

# Homework

Excerpted from Roth & Worthington, (1996). *Treatment Resource Manual for Speech-Language Pathology*. Singular Publishing: San Diego.

Once a target communication behavior has been established in therapy using the techniques specified above, **homework assignments** can be given to strengthen the response and facilitate its generalization outside the clinical setting. There are certain guidelines for the design and implementation of homework that can increase its effectiveness as an intervention strategy:

- ☐ The purpose of homework is to provide the client with practice on an existing skill rather than teaching something new. Therefore, it should focus only on targets that have been solidly established in therapy.
- ☐ Homework should be instituted only after a client has demonstrated a basic ability to accurately evaluate his or her performance on a given target.
- ☐ To increase the likelihood that homework will be completed, it should be assigned in amounts that are perceived as manageable by a client or family. For example, activities which involve a daily commitment of 5–10 minutes may be more effective than those that require 30–45 minutes once a week.
- ☐ Homework should be assigned on a regular basis throughout the course of therapy.
- ☐ Homework assignments always should be accompanied by simple written instructions that specify exactly what the client is expected to do.