

HOMework, ORGANIZATION AND PLANNING SKILLS (HOPS) INTERVENTIONS

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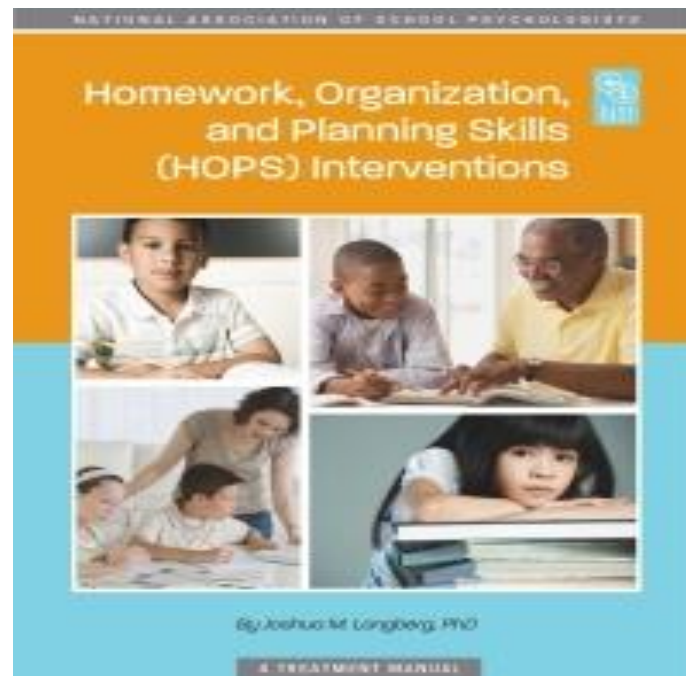


Overview

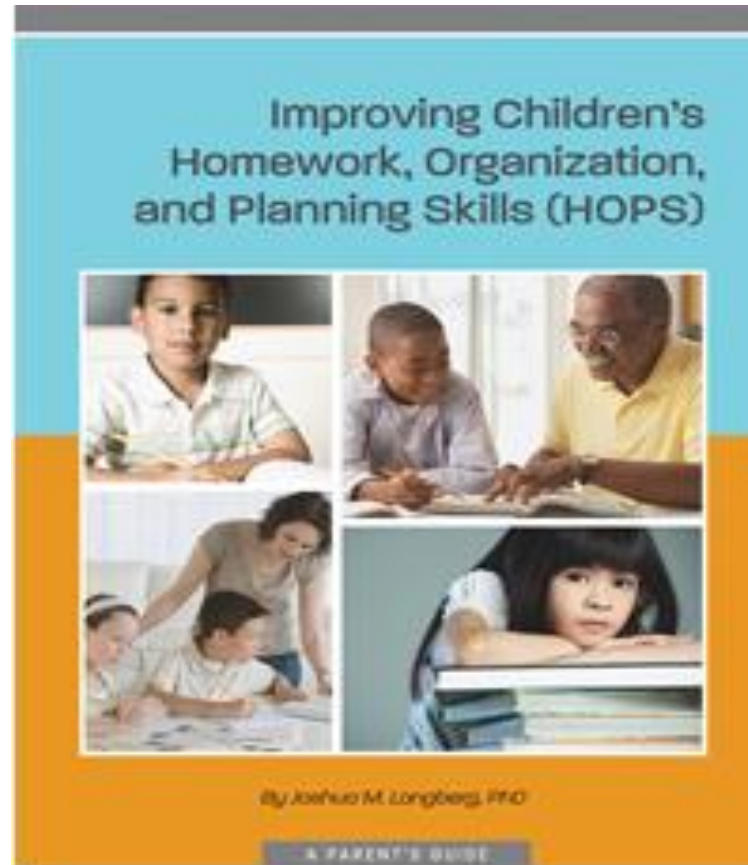
- Introduction
- Types of Students that Will Benefit from Program
- Executive Functioning Skills
- How to use HOPS Manuals
- Main objectives/skills taught in program
- Closing Remarks/Questions

HOPS Intervention (2011)

- Developed and authored by Joshua M. Langberg, Ph.D
- Published by National Association of School Psychologists



HOPS: Parents Guide (2014)



Are you familiar with this student?



How About This Binder?



Or This Desk?



Or Backpack?



Why Study Skills?



- Important life skill for successful functioning at home, school and the work environment
- Poor study skills can cause significant impairment in one's school achievement/grades
- Poor organization, planning, and time management prevent children from reaching their full potential

Types of Students Who Will Benefit from HOPS intervention

- Students with disorganized binders, book bags, lockers or desks
- Students who forget to bring materials home or back to school



Type of student continued...



- Students who forget to record assignments, tests, projects in agenda or assignment notebook
- Students who miss deadlines/due dates
- Students who have trouble breaking down projects or assignments into manageable parts

Types of Students Continued...

- Program was developed for use with students in 3rd grade through 10th grade
- Mainly utilized and researched on middle school students
- May need to adapt expectations and rewards based on developmental age.

EXECUTIVE FUNCTIONING SKILLS

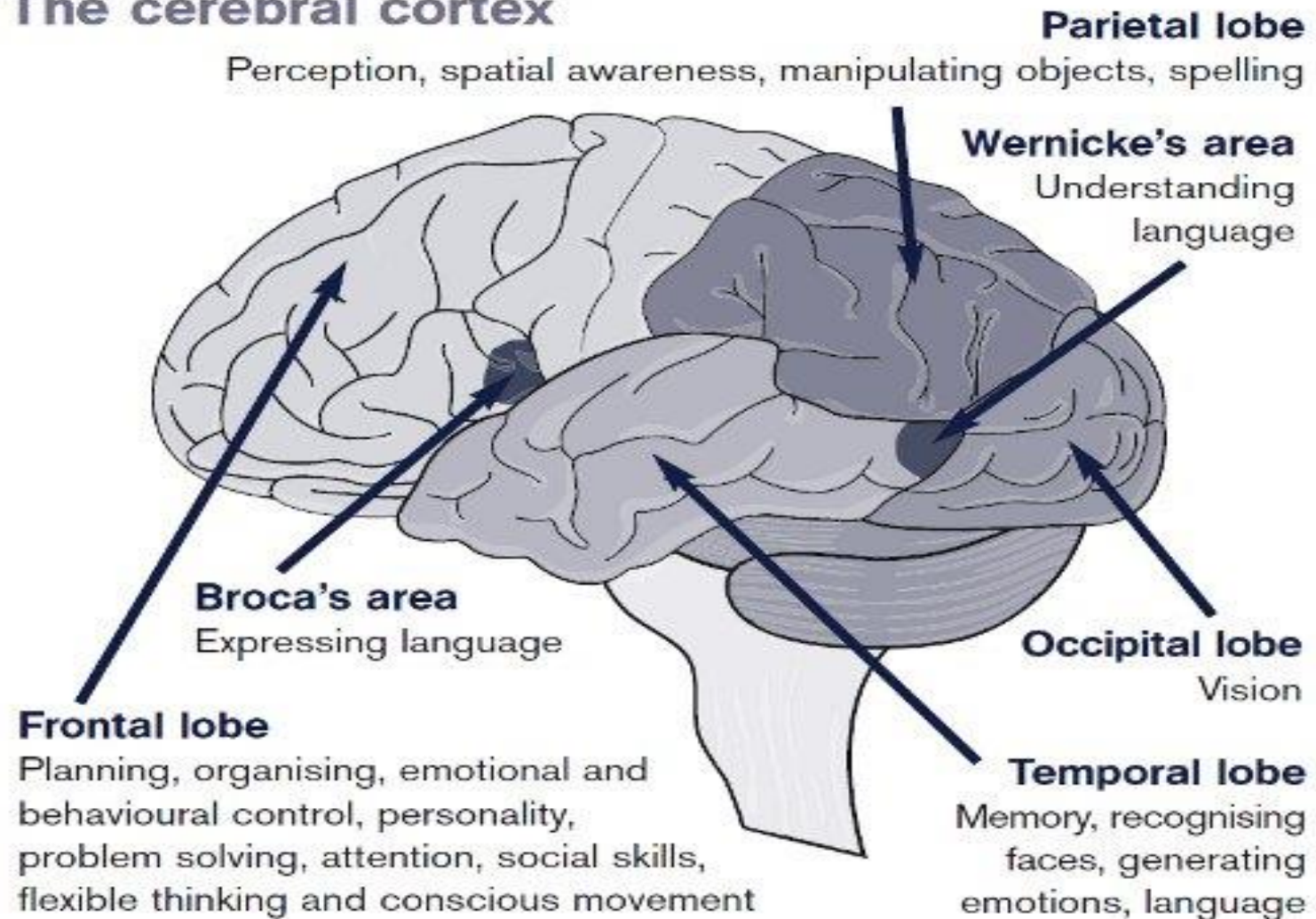
Executive Functioning Skills

- Neuroscience term describing brain-based skills
- Approximately located in the Frontal lobe of brain
- “Conductor of the Orchestra”



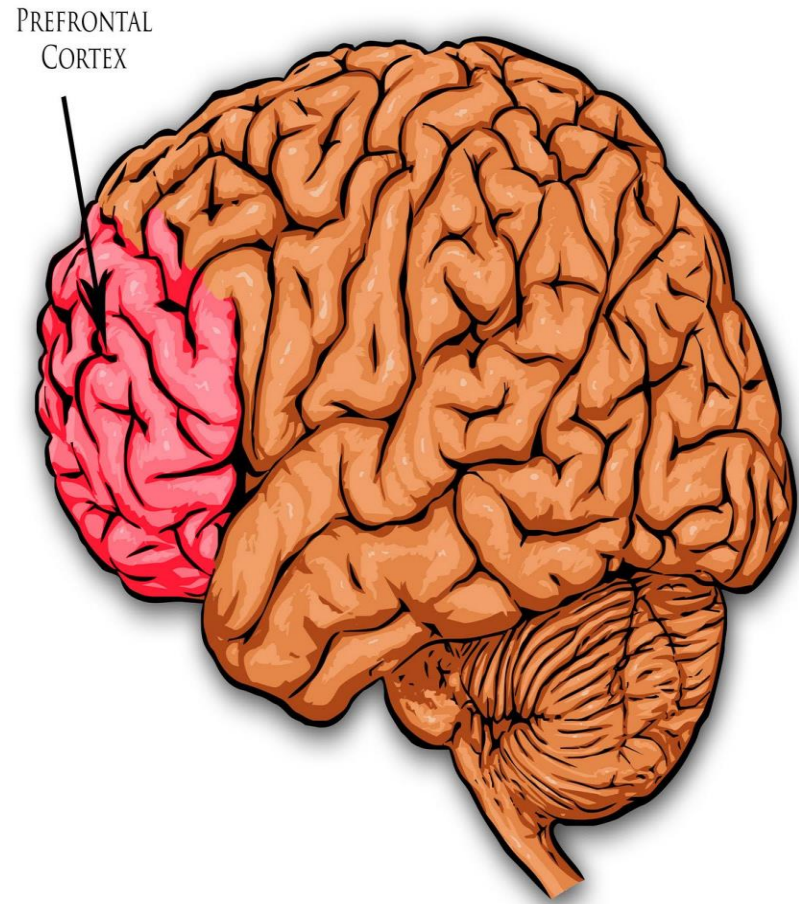
Lobes of the Brain/Cerebral Cortex

The cerebral cortex



Prefrontal Cortex of Frontal Lobe

- Where executive functioning takes place
- Last area of brain to develop
- Will continue to develop until mid to late 20's



Executive Functioning Skills-Dawson and Guare Model

Executive Functioning-Thinking

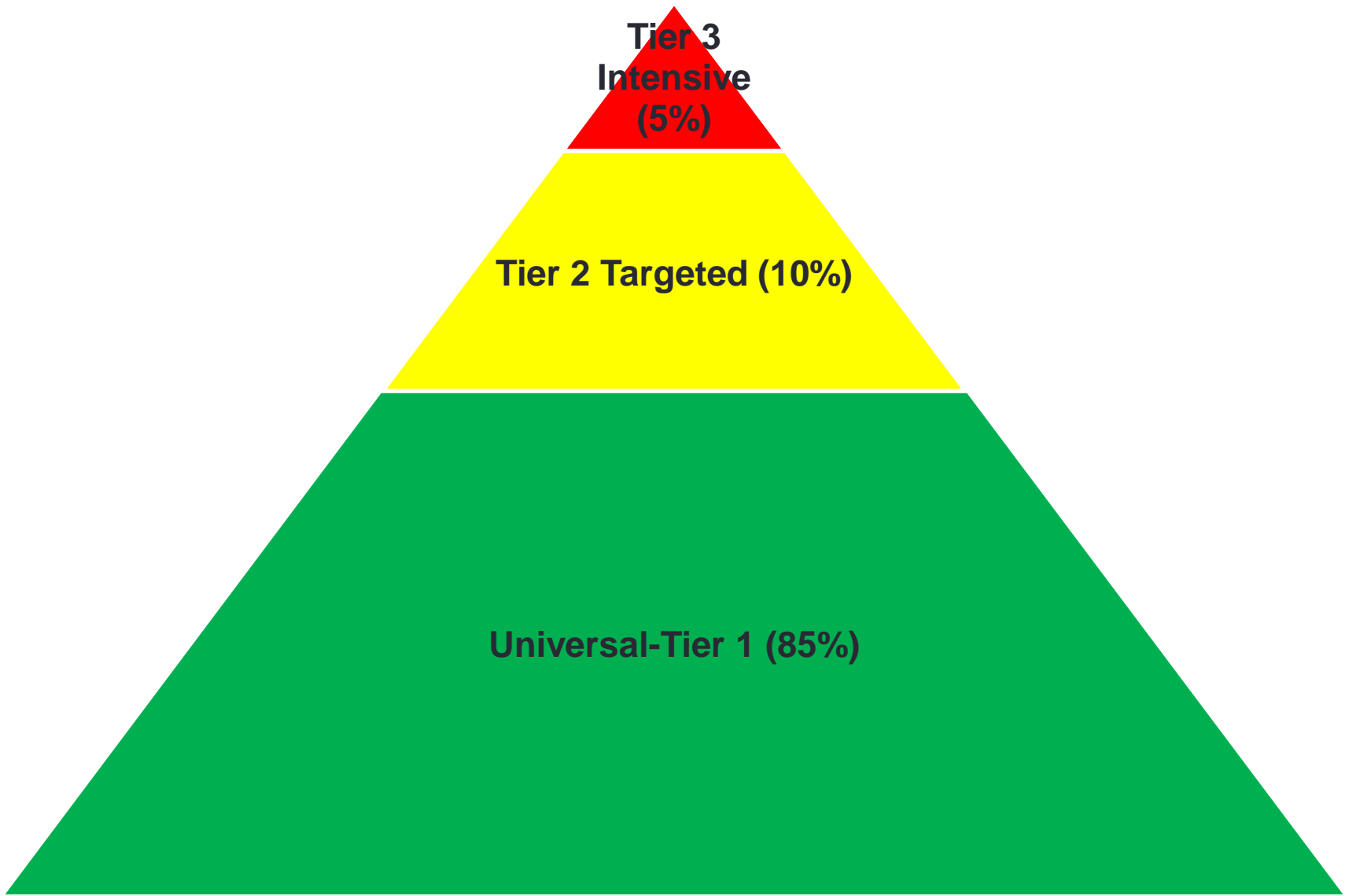
- Working Memory
- Planning/Prioritization
- Organization
- Time Management
- Metacognition

Executive Functioning-Doing

- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Goal-directed Persistence
- Flexibility

HOW TO USE THE HOPS PROGRAM

Used as a Tiered Intervention at School



**Tier 3
Intensive
(5%)**

Tier 2 Targeted (10%)

Universal-Tier 1 (85%)

Collaboration with...

Teachers

- Match Class expectations
- Teacher Initial Planner
- Communicate Missing Assignments

Parents

- Complete Parent Checklists
- Provide Reinforcement
- Monitor

FAMILY Acronym for Success

- Feasible
- Achievable
- Monitoring and rewarding
- Intervention should be fun
- Letting go
- You

Identify Areas to Target

- Collect Baseline Data Regarding Organization of Materials (School clinician)
- Decide where to start at home...
 - What would affect my child's grades the most?
 - Which would reduce family stress?
 - Which of these skills is our family arguing about most?

MAIN SKILLS

#1 School Materials Organization

Students Learn:

- **Specific Binder System**
- **Book Bag/Back pack organization**
- **Desk or Locker organization**



Sample Modification for Middle School

Homework Folder/Assignment Book/Binders	HOPS SESSION NUMBER						
	1	2	3	4	5	6	7
Student brought Homework Folder to session							
Student brought Assignment book to session							
All homework to be completed is in the left side and all homework to be turned in is on the right side of the folder							
Papers are in the appropriate binders, no loose paper							
Number of Homework Criteria met (# of Ys/4)							
Bookbag							
Books needed from homework are in bag							
There are no books in the bag that are not needed from homework.							
There are no loose objects (pencils, pens, toys, etc.) in main section							
No loose paper in the bookbag							
Number of bookbag criteria met (# of Ys/4)							
Locker							
The books are stacked with spines facing out							
There are no loose objects (paper, pens, etc.)							
There is no unnecessary clothing.							
Number of locker criteria met (# of Ys/3)							
TOTAL NUMBER							

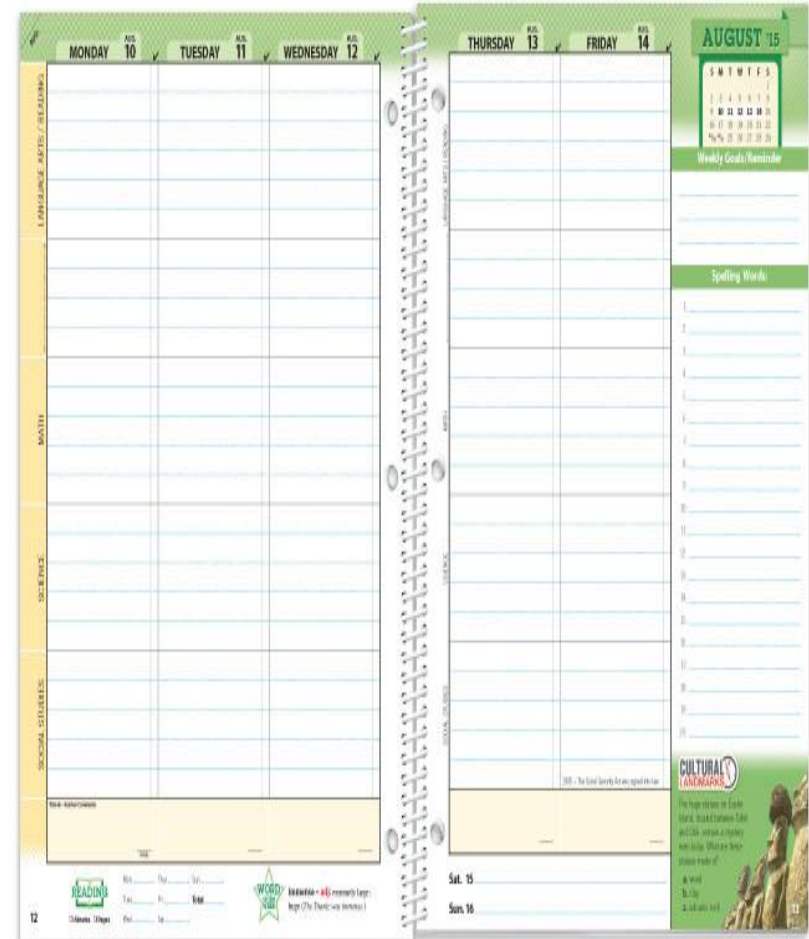
Order of Binder Materials



1. Pencil and Pen Pouch
2. Planner (Assignment notebook or agenda) or homework assignment tracking sheet
3. Homework folder labeled “Homework to be completed” on the left and “Homework to be turned in” on the right
4. Dividers with tabs for each class
5. Folders labeled -one for each class
6. Loose leaf paper

#2 Homework Recording/ Management

- Students Will:
- Write down assignments in planners
- Plan long-term projects & tests
- Get planners signed



Parents To Establish HW Routine

- Specify Amount of Time Dedicated to Homework Each Day
- Specify Time of Day for Homework to be Completed
- Set Up Location for Homework to be Completed



HW Area At Home



- Locate place in home where there are reduced distractions and convenient for parent monitoring
- Kitchen or Dining room often work well
- Establish home rules with all family members to reduce distractions (e.g. no t.v. during homework hour)

Ensuring On-Task Behavior During HW

- Define Behaviors You Expect to See
- Specify time for Monitoring
- Provide Specific Praise
- Set Specific and Achievable HW completion Goals



#3 TIME MANAGEMENT



- Students learn to....
- Break Down Assignments & Long Term Projects
- Study Strategies
- Time it takes

Time Management Checklist

- Focus on more specific use of terms for studying
- Students learn to plan for study time
- Students learn to plan and break down long term projects

Sample from Time Management Checklist

	POINTS	DATE	DATE	DATE
1. Student records upcoming quiz or test at least 1 day in advance in general terms (<i>test today</i>)	2			
2. Student records upcoming quiz or test at least 1 day in advance in specific terms (<i>Lists pages covered</i>)	3			
3. Student designates time to study for upcoming quiz or test	4			
4. Student designates amount of time to study	5			
5. Student record method for studying	6			

Time Management

- Students learn about completing an evening schedule
- Students estimate time for hw completion
- Students record actual time for hw completion

Evening Schedule Example

Time	Activity	Notes
4:00	Free Play/Soccer Practice	
5:00	Homework	
6:00	Dinner	
7:00	Shower/Get ready for Bed	
8:00	TV time/read	
8:30	Bedtime	

HOPS REWARD SYSTEM



Students are Motivated & Earn Points

- Uses a point system based on criteria set forth in checklist
- Points are traded in for opportunity to cash in for something in the rewards menu

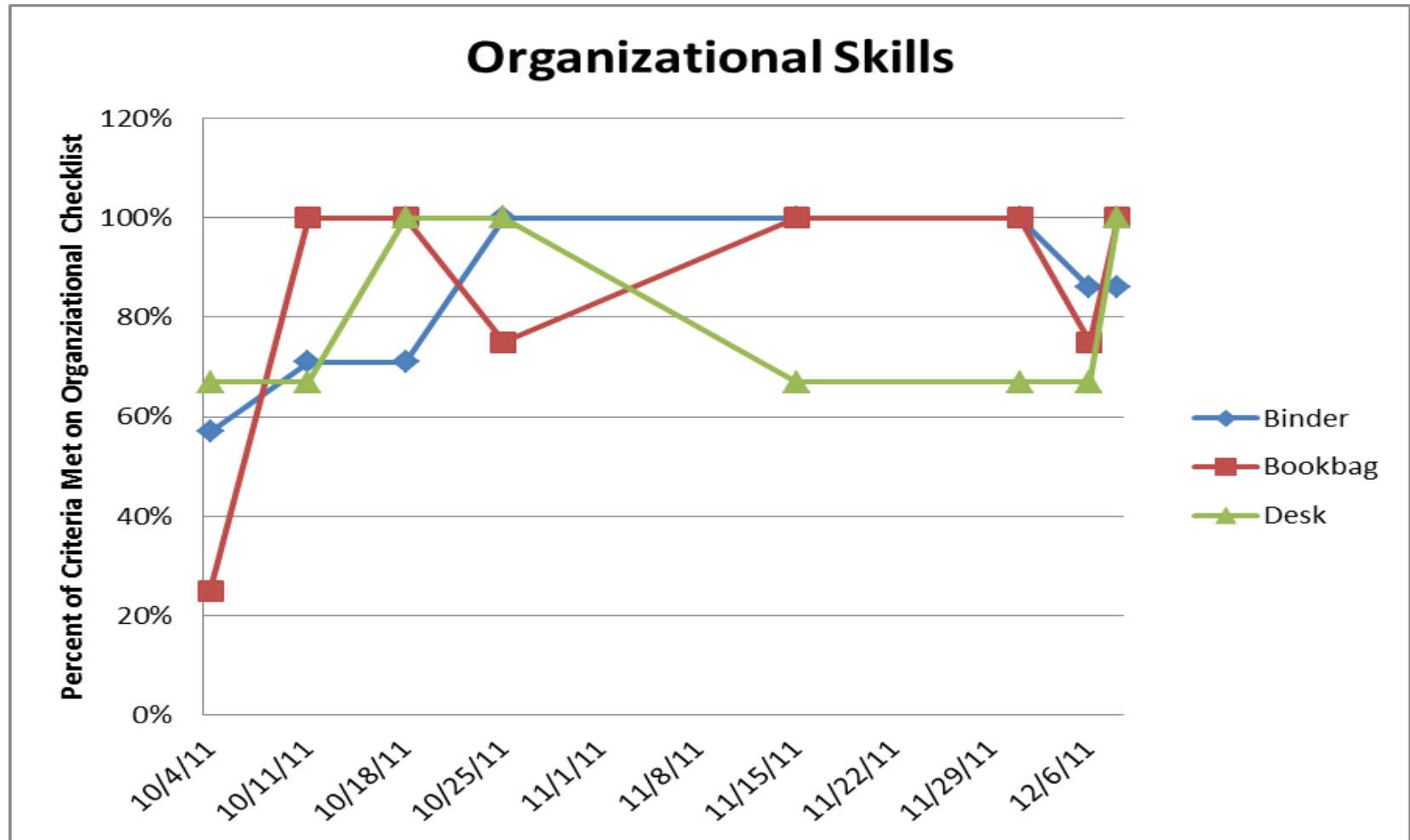
Rewards Menu Example

REWARD	POINTS
Listen to Ipod or Music	50 points
Time to Draw or Do Art	50 points
Computer Time	50 points
Lunch Bunch with Friends	100 points
Bring a Friend to HOPS to Play a Game	100 points
Homework Pass	150 points

Progress Monitoring and Data

- Data checklists for each area provided in HOPS program on CD
- Students keep track of points earned on point sheet
- Students can graph progress

Example Organization Skills Graph



Self Monitoring and Management

- Students complete a self management planner and checklist
- Goals are identified to monitor based on progress, trouble shooting
- Review progress and spot checks

Transfer to Self Directed Monitoring

- Helps student remain organized
- Provides a plan for self organization checks and clean up



Example of Self Management Checklist

Criteria	Date	Date	Date
There are no loose papers in my book bag	Yes/No	Yes/No	Yes/No
Assignments are written in my planner	Yes/No	Yes/No	Yes/No
Received teacher initials	Yes/No	Yes/No	Yes/No
Homework folder has hw to be completed on left side	Yes/No	Yes/No	Yes/No
Homework folder has hw to be turned in on right side	Yes/No	Yes/No	Yes/No

CLOSING REMARKS & TAKE AWAYS

Thing to try...

- Setting up an area for homework
- Providing student with checklist on how to organize binder
- Have student get assignment notebook signed after writing down assignments
- Provide praise and reinforcement to motivate and encourage success

Where to get books...

www.nasponline.org

Cost:

- Parent Guide-\$25.00 plus shipping (non-members)
- Clinician Treatment Manual-\$65.00 (non-members)
- HOPS Set (both books)-\$81.00 (non-members)

QUESTIONS?

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