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HOMEWORK, AN EDUCATIONAL INSTRUCTIONAL TECHNIQUE USED IN THE MIDDLE SCHOOL SPECIAL EDUCATION CLASSROOM

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HOMework, AN EDUCATIONAL INSTRUCTIONAL TECHNIQUE USED IN THE
MIDDLE SCHOOL SPECIAL EDUCATION CLASSROOM

Charles R. Murphy

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Abstract

The assignment patterns, frequency, and perceptions of homework as an educational instructional device was investigated in middle school special education classroom teachers. A general topic questionnaire was generated and administered to each of the middle school special education teachers who volunteered for this study. A population sample was used in the survey to represent, determine, and investigate the application of homework as an instructional technique. The survey also referenced specific questions on teachers' attitudes and perspectives on whether homework should be employed as a device to improve learning, comprehension, and retention of materials being presented in the classroom. The results of the study indicated that homework, used as an educational instructional technique, was received in middle schools by special education students on a less than regular basis. Most middle school special education teachers believed that they had the time and resources to administer and complete homework assignments with their students in the classroom. Homework was considered by several respondents as an effective tool in checking comprehension of materials covered in class. However, homework was not believed to be an useful part of the classroom/educational experience; nor did they believe that homework increased a student's learning ability or performance. Many special education teachers did use the students' Individual Educational Plan as a reference for homework; however, an almost equal number stated that they did not. Results also showed that most middle school special education teachers felt that the students' parents contributed very little in assisting their child with their homework assignments.

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Homework, An Educational Instructional Device In The Middle School Special Education Classrooms

Homework, according to Cooper (1989), is "tasks assigned to students by school teachers that are meant to be carried out during non-school hours." A central feature of the schooling experience has been the usage and experience of homework. Homework has been and is usually understood to be an integral component of the learning process and a frequently used teaching device (Rosenberg, 1989).

Homework has long been emphasized as a means to "get ahead," a way to improve learning and retention, while also allowing the student's parents to become an active participant in what their child is being taught and currently learning. In addition to the practice role that homework serves, it plays a very symbolic one as well (Patton, 1994). For many parents, homework allowed them the role of becoming the educator in the home. This role also allowed the parents to perform as an active partner in their child's education and upbringing.

In today's rapidly changing and growing society, special educators find themselves struggling with the changing educational, intellectual, social, and personal development of their special education students. Many educators are once again reviving the interest in homework for the regular classroom (Walberg, Paschal, & Weinstein, 1985), but are the same interests being created and facilitated in the middle school special education classrooms? Parents of children with learning disabilities often find themselves feeling inadequate when attempting to help with their child's homework. Parents have often experienced considerable frustration when they try to rely upon ineffective traditional studying and learning techniques with their child with learning

disabilities (Mayer, 1994). Many parents, students, and especially teachers would be quick to point out the impossibility of creating, assigning, and collecting daily and/or weekly completed homework assignments which could constitute productive feed-back of information and learning between the teacher, pupil, and parents. Some special education middle school classes, by request of the parents, do not assign any homework or other assignments outside of the classroom. Many middle school special education teachers find themselves assigning, working, and completing homework assignments in the classroom, at the end of the school day with their students. Other special education teachers will tell you, whether officially or unofficially, that they either refuse or are unable to assign homework on any regular basis. Often this is due to the dynamics of the special education learning environment itself and the limited amount of time in the school day to complete homework tasks.

Application

Homework and its application has generally improved and is constantly changing to meet the needs of the middle school special education community. Teaching strategies in facilitating homework for both the special education student and their parents have today incorporated recommendations to include assignment pacing and presentation; the utilization of mixed ability classrooms; easily modifying educational curriculum; teacher consideration of learning styles for both the educator and the student; supplementing the textbook for parents' and students' comprehension; lowering reading levels of assignments; highlighting materials; extensive use of study guides; peer tutoring; learning in cooperative groups; developing study skills for both student and parents; and, modifying tests and grading systems (Texas Education Agency, 1989).

Homework, its values and pertinence to students with learning disabilities, has been examined in detail. This focus had included the relationship between the different stages of learning: acquisition, proficiency, maintenance, and generalization. In 1983, The National Commission on Excellence in Education created a critical report on the American educational system. One of the statements of this report was that students should be assigned "far more homework" than they are currently receiving (The National Commission on Excellence in Education, 1983, p.29.).

Homework Methods

Suggestions for the effective use of homework assignments are often given to parents and educators; however, the student must be instilled with the discipline and the desire to perform homework tasks and to learn how to succeed from their homework assignments. A successful homework model should always include the student, teacher, and parents in a cooperative homework team environment. The student's individual homework should be examined on three important measures: performance and achievement; the rate of homework completion; and, the percentage correct on homework assignments (O Melia, Curley, & Rosenberg, 1994).

The methods and usage of homework for students with learning disabilities and other disorders have been emphasized and highlighted for active participation into three separate homework packages: (1) a cooperative learning teams-based approach for classroom learning, a package to assist in training parents to be positive academic tutors for their children; (2) a systematic program to train parents in effective homework practices, and, (3) an educational learning package which focuses on home/school partnership for students with learning

disabilities. These program packages are used as positive and motivating home-to-school links to maximize the generalization of effects for students with learning and behavior disabilities (Jenson, Sheridan, Olympia, & Andrews, 1994). For students who tend to procrastinate greatly and who usually tend to have poor self-esteem due to their lack of abilities in addressing their homework assignments and needs, it is suggested that the teacher and the parents should attempt to use homework assignments as a means to promote self-esteem and, in turn, lessen the degree of procrastination by their students (Solomon, 1992).

Research literature available has indicated that properly organized homework lessons and assignments result in greater student achievement and homework participation (Loper, 1989). A variety of intervention techniques have been employed in facilitating homework strategies. Some of these homework strategies include motivational techniques, parental encouragement, and peer tutoring. In the areas of learning spelling, comprehension, and retention, findings have indicated that spelling performance was further improved by the monitoring of cognitive strategies. Along with these results, same-age tutoring has been found to be the most effective with primary children who were given well-structured homework activities (Loper, 1989).

Making homework assignments work in the home has a considerable amount to do with the parents' personal perspectives and abilities to assist and motivate their child's progress. Issues in this area usually have a great deal to do with the parents' feelings of being ill-prepared to help their children with homework, parents wishing for more information on homework assignments and materials, and the teachers' expectations of the student/parent role in the homework program. Parents often request that their child be given individualized homework assignments,

and a majority of parents often value hands-on homework and projects in which the entire family can actively participate. Homework should also be created and given out as a two-way communication system that would allow the family to become partners on their child's educational instructional team (Kay, Fitzgerald, Paradee, & Mellencamp, 1994). Homework is considered by many as a critical component in the development of other beneficial skills. The use of homework assignments along with the continued involvement of parents, teachers, peers, and others in the homework process could allow for positive interaction with others and allow students to practice their social skills in a more natural setting. This assistance could facilitate the generalization and maintenance of interaction/social skills (Armstrong & McPherson, 1991).

Many school systems are working to support the use of homework in the middle school special education classrooms and within the home environment of the special education student. It is, therefore, suggested that both the teacher and the parents discuss the characteristics and needs of the student before creating homework assignments. Homework should consistently involve and address the varying and lower learning potential of the student and their appropriate assignments; e.g., the student's maturity, lack of social skills, concrete thinking style and skills, ability or inability to learn incidentally, trouble in generalization learning, and difficulties in following directions (Loper, 1989).

An effective parent/teacher relationship is ideal in the development and completion of homework assignments and tasks. This should include the cooperation of both the teacher and the parents in the planning and follow-through of homework tasks. However, it should be noted that this may have to include an increase of parental skills in providing structure and support for

academic work and success of their child with learning disabilities. Within this working relationship, the perceptions and concerns of parents of culturally diverse children with disabilities should also be taken into careful consideration. Differences between urban and suburban parents should also be taken into consideration on choices for special education homework limits and assignments (Baumgartner, 1993). Planning a "Parent Night" to present homework ideas to parents and to provide them with opportunities to create their own homework games and materials to be used in the home may be beneficial to the learning environment of both the parents and the student. The socioeconomic levels of these students and their parents may also have an impact on their abilities to perform and complete homework assignments. Homework assignments should not consist of any aids which are felt to be unaffordable (Murphy, 1988).

Homework Implementation

Guidelines for implementing and creating homework assignments and practices for the special education teachers should always be considered and developed with the student's best interest in mind. The amount of homework given at the end of the school day or school week, deciding on the contents of the homework assignments, selecting the best type of homework to be assigned, explaining homework to students, assisting students with their homework during the school day, motivating students to complete homework, evaluating homework assignments, and involving parents in their student's homework assignments are all considerable factors in the creating and assigning of classroom homework assignments (Salend, Spencer, & Schliff, 1988). Concerns expressed by parents on their child's homework assignments may be related to the

individual's personal definition and understanding of homework tasks and expectations. The need for greater communication between the parents and the teacher can assist in resolving some of the differences and difficulties with homework assignments.

Publications and materials on homework have shown that there are many resources on how a special education teacher should assign and facilitate the use of homework (Anderson, 1986). Other resources explore the involvement of the parents both at home, in the school, and with their child to prepare and facilitate homework as a productive tool to promote their child's learning and positive retention of course work materials. Countless resources try to explain to the student the importance of addressing and reinforcing their use and need for positive homework assignments and study. With all the materials on how to give and use homework within the middle school special education learning environment, has anyone asked what the attitudes of the middle school special education teachers are concerning their abilities to create, hand out, and receive productive and successfully completed homework assignments for their review and grading? Do the accepted traditional policies and practices on homework, which have come down through generations, really work today especially with our special education/learning-disabled student population?

The assignment of homework tasks for special education students usually involves just the abilities to comprehend the task, materials, and instructions. For these students, their parents usually play as big a role as do their teachers in the understanding and completion of their homework assignments . These parents have also been found to have a significant number of complaints regarding the assignment of their child's homework. Complaints usually occur in

regard to tests and test preparation, traditional beliefs about homework and their child's education, alternative beliefs about education and their active roles, communication issues within the homework directions or with their child's specific abilities, and parental beliefs about the need, limitations, and involvement in their child's homework assignment and/or completion, stress factors, and their child's involvement and characteristics within their homework tasks (Baumgartner, 1993).

The purpose of this study was to determine the use and usefulness of homework as a method of instruction in middle school special education classrooms. Thus the study will address the following:

- 1) Do special education teachers have the time and resources to attempt homework assignments during the day?
- 2) Is homework currently a useful tool for checking comprehension of materials covered in the classroom?
- 3) Does homework increase a student's learning abilities and performance?
- 4) Are Individual Educational Plans (IEPs) referred to when assigning homework?
- 5) Do special education students' parents cooperate in assisting with completion of their child's homework?

A review of the available literature indicated that there was very little documentation which addressed these important issues on middle school special education teachers' attitudes and use of homework as an instructional device for special education in middle school environment. Thus there is a need for addressing these issues.

Method

Design Subjects

A survey research design was used in this study to obtain the frequency and use of homework as an instructional device in the middle school special education classrooms. Fifty middle school special education teachers were randomly selected from a list of teachers serving in various school systems in the Commonwealth of Virginia, and who are currently teaching in classrooms for students with learning disabilities.

Description of Instrument

A self-developed questionnaire was used to collect data for this study. The questionnaire had three parts. Part one contained demographic variables of the subjects (Appendix B) and homework assignment patterns of these special education teachers (Figure 1). The second part consisted of 26 questions (Appendix C). The first six questions addressed the frequency of middle school special education teachers to assign and assist with homework skills (Figure 2). Each of the six questions consisted of four parts. Questions 7 through 26 addressed the perceptions of homework as an educational instrument by middle school special education teachers in the classroom today (Figure 3). Here participants were asked to either write yes (Y) or no (N) to answer these questions. Questions 7, 11, 17, 24, and 25 referenced the time and resources special education teachers have to attempt homework assignments during the school day. Questions numbered 8, 10, 12, and 13 were related to homework as a tool for checking comprehension of materials covered in class. Questions 14, 15, 16, 18 and 19 pertained to the increase of student learning ability and performance from homework. Questions 20, 21 and 22

referred to stated IEP goals on assigning homework. Questions 9, 23 and 26 regard the role of a student's parents in homework. A third part of the questionnaire included additional space for comments to be shared by the participant on homework.

Pilot Study

A pilot study was correlated among ten special education teachers attending the Special Education Institute at Longwood College in June, 1995. Subjects for the pilot study were selected based on their similar characteristics to the subjects in the study.

Procedures

The questionnaire together with a cover letter (see Appendix A) explaining the purpose of the study and a self-addressed stamped envelope were mailed and/or delivered to 50 participants. All questionnaires were numbered for identification. The participants were ensured of their anonymity when their questionnaires were returned. Once the participants had responded, all identification was removed. Five weeks after the original survey was mailed, participants were personally called and/or sent a follow-up note and another copy of the survey to be returned within seven days.

Data Analysis

These data were analyzed using a descriptive statistic. The mean of the responses was computed for each question on the reasons why or why not homework was assigned and use of homework in the classroom's educational instructional techniques. The mean years in teaching, in special education, subjects taught, and students in the classroom were also calculated. Data also referred to the frequency of teachers in each grade level, the classroom environment, e.g.

self-contained, resource, etc. and the percentages of frequency for all 35 questions were calculated.

RESULTS

A total of 50 questionnaires were either delivered or mailed to participants. Forty-one (82%) questionnaires were returned, of which four (9.75%) were returned unanswered. Thus the scoreable questionnaires rate was 90.24%.

Demographics

Analysis of the data showed that five (13.5%) subjects were currently teaching on the high school level and three at the elementary school level. The calculated mean years of teaching for those surveyed were 10.80 years. The calculated mean years of teaching in the field of special education were 9.50 years. The mode grade level(s) taught by surveyed participants were 5th through 8th grade. The calculated mean of students in the special education middle school classroom is 19.64 students. Of the 37 participants responded, 23 currently are teaching in self-contained classrooms; nine in resource classrooms; four in inclusion/collaborative classrooms; one teacher did not respond.

Homework Assignment Patterns

The homework assignment patterns of special education teachers (Figure 1) showed that: 4.05% of the teachers stated that homework was **always** (including weekends) assigned; 10.81% of the teachers stated that homework assignments were given on a **daily** basis; 33.79% of the teachers stated that homework was **often/sometimes** assigned in the week; and, 51.35% of the teachers stated that homework was **never** assigned in the week. When surveyed on their

opinions of parental request and support for homework, 4 (10.81%) teachers responded that parents do request and/or show concern with assigned homework. An equal number stated that parents did not request nor take an active role in their students' homework assignments. However, it should be noted that 78.38% of the participants did not respond to this question.

Frequency of Homework

The mean responses to each of the 6 statements on the frequency of homework assignments (see Figure 2) are as follows:

1. Ability to assign homework on a frequent basis:
 - A. Always, assign homework on a daily basis: 29.73%
 - B. Usually, assign homework on a weekly basis: 18.92%
 - C. Seldom is homework assigned, only when necessary or at parent's request: 37.83%
 - D. Never is homework assigned in class: 13.52%

2. Ability to correct, and return homework on a daily basis:
 - A. Always, homework is returned and corrected on a daily basis: 24.32%
 - B. Usually, homework is returned and corrected daily: 48.65%
 - C. Seldom is homework returned and corrected on a daily basis: 16.22%
 - D. Never is homework returned and corrected on a daily basis: 10.81%

3. Ability in sharing positive and/or corrective feedback on homework:
 - A. Always able to share feedback on homework with my students: 48.65%
 - B. Usually have no problems in sharing feedback with my students: 32.43%
 - C. Seldom able to share feedback with my students': 2.67%
 - D. Have consistent problems in sharing feedback with students: 16.25%

4. Ability in sharing feedback on homework with my student's parents:
 - A. Always able to share feedback on homework with parents: 11.83%
 - B. Usually able to share feedback on homework with parents: 47.64%
 - C. Seldom able to share feedback on homework with parents: 24.32%
 - D. Never able to share feedback on homework with parents: 16.21%

5. Ability to give feedback on homework with student's other teachers:
 - A. Always actively able to give feedback: 10.81%
 - B. Usually actively able to give feedback: 48.64%
 - C. Seldom actively able to give feedback: 24.32%
 - D. Never actively able to give feedback: 16.22%

6. Homework in the special education classroom:
 - A. Always should be assigned on a regular basis: 26.02%
 - B. Usually should be assigned on a regular basis: 51.35%
 - C. Seldom should be assigned on a regular basis: 20.61%
 - D. Never should be assigned on a regular basis: 2.02%

Perceptions of Homework

When those surveyed were questioned on their perceptions of homework, they responded as follows:

1) Middle school special education teachers have the time and resources to attempt homework assignments during the school day: 56.22% of participants stated they felt they had sufficient time; 44.32% stated they did not.

2) Homework is currently effective as an educational tool for checking comprehension of materials covered in class: 60.54% surveyed stated that homework was currently effective; 21.08% state it was not effective, and 18.38% did not respond.

3) Homework is believed to be useful in increasing the student's learning ability and performance; 44.87% stated they believed it to be useful, 55.13% surveyed stated they did not believe it is useful.

4) IEP goals and criteria are referenced on assigning homework, 43.79% of those surveyed stated that IEPs were referenced, 17.84% state that IEPs were not referenced, and 38.37% did not answer the question.

5) The role of a student's parents in homework was not answered by 3.61% of the participants. Those who did answer stated that 45.94% of parents did show concern and cooperated with their students homework assignments, while 50.45% of participants stated that parents did not cooperate or show concern with their students homework assignments.

Comments By The Subjects

Some middle school special education teachers did choose to comment on their views on the role of homework in the classroom. The special education teachers comments are as follows:

"My resource students are assigned homework through their regular education classes. Few do their homework unless it is for a grade. I have found that the students whose parents care about their child's academic success care more about completing their work. Few of my parents help their children with their work. My fellow SPED colleagues rarely assign homework because it just is never turned back in ... they also like to take the easy way out, trying to copy their friend's work which causes a problem with assignments."

"I give homework only to reach basic facts. I rarely base homework on what is being studied in class, because it is rarely completed by my students."

"I would rather not give homework that I feel they have not mastered enough to complete independently."

"I don't give homework for the sake of "giving homework," if they have trouble with a concept, I send more practice home ... some homework I give is for fun, parental involvement and self-esteem. I always get that homework returned."

"You are lucky to get homework back. Parents are not actively involved."

"I give homework only to teach responsibility and review basic facts. I rarely base homework on what is being studied in class, because it is rarely completed by my students."

"In low socio-cultural environments, homework is rarely done. There is little or no assistance, concern, or value by the parent(s) for such. With most of the kids I have taught, bringing back a piece of paper (usually crumpled and torn) is a major accomplishment, whether completed or not. Parents are not responsible or interested in helping. I have difficulty getting parents to sign their names...and even then, most do not respond to requests for conferences or information regarding lack of completed homework."

Discussion

The results based on the returns of this study, indicated that homework, used as an educational instructional technique in the middle school special education classroom, was received by students on a less than regular basis. The results showed that most middle school special education teachers felt that students' parents contribute very little in assisting their children with their homework. Most middle school special education teachers believed that they had the time and resources to administer and complete homework assignments with their students in the classroom. Homework was considered by several respondents as an effective tool in checking comprehension of materials covered in class. However, homework was not believed to be a useful part of the classroom/educational experience; nor did they believe that homework increased a student's learning ability or performance. The pattern of homework assignments by these special education teachers also showed that the majority of these teachers did not assign

homework. Many special education teachers did use the students' IEP as a reference for homework; however, an almost equal number stated that they did not. The majority of special education teachers stated that their students' parents did not cooperate in assisting with completion of homework assignments.

Limitations

There are several limitations which should be noted in association with this research study. First, the data were collected from only the Commonwealth of Virginia. Therefore, the generalizability of the data were limited by the population of students and teachers in this state. Second, the data is solely based on the middle school special education teachers' responses to the survey. Third, no data were collected on the students' and/or parents' perceptions and recommendations toward homework in general and the assignment of homework for their special education students. Fourth, future research may address if there are differences and recommendations for homework in the learning disabled, emotionally disturbed, and mentally retarded classroom, comparatively. Finally, no actual data were collected on the homework assignments and the strengths and results of homework being assigned to a special education student.

Recommendations

1) A larger sample size would provide a greater look into the usage, methods, and results of homework on this special population. Therefore the generalability of the research would become more reliable. In expanding this survey over the United States, a closer look at homework as

used for middle school special education and special education in general can also be determined.

2) It is advisable to examine the individual student's actual completed homework assignments.

This data would provide support for the results of teacher and student attitudes toward homework assignments and parental involvement and/or attitude toward homework assignments.

3) The student's test scores, academic grades, and attitudes toward school work may also be examined and compared to see if the academic achievement of the individual student and/or the entire class had been affected by the assignment of homework.

4) Further examination between cases where homework is assigned and completed in the classroom or solely in the home should also be considered.

5) Future research may also examine the relationships of homework in the learning disabled, emotionally disturbed, and mentally retarded classroom both comparatively and individually.

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Appendices

Appendix A

Cover Letter

1700 Monticello St. Apt. #5
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December 15, 1995

Dear Special Education Teacher:

Hello. My name is Charles Murphy, I am currently working on my Masters Degree in Mild Disabilities, Special Education graduate program at Longwood College. Each Student in the Special Education graduate program at Longwood College is required to write a thesis paper. The topic of my thesis paper is "Homework, An Educational Instructional Device Used In The Special Education Classroom." The purpose of this study is to identify the differences and usage, if any, and special educations teacher's comments and concerns on the use of homework assignments with special education/learning disabled student's and it's affects on classroom instructional techniques.

I would like to ask for your assistance in this project by volunteering to take a few moments of your time to take part in a simple survey on this research study and provide some of your valuable experience to me in this effort. To ensure your confidentiality while participating in this research study and in completing the applicable questionnaires, no personal information will be required or request by me at any time. I will only be recording your present teaching grade level and the school system your school is in. In order to once again ensure your confidentiality, this survey will not be monitored with any other identification devices nor will you be surveyed with or by any other special education teaching professional.

Your participation and completion of this research study is entirely voluntary, and there is no obligation upon you to participate in this study. However, as you may know, without the help of fellow special education teachers as yourself, areas of homework assignment difficulties may not be presently identified and potential improvements in the usage of homework may be overlooked.

I have included with this letter a simple descriptive questionnaire which will allow you to review the type of questions you will be asked. In consideration of your valuable time, I ask you to call me at either (804) 395-3871 or (804) 543-4816 to discuss any concerns or difficulties you may have with participating in this research project. I ask you to please forward the survey information and questionnaires to me within 10 days. This will insure that in case you will not be able to participate in this simple research project, I will be free to find another teaching professional to willing to participate and give just a few minutes of their time.

Thank you in advance for your time and cooperation.

Sincerely,

Charles R. Murphy

Enclosures (1)

Appendix B

Homework Demographics Questionnaire

Homework in the Special Education Classroom

DEMOGRAPHICS & ASSIGNMENT PATTERNS

Years in Teaching: _____
Years in Special Ed.: _____
Classroom Grade Level: _____ (current)
Number of Students: _____ (current)
Subject(s) Taught: _____
Classroom Environment: _____ (current)
e.g. self-contained, etc.

Please check those applicable:

Homework (Assignment Patterns)

_____ are always assigned to my special education students daily (including weekends).

_____ are often or sometimes assigned to my special education students during the week.

_____ are assigned on a daily basis to my special education students.

_____ is never assigned to my special education students.

_____ Parents usually request and participate in students' homework assignments.

_____ Parents usually do not request nor takes an active role in student's homework.

Appendix C

Homework Survey

SURVEY

Homework in the Special Education Classroom

Directions:

Please circle the most appropriate answer to each question asked.

1. Ability to assign homework on a frequent basis

- (A) I usually assign homework on a daily basis
- (B) I usually assign homework on a weekly basis
- (C) Homework is only assigned when necessary or at the request of the parents
- (D) Homework is never assigned in class.

2. Ability to correct, and return homework on a daily basis

- (A) Homework is never returned on a daily basis
- (B) Homework is seldom corrected on a daily basis
- (C) Homework is usually corrected daily
- (D) Homework is always returned on a daily basis

3. Ability in sharing positive and/or corrective feedback on homework

- (A) Always able to share feedback on homework with my students
- (B) Usually have no problems in sharing feedback with my students
- (C) Seldom able to share feedback with my students
- (D) Have consistent problems in sharing feedback with students

4. Ability in sharing feedback on homework with my students' parents

- (A) Always able to share feedback on homework with parents
- (B) Usually able to share feedback on homework with parents
- (C) Seldom able to share feedback on homework with parents
- (D) Never able to share feedback on homework with parents

5. Ability to give feedback on homework with student's other teachers

- (A) Always actively able to give feedback
- (B) Usually actively able to give feedback
- (C) Seldom actively able to give feedback
- (D) Never actively able to give feedback

6. Homework in the special education classroom

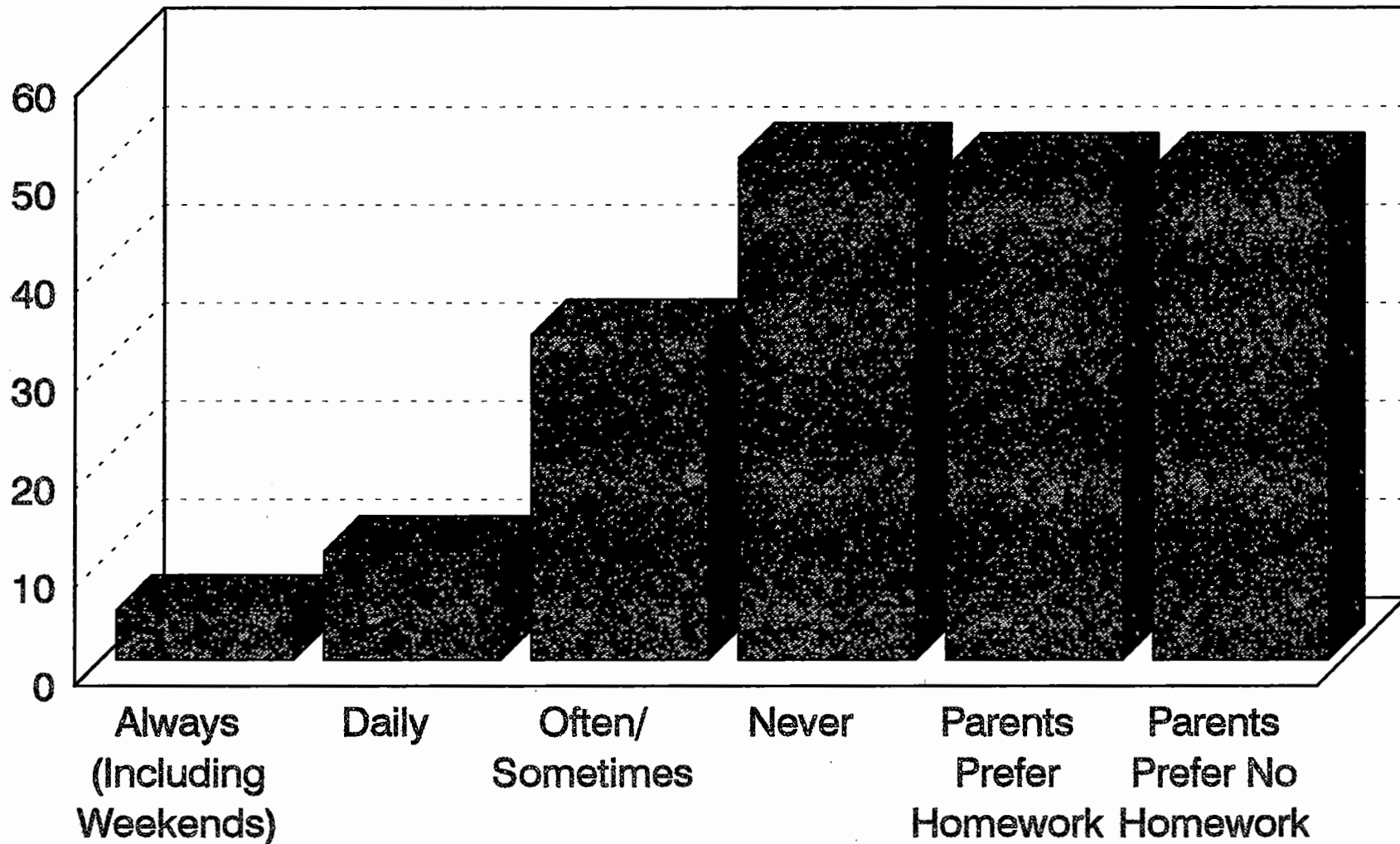
- (A) Always should be assigned on a regular basis
- (B) Usually should be assigned on a regular basis
- (C) Seldom should be assigned on a regular basis
- (D) Never should be assigned on a regular basis

	Mark YES (Y) OR NO (N)
7. Homework is assigned in class	_____
8. Homework is able to be worked on independently in class	_____
9. Homework assignments are shared with my student's parents	_____
10. Homework is a proficient learning tool for course work review	_____
11. Homework assignments are given and based on daily course work(s)	_____
12. Homework is assigned to be worked and accomplished independently	_____
13. Homework is assigned to be self-corrected, whenever possible	_____
14. Homework allows my students to perform well on general tests	_____
15. Homework allows my student to performs well on timed tests	_____
16. Homework allows my students to learn new material(s) and ask questions	_____
17. Homework review and corrections are always given time during my workday	_____
18. Positive homework skills are beneficial for my students' futures	_____
19. Classroom course work retention would drop without assigning homework	_____
20. IEP's are always consulted when creating homework assignments	_____
21. IEP's are always consulted before giving a student homework assignments	_____
22. IEP's are helpful in assigning homework assignments	_____
23. Student's parents are usually very concerned over homework assignment	_____
24. The student's other teachers are consulted on homework assignments	_____
25. Guidance counselors are consulted on homework assignment problems	_____
26. Parents are consulted and assist in homework assignments	_____

Figures

Figure 1
Homework Assignment Patterns

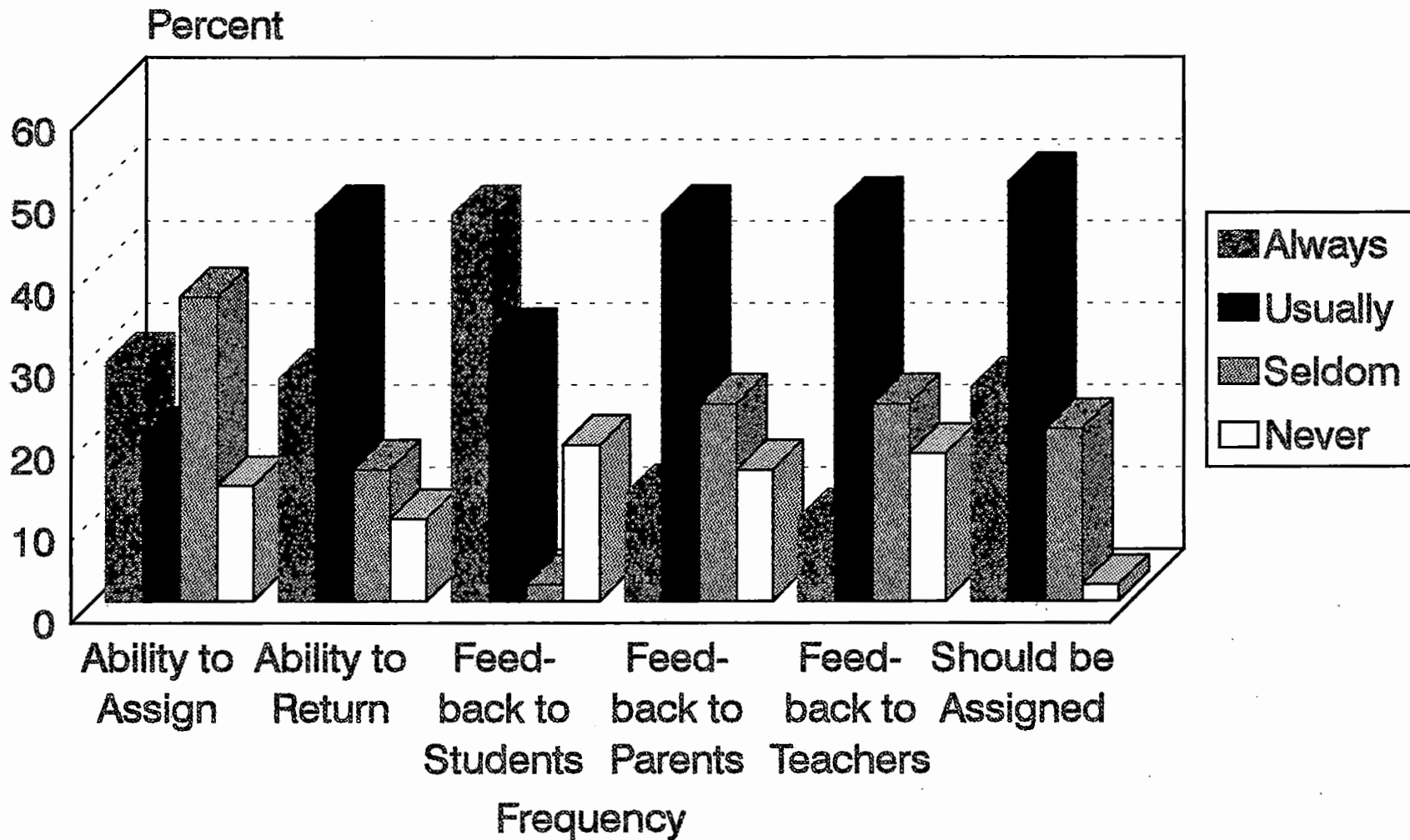
Figure 1: Homework Assignment Patterns of Special Education Teachers



For the item "Parents Prefer Homework/No Homework," 89% of Teachers Did Not Respond

Figure 2
Frequency of Homework

Figure 2: Frequency of Homework in Special Education Classrooms



The option "Should be Assigned" refers to the educator's opinion

Figure 3
Perceptions of Homework

Figure 3: Perceptions of Homework

