

Homework

Welcome to Module 15 of your SEN toolkit!

In this module we look at how to set up and adapt homework tasks to accommodate SEN learners

Aims

By the end of this module, I will be able to:

- recognise the importance and challenges of homework for SEN learners
- adapt homework practices and routines to accommodate all SEN learner needs in my context
- understand that homework serves different purposes and presents different challenges for different learners



Identifying the problem

Teachers assign homework to students as part of the course or subject they teach, and also as additional practice for students to do at home, to boost their learning. However, the original idea behind the homework often gets lost due to a number of factors that exist in every type of learning environment.

When teaching SEN students, managing homework becomes a huge challenge for the teacher, but it also presents the teacher with a unique opportunity to increase the level of student's motivation for their subject and school in general, as well as to truly boost the student's academic progress.

Try these activities. Then ask yourself how homework can be made easier for SEN students.

Task one

Do the following task, which is titled 'Mission Impossible', at this link:

<https://dyslexiabytes.org/2021/08/identifying-the-problem/>

As you are trying to work it out, tick the boxes with words that best describe how you may be feeling:

1. frustrated	<input type="checkbox"/>
2. amused	<input type="checkbox"/>
3. discouraged	<input type="checkbox"/>

4. motivated to keep trying	<input type="checkbox"/>
5. puzzled	<input type="checkbox"/>

Answer: The activity is an example of what a dyslexic learner may be facing when trying to deal with a 'normal' task of reading and/or copying a text. A usual reaction to having to do an impossible task that makes no sense is frustration, discouragement and alienation.

Task two

Which of the following statements do you think would be made by: a) a teacher with experience in inclusive education b) a teacher with no experience in inclusive practice

1. Homework must be the same for all pupils in the class, that's the matter of fairness and equal opportunities,	<input type="checkbox"/>
2. Homework ought to be suited to every student's individual capabilities, that's the matter of fairness and equal opportunities	<input type="checkbox"/>
3. Maintaining good quality homework is just a question of self-discipline. Students who produce poor or no homework are prone to laziness.	<input type="checkbox"/>

4. In assessing homework, it is very important to assess both the effort and the result.	
5. Homework is ideal additional practice, especially for those pupils who are slow at school.	

Answers

1. This answer is more likely to be given by an unexperienced teacher, since in order to secure fairness and promote equal opportunities among children, homework must be adequately adapted to individual's student's strengths.
2. This is an answer most likely to be provided by an experienced teacher, with considerable success in assigning individualised homework.
3. This answer would probably be accepted by a teacher with little experience in inclusive education. Laziness and self-discipline are among the most frequently quoted misconceptions in dealing with homework performance of a SEN student.
4. Experienced teachers know that both effort and results must be acknowledged if the goal is to engage a SEN student and secure maximum performance in assigned homework.
5. Inexperienced teachers could think that quantity of homework assigned is a guarantee for improved quality of the student's work, but it is not so. There are many other factors to consider when assigning homework.

Reflexive questions

How far do you agree with the following statements on a scale 1-5 (1=completely disagree; 5= fully agree)?

Asking students to copy work or do comprehension from a book is a bad homework task in lots of situations

1 2 3 4 5

Getting something is better than getting nothing

1 2 3 4 5

Not all homework needs to have the same value attached to it

1 2 3 4 5

The way that homework is structured and assigned can make or break learning for a child with SEN

1 2 3 4 5

Homework can be used to empower children.

1 2 3 4 5

Answers

Answers to all questions 1-5 ought to be 'fully agree' (5).

While each individual statement reflects one important aspect of the proper approach to homework assignments to SEN students, it cannot be over-emphasised how important it is to take all of them into combined consideration when teaching in an inclusive environment.

From Frustration to Motivation

Many teachers may be unaware of the importance of properly managed homework for their SEN students. If assigned automatically on the one-size-fits-all basis, homework can produce a negative impact well beyond the school grade and only one subject.

Read the testimony below and answer the questions that follow:

“My name is Josh. Today, I am a successful Motivational Speaker and Soft Skills Coach.

Despite my outstanding academic record, I can say that my higher education happened mostly as a result of my determination, but also as a matter of luck, because as a dyslexic I’d almost dropped out of school at the age of sixteen.

And if I were to name the one single thing that almost made me quit school for good, that would be homework.

While I found it hard enough to cope with my daily school life, homework was effectively transposing the frustration into my own home environment, which I considered a safe place. It was a truly traumatic period, going on for months and years.

I remember how I would shake with fear, knowing that no matter what I do I could not meet the expectations, especially of my language teachers. I’d spend sleepless nights sweating and feeling nauseated, hating my condition and the school alike.

What is worse, the harder I tried, the deeper I was sinking and my homework would come out messy and unfinished, very often inadequate or unintelligible.

It went so far that most of the time I thought I was to blame, that there was something deeply wrong with me. There was no arguing with the teachers either, because they were convinced that they were doing what is best for me.”

Reflexive questions

a) Is the adverse homework experience limited to one school subject only?	
b) Are you as a teacher capable of determining when a child’s unwillingness to do homework actually becomes hatred and trauma?	
c) Is it possible to assign homework to SEN students that will have a very positive effect on their motivation and willingness to engage?	
d) Is it possible to assign homework to SEN students that will be both enjoyable and enable them to make progress in the subject they are studying?	
e) How important is the role of the parents and family support in managing homework for SEN students?	

Answers

- a) No. Adverse experience that students have with homework is never limited to one subject, nor is it likely to be limited to their perception of homework only, but rather to their perception of school as a whole, and their attitude to their own education.
- b) Absolutely. Teachers can determine with a lot of accuracy when a child’s perception of homework becomes a deeply negative one.
- c) Of course it is.
- d) Again, this is not only possible, but also highly desirable.
- e) Parents play an important role when it comes to homework. Homework is their chance to take an active part in the dialogue with the teacher and assist in inclusive teaching practices.

Homework need not be stressful

In this section, you will learn about some ideas for making homework less stressful and more productive.

Part 1

Every school has its stories of when the homework assigned by a teacher had a wrong impact. In inclusive education, homework plays an even more important area for proper methodology.

Look at these two lists below. List A contains types of standard one-size-fits-all homework assignments typically practised by schools. List B contains possible negative impacts, i.e. responses by students, especially neurodiverse ones.

Try to match the types of homework in list A, with the possible negative impact in list B.

List A

Types of standard one-size-fits-all HW:

1. copying texts
2. bulky reading texts
3. homework requiring assistance at home
4. task-based research projects
5. form-oriented homework
6. homework as punishment, i.e. 'extra work'

List B

Impact (side effects on SEN students especially):

- a) slow and messy work due to poor motor skills?
- b) poor response, off-putting, poor output/performance
- c) inability to complete it, due to lack of support at home
- d) inability to complete it, due to poor organisational skills
- e) even if completed, it is typically with no real progress achieved
- f) lack of motivation, possible long-term negative effects

Answers

Even though it may seem that certain homework types from list A are likely to produce a certain negative effect from list B, in actual fact different combinations are possible. Teachers are advised to consider how some of the homework types listed above, as well as other ones, may adversely impact on SEN students in their teaching environment.

Task

Read and answer the reflexion questions:

- a) What other types of situations similar to those described above exist in your classroom?

b) How can this type of negative impact of homework be avoided?

c) What's homework for?

- increasing self-confidence
- testing knowledge
- giving students a sense of achievement
- a form of punishment

d) How do I mark it depending on what I want the student(s) to achieve?

e) What happens with children that aren't successful with homework? Will they be sanctioned at any cost, or will they be encouraged to keep trying?

Answers

The answers to reflexive questions given above are partly dependent on every teacher's classroom situation. However, it is important to remember that we as teachers decide on our own rules and norms when it comes to homework.

Therefore, teachers can apply a range of techniques – not only in assigning homework, but also in marking, to make it truly worthwhile and challenging in a positive way.

Individualisation, varying of types, formats, levels of difficulties, as well as types of marking and providing feedback – all of these present a teacher with immeasurable possibilities for a truly positive effect of their homework on SEN students. In the next part, you will find out how to do much of this.

Part 2

Owing to teachers' ingenuity, dedication and love for their students, teaching practice everywhere in the world is full of success stories.

Read the four success stories below and do the tasks that follow.

Teacher one - Mrs. Polack, teacher of English:

"I give my junior high and high school English students broad leeway in a writing assignment involving time capsules. I ask them to write something about their present lives that might intrigue their own children around the year 2040. I tell them that it is their opportunity to write for posterity!

I also allow them to decide for themselves what to write and to choose their own format. So, some of them will write poetry, some will write journals.

Some will send me an e-mail message, or even a fax. One youngster wrote about his first-hand experiences as a visually impaired adolescent living in the early 2010s”

Teacher two - Ms. Paolinelli, History teacher.

“Homework should not be overburdening. If there’s too much, it becomes a drudgery. We need to keep students’ attention, we need to keep them inspired and wanting to do the homework. Otherwise, it’s no good.

Teachers also need to coordinate their homework assignments with those of other teachers so that students aren’t getting four assignments on a Tuesday night, but no assignments on Wednesday night.

Finally, teachers need to keep alert to how long students take to complete assignments.

It is natural in a class full of varied students for some to take longer than others. If an assignment takes too long, however, this may signal that a student needs more instruction to complete it successfully.”

Teacher three - Jean LaGrone, French teacher:

“Students who don’t understand an assignment need to know that help is available from the teacher or other appropriate person. Students at risk of academic failure or with personal difficulties may need extra support with both academic and logistical aspects of homework.

It is important that they know it is okay to ask for help. In fact, it is imperative that they do so.

I teach second-graders in a school where more than 50 percent of the students receive free and reduced-price lunches. Some parents lack the skills and resources needed to support their children’s homework efforts.

I try to assign and present homework as a common goal of both the student and the teacher, so it is absolutely vital that the students are adequately supported in their efforts to complete it.”

Teacher four - Susana, Maths teacher

“Students are more apt to complete assignments and advance their learning when they get consistent and constructive feedback. Students need to know where they excelled and where they need more work on an assignment. This conveys the vital message that homework helps students learn and is important.

Teachers can evaluate and review homework in a variety of ways. Many teachers give letter grades, others assign numbers, and many provide written comments. Grading homework motivates many students to do their best work and to learn more, but in some situations grades may not be beneficial. Sometimes, written comments may be more constructive.

Feedback is the most helpful when teachers provide specific suggestions on how the homework can be improved and discuss problems and remedies with individual students or the whole class. Math teachers may review a completed

problem and point out any step in which an error has been made.

Peer feedback can also be helpful. In addition to providing students with another perspective of their work, peer feedback can help students learn cooperative social skills and teach students how to evaluate their own and other's efforts.

Personally, I started receiving a higher return rate on homework since I began grading for both knowledge and skills and effort. I think it makes a difference because it says to kids that making the effort has some real value that goes beyond the esoteric value of learning something. In other words, when they put forth the effort, they will be rewarded in a tangible way.”

Task one

Which teacher uses the strategies/ techniques listed below? Write your answers in the spaces provided:

STRATEGY	TEACHER
1. Assign the right amount of homework	
2. Provide feedback/ praise both effort and achievement	
3. Match assignments to strengths, skills, interests and need	
4. Give help as needed.	

Answers

1. Teacher two: Ms Paolinelli; 2. Teacher four: Susana; 3. Teacher one: Mrs Polack; 4. Teacher three: Jean LaGrone

Task two

Look at the list below. It contains a range of strategies that can be applied by a teacher in order to manage homework more effectively: Using the spaces provided, assess the value of the proposed techniques in your own teaching situation (1 = least important; 2 = most important)

Technique/ strategy/ methodology	How useful is it in your teaching?
Lay out expectations early in the school year	
Create assignments with a purpose	
Make sure students understand the purpose	
Make assignments focused and clear	
Create assignments that challenge students to think and to integrate	
Vary assignments	
Give homework that makes learning personal	

Match assignments to the skills, interests, and needs of students	
Use school resources	
Match assignments to your style of teaching	
Assign an appropriate amount of homework	
Coordinate homework with other teachers	
Provide constructive feedback	
Give praise and motivate	
Give help as needed	
Communicate with parents	
Show respect for students	

Task three:

a) Do you know any other useful strategies that can contribute to effective homework management?

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Part 3

Introduction:

Successful management of homework for SEN students is an ongoing process, marked by constant improvement and revision.

Task:

The following three-step activity is intended as a practical activity for teachers to help them create and/ or revise their own model of homework practice with their SEN students, in order to sustain a high level of homework management.

Preparation:

Considering that homework management develops within an academic cycle, before doing the activity, you should decide on the period within which you want to do it (i.e. before the start of a new school year, during an academic semester, etc.).

- Before starting the activity, briefly summarise your previous / current experience with homework assignments, reflecting on both positives and negatives

The three-step activity:

Step one: SEN checklist

Produce and periodically revise a check-list / reminder with obstacles related to homework assignments for the SEN students in your classroom. Include possible hindrances to keep in mind and try to overcome in assigning effective homework. Discuss the list with your colleagues and other stakeholders (parents, students themselves...)

Step two: Homework pool

Produce and periodically revise a list of homework types and samples. For different types of homework, indicate ways in which it can be modified into a set of sub-types, to allow for differentiation and individualisation of homework assignments.

Support this list with samples of homework, to create your own 'pool' of effective homework assignments.

Step three: Assessment tools

Make a plan for homework assessment – make sure an adequate assessment tool is provided for each type of homework (and if necessary for its sub-types). Plan the method of assessment that will be the most efficient, either in the form of feedback, prize or any other form that is the most suitable for the given situation. Take time to go back to your SEN checklist and double-check if

the chosen method assessment corresponds to the strengths and weaknesses of your SEN students.

Reflection

What new types of homework can you use, adapt or develop for use in your classroom, to achieve an appropriate level of differentiation? Write new elements to your homework routine that you would like to implement.



Homework Principles for SEN Students

Not only is homework a part of regular teaching duties, it does much more – it mirrors and complements the overall teaching and learning process managed by the teacher.

Its significance transcends that of additional work and requires that the teacher keep an open dialogue – not only with the student, but also with the content and form of the homework itself, constantly re-examining all the other factors at stake.

The following activity will help you create your own Homework Taxonomy, as an underlying approach to homework management based on consistent implementation of the principle of critical thinking, enabling your students to engage in meaningful homework activities.

Part 1

The graph given below shows the key stages of incorporating critical thinking into the design of meaningful homework assignments. Please remember at all times, that as some SEN students can get easily overloaded with complex tasks, and as many can find cognitive and sensory input overwhelming, homework should contain space for differentiation. Not all students need to do the same homework at the same pace for the same reasons using the same techniques and with the same results. We are all individuals, and homework should reflect this in its capacity for individuation.

The stages of critical thinking have universal value, regardless of the subject or the students' age or abilities.

Look at the graph and read the descriptions of the stages in structuring a homework assignment, then answer the question that follows.

Homework taxonomy: The six-stage critical thinking in homework design

Stage 6: Creating

In this stage, students are ready to creatively apply their understanding of concepts and theories. Creating means generating something new which can be accomplished by violating accepted assumptions and applying concepts in the imagined situation and finding solutions to expected learning tasks.

Stage 5: Evaluating

Students are expected to use their critical judgement to evaluate ideas or ask questions that lead them to conclusions. Students' work is expected to prove that making links between theory and real world problems can be sufficient to prove meaningful results.

Stage 4: Analysing

Students are expected to take apart a specific concept, idea or body of knowledge. It is recommended to use questions that focus on breaking down the whole into parts, identifying the relationships among these parts. Teachers can ask questions to elicit personal reactions, opinions and thoughts and to show a sense of creative activity, using information that the students have learned. Students are expected to express themselves and to think independently.

Stage 3: Applying

Students apply information in a new situation, solve problems using what they have memorised and understand. They can be helped if we provide them with guiding questions, prompts on how to identify the elements of the problem, to structure the process, or choose a method that enables them to solve the problem.





This process is difficult for most students, so the teacher must help students by providing clear and unambiguous instructions that act as a checklist.

Stage 2: Understanding

This is this most critical stage as students must have sufficient understanding of the concepts to be successful throughout the whole learning process. A clear understanding of the material required the student's involvement in the critical thinking process. They become engaged in the interpretation process forming a link between the theories delivered in a textbook or in the classroom to life or reality they have experienced outside the classroom setting.

Stage 1: Remembering

Students must recognise and remember the (new) concepts, events, places, facts, key ideas, graphs ... without memorization, critical thinking process cannot proceed further. Students are provided with directions by being asked to recall memorised information, facts, terms, formulae and principles included in the assignment.

Question: Look at the process phases a-f. Can you identify the stages 1-6 in the critical thinking progression within which these processes occur? Write the stages in the spaces provided.

Process	Stage
a) Students form a link between theory presented in textbook or classroom with reality outside the classroom	
b) Ideas are tested by the student's critical judgement	

c) Students memorise concepts, facts, ideas ...	
d) Students use the memorised knowledge to solve a problem	
e) Students generate new knowledge	
f) Students take apart a body of knowledge and study relations between elements	

Answer

a) Stage 2; b Stage 5; c) Stage 1; d) Stage 3; e) Stage 6; f) Stage 4

Part 2

The six stages of critical thinking can be used in designing and managing homework assignments.

Use the following checklist to:

- a) create and implement individual homework assignments
- b) manage homework for the whole class and/or individual students who need additional support with homework
- c) create your own Homework Taxonomy as a long-term platform for your homework management

Depending on how it is used, the questions in the checklist can be addressed at the student(s) or the homework assignment itself.





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HOMEWORK TAXONOMY: USE OF 6-STAGE CRITICAL THINKING METHODOLOGY

Homework/ Class:

Stage 1: REMEMBERING

Can you recall the method/ topic, concept/graph...?

Can you name/ list the ethod/approach/concept, method/ graph... you plan to use?

WRITE 'YES' or 'NO', adding any COMMENTS as may be necessary:

Stage 2: REMEMBERING

What does the concept/graph/method etc. imply/mean? Can you explain what they mean? Can you explain and summarize them using your own words? Can you compare them with other ones you learned earlier?

Stage 3: APPLYING

How would you use the concept/theory/graphs? Show your understanding and/or illustrate how to use the concepts/ theories/graphs

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Stage 4: ANALYZING

After using the intended approach/concept/theory/graph, how would you interpret/ categorize or classify them? Do you observe any trends, relations, correlations?

Stage 5: EVALUATING

Evaluate your results/analysis – how would they change if you did something differently? What is your opinion about your results?

Stage 6: CREATING

Can you use these methods/ approaches/ concepts/ within other contexts, applications and situations? How can you use them to create and present a piece of work with a creative resolution/ determination/ conclusion?





Optional activity A: class project **‘Homework satisfaction screen’**:

Principles:

- all students are engaged in HW, there are no exclusions that we want to give up on
- all students continually improve their HW performance through active self-evaluation

Task:

Make a classroom poster for assessing the homework over a period of time (a month or a semester).

Provide enough positive (😊) and negative (❌) signs for voting on homework:

Provide a grid, like in the example:

Homework No.	I tried hard (Yes/ No)	I am happy with my performance (Yes/No)	Comments:
One (title/date)	😊😊😊❌❌❌	😊😊😊❌❌❌	
Two	😊😊😊	😊😊😊	
Three			
Four			

At the end of a week, the students are invited to post their votes.

The teacher can then discuss the various aspects of HW.

Optional activity A: class project **‘My homework journal’**:

Include various types of homework, various levels of difficulty, clear instructions, appropriate marking (goals for each type/ hw assignment), space for reflection and feedback.



Strategies to cater for SEN pupils in assigning homework

In this section, you will look at ten strategies for making homework more appropriate for your SEN students.

- 1 SEN Children are often sensorily overloaded, stressed, and homework for them needs to be differentiated or more support given or the child ends up being punished by missing out on essential free time. There is nothing worse than having to force a child who is already failing to do more of the same in the sanctuary of their own home.
- 2 Individualised Education Plans and Statement Targets, if your school uses these, should not be routinely included in homework. They should be worked on at school with the appropriately trained member/s of staff that are usually named on their IEP/Statement.
- 3 Determine whether the homework is relevant to what is being studied at that time - do not set work on topics they do not already know as new topics set as homework will invariably not be understood without prior teaching
- 4 Send clear notes home so that parents can repeat them to help if the child needs explanation on how to proceed. (It could be that work is set on a topic that has not been understood by the child at school. If the child does not understand, the parents should not then force them to do that piece of homework, as for them it will be meaningless)
- 5 Provide handouts whenever possible and allow the child to keep them and refer to this information in class when the topic is covered, instead of expecting them to take unnecessary dictation, which should always be avoided as it serves no real purpose when pre-printed handouts can easily be given to all that need them..
- 6 Give homework that makes learning personal. The assignments that proved to have the best effect with the students—the assignments are personal to them...
- 7 Encourage and reward progress. Gold stars, rocket charts and target boards can be as motivating as sweets or treats. Instant rewards help a child to associate the reward with the task
- 8 Use visual prompts where necessary, such as a visual timetable.
- 9 Match assignments to the skills, interests, and needs of students. Students are more apt to complete homework successfully when assignments: – are neither too easy nor too hard; – discover what challenges students, what they're capable or incapable of doing, and what allows them to contribute most so that they can develop their own academic skills and progress at school; and – allow students to work on material that they truly enjoy.
- 10 Assign an appropriate amount of homework and provide constructive feedback. Students are more apt to complete assignments and advance their learning when they get consistent and constructive feedback.

Check your understanding

Take a short quiz to check you've understood the main points of the module.

1. Students' frustration caused by homework

- a) is a natural result of the 'trial and error' learning methodology, so an experienced teacher will successfully turn it into an advantage.
- b) has a negative effect on the overall process of learning.
- c) is a mixed blessing – while being unpleasant for the learner, it helps them to achieve the desired performance.

2. A successful assignment of a certain type of homework to an autistic student means that the same assignment

- a) is likely to be effectively used with other autistic students
- b) needs very little modification in order to be effectively used with other autistic students
- c) may well prove unsuitable for another autistic student

3. As additional work to complement and reinforce the work done at school, homework:

- a) is inevitably perceived by students as extra workload and therefore not something that can be enjoyable
- b) can be shaped into a challenging and enjoyable experience for all students, including SEN students
- c) is just what it is – additional work that may be beneficial to students if they are willing to take the opportunity and engage in it

4. When evaluating and marking homework assignments of SEN students

- a) it is important to mark both effort and achievement
- b) it is necessary to mark only the effort, since achievement is not really a priority
- c) it is necessary to mark only the achievement, since it goes without saying that SEN students need to invest more effort into completing a homework assignment

5. When balancing the level of difficulty on one side and the assessment criteria on the other side for a piece of homework assigned to a neuro-diverse student,

- a) the level of difficulty is the only thing a teacher has to be concerned about, and the grading system can be the same one applied to assignments produced by neuro-typical students
- b) the level of difficulty can be the same for neuro-diverse and neuro-typical children, the difference being only in the assessment criteria applied by the teacher
- c) both the level of difficulty and the assessment criteria play an equally important role and need to be carefully balanced to suit the individual student.

6. A piece of homework that the teacher assigns to a neuro-diverse student

- a) has to be of the same level of difficulty as homework targeted at a neuro-typical student.
- b) has to be significantly easier than homework designed for neuro-typical children.
- c) is not necessarily more difficult or easier compared to homework designed for neuro-typical students.

Answers

1. The correct answer is b): Students' frustration caused by homework always has a negative impact on the overall process of learning.

Frustration occurs as a result of the student's subjective or objective feeling of incapacity to perform the task. It is therefore vital for every teacher to monitor cases of frustration in their students and work accordingly to alleviate and avoid the negative impact of their homework.

2. The correct answer is c): a piece of homework that worked well with one autistic student may well prove unsuitable for another autistic student.

Individualisation is key for successful homework assignment. Autistic, neurodiverse and neuro-typical students all have their individual strengths and weaknesses that ought to be taken into consideration when assigning homework.

3. The correct answer is b): shaping homework into a challenging and enjoyable experience for all students is the desired situation for every teacher.

Shaping homework into a challenging and enjoyable experience for all students is not only the win-win situation for the teacher and their students, but it also has far-reaching positive consequences for the overall process of learning and education, strongly contributing to every student's academic achievement.

4. The correct answer is b): When evaluating and marking homework assignments of SEN students, it is important to mark both effort and achievement.

By proper acknowledgement of both effort and achievement, teachers make sure that their students are properly motivated and engaged, making meaningful progress in learning.

The correct answer is c): Both the level of difficulty and the assessment criteria play an equally important role and need to be carefully balanced to suit the individual student.

Marking is often neglected by teachers as a key component in efficient homework management. Not only is marking a powerful tool to instil motivation and long-term progress in students, but it also provides a teacher with a mechanism to engage into a constructive dialogue, define learning aims and help students at risk to develop self-confidence.

6. The correct answer is c): A piece of homework that the teacher assigns to a neuro-diverse student is not necessarily more difficult or easier compared to homework designed for neuro-typical students.

Many neuro-diverse children have above-average abilities in certain disciplines, which allows them to excel. Conversely, they may also possess certain weak points that prevent their efficiency in some other areas. It is therefore vital that homework assignments should be properly individualised, which does not necessarily mean making them easier or more difficult.

Reflect on the module

In this final section, think about what you've learned this module and how you can use this in your day-to-day working life.

1. What is your biggest takeaway from this module about assigning homework to SEN students?

2. What do you commit to changing in your practice to accommodate the needs of SEN students when it comes to homework?

3. What do you understand about how inappropriate homework affects SEN students and what benefits they have from appropriate homework?