

Special Needs Inclusion Project (SNIP)

TIPSHEET #1: Inclusive Homework

An Inclusion Resource Sponsored by: **CVS** Charitable
CAREMARK Trust

Homework can be daunting, especially if students are tired, lack skills or background knowledge, or just don't have a lot of confidence. Your encouragement can dramatically improve a student's relationship with homework - even if you don't know much about the content.

Make a difference for the students in your After-School Program today!



To establish peaceful and productive homework time, out-of-school-time staff must truly believe that all students can achieve academic success, and they must recognize the huge amount of variability in strengths and challenges of individual children. With these foundations in place, the following checklist can help you develop inclusive homework time skills:

Communicating

- I know what students, program supervisors, school-day teachers, and family expect us to accomplish during homework time.
- I use a system for communicating with school-day teachers and families about homework: not only challenges, but also successes!

Physical Space

- I provide students with clearly defined, tidy, quiet spaces to do their work with all of the supplies they need.
- I make sure that all students have their specific needs met, such as pencil grips, a desk that accommodates a wheelchair, appropriate school tools or “fidgets,” etc.

Find more information about the Special Needs Inclusion Project (SNIP) at: www.SNIPSF.org
SNIP is a program of:



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Chunks and Choice

- I help students learn how to break the homework into bite-size chunks: odds/evens, broken up by section, subject, paragraph, line, page, etc.
- I get excited about showing even small progress: graphing how many math problems are completed each day or making a to-do list and checking off items.
- I give students choices about the order in which they complete their homework chunks.

Mental Space

- I focus on the process of learning by asking students to think about or share (with me or with a neighbor) the purpose of the homework after reading the directions.
- I highlight students' efforts and problem-solving skills, rather than their "intelligence", when I encourage their attempts to do their homework by saying things like "great job working out that problem on scratch paper!" instead of "you're so smart, you got that in the first try".

Routine and Expectations

- I establish and maintain clear and consistent routines for homework, especially the beginning and end. I use signals or cues to grab student attention.
- I teach and review expectations about when and how loudly students can talk during homework, what to do if they need help, and what to do if they finish early.

Problem Solving

- When a student is "stuck", I help them think creatively about how to move forward by drawing, looking at examples, stating the problem in their own words, etc.

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