



Academic Behavior CICO Snapshot

Tiered Fidelity Inventory

2.5 Array of Tier II Interventions Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

2.7 Practices Matched to Student Need A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

Academic Behavior Check-in Check-out (ABC) is an intervention for students who struggle with organization and/or have difficulty getting their work done in class or staying on task. ABC is a way to help students be more motivated to come to school and complete work – the goal is to help students be more successful in school. The intervention is simple to implement and consists of the following components:



- ▲ Students carry a point card and earn points for meeting school-wide expectations
- ▲ Students interact with teachers prior to each class
- ▲ Student receive frequent feedback on in-class behavior
- ▲ Students complete a homework tracker to help them stay focused on assignments
- ▲ Students meet with the intervention facilitator before and after school each day
- ▲ Students earn rewards for meeting school-wide expectations
- ▲ Parents monitor homework completion

Name	Date					
Goals	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Assignments Recorded	1 0	1 0	1 0	1 0	1 0	1 0
Points 2 Met expectations (Great job!) 1 Met some expectations (Good work!) 0 Met few or no expectations (Room for improvement)						
Check in Points	Was prepared				1	0
	Had homework				1	0
Check out Points	Attended check-out				1	0
	Teacher signature(s) on tracker				1	0
Today's Goal _____	Today's Total _____		Goal Met?		Yes	No
Parent Signature	All work due is complete				_____	
	All work due is not complete				_____	

CICO Adaptation: ACADEMIC-BEHAVIOR-CICO



Action Plan

Critical Features for of CICO Implementation	Rating: 1 = Confused about it 2 = Just thought about it 3 = Started working on it 4 = Still working on it 5 = Doing it!	Something we already have in place.... Our next steps are..... Some roadblocks for us to consider.... Solutions to roadblocks....
Daily Progress Report (DPR): Data Collection Tool		
Acknowledgment System: Specific Performance Feedback Delivery		
Data Management: Progress Monitoring and Decision Making		
Self- Management, Fading & Graduation Exit Criteria		
Training & Communication: Students, Teachers, Family		
Fidelity Checklist: Teacher and Student Checks		

Academic Behavior CICO Implementation Manual

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Overview

Academic Behavior Check-in/Check-out (ABC) is a modified version of check-in/check-out designed for students whose disruptive behavior is sensitive to avoidance of academic routines. This intervention may be an especially good fit for students who struggle with organizational skills. For example, students who frequently are off-task or who often forget assignments might be a good candidate for ABC. The intervention builds off check-in/check-out as students:

1. Carry a point card and earn points for meeting school-wide expectations
2. Interact with teachers prior to each class
3. Receive frequent feedback on in-class behavior
4. Meet with the intervention coordinator before and after school each day
5. Earn rewards for meeting school-wide expectations

Academic Behavior Check-in/Check-out consists of several important modifications designed to make it more effective for students who are motivated to escape or avoid academics including:

1. Expected academic behaviors are defined and reinforced
2. Students are provided with an organizational planner and assignment tracker
3. Students receive frequent feedback for using the assignment tracker correctly
4. Students receive feedback and acknowledgement for completing assignments
5. Students have an opportunity to complete homework during check-in
6. Parents participate in the program by monitoring homework completion

Readiness

Academic Behavior Check-in/Check-out is based on the framework of check-in/check-out. A school may be ready to implement ABC if the following are in place:

1. Check-in/check-out has been implemented with documented fidelity for at least a year
2. The majority of students on check-in/check-out are successful (meet point goals)
3. 80% or more teachers in the school implement check-in/check-out with fidelity
4. The facilitator for check-in/check-out has time allocated to implement the intervention, approximately 2-5 minutes per student
5. School staff agree a significant number of students who exhibit non-dangerous behavior are attempting to avoid academic routines
6. The school is implementing academic interventions for students who are not successful in core academic programs
7. A coordinator with allocated time is available to oversee implementation of ABC
8. The school has access to ongoing coaching in implementation of ABC

Materials Needed

- ABC Daily Point Card and Assignment Tracker (Appendix A)
- Acknowledgements/Incentives (Appendix B)
- Materials for Academics (e.g., extra pencils, paper)
- Student agreement contract (Appendix C)

Daily Cycle of ABC

Students on ABC participate in a morning check-in, daily feedback sessions with teachers, an afternoon checkout, and a home component.

Morning Check-in

- The morning check-in is like the check-in for CICO in that the meeting should be brief, positive, and include instruction in expected behavior
- At check-in, a student will demonstrate he or she has all needed materials and assignments are complete. If assignments are not complete or materials are missing, then students have an opportunity to complete assignments and get missing materials

Daily Point Card and Homework Tracker

- The daily point card is like the CICO card in your school except...
 - Expectations are defined in terms of academic behavior
 - Students earn bonus points for being prepared and having assignments complete at the start of each day
 - Students earn points for completing the assignment tracker accurately
- The assignment tracker is on the back of the point card and is completed by students during each academic class. The teacher signs the assignment tracker to indicate it is accurate. If your school provides students with planners simply use the planner instead of the ABC homework tracker. Be sure teachers sign or initial the planner to indicate the student has recorded assignments correctly.

Afternoon Check-out

- The afternoon check-out is like the check-out occurring in CICO in that the meeting is brief, points earned throughout the day are reviewed and feedback is provided, and the home note is completed
- The homework/assignment tracker is reviewed to be sure the student knows what to work on that evening. Develop a plan with the student for where and when assignments will be done

Home Component

- Parents participate in a brief training meeting before their child begins ABC.
- Each evening the parent reviews the point card and assignment tracker.
- When a student has finished assignments each night, the parent indicates on the ABC card whether the assignments are complete or not and signs the card.

Planning for ABC

Implementing ABC in a school requires teachers are familiar with ABC and agree to use it. Obtain buy-in at a school faculty meeting before you begin implementing the intervention. Making ABC work in your school will require you to (1) select the ABC facilitator and define coordination roles, (2) define your school's expectations around academic routines, (3) identify acknowledgements and rewards to use in ABC, (4) develop the ABC point card, (5) develop a system for progress monitoring ABC, and (6) plan for introducing ABC to parents, students, and teachers.

Select the ABC Coordinator and Define Coordination Roles

Roles for successful implementation of ABC are described below. Use the template to identify individuals to fulfill each role in your school. Remember, more than one person can assume facilitator responsibilities. Select people for ABCICO roles using the template below.

Role	Characteristics	Who is in Charge?
Oversee training and implementation: Tier 2 Coordinator		
	Fluent in ABC	
	Respected by students	
	Respected by adults	
	Communicates effectively with all in school	
	Time available to coordinate ABC and train others in implementation	
	Efficient and effective at task completion	
Check students in and out: ABC Facilitator		
	Fluent in ABC	
	Respected by students	
	Respected by adults	
	In school every day	
	Flexible schedule in morning and afternoon	
Oversee data collection and progress monitoring: Tier 2 Data Analyst		
	Fluent in ABC	
	Time available to collect and monitor data at least weekly	
	Understands data-based decision-making	
	Connected to IPBS team	

Modify School Expectations

In CICO, student goals are tied to meeting school-wide expectations developed as part of the school's Tier I intervention (e.g., "Be Respectful). In ABC, these expectations remain the same; however, they are defined in terms of academic behaviors. Thus, "be respectful" could be defined as raise your hand if you need help and "be responsible" could be defined as completing all assignments. Work with teachers in your school to define school-wide expectations around common academic behavior goals. Academic Behavior CICO will be easiest to implement if students on ABC have the same academic expectations.

School Expectation	Academic Definition

Develop ABC Progress Report

Student progress on ABC will be monitored daily using the ABC daily progress report. A sample ABC daily progress report is available in Appendix A; you can modify this report to fit the needs of your school. You will make several decisions regarding implementation of ABC; it will be easiest if the ABC point card is like your CICO point card. Determine the intervals in which students will receive feedback. In most schools, students receive feedback after the end of each class period or at other logical breaks in the school day. Next, determine how many points will be on the rating scale. If you are using CICO-SWIS then this automatically is three points (2, 1, 0). Third, determine whether there will be a space for student comments. Although this may be useful for gathering more information, there are a couple of reasons to consider not having teachers record comments on the card. First, doing so will require more teacher time. Second, if comments are negative, students may be less willing to carry the card throughout the day. You also will want to determine how the ABC point card will be reproduced and where extra cards and used cards will be stored. Finally, determine how students will get a new card if they lose theirs or come in late to school.

	Determination	Who is in Charge/Next Steps
At what intervals will students receive feedback?		
How many points will be on the rating scale?		
Will there be a place for teacher comments?		
How will copies be made?		
Where will the DPR be stored?		
How does a student get a spare card if one is lost or the student is late to school?		

Develop the ABC Point Card

To develop the ABC point card, determine the number of opportunities a student will have to receive feedback and earn points. Opportunities will include morning check-in, feedback during the school day, use of the homework tracker, and afternoon check-out. Feedback typically occurs at the end of each class period. For example, if there are five academic periods then a student would receive feedback five times as well as at morning check-in and afternoon check-out. The table below outlines points earned during each activity as well as how students earn points. Use the template in Appendix A to develop the ABC point card for use in your school.

Activity	Points Possible	Activities Points Earned For
Morning Check-in		Student has needed materials for the day (e.g., pencil, text books) Student completed assignments that are due
Feedback Throughout the day	Up to 2 points per expectation at each feedback session	Meeting behavioral and academic expectations
Homework Tracker	1 point at each feedback session	Recording assignments on the tracker completely and correctly
Afternoon Check-out		Attending check-out Teacher signature for all feedback sessions on tracker

Identify Incentives

Students on ABC earn positive recognition throughout the day when teachers provide feedback on point accumulation. Students also earn positive recognition from the ABC coordinator. If your school provides tangible or intangible incentives for students on CICO, then you may want to include this for ABC. Using tangible and intangible incentives may increase student motivation to participate in the program and be successful. You might consider offering no or simple incentives for most student on ABC and increasing the value of incentives for students who aren't responding to ABC. Some common variations are below.

Students don't receive incentives. They receive frequent positive attention and interactions from adult through participation in ABC.

If an incentive system will be used, determine what will be used as incentives. Be sure to consider intangibles such as extra library time. One effective way to determine incentives is to poll students.

- ▲ Students who participate in ABC by attending checks-in and out and receiving teacher feedback on the point card earn periodic incentives.
- ▲ Students who meet point goals for most days of the week or month receive incentives.
- ▲ Students can purchase tangible and intangible incentives using accumulated points

	Decision	Next Steps	Who is in Charge?
What incentives will be used?			
How are incentives earned?			
Where is the incentive system documented?			
How frequently are incentives earned?			

Progress Monitoring ABC

ABC can be progress monitored just as you progress monitor CICO, as students earn the same number of points at feedback sessions each day. In addition, students can earn up to two points at the morning check-in (for being prepared and having all assignments) and two points at check-out (for having a teacher signature for all feedback sessions).

You may want to keep track of the students on ABC and CICO separately, so you can evaluate relative benefits of each intervention.

Progress monitoring requires behavioral goals to be set for students. In addition, teams must determine a timeline for making reasonable progress. In many schools, the goal is for students to be earning at least 80% of possible points for four out of every five days within the first three weeks of beginning ABC. If a student is far below that goal in the first week the team often meets to determine whether ABC is being implemented correctly and if another intervention might be needed. If a student is just under the point goal, then a slight modification might be needed. Because a goal of Tier 2 interventions is to help students learn skills to succeed without the intervention, it also is important to establish goals for “graduating” from ABC. Students who have succeeded on ABC often continue to check in and check out with facilitators but no longer have a daily progress report. Some schools hold graduation parties for students. Many schools set the graduation goal to be, “The student has earned 80% or more points for the majority of each week for at least 10 weeks.

Point Goal	Determination	Next Steps and Who is in Charge
What is the goal for making adequate progress?		
What happens if a student is far below the progress goal?		
What happens if the student is just below the progress goal?		
What is the goal for graduation from ABC?		
How does graduation occur?		

Beginning Students on ABC

Schools should have a standard process for selecting students to begin ABC. You could target students who have not succeeded on CICO or select students whose teachers indicate their problem behavior seems motivated by avoiding work. As is the case with CICO, students who engage in dangerous or highly destructive behavior are not good candidates for ABC. Determine how students will be selected for ABC. Be sure that your criteria are objective and easily measured. When your school is implementing at "full capacity" all students meeting these criteria will be on ABC. This may require adding additional staff to assist in the check-in and check-out process or to graph data.

When you begin ABC you will not be able to implement well with all students right away. It will take time for staff and students to become fluent with implementing ABC and to problem-solve any potential snags in the process. We suggest you begin ABC with between 3 and 6 students. This will allow you to see how the system works and adjust as needed before adding more students. Once ABC is running smoothly and effectively with those students, add more students. We recommend against increasing students by more than about 5 at any one time

Implementing ABC

When a student is selected to begin ABC you will want to inform and involve parents, review ABC with the student, and work with teachers to be sure they are ready to implement ABC.

1. Introduce ABC to Parents

When a student is nominated for ABC, the coordinator will introduce the intervention to the student's parents. At this meeting you will explain why their child was nominated for ABC and what the desired outcomes are, review the components of ABC, help parents develop a homework routine, and review appropriate and inappropriate ways of responding to their child when daily goals are and are not met. If the coordinator is not confident that parents will be able to respond positively to their child's point accumulation, then the home component should be omitted, or another intervention should be considered.

2. Introduce ABC to Students

As is the case with CICO, students beginning ABC meet briefly with the coordinator to learn about the intervention. Use the contract in Appendix C to secure student agreement and buy-in. If the student is not sure about ABC but will agree to give ABC "an honest try", then you will agree to stop the intervention after two weeks or to modify it with the student's input, if he or she continues to not like the intervention. If the student refuses to even try ABC, you have a couple of options. First, you could work with the student to determine whether minor modifications might make the student willing to try the intervention. For example, if the student does not want to carry the ABC card, you could put the card in teacher's boxes each morning or distribute it on the school intranet or

another electronic source. The student then would just carry the homework tracker. If a student refuses to participate even with modifications, then ABC is not an appropriate intervention—student buy-in is critical for success.

The goal of the overview meeting is to introduce the intervention to the students—this includes the components of ABC as well as how ABC will benefit the student. For each component of ABC, students should learn the rationale for the component, what they will be expected to do, what adults will do, and what incentives can be earned. When introducing ABC be sure to cover the following:

Morning Check-in

- Where and when check-in will occur and what to expect
- Homework Policy

Daily Feedback Meetings

- Expectations targeted
- How points are earned
- Giving the point card to the teacher at the start of class
- Receiving feedback at the end of class
- Completing the homework tracker

Afternoon Checkout

- Where and when check-out will occur and what to expect

Home Component

- Giving home note to parents
- Problem-solving homework completion

3. Introduce ABC to Teachers

When a student begins ABC, all teachers who have the student in class for an academic subject area should learn about the intervention. Teachers should learn why a student is nominated and what their responsibilities are. Teachers should have an opportunity to ask questions about the intervention. If a teacher does not want to participate, then a different intervention may be more appropriate as ABC is dependent on teacher buy-in to be successful. During the overview meeting with a teacher, be sure to cover the following:

- a) What to do if a student forgets the ABC card (remember that ABC should not be a punitive system)
- b) What to do if a student does not approach the teacher at the end of class
- c) What to do if a student asks for clarification about an assignment (the student should earn a point for recording the assignment even if the student asks for clarification)
- d) Providing feedback when a student has met expectations
- e) Providing feedback when a student's behavior is not in alignment with DPR
- f) Helping the student complete the assignment tracker when needed

4. Morning Check-In

Morning check-in is very similar to the check-in occurring for students receiving CICO. Students return the signed point card and receive a new point card and the coordinator briefly reviews expectations in a positive and supportive way. In addition, students on ABC:

- a) Review materials to show they are prepared for the day. Students who have needed materials receive a point on the ABC card. If a student is not prepared, then the coordinator will provide them with needed materials
- b) Demonstrate assignments have been completed by going over the previous day's homework tracker and showing the work has been fully completed. Students who completed all assignments receive a point on the ABC card. Students whose work is incomplete may either stay to complete the work or be given a homework pass and are expected to return to complete the work at a set time (e.g., during lunch or study hall) that day. If this happens three or more times in a two-week interval, then the student needs an intervention to address work completion. This may occur in conjunction with or instead of ABC

5. Feedback throughout the Day

Students use the ABC card throughout the day just like students on CICO use the CICO card with a couple of important differences:

- a) The homework tracker is on the back of the ABC card so students keep the card with them to record assignments. Students approach the teacher at the end of the class with card in hand to receive feedback.
- b) In addition to providing feedback on meeting expectations, teachers check the homework tracker on the back of the card. If the tracker is completed correctly, the student earns a point for using the tracker. If assignments are not recorded completely or correctly, the teacher helps the student complete the tracker. The teacher signs the tracker to indicate it is correct

6. Afternoon Checkout

Students check-out with the facilitator each afternoon. The facilitator engages in the following activities:

- a) Review point card with the student to determine the percent of points earned
 - a. If your school provides tangible or intangible incentives based on points (e.g., percent of points earned, total earned over time) review the student's status towards incentives with the student.
 - b. Provide verbal feedback on daily points as you would in CICO. Feedback should be positively focused—telling the student what to do to be successful.

- b) Review the homework tracker to ensure the student is aware of what assignments will be due. Develop a plan with the student for work completion
- c) Give the student the home note and remind the student to review the homework tracker with parents and to have students sign the home note
- d) Be sure to end with encouragement such as, "have a great night, and see you tomorrow"

7. Home Component

Students receiving ABC bring the note home to their parents and review the homework tracker. Parents review completed work and sign the card indicating whether assignments were completed.

Appendix A Template for Point Card

Name _____		Date _____				
Goals	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Assignments Recorded	1 0	1 0	1 0	1 0	1 0	1 0
Points 2 Met expectations (Great job!) 1 Met some expectations (Good work!) 0 Met few or no expectations (Room for improvement)						
Check in Points	Was prepared				1 0	
	Had homework				1 0	
Check out Points	Attended check-out				1 0	
	Teacher signature(s) on tracker				1 0	
Today's Goal _____	Today's Total _____	Goal Met?		Yes	No	
Parent Signature <div style="text-align: center; margin-top: 10px;"> All work due is complete All work due is not complete </div>						

**Appendix A
(continued)**

HOMEWORK CHECKLIST			
CLASS	ASSIGNMENT	DUE ON	TEACHER
Social Studies			
Language Arts			
Math			
Writing			
Science			

Appendix B

Incentives for ABC

Students on ABC earn incentives for meeting point goals. Providing a variety of tangible and intangible incentives may increase student's motivation to succeed as they can work toward a desired activity or item. You may use CICO program incentives, but include additional incentives that are related to academic routines as these might be especially valuable to students on CICO. Examples include a break coupon that can be exchanged for a brief (e.g., 5 min) break, a "no homework" pass, or an "extra time" pass that allows a student to have extra time on an assignment. With your team, brainstorm possible rewards to use in the ABC intervention. Next, for each potential incentive, determine whether the incentive can feasibly be offered. If you are using a point system (incentives have differing values), then determine the point value of each item.

Incentive	Value

Appendix C Student Contract

Student Responsibilities:

Before School

- ✓ Check in each morning with _____
- ✓ Earn points at check-in if you are prepared and you have completed all work due that day

During School

- ✓ Carry your ABC card with you all day
- ✓ During class periods, make sure you are working to meet your goals. For example, turn in class assignments and participate in class.
- ✓ Record homework assignments on the homework tracker at the end of each class period
- ✓ At the end of each class period, show your teacher your ABC card and homework tracker

After School

- ✓ Check out each afternoon with _____
- ✓ Review your homework tracker to make sure you know what assignments are due the next day. Also, make sure you have all of the materials needed to complete your homework assignments.
- ✓ Complete all of your homework assignments and bring them to school the next day.
- ✓ At home, show your parent(s) your homework tracker and have them sign the bottom. Return the signed portion to school the next day.

Student Signature: _____

Date: _____

AB CICO Checklist

Task	Who is in Charge	Next Steps	Target Date
Identify coordinator			
Identify who will check students in and out			
Identify location of check-in and check-			
Identify expected behaviors			
Develop point card and homework tracker			
Develop incentives and point list			
Determine which materials will be available at check-			
Determine where students will complete missing assignments			
Determine how progress monitoring will occur			
Plan & deliver overview presentation for teachers			
Select students for initial implementation			
Plan for scaling			

Mentor	Students

ABC Parent Manual

Overview

Academic Behavior Check-in/Check-out (ABC) is an intervention for students who struggle with organization and/or have difficulty getting their work done in class or staying on task. ABC is a way to help students be more motivated to come to school and complete work—the goal is to help students be more successful in school. The intervention is simple to implement and consists of the following components:

- ✓ Students carry a point card and earn points for meeting school-wide expectations
- ✓ Students interact with teachers prior to each class
- ✓ Students receive frequent feedback on in-class behavior
- ✓ Students complete a homework tracker to help them stay focused on assignments
- ✓ Students meet with the intervention coordinator before and after school each day
- ✓ Students earn rewards for meeting school-wide expectations
- ✓ Parents monitor homework completion

Daily Cycle of ABC

Students on ABC participate in a morning check-in, daily feedback sessions with teachers, an afternoon checkout, and a home component.

1. Morning Check-in

- ✓ Each morning students meet with the ABC facilitator. This interaction is brief and positively focused—the goal is to set the student up for a successful day in school
- ✓ At check-in, a student will demonstrate he or she has all needed materials and assignments are complete. If assignments are not complete or materials are missing, then students have an opportunity to complete assignments and get missing materials

2. Daily Point Card and Homework Tracker

- ✓ Students carry a daily point card that is used to help students monitor their behavior. One side of the card has expected academic behaviors—students earn points for meeting these expectations. The other side of the card has a homework tracker
- ✓ Students earn points for meeting academic expectations. They earn “bonus” points for being prepared and having all assignments complete at the beginning of the school day
 - Expectations are defined in terms of academic behavior
 - Students earn bonus points for being prepared and having assignments complete at the start of each day
 - Students earn points for completing the assignment tracker accurately
- ✓ The assignment tracker is on the back of the point card and is completed by students during each academic class. The teacher signs the assignment tracker to indicate it is accurate

3. Afternoon Check-out

- ✓ The student meets again with the ABC facilitator. Together they review points earned throughout the day and the home note is completed
- ✓ The homework/assignment tracker is reviewed to be sure the student knows what to work on that evening. The facilitator works with the student to develop a plan for where and when assignments will be done

Home Component

- Δ You will have the opportunity to participate in a brief training meeting before your child begins
- Δ Each evening you will review the point card with your child
 - If your child did not meet expectations you can provide neutral feedback and talk about how your child could have a better day the next school day. Negative consequences are not part of ABC so you will not be asked to identify consequences such as loss of privileges; in fact, ABC may work best when there are no specific consequences at home
 - If your child met expectations at school you can praise your child. It is okay to occasionally have special treats (e.g., movie night) if your child has a good day but you don't need to do this a lot.
- Δ You also will review the homework tracker with your child. This will help you understand the amount of homework your child has
 - You can problem-solve with your child how best to complete the homework. This could include where work will be completed and about how long it will take
 - You are not expected to help your child with the homework or complete the work for your child
 - If your child refuses to complete the work or does not know how to do the work simply note this on the ABC card. If this is a continuing problem, then the ABC coordinator will work with you and your child to identify a more appropriate intervention
- Δ After homework is completed parents indicate on the ABC card whether the assignments are complete or not

Helping Your Child with Homework

The following material was adapted from Clark and Clark (1989)

Homework completion can be stressful for children and for their parents. It can be difficult to figure out when homework will be completed—especially in the lives of today's busy families! Below are some tried and true strategies that may be helpful for your family. The ABC coordinator can work with you to figure out how to use any or all these tips to make home-work time better for your child and you.

Establish a routine

- a. Having a set time and location for completing homework results in fewer arguments, fewer late nights (completing the work), and better work quality
- b. Work with your child to figure out the best place for completing homework. A good location is free from distractions (e.g., away from the television) and is one where materials such as pencils and paper are readily accessible
- c. You and your child can review your family schedule to figure out the best time for homework. If your child has an activity occurring once or twice per week you may end up having a couple of different times for homework—this is okay so long as the overall schedule is consistent. For example, your child might complete homework after dinner, at about 7:00 on Mondays, Wednesdays, and Sundays. On Tuesdays and Thursdays your child completes homework right after school because she has soccer practice from 6:00 to 7:00

Planning for projects

As your child gets older many assignments become longer-term projects. These projects may have small portions due "along the way" or the entire project may be due a few days or weeks away. When your child has a school project you can help your child plan ahead by:

- a. Helping your child decide on a topic that is interesting to them, that meets the criteria established by the teacher and that will not be overwhelming. It is a good idea to pick the topic as soon as the project is assigned
- b. Help your child make a list of the steps required to complete the project and estimate how long each step will take
- c. Work backward from the due date to make a timeline for completing each step of the project. Allow a few extra days at the end in case any step takes more time than your child has allotted
- d. Make a list of the materials that will be needed for each step of the project
- e. Keep the timeline in your child's homework location and be sure to check in with your child frequently—using the timeline—to be sure your child is on track for meeting the due date

Organization

Developing organizational skills is one of the most important—and difficult—tasks of adolescence. You can help your child develop organizational skills by:

- a. Using notebooks for school using a binder or another system to secure papers. A good notebook is one nothing falls out of when shaken. Help your child develop a routine of putting materials into the notebook each evening in an organized way. This may include punching holes into worksheets and other papers without holes so that they stay in the notebook
- b. Either use separate notebooks for each subject area or use dividers to separate subject areas. For each subject area your child's notebook should have a pocket to insert items that, when handed out, do not have holes for the binder (your child can punch holes that evening). Items should not stay in this pocket for more than a day—they will be quickly transferred to the binder portion of the notebook
- c. Have a set place for keeping school materials in your house. This will minimize the last minute (and often frantic) searches for materials as you are trying to leave the house in the morning
- d. Consider helping your child use a calendar to schedule due dates for assignments and school-related activities. This can be a dry erase board that hangs in your child's homework area or a calendar/datebook your child carries to and from school.