

# MY CHECKLIST FOR \_\_\_\_\_

**Directions:** When you complete an item on the checklist, move the sticky note from the not completed column to the completed column and give yourself a pat on the back!

What I need to do:	Not completed	Completed!
1.		
2.		
3.		
4.		
5.		
6.		

**My If...**



**Then...**



**Chart**

<b>If this happens...</b>	<b>Then I will...</b>

# THE "I'M FINISHED" CHECKLIST

**If you can't answer yes to every question, you're not finished yet!**

Did I write my name and the date on my assignment?	Yes!	Not yet
Did I reread the instructions and my agenda to make sure I completed ALL parts of the assignment and followed the directions?	Yes!	Not yet
Did I review my work to fix any mistakes I might have made?	Yes!	Not yet
Is my work neat and easy to read?	Yes!	Not yet
Does what I wrote make sense?	Yes!	Not yet
Is my work free from spelling and grammar errors?	Yes!	Not yet
Did I answer every question thoroughly?	Yes!	Not yet
Did I complete this assignment to the best of my ability?	Yes!	Not yet
Did I put the completed assignment in my backpack to take to school with me tomorrow?	Yes!	Not yet

**If I have trouble with an assignment, I can...**

- ☐ Reread the directions, my notes, and/or my textbook
- ☐ Try making a list of what I do understand and what I don't understand
- ☐ Turn "I don't understand" into a list of specific questions
- ☐ Ask a friend a question
- ☐ Ask a sibling or parent a question
- ☐ Use online resources (Example: [www.khanacademy.org](http://www.khanacademy.org) for math and science video tutorials)
- ☐ Make plans to go to extra help with a list of questions

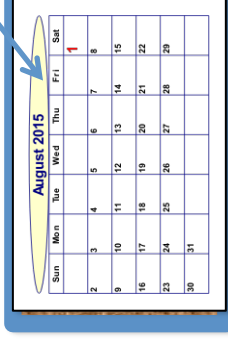
# THE HOMEWORK SOLUTION KEYS TO SUCCESS

## Create a Designated Homework Space

Consider noise level preferences, proximity to adult supports, lighting, distance from potential sources of distraction (TV, siblings, hobbies, technology).

Establish technology rules (when, where, what) and do not permit technology use during homework time unless it is part of the assignment.

Large wall or desk calendar for tracking important deadlines and events.



My Goals  
-Turn in HW on time  
-Raise my test grades by 10 points

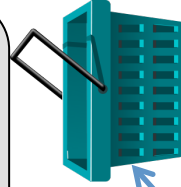
Homework Checklist  
-Check agenda  
-Create a HW Plan  
-Put HW back in binder

Post checklists on the wall for daily and weekly homework and organization routines, goal tracking sheets, strategy lists, motivation menus, weekly meeting sheets, etc.



Timer and/or clock to assist with time management.  
Recommended:  
[www.timetimer.com](http://www.timetimer.com)

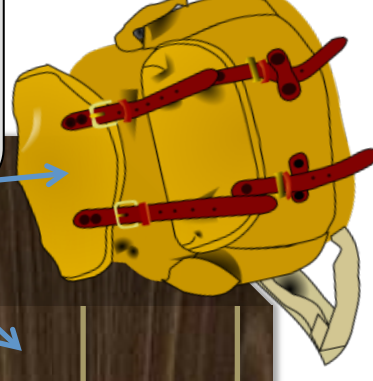
Stock desk with supplies (hole punch, tape, pencils & sharpener, paper, ruler, dictionary, thesaurus, post-its, markers, stapler, glue, etc.)



Create a portable reading basket if your child prefers to read in different locations. Fill the basket with a dictionary, post-it notes, reading log, bookmarks, timer, etc.



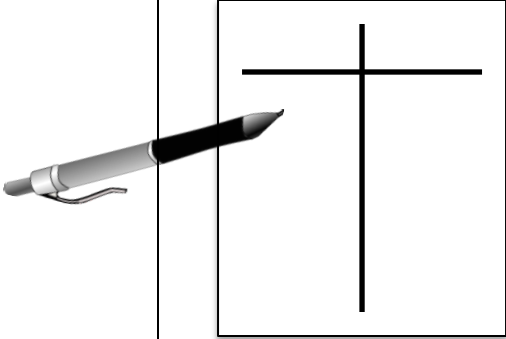
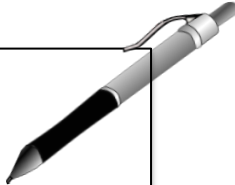
Set up organization systems for backpack, binders, locker and desk. Create a filing system at home for papers that are no longer needed in binders



Desk and Chair  
Consider size, storage options, comfort, and child's preferences. Chair options may include an exercise ball, kneeling seat, or your child may prefer to stand!



## PROBLEM-SOLVING PROTOCOL

<b>Step 1:</b>	<p>State the problem in a neutral, matter-of-fact way</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>It seems like you're having a hard time remembering your homework assignments. What do you think is causing that?</p> </div>
<b>Step 2:</b>	<p>Brainstorm together to find a mutually agreeable solution. Write down all ideas without evaluating. Writing down the ideas shows your child that you are taking his or her ideas very seriously. Don't comment on any of the ideas during this stage. Try to have your child generate most of the ideas, but you can add some to the list if he doesn't think of them on his own.</p> <div style="display: flex; align-items: center; justify-content: space-around;">  <div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: 40%;"> <p>I could put a reminder in my binder to write my assignments down in my agenda. If I forget I could call a friend. Or you could call my teacher for me.</p> </div> </div>
<b>Step 3:</b>	<p>Together, decide which suggestions you like and which you don't like. You each have veto powers.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>I don't like the idea of having me call your teacher.</p> </div>
<b>Step 4</b>	<p>Agree on a plan to follow moving forward. The plan should be clearly stated and broken down into steps. Write the plan down and post it where your child will see it.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <p>Step 1:</p> <p>Step 2:</p> <p>Step 3:</p> </div> <div style="border: 1px solid black; width: 150px; height: 100px; position: relative;">  </div> </div>
<b>Step 5:</b>	<p>Revisit the plan after a few days or a week to discuss whether it is working or if it needs to be adjusted.</p>

# SMART GOALS

What specifically do you want to do?

**S- Specific:**

How will you know when you've accomplished your goal?

**M- Measurable:**

Is this a goal that you can realistically accomplish?

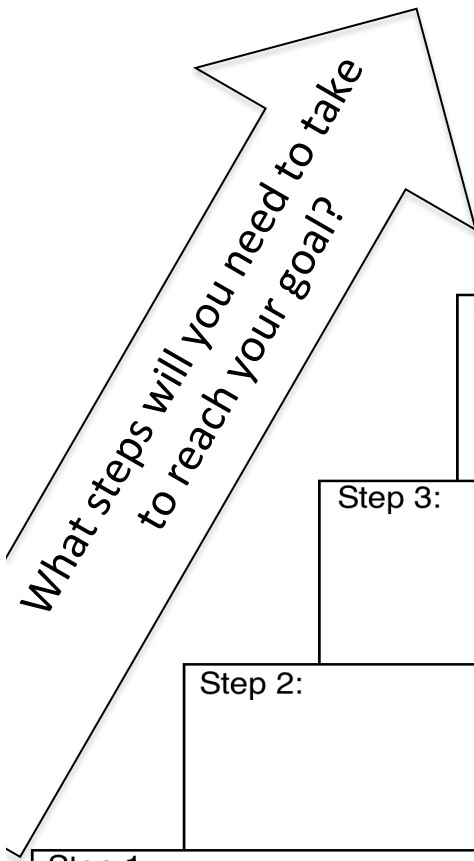
**A- Attainable:**

How will meeting this goal help you?

**R- Relevant:**

How long will it take you to meet your goal?

**T- Timely:**



Goal:

Step 4:

Step 3:

Step 2:

Step 1:

# SMART GOALS

What specifically do you want to do?

## **S- Specific:**

We will start our advisory activities on time.

How will you know when you've accomplished your goal?

## **M- Measurable:**

We will know we accomplished this goal when we start our advisory activities on time 18 out of the 20 meetings we have this month (90%).

Is this a goal that you can realistically accomplish?

## **A- Attainable:**

We are usually able to get to our other classes on time, so we should be able to do this.

How will meeting this goal help you?

## **R- Relevant:**

If we start our advisory activities on time, we will be able to use the time more effectively and get more out of it.

How long will it take you to meet your goal?

## **T- Timely:**

We will give ourselves one month to meet this goal.

What steps will you need to take to reach your goal?

Goal:

We will start our advisory activities on time 90% of the time.

Step 4:

We'll assign "buddies" to students who are repeatedly late. The buddy will help make sure their classmate gets to advisory on time and gets started on their work right away.

Step 3:

We will create a poster checklist of what we need to do at the beginning of advisory each day so we get started right away.

Step 2:

When we see each other in the hallway before advisory, we'll remind our classmates to hurry and not be late.

Step 1:

We will make checklists to remember what we need to bring to advisory each day so we don't waste time having to return to our lockers.

## DAILY HOMEWORK PLANNER

Before you begin your homework, use your agenda to copy all of your assignments below. Then decide what order you will use to complete the assignments and fill in the rest of the information below.

Assignment	Order	Materials Needed	How long do you think it will take?	How long it actually took to complete (fill in after you finish it)	Did I finish the assignment and does it show my best effort?	Did I put the completed work in my binder or folder and put that in my backpack?
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
Long Term Projects: Today I will work on, study, or read...					<b>Motivators:</b> When I finish all of my assignments, I will celebrate by...	



# MOTIVATORS

Activities I can look forward to doing after homework time:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

Don't forget to write down a motivator on your homework planning sheet each day. When you're having a hard time focusing on your homework, think about that activity to motivate you to finish!

# WEEKLY MEETING

**Look at the evidence:** Returned assignments, quizzes, and tests; progress reports or online grade portal, agenda, binders

<b>Roses</b> <i>What I'm proud of from last week</i>	<b>Thorns</b> <i>What I wish I had done differently</i>

## Any missing/overdue assignments?

What's missing and when was it due?

Plan to complete overdue work:

## Upcoming Deadlines/Important Dates:

What:

When:

Project Planning Sheet(s) Completed: Yes / No

Supplies/Support required from adult:

## Small, Doable Change(s)

*Think about what you would have liked to change about last week. Pick a small, doable change to make this week that will help you reach your goals.*

This week I'm going to work on....

The steps I'll take to do this are...

What I need from a parent or teacher is...

I'll know I was successful because....

## Organization Check-in

	<b>Backpack</b>	<b>Binder</b>	<b>Desk</b>
No loose papers	Yes No	Yes No	Yes No
Everything in its assigned place	Yes No	Yes No	Yes No
Remove no longer needed materials and file at home	Yes No	Yes No	Yes No

# Parent Guide

Pick a day and time (preferably on the weekend) to review the previous week with your child and make plans for the following week. Remember:

- **This is a conversation, not a lecture.** Your child's voice should be heard more than your own. Ask questions to help your child reflect on his/her progress rather than giving instructions. Keep your tone conversational and neutral.
- **Focus on the future, not the past.** Help your child learn from failure rather than feeling guilty or upset.

*What got in the way of you turning in your work on time? How can you avoid that in the future?*

## Weekly Meeting

**1** Look at the evidence: Returned assignments, quizzes, and tests; progress reports or online grade portal, agenda, binders

**Roses** *What I'm proud of from last week*

**Tip: Encourage reflection on steps and strategies used to succeed. Praise the process rather than his intelligence.**

*What steps and strategies do you think helped you succeed?*

**Thorns** *What I wish I had done differently*

**Tip: Model learning from failures through reflection.**

*What do you think got in the way of success? What would you do differently next time?*

**3** Any missing/overdue assignments?

What's missing and when was it due?

Plan to complete overdue work:

**Tip: Focus on how the work will be made up and what changes can be made to prevent late work in the future.**

**4** Upcoming Deadlines/Important Dates:

What: When:

Project Planning Sheet(s) Completed: Yes / No

Supplies/Support required from adult:

**Tip: Help your child get in the habit of looking beyond the current week to plan ahead.**

**5**

**Small, Doable Change(s)**

*Think about what you would have liked to change about last week. Pick a small, doable change to make this week that will help you reach your goals.*

This week I'm going to work on....

The steps I'm going to do to do this are...

**Tip: Encourage your child to focus on a change that relates to his or her larger goal(s).**

What I need from a parent or teacher is...

I'll know I was successful because....

*Think about what you would have liked to change about last week. Look at your list of thorns for a reminder. Pick one small, doable change you can make this week to help you reach your goals.*

## 2 Organization Check-in

	Backpack	Binder	Desk
No loose papers	Yes No	Yes No	Yes No
Everything in its assigned place	Yes No	Yes No	Yes No
Remove no longer needed materials and store at home	Yes No	Yes No	Yes No

**Tip: Ask your child to use this checklist to review and maintain organization systems.**

*What's working/not working with your organization systems? What can you change to make it work better?*

## Weekly Meeting Goals:

- Avoid end of quarter "surprises"
- Practice self-monitoring, metacognitive strategies, planning/prioritization, goal-directed persistence, and organization
- Encourage a growth mindset by modeling how to learn from failures

# The Homework Solution Checklist for Homework Supervisors

- ☐ A designated homework space
  - Consider noise level preferences, proximity to homework supervisor, distance from potential sources of distraction (TV, siblings, hobbies, technology), lighting
- ☐ Furniture: Desk and chair
  - Consider size, storage options, comfort, and child's preferences. Chair options may include an exercise ball, kneeling seat, or no chair at all!
- ☐ Organization systems in place for locker, backpack, binders, desk
  - Set aside time each day or week to review and maintain system with your child (teach organization through modeling and practice)
  - Set up an at home filing system for papers and materials that are no longer needed to keep binders from bursting! (Check with teacher first!)
- ☐ Stock the homework area with supplies
  - Hole punch, tape, paper reinforcement rings, pencils and sharpener, pens, erasers, markers/crayons, paper, calculator, dictionary, thesaurus, stapler
- ☐ A designated homework time (with set beginning and end times)
  - Consider child's energy levels, extracurricular schedule, family schedule, bedtime, and amount of homework typically assigned (Rule of thumb: 10 minutes per grade level, so 20 minutes of homework could be expected for a 2<sup>nd</sup> grader)
- ☐ Wall or desk calendar to track important deadlines and events
- ☐ Timer and/or clock (Recommended: [www.timetimer.com](http://www.timetimer.com))
- ☐ Establish technology rules (when, where, what) and create a technology contract
- ☐ Post checklists on the wall for daily and weekly Success Routines, goal tracking sheets, motivational quotes and images (selected by child!), If...Then sheet, motivation menu
- ☐ A reading nook and portable reading basket
  - Create a list with your child of places he/she likes to read and where he/she can concentrate well. Then fill a basket or tote with reading supplies (dictionary, post it notes, reading log, bookmark, timer, etc.)

## Daily:

- ☐ Review agenda and supervise creation of a homework plan
- ☐ Provide appropriate levels of support as needed during execution of the homework plan
- ☐ Review and discuss the reflection portion of the homework plan with child following the completion of homework
- ☐ Provide reminders to follow checklists, strategy lists, and other support systems (Provide additional support for areas of executive function weakness)

## Weekly:

- ☐ Review and maintain organization systems (backpack, binders/folders, desk area, bedroom, etc.) with child
  - secure loose papers found in binders and backpacks
  - move materials that are no longer needed to a stay at home filing system
- ☐ Set aside time to discuss the past week with your child and reflect on future goals. Use the Weekly Meeting form to guide your conversation.

# Weekly Meeting

Agree on a day and time with your child to review the previous week and make plans for the following week. A time on Friday, Saturday, or Sunday when you and your child are relaxed and not in a rush is ideal. To make this meeting successful, keep these two points in mind:

- **This is a conversation, not a lecture.** Your child's voice should be heard more than your own. Ask questions to help your child reflect on her progress rather than giving instructions. Keep your tone conversational and refrain from showing anger or frustration. If you find your tone changing, take a break to cool off before resuming the conversation.
- **Focus on the future, not the past.** Use past performances only to improve future performances. Help your child learn from failure rather than feeling guilty or upset.

It can be very powerful to participate in this reflection on your own week. You can share your answers to each talking point first to model the thought process for your child, or you can let your child ask you the questions.

## Goals:

- Develop the following executive function skills: self-monitoring, goal-directed persistence, planning/prioritization, organization, and time management
- Avoid end of quarter "surprises" by monitoring academic process and proactively providing support as needed
- Practice self-monitoring and metacognitive strategies by reflecting on past performance to improve future performance
- Instilling a growth mindset by modeling how to learn from failures

## Protocol:

### 1. Roses and Thorns: Reviewing Progress

- a. Begin by asking your child to share a rose (something he is proud of or excited about) from the previous week. Encourage him to reflect on the steps and strategies he used to succeed. Praise his process and use of strategies rather than his intelligence.
  - i. "How did that make you feel?"
  - ii. "What steps and strategies do you think helped you succeed?"
  - iii. "I like how you made flashcards and started studying a week before your vocabulary quiz."
- b. Ask your child to share a thorn (something he wishes he had done differently) from the previous week. Remind your child that we can learn from our failures if we spend some time thinking about them.
  - i. "How was what happened different from what you wanted to happen?"
  - ii. "What do you think got in the way of success?" Encourage your child to be specific and not play the blame game—focus on things that are under her control.
  - iii. "What would you do differently next time?" Again, encourage your child to be very specific (Instead of "I'll study harder," try, "I start studying five days before the test. I'll make flashcards, go to extra help, and find a study partner.")

- c. "Let's review the evidence to see what other roses and thorns we can find from last week."
  - i. Together, review any returned assignments, quizzes, or tests. If available, check grades through an online portal or progress report printout. Add additional roses and thorns to the chart. Use the questions from a rose and a thorn above to help your child reflect on what made her successful or what she could have done differently.

## **2. Organization Check-In**

- a. Together, review organization systems (backpack, binders, desk) and maintain/modify as needed. Use the checklist on the Weekly Meeting form as a guide. Remember, the system needs to work for your child and might be different from what you would prefer yourself!
  - i. "Why do you think being organized is important?"
  - ii. "What's working for you with your organization system?"
  - iii. "What's not working for you with your organization system? What can you change to make it work better?"

## **3. Agenda Review**

- a. Together, review your child's agenda. Has he been keeping it up to date with all assignments? Has he turned in all assignments on time? Are there any late assignments he needs to make up? (If so, enter them on your Weekly Meeting form on the right side and make a plan for how he will complete missing work as soon as possible. Ask him to consider why the work was late and what he can change to avoid that in the future.)
- b. Together, look ahead at the coming weeks in your child's agenda and jot down any upcoming deadlines or important dates on the Meeting Form. If your child has not already completed a Project Planning sheet, ask her to do so at the end of the weekly meeting. Jot down any supplies or other forms of support your child anticipates needing now so you can plan ahead.

## **4. Small, Doable Change(s)**

- a. "Think about what you would have liked to change about last week. You can look at your list of thorns for a reminder. Pick one small, doable change you can make this week to help you reach your goals."
  - i. If you have completed a goal sheet, you can point your child's attention to that for a reminder and suggest that the small, doable change for the upcoming week be related to her larger goal.
  - ii. You might need to help your child narrow his desired change into something that is possible to complete in one week. The small, doable change should be appropriately challenging, but not so much that it isn't realistic.
- b. "Brainstorm the steps you can take or the strategies you can use to make this change." Jot down the ones that you and your child agree will work.
- c. "How can I or your teacher(s) support you in making this change?" (Ex. Provide verbal reminders for the first few days.)
- d. "How will you know you were successful in making this change?" (Ex. No missing or late homework!)

## Tips to Encourage a Growth Mindset:

(Carol Dweck's research on growth mindset for more information)

### 1. Praise the process.

- a. Praising kids for being smart or good sends the message that they have an innate talent (rather than hard work leading to success) and can also make them afraid to take risks in the future.
- b. Go beyond praising effort by praising strategy use. Turn your praise into a teachable moment by reinforcing what your child did well and what he/she can apply to other situations.

### 2. Model learning from failure.

- a. Show your child that learning from failure is a part of the learning process.
- b. Failure does not make him or her any less smart, talented, or capable.
- c. Help your child think about what he or she can do differently next time.

### 3. Model positive self talk.

- a. Model and explicitly teach different ways of talking to ourselves: Instead of, "I'm not good at this," try, "What do I need to work on?" Instead of, "This is too hard," try, "This may take some time and effort."

## Problem-Solving Protocol:

- Step 1: State the problem in a neutral, matter-of-fact way  
*"It seems like you're having a hard time remembering your homework assignments."*
- Step 2: Brainstorm together to find a mutually agreeable solution. Write down all ideas without evaluating. Writing down the ideas shows your child that you are taking his or her ideas very seriously. Don't comment on any of the ideas during this stage. Try to have your child generate most of the ideas, but you can add some to the list if he doesn't think of them on his own.  
*"I could write down assignments in my agenda. I could call a friend when I forget what an assignment is. You could call my teacher for me to find out my homework."*
- Step 3: Together, decide which suggestions you like and which you don't like. You each have veto powers ("I don't like the idea of having me call your teacher.").
- Step 4: Agree on a plan to follow moving forward. The plan should be clearly stated and broken down into steps. Write the plan down and post it where your child will see it.
- Step 5: Revisit the plan after a few days or a week to discuss whether it is working or needs to be adjusted.

Agree on a plan to follow moving forward. The plan should be clearly stated and broken down into steps. Write the plan down and post it where your child will see it.



# FIXED MINDSET



VS

# GROWTH MINDSET



## People with a fixed mindset...

- believe intelligence is set at birth and does not change
- want to look smart so they avoid challenges
- give up easily because they assume they aren't capable
- believe effort is meaningless
- ignore criticism or become upset by it

## People with a growth mindset...

- believe intelligence can be developed throughout life
- enjoy challenges as opportunities for growth
- continue trying knowing they will get better with hard work
- see effort as the key to success
- learn from criticism

### Praise the Process

- Praising children for being smart or good sends the message that they have an innate talent (rather than hard work leading to success) and can also make them afraid to take risks in the future.
- [/private/var/folders/y3/y60\\_jdv1763cvqqt28lgbmbw0000gn/T/printing.4190.2/Mindset.pptx.pdf](/private/var/folders/y3/y60_jdv1763cvqqt28lgbmbw0000gn/T/printing.4190.2/Mindset.pptx.pdf)
- Go beyond praising effort by praising strategy use. Turn your praise into a teachable moment by reinforcing what your child did well and what he/she can apply to other situations.

### Model Learning from Failure

- Show your child that learning from failure is a part of the learning process.
- Failure does not make him or her any less smart, talented, or capable.
- Help your child think about what he or she can do differently next time.

### Model Positive Self-Talk

- Model and explicitly teach different ways of talking to ourselves: Instead of, "I'm not good at this," try, "What do I need to work on?" Instead of, "This is too hard," try,

\*See Carol Dweck's *Mindset* for more information.  
This may take some time and effort.

# INTERVENTION PLAN

Clearly state the problem you have noticed and brainstorm possible causes. It can be helpful to involve your child in this process. Depending on the problem, you may chose to follow the problem solving protocol with your child as a part of this process. The more involvement your child has, the greater his or her “buy in.”

Problem Behavior:		
Cause:	Cause:	Cause:
Goal: <i>(Be as specific as possible!)</i>		

**To help your child be successful, what modifications can you make to support him or her? (Some modifications might be temporary)**

Physical or social environment	
Nature of the task	
Adult interaction/ support	

## Procedures and Strategies

*Brainstorm a list of procedures and strategies your child will use to help achieve the goal. It can be helpful to involve the child in this process.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Moving Towards Independence

The rate at which you can phase out support structures is highly dependent on the child and the task at hand. You might find that your child can work independently on homework from one class but not from another. While your goal is to increase independence, follow your child's lead and recognize that developmentally, he or she may still need your support with challenging executive function tasks.

<b>Step 1:</b>	Introduce procedures and strategies with a rationale for how they will help the child. Provide opportunities for choice so the child is involved in the process of creating the intervention plan.
<b>Step 2:</b>	Demonstrate how the procedures and strategies work. Then, ask your child to try out the procedures and strategies with your assistance.
<b>Step 3:</b>	Rehearse: For many procedures and strategies, it can be helpful to ask your children to rehearse using them as a practice run. If you take this seriously, so will your child! This is a chance for both of you to identify problem areas or questions.
<b>Step 4:</b>	Prompt child to use procedures and strategies. Check-in with child during work time. Review progress and reflect on success upon completion.
<b>Step 5:</b>	Prompt child to use procedures and strategies. Only check-in when requested. Review progress and reflect on success upon completion.
<b>Step 6:</b>	Try to fade out initial prompting (or replace with written or visual reminder). Review progress and reflect on success upon completion.
<b>Step 7:</b>	Gradually phase out nightly review to every other night, then every few nights, then once a week, etc.