### Table 10.1
Common Challenges for Homework

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Possible Considerations</th>
</tr>
</thead>
</table>
| Client consistently struggles to initiate homework | --Keep in mind that homework noncompliance is usually not deliberate or personal towards you.  
--Be sure to not inadvertently reinforce homework noncompliance (e.g., “That’s not a problem.” “It’s really not a big deal.”).  
--Consider if this behavior is part of your clients’ presenting problems and distress (e.g., low energy level). Review your CBT formulation and determine if this is an external expression of their distress.  
--Be sure clients fully understand the instructions and rationale.  
--Assess possible reasons for not initiating homework. Reasons can range from fear of “failing” and being judged to simply not remembering it.  
--While initiating homework in session, assess your clients’ thought processes by asking them to “think out loud” and periodically check-in on their thoughts and emotions.  
--Review with clients specific steps to help them remember their homework assignment. |
| Client has difficulty fully completing homework or completes significant portions inaccurately | --Praise clients for portions of homework completed and assess for any potential obstacles in completing other parts. If necessary, develop a coping and problem-solving plan to avoid and/or respond to each obstacle.  
--Be sure clients fully understand the instructions and rationale.  
--When initiating homework in session, spend more time working on it together than previous sessions.  
--Assess if the homework assignment is too difficult. If necessary, adjust homework assignments so that there is a greater chance for “success.” |
### Table 10.1
Common Challenges for Homework

| Client explicitly states lack of desire to do homework | --Try to understand your clients’ position for not wanting to do homework (e.g., fear of failure, finds homework offensive, does not see value, or does not have time). You may need to approach the problem as you would other problems with CBT techniques (e.g., modifying negative automatic thoughts or imaginal exposure).  
--Review therapeutic expectations, including importance of a collaborative relationship and doing work between sessions.  
--Be sure you provide a clear rationale for each homework assignment.  
--Be sure to develop and initiate homework collaboratively. The more clients are involved in developing the homework, the more clients will be motivated to do it.  
--Ask clients for suggestions on how to modify homework so that it is more appealing and/or practical.  
--Reassess your therapeutic relationship to determine that there is enough mutual respect and trust. |
| Difficulty following through with assigning and reviewing homework assignments | --Remind yourself of the necessity to have clients learn and apply new skills between sessions.  
--Assess your own thoughts for not consistently integrating homework into your therapy sessions (e.g., “I don’t think it will help.” “I tried earlier, but my clients didn’t do it. What’s the point now.” “I don’t want to upset my clients by making them feel insulted or overburdened.”).  
--Consider that your clients’ motivation to initiate and complete homework assignments is influenced by your own modeling in session. The more you sincerely believe in the effectiveness of homework, the more apt your clients are too.  
--Consider supervision or consultation with an experienced CBT therapist to help you work through your own misgivings with homework. |