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PARENT PERCEIVED HOMEWORK PROBLEMS OF STUDENTS WITH LEARNING DISABILITIES

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THESIS

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May 1994

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Running Head: HOMEWORK

Abstract

The purpose of this study was to identify the differences, if any, in the parent reported problems with homework assignments of students with learning disabilities between elementary, middle and high school age groups. A demographic questionnaire and the Homework Problem Checklist were mailed out to 120 parent members of the Learning Disabilities Associations of North Carolina and West Virginia. A total of 65 usable questionnaires were returned. An analysis of variance showed a significant difference between the total score of the HPC for the three age groups and between the middle school and high school groups. The results showed that both middle school and elementary school students experience more homework problems than their high school counterparts.

Acknowledgements

- I would like to thank Dr. Meese, Dr. Whitfield, and Dr. Overton for all of their time and help in developing this thesis.
- I would also like to thank Barbara O'Donnell of the West Virginia LDA and Fran Kertesz of the North Carolina LDA for their help in mailing out my surveys.
- Lastly, I would like to thank the parent members of the Learning Disabilities Associations of West Virginia and North Carolina who participated in my study.

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Parent Perceived Homework Problems

of The Student With Learning Disabilities

Homework has been a topic of great interest and study to American educators since the early 1900's. Around 1910, educators opposed homework because it was unsupervised and children had to carry their school books home. During the 1950's, there was an emphasis on homework due to the apparent technological superiority of Russia with regards to the Sputnik satellite launching. About the time of the Vietnam War, interest in homework declined. Today, educators are again reviving the interest in homework (Walberg, Paschal and Weinstein, 1985).

In 1983, the National Commission on Excellence in Education published a critical report of the American educational system. The National Commission on Excellence in Education stated that students should be assigned " far more homework " than they currently are receiving (The National Commission on Excellence in Education, 1983 p.29). Turvey (1986) reported that the majority of students spend less than one hour per day on homework. Keith (1982) found that 8% of high school

seniors were assigned or did no homework at all. The High School and Beyond study found that, on the average, students spent only four to five hours on homework per week (Walberg and Shanahan, 1983). This study also revealed that these same students watched about 28 hours of television per week. The results of these astounding findings were calls for dramatic reform in homework practices. By 1988, students of all ages were being assigned more homework than they were in 1984 (US. Department of Education, 1990).

Homework is important for several reasons. Homework increases learning time by extending the school day. Time is an important "ingredient" of learning and without it, little can be learned (Walberg 1984; Walberg, Paschal and Weinstein, 1985). Homework also encourages independent academic pursuits, which is one of the main goals of education. Cooper (1989) found that when junior and senior high school students are assigned homework, they experience greater gains in academics. Cooper (1989) also found that the amount of homework assigned may influence gains in academic achievement. When senior high school students were

assigned one to two hours of homework per night, academic achievement increased. However, when more than two hours of homework was assigned, no additional improvement was noted. With this information, it can be concluded that increased homework assignments will most likely continue, until no additional increase in academic achievement is attainable.

Substantial research and literature in regular education exists on the benefits of homework, though there is little information in special education on the benefits of homework. Most of the literature on homework and special education merely attempts to advise parents on how to assist their child at home (Anderson, C. W., 1986; Cicci, R., 1987; Clary, L., 1986). The articles discuss topics such as setting a time and place to do homework, using graph paper to assist with math problems, and improving organizational skills.

Salend and Schliff (1989) examined homework practices of teachers of students with learning disabilities. The participants included 88 teachers who taught elementary and secondary levels in four New

York state district schools. Each teacher was asked to answer a questionnaire on their homework assignment practices. The results indicated that special educators use homework as an instructional tool in order to reinforce already learned material, to introduce new material, and to help in the transition process from special to regular education setting. Special educators also use several good homework policies, such as individualizing homework to meet the needs of the students, varying homework assignments, and using both visual and auditory teaching styles to present homework assignments.

One problem Salend and Schliff (1989) reported in the study was that of getting students to complete their homework assignments. Salend and Schliff suggest that the problem is related to a lack of feedback on homework. In order to encourage students to complete their homework, teachers should grade homework and give immediate feedback on homework assignments. Getting parents involved in their students' homework was another problem found in this study. Almost 40% of the teachers reported problems with parent involvement in

homework. Although 41% of the teachers asked parents for feedback on their homework preferences, only 10% required parents to sign homework assignments.

Rosenburg (1989) conducted a different study on students with learning disabilities and homework. Rosenburg was interested in the effects of daily homework on the acquisition of basic skills of students with learning disabilities. He first tested six elementary level students with learning disabilities in the area of math. Each student was given a 30 minute lesson, followed by a homework assignment for twenty days. The results showed that homework was effective only when:

- 70% or more of the assigned homework was completed
- 70% or more of the assigned homework was correct
- the student demonstrated moderate levels of understanding.

Benefits from the assigned homework were shown only in the students who consistently demonstrated all three of these conditions.

Rosenberg (1989) conducted a second study to test the effects of high rates of homework completion and

high rates of correctness on homework assignments. The second study showed that if the students had little understanding of the material, the amount of homework they completed did not make a difference on the acquisition of basic skills. Also, without at least a moderate level of understanding the students were unable to have a high percentage of correct problems.

For students with learning disabilities, certain variables must be included in the homework assignments in order for them to be effective. First, homework must be included as an important part of the learning process with rewards for completion of homework assignments and punishments for noncompletion of homework assignments. Secondly, it is imperative that parents be involved and understand the importance of homework. Finally, the students must demonstrate at least moderate levels of understanding of the material for homework assignments to be an effective aid in increasing the students' academic achievement.

The Salend and Schliff study and the Rosenburg study both mention the importance of parent involvement in the homework process. Parents have a great deal of

responsibility for and influence on their children. Since parents are so important, their opinions on homework should also be taken into consideration.

In a South Dakota survey of 560 parents of fifth grade students, Reetz (1991) found that parents support 30 minutes of homework assignments per night. The survey also found that parents preferred homework assignments that were either of a practice or preparational nature. The biggest problem parents faced in this study was establishing positive homework practices in their children. Another study by Gallegos and Gallegos (1988) surprisingly reported that Hispanic and Anglo Saxon parents of students with learning disabilities felt that their children should be assigned more homework. Gallegos and Gallegos (1988) findings were based on personal interviews with twelve families in a New Mexico community.

Polloway, Foley and Epstein (1992) used the Homework Problem Checklist to compare homework problems of students with learning disabilities to their nonhandicapped peers. They surveyed both parents and teachers of 230 students with learning disabilities and

230 nonhandicapped students who were of the same age, race, and sex. The results showed clear evidence that students with learning disabilities experience significantly more homework problems than their nonhandicapped peers. The data also showed that students with learning disabilities experienced problems in two main global areas, motivation and distractibility.

Due to the recent increase in the assignment of homework and the academic difficulties experienced by students with learning disabilities, more research on the effects of homework on students with learning disabilities is required. Research has shown that parents are an important factor in the homework process. Research also has shown that students with learning disabilities have more difficulties with homework assignments than their nonhandicapped peers. However, no research has been conducted to determine what differences exist in the type to homework experienced by students with learning disabilities in different grade levels (i.e., kindergarten through 4th grade verses 5th grade through 8th grade verses 9th

grade through 12th grade). With this information in mind, the purpose of this study is to identify the differences, if any, in parent reported problems with homework assignments of students with learning disabilities across different age groups.

METHOD

Sample

A randomly selected sample of 60 names was chosen from each membership list of the Learning Disabilities Association of Virginia, North Carolina, and West Virginia. A total of 180 participants were selected. These parents were sent a letter describing the purpose of the study and asked for their help in completing a demographic questionnaire and a homework checklist. Completion of the questionnaire and checklist was entirely voluntary, and no identifying information can link respondents to questions returned. The parents each have children who meet state and district eligibility criteria for special education services in the area of learning disabilities.

Instrument

Two instruments, a demographic questionnaire and a homework problem checklist, were used in this study. The demographic questionnaire asked questions such as the age of the mother and father, marital status, household income, and the number of children in the

household. The questionnaire also asked questions concerning the student receiving services for a learning disability, such as age, sex, extent of time spent in the regular education classrooms, and any related services the student might be receiving (See Appendix).

The Homework Problem Checklist (HPC, Anesko, Shoiock, Ramirez, & Levine,1987) was used in this study to measure parent perceived homework problems in the student with learning disabilities. The HPC was developed from literature reviews on parenting and from interviews with teachers, parents, and mental health personnel who work with children. The HPC is a 20-item scale that assesses potential homework difficulties (Foley & Epstein, 1991).

Examples of the HPC items include, "Whines or complains about homework", "Fails to bring home assignments", and "Easily distracted by noises". The participant was asked to rate the frequency of each problem for each of the statements. The rating scale ranged from 0 to 3 with 0 equaling "never ", 1 equaling "at times", 2 equaling "often", and 3 equaling

"very often". A student's score could range from 0 to 60 points, with 60 points reflecting a score of "very often" for all 20 items in the checklist (Amesko, Shoiock, Ramirez and Levine, 1987).

Amesko, Shoiock, Ramirez and Levine (1987) found parent ratings on the HPC of elementary school students differentiated between students identified as "below average", "average", and "above average" in school achievement. When the validity, internal consistency, and norms of the checklist were studied, evidence showed that they met appropriate measurement criteria. A high degree of internal consistency was suggested with a Cronback alpha score of 0.91. Foley and Epstein (1991) found the HPC to be appropriate for research purposes with regards to validity, internal consistency, and reliability for students with learning disabilities, as well as for nonhandicapped students.

Procedures

Letters were mailed to each of the 180 randomly selected parents with a letter of introduction, a

demographic questionnaire, a Homework Problem Checklist and a self addressed and stamped envelope (See Appendix). The parents were informed in the letter of introduction of the purpose of the study, the voluntary nature of their participation, and the assurance of confidentiality of their responses.

Data Analysis

The results of the questionnaire and the checklist were analyzed by finding the mean, finding a percentage, and using an analysis of variance. The demographic questionnaire was used in this study to gather background information on each student, and was evaluated by finding percentages and means. Percentages were found for each age group for questions about marital status, income, parent's education, and residence location. The mean was found for each age group for questions dealing with the parent's age and the number of children in the household.

The Homework Problem Checklist is a likert scale that has twenty questions and four possible responses. The mean average was computed for each item in the

checklist for the different age groups. Using an analysis of variance, the means were then compared to determine if there is a significant difference between the three age groups in any of the areas of homework difficulties cited in the Homework Problem Checklist.

RESULTS

Demographics

Two State Learning Disabilities Associations (LDAs) agreed to assist in the study out of the three original desired states. The two states were North Carolina and West Virginia. Attempts were made to solicit the assistance of both Maryland and Virginia, but the efforts were either turned down (i.e., Maryland) or no response was received after many attempts to contact (i.e., Virginia). A total of 120 questionnaires were mailed out as follows: 60 questionnaires to the parent members of the Learning Disabilities Association of North Carolina and 60 questionnaires to the parent members of the Learning Disabilities Association of West Virginia. Of the original 120 questionnaires mailed, 65 usable questionnaires were returned. A total of 37 responses (i.e., 61.66% of those mailed to North Carolina) were received from parent members of the North Carolina LDA and 28 responses (i.e., 46.66% of those mailed to West Virginia) were received from parent members of the West

Virginia LDA. The total number of surveys returned corresponded to a response rate of 54.16%.

The total average age of the mothers who responded to the survey was 42.3 years (n=65) and the total average age of the fathers was 44.5 years (n=65). The total average number of children per household was 2.2.

Out of the 65 returned questionnaires, 15 (i.e., 23.08%) were from parents with elementary school aged children between grades 1-5. All 15 sets of parents were married and had an average of 2.2 children per household. The average age of mothers of elementary aged students was 38.9 years and the average age of fathers was 41.3 years. The household income ranged between $40,000 and $80,000 or more per year.

The 15 elementary students included 12 males and three females with ages ranging from 7 to 10 years. The average age of the elementary students for whom the surveys were completed was 9.13 years. The average amount of time spent in the regular education classroom was more than 60% of the school day, but less than all day. Four of the 15 elementary students' performance levels were below grade level in most subjects, nine

were on grade level in most subjects, and two were above grade level in most subjects. Four of the elementary students received speech therapy and one student attended a private school for students with learning disabilities.

Education levels of the parents of elementary students with learning disabilities ranged from some high school to doctorate of philosophy degrees. The most widely found level of education for the mothers was a Bachelor's degree (n=6) and for fathers a doctorate (n=5). Nine of the 15 parents were living in suburban areas, with the remaining six parents living in urban (n=3) or rural areas (n=3).

A total of 27 (i.e., 41.54%) responses were received from parents of middle school students between grades 6-8. Of these 27 responses, 23 sets of parents were married and four were divorced. The average number of children per household was 2.1. The average age of the mothers in the middle school sample was 42.8 years and the average age of the fathers was 44.6 years. The household income ranged between $20,000 and

$80,000 or more per year, with the majority of parents earning $60,000-$80,000 per year.

Education levels of the mothers and fathers ranged from high school through doctorate of philosophy degrees. The most widely found level of education for both the mothers and the fathers was a Bachelor's degree (n=15 for both mothers and fathers). Of the 27 responses received from parents of middle school children, 18 live in suburban areas, seven live in urban areas, and the remaining two live in rural areas.

At the middle school level 20 students were male and 7 were female students. The age of the students ranged from 11 years to 14 years, with an average age of 12.85 years. The average amount of time spent in the regular education classroom for the middle school sample was more than 60% of the school day, but less than all day. Twelve of the 27 middle school students' performance levels were below grade level in most subjects, 10 were on grade level in most subjects, and five were above grade level in most subjects. Five students received services for speech therapy, two students received tutoring, two students attended a

private school for learning disabled students, and one student received occupational therapy.

A total of 23 (i.e., 35.38%) responses were received from parents of high school students between grades 9-12. Of these 23 parents, 20 were married, two were divorced, and one was separated. The average number of children per household was 2.2. The average mother's age was 43.8 years and the average father's age was 46.5 years. The household income ranged between $20,000 and $80,000 or more per year.

Education levels of the mothers and fathers ranged from high school to doctorate of philosophy degrees. The most widely found education level for both the mothers and fathers was a high school diploma (n=19) or a Bachelor's degree (n=13). Eleven of the parents live in suburban areas, 11 live in rural areas, and one lives in an urban area.

The 23 high school students included 18 males and five females. The ages of the students ranged from 14 years to 19 years with an average age of 16.7 years. The average amount of time each student spent in the regular education classroom was more than 60% of the

day, but less than all day. Six of the high school students' performance levels were below grade level in most subjects, 13 were on grade level in most subjects, and four were above grade level in most subjects. Three of the students received services for speech therapy and one student was tutored through the school.

Homework Problem Checklist

The Homework Problem Checklist is a 20 item questionnaire. The HPC measures parent perceived homework problems. Scores for each question range from 0 to 3 with 0 corresponding to "never" and 3 corresponding to "very often". Possible total scores range from 0 to 60.

The average total score on the homework problem checklist was 29.98 with a standard deviation of 12.38. The average total score for elementary students was 31.82 with a standard deviation of 18.76. The average total score for the middle school students was found to be 35.18 with a standard deviation of 17.93. The high school students' average score was 22.74 with a standard deviation of 17.20 (see figure 1).

An analysis of variance was conducted to determine if there was a significant difference between the scores on the HPC of elementary school students, middle school students, and high school students. A significant difference was found among the three groups with an F ratio of 7.7080 ($P<.001$). The analysis also found a significant difference at the .05 level between the middle school and high school students' scores (see Table 1).

On the parent ratings of the HPC, seven of the twenty questions (35%) for the elementary sample were found to have an average score above 2.0. Those questions are as follows: Whines or complains about homework; Procrastinates, puts off doing homework; Does not do homework satisfactorily unless someone is in the room; Daydreams or plays with objects during homework sessions; Easily distracted by noises or activities of others; Easily frustrated by homework assignments; and Takes unusually long time to do homework.

Eight of the twenty questions (40%) on the HPC were found to have an average score above 2.0 for the

middle school sample. Those questions include: Must be reminded to sit down and start homework; Procrastinates, puts off doing homework; Does not do homework satisfactorily unless someone is in the room; Daydreams or plays with objects during homework sessions; Easily distracted by noises or activities by others; Easily frustrated by homework assignments; Takes unusually long time to do homework; and Responds poorly when told by parents to correct homework.

For the high school sample, none of the questions on the HPC were found to have an average score above 2.0. A detailed summary of parent ratings on the HPC are found in Tables 2 and 3.

Discussion

The results clearly indicate that, in the area of homework completion, students with learning disabilities across the different age groups experience different levels of difficulty. The results showed that middle school students experienced the most difficulties, with elementary school students close behind. Though high school students experience problems with homework, their problems were significantly less than those experienced by their middle school counterparts.

When the individual questions were examined, again the middle school students experienced the most difficulties. The majority of the problems were centered around starting their homework (i.e., must be reminded to start homework and procrastinates) and sitting down long enough to finish their homework (i.e., daydreams, easily frustrated, easily distracted, takes long time to finish homework, and responds poorly when told to correct homework). The elementary students also experienced the greatest problems in starting homework assignments (i.e., whines or

complains and procrastinates) and in completing these assignments (i.e., daydreams, easily distracted, easily frustrated, and takes long time to finish homework). The high school students in this study experienced fewer difficulties than the elementary and middle school students. This suggests that, as students reach the high school level, parent perceived homework problem difficulties have diminished.

Parental comments received support these findings. A parent of a middle school student wrote:

> In this household, one parent has to constantly monitor and/or sit with our son for him to complete all the sixth grade homework assignments he has. He really never gets started on his homework till one parent has arrived home from work around 3:45. We have tried various forms of discipline and consequences since September. We are still confronted with the same thing. With a break for supper, we usually don't finish with homework till well after 9:00 each night. Sometimes I just say, 'It's time to stop!'. If the time put in working on homework, including weekends, counted on the successful completion of a course, we would have an A. That is what is discouraging from our side as parents. We are putting in all this time, and our son still barely gets by.

Another parent of a middle school student expressed some of the frustrations associated with the daily homework battle. She states:

> I feel there is far too much homework assigned. Work is done all day, and we all need a break at night. Teachers should teach, parents should be a parent. Trying to be the tutor is painful, and everyone is angry and sad over homework battles.

In contrast, a parent of a high school student writes:

> My child has entered high school this year, and we have noticed a remarkable change. Last summer, he toured colleges with us and it changed his whole perspective of school! He now wants to go to college, and he heard first hand what they look for. Now he says, 'I have to do good in high school. The colleges look at your high school record!' He says he is thankful they didn't look at his middle school record. It's as if he's been given a new lease, a new beginning in the academic world.

Limitations and Improvements

There are several limitations which should be noted in association with this study. First, the data was gathered only from the states of West Virginia and North Carolina. Therefore, the generalizability of the data is limited by any changes in LD programs and in the population of students in different regions. Secondly, the data is based on parent responses to a

third party rating scale. Reviewing actual homework assignments as an alternative method would increase the strength of the results. Thirdly, no data were gathered on the actual achievements of the students in school, such as achievement tests, academic grades, and curriculum based assessments. Lastly, the sample size needs to be taken into consideration. The study was originally designed for three states. However, only two states agreed to participate in the study. This resulted in a reduction of the potential sample size from 180 responses to 120 responses. Out of the potential 120 responses, only 65 usable questionnaires were received for a response rate of 54.16%. Although these limitations should be taken into consideration, this study still showed a significant difference in parent perceived homework problems between the three school levels.

This study can be improved by increasing the sample. A larger sample could show greater differences between the three groups and reduce the chance of error with respect to parental bias on the HPC. A larger

sample size would also provide for more conclusive and generalizable results.

Another improvement would be to look at the individual students' actual completed homework assignments. This would provide support for the results of the HPC. Additionally, the test scores, academic grades, and achievement tests of the students could be examined and compared to see if achievement of the individual student has an effect on the results of the HPC.

Lastly, the study can be expanded by comparing the results received for each of the individual twenty questions on the HPC across the three different levels. By doing this , the individual problems students face with respect to the completion of homework could be examined and compared.

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Appendix

536 N. Imboden St. #203
Alexandria, VA 22304

February 10, 1994

Dear Parents:

Hello. My name is Donna Burke, and I am currently working on my Masters degree in Special Education at Longwood College. Each student in the Special Education graduate program at Longwood is required to write a thesis paper. The topic of my thesis paper is "Parent Perceived Homework Problems of Students with Learning Disabilities." The purpose of the study is to identify the differences, if any, in parent reported problems with homework assignments of student with learning disabilities across different age groups.

Your name was randomly selected from The Learning Disabilities Association (LDA) in your state. In order to ensure confidentiality, LDA has agreed to mail out these surveys. Also, no identifying information is included on the questionnaire. The completion of the questionnaire is entirely voluntary, and there is no obligation to participate in this study. However, without the help of parents like yourself, areas of homework difficulty may not be identified and potential improvements in homework practices may be overlooked.

Included in this package is the demographics questionnaire, the Homework Problem Checklist, and a self addressed stamped envelope. Please return these items within ten days to insure your responses are included in this study. Thank you in advance for your time and cooperation.

Sincerely,

Donna U. Burke

Enclosures

Demographic Questionnaire

Directions:
Please answer or check the most appropriate answer to each question.

1) Age of Mother_____ Age of Father_____

2) Marital status: Single___ Married___ Separated___ Divorced___
Widowed___

3) Household income: $0 - 19,999___ 20,000 - 39,999___ 40,000 - 59,999___
60,000 - 79,999___ 80,000+ ___

4) Highest level of education for parents- please put an M for mother and an F for father in the appropriate space: some high school___ high school graduate___ Associates Degree___ Bachelor's Degree___ Master's Degree___ PhD___

5) Type of area in which you currently live: Urban___ Rural___ Suburban___

6) Number of children in your household_____

Note:
The remainder of the questions refer to your child who is currently receiving special services for a learning disability. If you have more than one child currently receiving services, please think about only one of the children when answering the rest of the questions on this questionnaire and on the Homework Problem Checklist.

7) Extent of time spent in the regular education classroom:

___All day
___More than 60% of the school day, but less than all day
___Between 40% and 60% of the school day
___Less than 40% of the school day, but at least 10% of the school day
___None of the time (less than 10% of the school day)

8) Does the student receive any other types of services besides services for a learning disability? _____

9) If the answer to #8 is yes, what other services does the student receive?

_____

HOMEWORK PROBLEM CHECKLIST

Child's sex: _____
Child's grade: _____
Child's age: _____

Please check one:
Child performs_____below grade level in most subjects
_____on grade level in most subjects
_____above grade level in most subjects

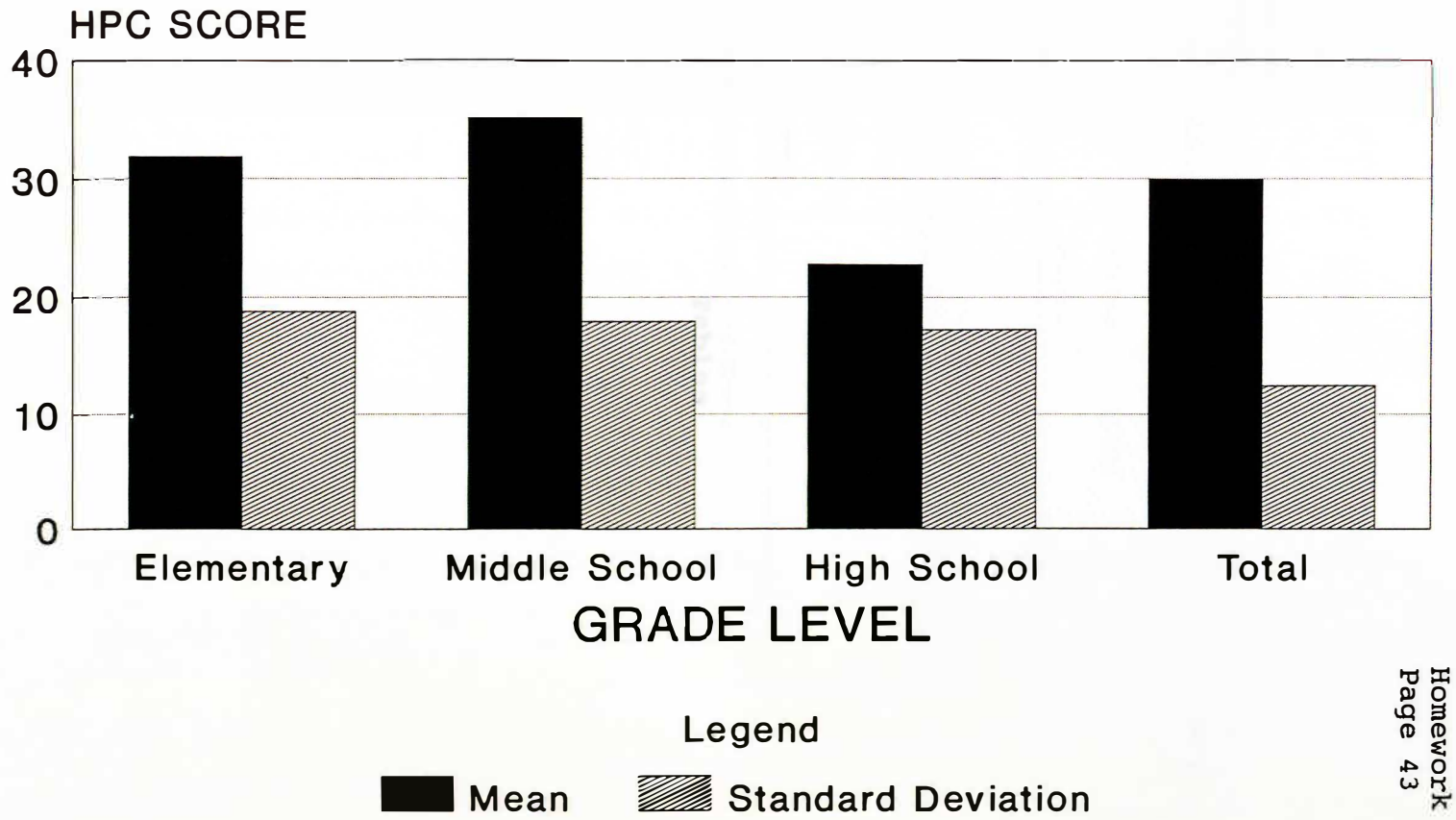
For each of the following statements, please circle the appropriate response:

	Never (0)	At Times (1)	Often (2)	Very Often (3)
Fails to bring home assignment and necessary materials (textbooks, dittos, etc.).	0	1	2	3
Does not know exactly what homework has been assigned.	0	1	2	3
Denies having homework.	0	1	2	3
Refuses to do homework assignment.	0	1	2	3
Whines or complains about homework.	0	1	2	3
Must be reminded to sit down and start homework.	0	1	2	3
Procrastinates, puts off doing homework.	0	1	2	3
Does not do homework satisfactorily unless someone is in the room.	0	1	2	3
Does not do homework satisfactorily unless someone does it with him/her.	0	1	2	3
Daydreams or plays with objects during homework sessions.	0	1	2	3
Easily distracted by noises or activities of others.	0	1	2	3
Easily frustrated by homework assignment.	0	1	2	3
Fails to complete homework.	0	1	2	3
Takes unusually long time to do homework.	0	1	2	3
Responds poorly when told by parent to correct homework.	0	1	2	3
Produces messy or sloppy homework.	0	1	2	3
Hurries through homework and makes careless mistakes.	0	1	2	3
Shows dissatisfaction with work, even when he/she does a good job.	0	1	2	3
Forgets to bring assignment back to class.	0	1	2	3
Deliberately fails to bring assignment back to class.	0	1	2	3

Thank you for taking the time to respond to this survey.

Figures

TOTAL HPC SCORES ACROSS DIFFERENT AGE GROUPS



GRAPH 1

Tables

TABLE 1
STATISTICAL SCORES

Variable DV
By Variable IV

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	1983.5424	991.7712	7.7080	0.0010
Within Groups	62	7977.4422	128.6684		
Total	64	9960.9846			

Mean	Group	Group Elementary	Middle School	High School
31.7333	Elementary			
35.1852	Middle School			*
22.7391	High School			

* Denotes pairs of groups significantly different at the 0.050 level.

TABLE 2

PARENT RATINGS ON THE HOMEWORK PROBLEM CHECKLIST

QUESTION	ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL		TOTAL	
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV
Fails to bring home assignments and necessary materials (textbooks, dittos, etc.).	1.33	0.94	1.52	0.96	1.06	0.58	1.30	0.17
Does not know exactly what homework has been assigned.	1.33	0.87	1.81	0.98	0.83	0.56	1.32	0.18
Denies having homework.	0.60	1.02	1.04	0.92	0.91	1.14	0.85	0.09
Refuses to do homework assignments.	0.80	0.91	0.93	0.90	0.57	0.65	0.76	0.12
Whines or complains about homework.	2.07	0.85	1.89	0.99	0.96	0.66	1.64	0.14
Must be reminded to sit down and start homework.	1.93	1.00	2.41	0.73	1.17	0.92	1.84	0.11
Procrastinates, puts off doing homework.	2.07	1.00	2.33	0.98	1.52	0.88	1.97	0.05
Does not do homework satisfactorily, unless someone is in the room.	2.20	0.98	2.11	1.10	0.96	0.75	1.76	0.14
Does not do homework satisfactorily, unless someone does it with him or her.	1.93	1.12	1.96	0.96	0.96	0.69	1.62	0.18
Daydreams or plays with objects during homework sessions.	2.20	0.91	2.15	0.93	1.30	0.95	1.88	0.02
Easily distracted by noises or activities of others.	2.20	0.91	2.37	0.72	1.96	0.86	2.18	0.08
Easily frustrated by homework assignments.	2.40	0.71	2.30	0.81	1.57	1.01	2.09	0.13
Fails to complete homework.	1.36	1.17	1.44	0.83	0.96	0.91	1.25	0.15
Takes unusually long time to do homework.	2.07	0.93	2.07	0.94	1.52	1.06	1.89	0.06
Responds poorly when told by parent to correct homework.	1.87	1.09	2.19	0.77	1.43	1.01	1.83	0.14
Produces messy or sloppy homework.	1.80	1.11	1.93	0.86	1.39	0.97	1.71	0.10
Hurries through homework and makes careless mistakes.	1.93	1.12	1.85	1.04	1.30	1.00	1.70	0.05
Shows dissatisfaction with work, even when he/she does a good job.	0.87	0.88	1.22	0.96	0.74	0.90	0.94	0.03
Forgets to bring assignments back to class.	0.80	0.98	1.44	1.03	1.13	0.80	1.12	0.10
Deliberately fails to bring assignments back to class.	0.07	0.25	0.22	0.50	0.48	0.71	0.26	0.19

TABLE 3
PARENT RATINGS ON THE HPC WITH SCORES ABOVE 2.0

Question	Mean
Elementary School	
Whines or complains about having homework.	2.07
Procrastinates, puts off doing homework.	2.07
Does not do homework satisfactorily unless someone is in the room.	2.20
Daydreams or plays with objects during homework sessions.	2.20
Easily distracted by noises or activities of others.	2.20
Easily frustrated by homework assignments.	2.40
Takes unusually long time to do homework.	2.07
Middle School	
Must be reminded to sit down and start homework.	2.41
Procrastinates, puts off doing homework.	2.33
Does not do homework satisfactorily unless someone is in the room.	2.11
Daydreams or plays with objects during homework sessions.	2.15
Easily distracted by noises or activities of others.	2.37
Easily frustrated by homework assignments.	2.30
Takes unusually long time to do homework.	2.07
Responds poorly when told by parents to correct homework.	2.19