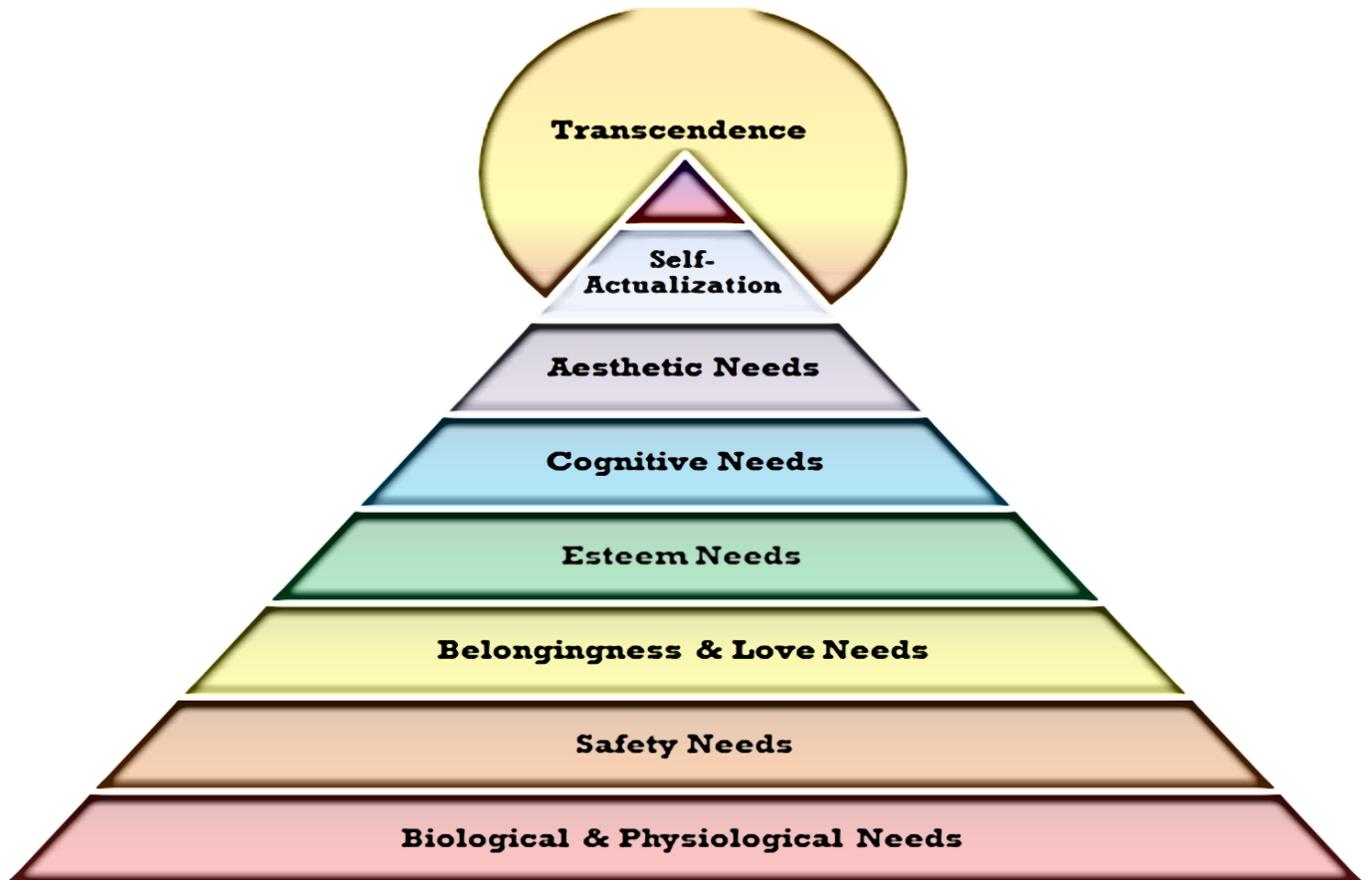


Maslow's Theory of Basic Human Needs

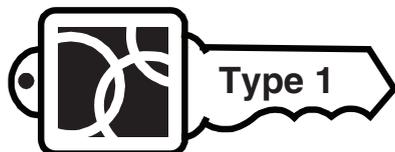


- **Transcendence:** helping others to achieve self-actualization
- **Self-actualization:** spontaneity, morality, language, hobbies, and creative pursuits
- **Aesthetic Needs:** beauty, symmetry, balance, form, etc.
- **Cognitive Needs:** knowledge and understanding, exploration, self-awareness
- **Esteem Needs:** encouragement, protection from bullying and discrimination, respect from parents/teachers/peers, positive discipline, learning life skills
- **Social Needs:** unconditional love, loving interaction with caregivers, room to explore and play, interaction with peers
- **Safety and Security:** adult caregivers to protect from danger, trust, basic level of needs, access to health care, free from abuse or neglect
- **Physiological:** healthy eating, rest, shelter, affection, etc.

Maslow, A. (n.d.). *A Theory of Human Motivation*. Retrieved August 5, 2013, from Classics in the History of Psychology: <http://psychclassics.yorku.ca/Maslow/motivation.htm>

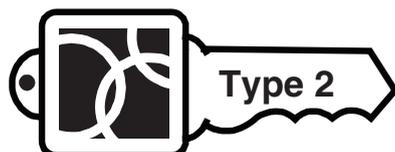
THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

Epstein's Six Types of Involvement



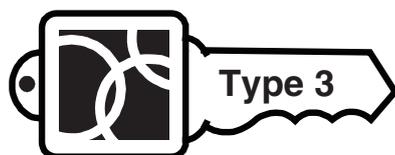
Parenting:

Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.



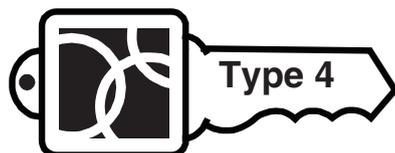
Communicating:

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



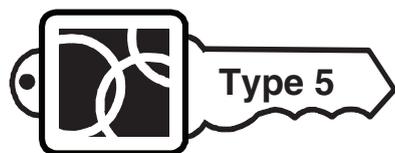
Volunteering:

Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.



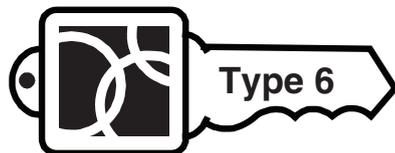
Learning at Home:

Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.



Decision Making:

Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.



Collaborating With the Community:

Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Help Your Student Get the Most Out of Homework

Many students try to avoid it, but teaching and learning research indicates that children who spend more time on regularly assigned, meaningful homework, on average, do better in school, and that the academic benefits of homework increase as children move into the upper grades.

Parents and families play an important role in the process. Together, families and teachers can help children develop good study habits and attitudes to become lifelong learners.

Why do teachers give homework?

Teachers use homework:

- to help students understand and review the work that has been covered in class
- to see whether students understand the lesson
- to help students learn how to find and use more information on a subject.

Homework is also the link between school and home that shows what children are studying.

Research shows that when homework is turned in to the teacher, graded, and discussed with students, it can improve students' grades and understanding of their schoolwork.

How much time should my children spend each night on homework?

Most educators agree that:

- for children in grades K-2, homework is more effective when it does not exceed 10-20 minutes each school day
- older children, in grades 3-6, can handle 30-60 minutes a day
- in junior and senior high school, the amount of homework will vary by subject. Most older students will also have homework projects, such as research papers and oral reports, that may have deadlines weeks away. They may need help organizing assignments and planning work times to make sure homework is ready to turn in on time.

Your children's teachers can tell you how much time they expect students to spend on homework. Place most concern on whether the homework is meaningful and whether over a period homework is assigned in all of the student's subjects.

Ask your principal if your school or school district has a homework policy. If it does, make sure that you and your children know and understand that policy.

How can I help with homework?

There are several ways in which you can help:

- Send your children to school each day, well-rested, fed and with a positive outlook.
- Take an active interest in your children's schooling. Ask specific questions about what happens at school each day and how your children feel about it.
- Try not to let any of your own negative experiences keep you from supporting and encouraging your children's learning. Let them know how much you care about education by continuing your own learning both informally and formally, to impress its importance upon them.

- If possible, set up a quiet, comfortable study area with good lighting and the school supplies that your children need. This can be almost anywhere in your home; you don't need a special room.
- Set a family "quiet time" where you and your children can work together on homework, reading, letter writing and playing games.
- Allow your children to study in the way each of them learns best. For example, some children work best when they're lying on the floor with background music playing.

Can my children do homework while listening to music or watching television?

Some students can work with a radio or stereo on, while others must work in silence. Television can be a big problem. Many teachers ask that the television be turned off while children are doing homework.

Research shows that American children on average spend far more time watching television than they do completing homework. Although it's worth noting that television can be a learning tool, it's best to leave the television off during homework time.

How much help should I give?

This depends on each child's grade level and study habits. Younger students often need extra homework help. First, make sure the child understands the directions. Do a few problems together, then watch your child do a few. When your child is finished, check the work. Praise right answers, and show how to correct mistakes.

Avoid doing your children's homework for them. Teachers need to see where your children are having trouble.

One of the most helpful things you can do is to show your children that you think homework is important. Many children today do their homework while their parents are at work. When you are at home, ask to see your children's homework and discuss it with them. Ask questions and be supportive.

Homework Hints

- Assume that your children will have studying to do every night.
- Ask your children if they understand their homework. If they do not, work a few examples together.
- Ask your children to show you their homework after the teacher returns it, to learn where they're having trouble and where they're doing well. See if your children did the work correctly.
- Stay in touch with your children's teachers. Ask about their classes and what they are studying. Ask their teachers how you can support what they are studying (flash cards, spelling, etc.).
- Remember, you and their teachers want the same thing — to help your children learn. Don't be afraid to get in touch with the teacher if you and your child don't understand an assignment or if your child is having a great deal of trouble. Almost all parents run into these problems, and teachers are glad to help.
- Don't do your children's work for them. Help them learn how to do it themselves.
- Show your children that you think homework is important. If you are at work during homework time, ask to see their work when you get home.
- Praise your children for doing well. Make praise a habit.
- Maintain a portfolio of "best pieces."
- Ask your school about tips or guides for helping your children develop good study habits.
- Help older students organize their assignments by recording them on calendars or planners, along with due dates, dates turned in, etc.

This guide is a joint project of NEA and National PTA.
<http://www.nea.org/parents/homework.html#hints>

Coping With Homework Horrors

Do you have a hard time keeping your child motivated to do homework?

Use these tips to help your child complete assignments with minimum tears.

Even if your child is an excellent student, you can't assume that she/he will always dutifully do her/his homework. One day she/he may eagerly attend to his schoolwork and the next he might be obsessed with sports and dances. Here are some helpful tips for taming wandering minds during those times when academic enthusiasm lags.

Set aside a regular time and location for study. Give homework its own special time and place, and if your child is in middle or high school, let him set his own schedule.

Take it step by step. Particularly in the upper grades, sometimes children get overwhelmed by the amount of homework they have to do. Encourage your child to calmly figure out what needs to be done and how much time it will take, and then create a plan. Help your child break each assignment down into manageable steps.

Provide a quiet, well-lit environment. It's best to do homework in a room that has good lighting and is relatively quiet. This reduces distractions and helps to maintain concentration.

Allow time for some after-school fun. Students need to take a break from academics. A healthy balance between work and free time will not only contribute to better performance, but will also help your child develop valuable time-management skills.

Help out. You shouldn't have to do your child's homework or teach the material covered in class, but you can help out by showing an interest, making yourself available as a resource and by encouraging independent problem solving. For example, if your child is doing a project on presidential elections, point out related articles that you've come across in the newspaper.

Praise a job well done. Kids, no matter what their age, need to know that they are doing a good job. Be vocal about their successes and encourage them to keep up the good work (especially as the year draws to an end and a tendency toward laziness may settle in). A little praise will go a long way in building confidence and healthy study habits.

Share concerns with the teacher. If, at any point in the year, your child seems to be losing motivation and you've exhausted all attempts to reinvigorate him, share your concerns with the teacher. You'll want to determine if the problem is the quantity of homework, the assignment itself or your child's attitude toward school. An open dialogue with the teacher goes a long way in avoiding potentially serious problems.

Source: www.greatschools.net

M1H-Coping with Homework Horrors

How can I tell how well my child is doing in school?

- Ask your child to show you his schoolwork, and note the grades and any comments made by the teacher.
- Check report cards carefully for subject grades, attendance and conduct. Ask the teacher or school counselor for other kinds of information about your child's performance, such as test scores and teacher observations.
- In the course of the school year, your child may take a variety of standardized tests, including tests for state standards. Your child's scores and other information may be sent home with her or mailed directly to you. Check with your child's teacher about when these tests are given and when to expect results.
- Find out if your child's teacher uses e-mail to communicate with parents. Using e-mail will allow you to send and receive messages at times that are most convenient for you.
- Ask teachers to show you examples of successful work and compare it to your child's work. Listen to the teacher's comments about your child's work and what she needs to do to improve. Plan with the teacher how you can work together to help your child do better work.
- Use homework hotlines, school Web sites, and other dial-in services to get information about school activities or to ask teachers and school personnel questions.
- Attend parent-teacher conferences that are scheduled during the year.



Source: Parent Involvement Commission
U.S. Department of Education, No Child Left Behind
California State PTA, The Communicator, January 2006