HOPS Interventions
Homework, Organization, and Planning Skills


Presentation available at: http://goo.gl/RDKIHU
Skills of Executive Functioning...
...are often associated with ADD/ADHD but is often found across all disability areas...can you think of a student?

The Brain’s Executive Functions

- **ACTIVATION**
  - Organizing
  - Prioritizing
  - Getting to work

- **FOCUS**
  - Tuning in
  - Sustaining focus
  - Shifting attention

- **EFFORT**
  - Regulating alertness
  - Sustaining effort
  - Adjusting processing speed

- **EMOTIONS**
  - Managing frustration
  - Modulating emotions

- **MEMORY**
  - Holding on and working with information
  - Retrieving memories

- **ACTION**
  - Monitoring and regulating one’s actions

The Homework Completion Cycle

Teacher assigns work to be completed.

Student records assignment accurately and with sufficient detail.

Student ensures all materials needed to complete work are brought home.

Student plans for the completion of homework and studying of tests.

Student manages time after school effectively.

Student physically completes work and ensures it is accurate.

Student ensures that materials and assignments are brought back to school.

Student turns in homework assignment.
Structure of HOPS Sessions

ORGANIZATIONAL SKILLS

HOMEWORK MANAGEMENT SKILLS

TIME MANAGEMENT AND PLANNING
3 Main Skills Covered in HOPS

School Materials Organization

Student is taught specific system for organizing school binder, book bag, and locker

Student is taught an organization system for transferring homework materials to/from school

Homework Management

Student is taught how to accurately and consistently record homework, projects, and tests in a planner/agenda

Time Management and Planning

Student is taught to break up work on projects and studying for tests into small, manageable pieces and plan for timely completion of each piece
Students Who Benefit

*Students who experience failure due to difficulties with organization and planning*

Students with learning disabilities

*CAUTION*...

can benefit, but may need supplemental instruction specific to area of difficulty

Students with oppositional behaviors

*CAUTION*...

may be resistant, show slower progress

consider tying behavior into rewards

continue use of other behavior interventions
Students Who Benefit

HOPS intervention teaches skills that are necessary for academic success, irrespective of child’s diagnosis, attentional issues, or grade in school.

HOPS is consistent with RtI approach and research indicates success with students generally classified as at-risk.

HOPS would be considered a Tier 3 intervention when it is implemented on a one to one basis.

HOPS can be adapted to a Tier 2 intervention when delivered to a group/classroom.
Intervention Basics
(BASED ON THE ONE TO ONE MODEL)

16 sessions, up to 20 minutes each

Reward system

children with ADHD tend to engage in the most immediately reinforcing behavior

point awarded based on session checklists

checklist and reward meetings for 5-min 2x/week until skills established, then 1x/week

2 parent meetings

1st early on to orient to the intervention

2nd near the end to learn to take over checklists and rewards
HOPS Session #1

1. Establish and build rapport

2. Give a positive and enthusiastic presentation of HOPS

3. Assess student’s current materials organization system and establish baseline performance

4. Develop a rewards menu
# Organizational Skills Checklist

<table>
<thead>
<tr>
<th>Binder</th>
<th>HOPS Session Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student brought binder to session (If no, student gets binder and mark an N for criterion; if student cannot get binder, mark N for all binder criteria).</td>
<td></td>
</tr>
<tr>
<td>The student's planner/assignment notebook or the Homework Assignment Tracking Sheet is secured by three rings in the binder.</td>
<td></td>
</tr>
<tr>
<td>There is a section for each subject the student is taking (e.g., math, science, etc.) and a homework folder in the student's binder.</td>
<td></td>
</tr>
<tr>
<td>All homework to be completed is in the left side of homework folder and all homework to turn in is in the right side of folder.</td>
<td></td>
</tr>
<tr>
<td>There are no loose papers in the binder.</td>
<td></td>
</tr>
<tr>
<td>All papers are in the appropriate class folder/section (e.g., math worksheets are in the math section).</td>
<td></td>
</tr>
<tr>
<td>No old class papers are in the binder (e.g., no papers from a previous quarter that should be thrown away or filed).</td>
<td></td>
</tr>
<tr>
<td>Number of binder criteria met (# of Ys/7)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bookbag</th>
<th>HOPS Session Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>If session is late in day: Books needed for homework are in bookbag.</td>
<td></td>
</tr>
<tr>
<td>If session is early in day: Books needed for class are in bookbag.</td>
<td></td>
</tr>
<tr>
<td>There are no books in the bookbag that are not needed for class or to complete homework assignments.</td>
<td></td>
</tr>
<tr>
<td>There is no loose paper in the bookbag.</td>
<td></td>
</tr>
<tr>
<td>There are no loose objects in the bookbag (pencils, pens, toys, etc.).</td>
<td></td>
</tr>
<tr>
<td>Number of bookbag criteria met (# of Ys/4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Locker/Desk</th>
<th>HOPS Session Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>The books are neatly stacked (or shelved) with the spines facing out so that the student can easily grab one in between classes or after school.</td>
<td></td>
</tr>
<tr>
<td>There are no loose objects (papers, pencils, pens, toys, magazines, etc.).</td>
<td></td>
</tr>
<tr>
<td>There is no unnecessary clothing.</td>
<td></td>
</tr>
<tr>
<td>Number of locker/desk criteria met (# of Ys/3)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Enter the HOPS session number at the top of the column and then go down the checklist and evaluate the student on each criterion. Record Y (for yes) if the student meets the criterion fully or N (for no) if the student does not meet the criterion fully.
Organizational Skills Checklist

Key Points

Completed every session for that session day (2x/week initially)

Students earn 1 point for every “yes” and can earn 11 or 14 points each session, depending if locker or desk is checked (should check these every other session)

Number of points earned will be recorded on points system tracking sheet.

*Adapt to classroom delivery model*
HOPS Session #2

1. Complete second baseline assessment of student’s materials organization system using the organizational skills checklist

2. Introduce the HOPS binder and bookbag organization systems and the organizational skills checklist (teaches the student how his/her skills will be monitored)

3. Begin working with the student to clean out his/her old system (throwing away and filing papers)

4. If time, provide the student with the new binder materials and establish the new materials organization system
The HOPS Binder

1. Pencil and pen pouch

2. Planner or homework assignment tracking sheets

3. Homework folder, labeled
   a. “Homework to be completed” on left
   b. “Homework to be turned in” on right

4. Dividers with tabs to identify the class name (one for each class)

5. Folders labeled with class name (one for each class)

6. Loose-leaf paper
## Homework Assignment Tracking Sheet

<table>
<thead>
<tr>
<th>Class/Subject</th>
<th>Monday _____</th>
<th>Tuesday _____</th>
<th>Wednesday _____</th>
<th>Thursday _____</th>
<th>Friday _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
</tr>
<tr>
<td></td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
</tr>
<tr>
<td></td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
</tr>
<tr>
<td></td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
</tr>
<tr>
<td></td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
</tr>
<tr>
<td></td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
</tr>
<tr>
<td></td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
<td>Teacher Initials _____</td>
</tr>
<tr>
<td></td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
<td># Missing Assign. _____</td>
</tr>
</tbody>
</table>

Note: The teacher’s initials indicate that the homework assignment was recorded accurately; # missing assignments = the number of assignments not turned in that should have been.
HOPS Session #3

1. Continue to establish the student’s materials organization system

2. Introduce teacher initials requirements

3. Introduce the HOPS rewards system and points system tracking sheet

*Depending on motor needs, adaptations for writing on the forms may need to occur.*
# Teacher Initials Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Initials Received</th>
<th>Initials Expected</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Initials Received</td>
<td>Initials Expected</td>
<td>Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Initials Received</td>
<td>Initials Expected</td>
<td>Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Teacher initials are tracked for ALL school days, not just for HOPS session days. Accordingly, the dates filled in by the clinician should be the dates of all school days, not HOPS session dates. **Initialed Received** — The clinician should record the number of teacher signatures in the student’s planner on that particular school day. **Initialed Expected** — This is the number of initials the student should have received that day (typically, the number of core classes). **Points Earned** — In the HOPS program, students earn 1 point for each teacher initial received. However, the clinician has flexibility in assigning points and can provide bonus points for meeting interim goals. If a student averages 75% (e.g., 3 received out of 4 expected or better) for a 2-week period, circle the date, and the student may stop asking for teacher initials.
Teacher Initial System

Phase 1:

Student obtains teacher initials on homework tracking sheet

Record teacher initials expected and received for core classes for all school days since last session

Phase 2:

Average of 75% or higher of initials for 2 weeks- no longer required to obtain initials

Student earns same number of points for recording homework assignments

Should still check once a week to be sure they are recording assignments accurately- can revert back to phase 1
# Point System Tracking Sheet

<table>
<thead>
<tr>
<th>HOPS Session Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earned Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Initials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earned Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earned Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned Today</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall in Bank</td>
</tr>
</tbody>
</table>
HOPS Session #4

1. Finish establishing the materials organization system

2. Explain the HOPS teacher initials and point system in greater detail if there was not time for this in session 3

3. Complete the organization skills checklist and record points

4. Complete the teacher initials checklist and record points

5. Create visual reminders for student to get teacher initials established in specific subjects with4
HOPS Session #5

1. Complete the organization skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Create visual reminders for student to get teacher initials or develop the specific teacher initials plan

4. Prepare for parent meeting
HOPS Parent Meeting #1

1. Brief overview of structure and purpose

2. Prompt student to share:
   a. organization checklist
   b. teacher initials checklist
   c. points system

3. Give opportunity for parent to ask questions

4. Develop home-based reward system for completing assignments (missing assignments tracking plan)
Missing Assignments Tracking Plan

**Scenario 1:** Not all of the core class teachers recorded the number of missing assignments in the planner today or the planner was not brought home for review.

**Scenario 2:** All of the core class teachers recorded the number of missing assignments in the planner today and there were 1 or more missing assignments.

**Scenario 3:** All of the core class teachers recorded the number of missing assignments in the planner today and there were no missing assignments.
HOPS Session #6

1. Complete the organizational skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Review the parent meeting

4. Develop a specific plan for maintaining the materials organization system
Materials Organization Plan

How often (# of times per week) will the student clean out the binder and bookbag?

What day(s)/time(s) will the system clean-up take place each week?

Where will the system clean-up take place?

What activities will be completed during the clean-up?

How will the student remember to complete the clean-up each week?

*These can be incorporated into classroom daily expectations. Points can be linked to grade for Setting 1 or Setting 2 students.
HOPS Session #7

1. Complete the organizational skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Introduce the time management checklist test and quiz sections

4. Practice test and quiz recording and planning

5. Solve any problems
# Time Management Checklist

<table>
<thead>
<tr>
<th>Test &amp; Quiz Recording</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student recorded an upcoming test or quiz in planner at least 1 day in advance in general terms (e.g., test today).</td>
<td>2</td>
</tr>
<tr>
<td>2. Student recorded upcoming test or quiz in planner at least 1 day in advance in specific terms (e.g., listed pages covered).</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test &amp; Quiz Studying</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student designated a time to study for an upcoming test at least 1 day in advance of the test (e.g., study for test today).</td>
<td>4</td>
</tr>
<tr>
<td>2. Student designated a time to study and recorded the amount of time to study (e.g., study for science, 30 minutes).</td>
<td>5</td>
</tr>
<tr>
<td>3. Student designated a time to study and recorded the study method (e.g., outline chapter 4 or make flash cards for math).</td>
<td>6</td>
</tr>
<tr>
<td>4. Student designated a time to study and recorded the amount of time and method (e.g., study flash cards for 20 minutes).</td>
<td>7</td>
</tr>
</tbody>
</table>
HOPS Session #8

1. Complete the organizational skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Complete the time management checklist test and quiz sections and record points

4. Introduce the long-term projects section of the time management checklist

5. Identify and solve any problems
# Time Management Checklist

<table>
<thead>
<tr>
<th>Long-Term Projects</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student recorded in planner an upcoming project at least 1 week in advance of project due date.</td>
<td>4</td>
</tr>
<tr>
<td>2. Student recorded in general terms a specific day to work on a project at least 1 day in advance of due date (e.g., work on project).</td>
<td>5</td>
</tr>
<tr>
<td>3. Student recorded a specific day to work on a project at least 1 day in advance of due date and listed a specific activity (e.g., research topic on computer).</td>
<td>6</td>
</tr>
<tr>
<td>4. Student broke down a project into at least two separate tasks and assigned deadlines for each (e.g., do computer research by 6/12/10 and write rough draft by 6/22/10).</td>
<td>7</td>
</tr>
</tbody>
</table>
HOPS Session #9

1. Complete the organizational skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Complete test, quiz, and projects sections of the time management checklist and record points

4. Introduce the time management checklist, evening schedule section
# Time Management Checklist

<table>
<thead>
<tr>
<th>Evening Schedule</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student completed an evening schedule.</td>
<td>3</td>
</tr>
<tr>
<td>2. Student recorded a specific amount of study time or homework time on the evening schedule.</td>
<td>4</td>
</tr>
<tr>
<td>3. Student recorded a specific amount of study or homework time and recorded the specific activities to be completed.</td>
<td>5</td>
</tr>
</tbody>
</table>

## Evening Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Complete the organizational skills checklist and record points
2. Complete the teacher initials checklist and record points
3. Complete the entire time management checklist and record points
4. Review the evening schedule completed during session 9
5. Complete a new evening schedule
HOPS Session #11

1. Complete the organizational skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Complete the time management checklist and record points

4. Review and revise materials organization and teacher initial plans
1. Complete the organizational skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Complete the time management checklist and record points

4. Introduce the self-management checklist

5. Begin to discuss creating a self-management plan
## Self-Management Checklist

<table>
<thead>
<tr>
<th>Criteria</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
</tr>
<tr>
<td></td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
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<tr>
<td></td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
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<td></td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
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<td></td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>
Examples of Criteria

1. No loose papers are in bookbag.
2. No loose papers are in binder.
3. Homework is recorded accurately and with sufficient detail.

...there are 9 examples listed in the HOPS manual.

The teacher/practitioner should help the student choose 5 criteria that are specific to their individual progress and needs. Allow the student to be the main decision maker to help with buy-in.
Self-Management Plan

- How often (times per week) will the student complete the checklist?
- What day(s)/time(s) will the checklist be completed each week?
- Where will the checklist completion take place?
- How will the student remember to complete the checklist?

*Can be part of the daily class expectation and lesson plan. (Add during second half of year...maybe sooner for some students)*
HOPS Session #13

1. Complete the organizational skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Complete the time management checklist and record points

4. Review the self-management checklist

5. Prepare for the parent meeting
1. Have the student present the organization and teacher initials graphs to the parents.

2. Review the status of the home-based missing assignments tracking system and make modifications if necessary.

3. Establish a home-based parent checklist monitoring system. Establish criteria to be listed on the parent checklist. Establish a home-based rewards menu.
# Parent Checklist

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Dates of Checklist Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES/NO</td>
</tr>
<tr>
<td></td>
<td>YES/NO</td>
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<td></td>
<td>YES/NO</td>
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<td>YES/NO</td>
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<td>YES/NO</td>
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<td></td>
<td>YES/NO</td>
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<td></td>
<td>YES/NO</td>
</tr>
<tr>
<td></td>
<td>YES/NO</td>
</tr>
</tbody>
</table>
Parent Checklist Plan

How often (# of times per week) will the parent complete the checklist?

What day(s) and time(s) will the checklist be completed?

What activities will be happen during checklist completion?

Whose responsibility is it to initiate checklist completion (student or parent)?

Will the parent provide prompts/reminders for the student that the checklist completion time is approaching?

If yes, how many reminders will the parent provide and when will they be provided?
HOPS Session #14

1. Complete the organizational skills checklist and record points

2. Complete the teacher initials checklist and record points

3. Complete the time management checklist and record points

4. Review the parent meeting

5. Review the implementation of the self-management plan
HOPS Session #15

1. Complete the organizational skills checklist and record points
2. Complete the teacher initials checklist and record points
3. Complete the time management checklist and record points
4. Review student’s progress with the HOPS intervention and discuss termination
HOPS Session #16

1. Celebrate student’s progress with the intervention

2. Do not complete any of the HOPS checklists

3. Student will cash in all remaining HOPS points for rewards

4. Complete a fun activity, such as a board game or computer game
Next Steps

If not consistently completing and turning in homework assignments, evaluate where breakdown is happening

- recording accurately and consistently
- bringing materials home
- completing homework at home
- bringing materials back to school and turning them in

Implement a follow-up plan; possible booster sessions

- review planner
- complete organizational skills checklist
Things to consider...

How can you adapt it to your classroom?

What supplies will you need to implement this Intervention?

How will you communicate this intervention to the general education teachers?

How will you manage the point systems and reward system?

   Connect to grade; tangible rewards…

How will you communicate with parents?
Works Cited

