that allows for monitoring (need teen’s input)
- Plan for managing breaks
- Implement “Mandatory Homework Time” if homework materials forgotten
- Time should be “protected” from phone, TV, friends coming over, etc
- Parent can provide rewards or privileges if child follows plan

Parents’ role in Homework Monitoring

- Review task instructions and help prioritize
- Determine expected homework time
- Communicate with teacher
- Request accommodations as needed
- Check in with child at designated times/ after assignments completed
- Balance need for support versus need to develop independent work completion skills (shaping)
- Praise work behaviours and reward as needed

Organizational Skills for Older Students

- Backpack checklist
- Weekly “Big Dump”
- Notebook or accordion binder for
 - Different subjects
 - Forms for parents
 - Homework to turn in
- Long-term assignments
 - Break down into parts
 - Set mini deadlines
 - Provide feedback before final draft

Instructional Modifications

- Provide written as well as oral instructions
- Have student read directions out loud
- Highlight key parts of instruction
- Teach strategies for checking work
- Encourage oral (versus silent) reading
- Add color to relevant aspects of the task

Classroom Accommodations

- Divide work into smaller segments
- Provide brief breaks
- Use a timer
- Decrease amount of written work
- Allow extra time
- Allow alternate response format

Specific Academic Interventions

- Ensure materials are at student’s instructional level
- Provide task choices
- Computer-assisted instruction
- Directed Notetaking Activities (DNA)
- ClassWide Peer Tutoring (CWPT)

Home-based Rewards

- Use activities, privileges, or tokens as rewards
 - Choose something meaningful to child
 - Be consistent
 - Pair with praise
 - Brief, neutral feedback if not successful
 - Increase flexibility and motivation with tokens (token economy system)

Keys to a successful behavior plan

- Target behaviours should be individualized
 - Stated as what TO DO
 - No more than 3-5 goals at a time
 - Should be achievable
 - Student should be involved

- How will progress be determined?
 - Written data collection ideal
 - Teacher ratings, self-report, behavior count

Samples of Daily Report Cards (DRC)

Goals	Monday		Tuesday		Wednesday		Thursday		Friday	
No more than 2 reminders to stay on task in class										
Reading	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Class meeting	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Writing	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Math	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Project 1	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Student	Period 1		Period 2		Period 3		Period 4	
Aaaa stayed on task with 2 or less reminders	Yes	No	Yes	No	Yes	No	Yes	No

Total # of Yes _____

Percentage of Yes(es) weekly _____

It is important to have considerable evidence for short-term improvement of on-task behavior and work completion (inclusive handwriting and organization)