



INTERVENTION PLAN

Homework Folders

- Behavior: Unprepared
- What: This intervention teaches students to use a special folder just for homework.
- Who: Students who forget or lose their homework
- Grade Level: 3 - 5
- Type of Intervention: Antecedent
- Delivery Format: Individual or large group
- Implementation Length: 10–20 minutes
- Special Materials/Equipment: Folders
- Progress Monitoring Option: Frequency

Introduction

Some students consistently forget or lose their homework assignments. Some students do their work at home, but have difficulty gathering up their assignments and bringing them back to school. As a result, they often receive grades lower than they would have had they turned in more of their work. Following are several steps that can help students complete and return their homework.

Preparation

Materials for student to make and or decorate a homework folder (e.g., the student could be given a pocket folder, an accordion folder, etc. to personalize). Another possibility is that you or parents could purchase folders with favorite television or movie characters.

Steps

1. Discuss with students the importance of doing homework.
2. Be sure that the students know how to do the assigned work and have the necessary supplies at home in order to complete the assignments.
3. Inform the students about the time and place for submitting homework. For example, homework is to be placed in a special box on your desk or work station first thing in the morning.
4. Review with students the consequences of submitting or not submitting homework. Tell the students how much of the grade is dependent on turning in homework.
5. Assist the students in making a homework folder to carry assignments home and completed assignments back to school. This folder should be very “special”

and “valuable” to the students.

Considerations

Most of us need folders of one form or another to keep us organized. Many business people carry briefcases, teachers have notebooks, carpenters have tool chests. Some students, however, require more of these boxes, folders, and cases than others to stay organized.

Progress Monitoring Options

This intervention can be monitored by using a frequency count to determine whether the intervention is working. Frequency is determined by simply counting the number of occurrences of the target behavior during a given time period before, during, and after the intervention. Refer to the Progress Monitoring section in this program for a detailed description of this monitoring method.

Supportive Research

Krumboltz, J.D., & Krumboltz, H.B. (1972). Remembering homework assignments. In *Changing children’s behavior*. Englewood Cliffs, NJ: Prentice-Hall.