

## Praise for *Simply Classical: A Beautiful Education for Any Child*

*“Cheryl Swope’s Simply Classical gives a clear and practical introduction to classical Christian education and its significance for children with physical and cognitive disabilities, from Helen Keller to her own daughter, Michelle. The reader will be excited by the ideas and deeply moved by her story.”*

Dr. E. Christian Kopff  
University of Colorado, Boulder  
Author of *The Devil Knows Latin: Why America Needs the Classical Tradition*

*“Cheryl Swope’s new book is perhaps the best story of classical education ever written. This book will take classical education from the perceived ivory towers of academia into the real life of all people, especially those uniquely blessed with learning disabilities. Here is classical education at its very best, an education that nurtures each soul on purity, truth, and beauty.”*

Rev. J. Bart Day  
President and CEO of Lutheran Church Extension Fund  
The Lutheran Church-Missouri Synod

*“Cheryl Swope’s Simply Classical is inspiring, touching, delightful, well-written, useful, and very informative. It is a book you will not only enjoy reading but will want to keep for all the special needs resources in the back of the book. It will inspire and give hope to parents and teachers of any child.”*

Iris Hatfield  
Author of *New American Cursive Penmanship Program*

*“I have met Cheryl’s daughter and indeed she is the recipient of a beautiful education, however unlikely. She surprises and delights with a knowledge and sensitivity one might never expect. Simply Classical gifts the reader with both the wisdom and practical application, but perhaps more than anything cultivates a genuine hope for any parent of a child with special needs—even those with serious challenges.”*

Andrew Pudewa, Institute for Excellence in Writing

*“Cheryl Swope ostensibly writes about special education, but she also makes one of the clearest and most compelling cases for classical education in print. All children, including academically challenged students, are human beings, and they deserve an education commensurate with that fact. While current special education doctrine favors compromising on content, Cheryl proposes only to moderate its measure. If a child cannot accommodate the amount or depth of knowledge of most children, it is not less, but more important that what they learn be of the highest quality. She implicitly understands St. Thomas Aquinas’ principle that the slightest knowledge of the greatest things is greater than the greatest knowledge of the slightest things.”*

Martin Cothran  
Director of the Classical Latin School Association  
Editor of *The Classical Teacher*, Memoria Press  
Author of *Traditional Logic*, *Classical Rhetoric with Aristotle*

*“A classical education is like climbing a mountain, each child benefiting from whatever vistas he or she attains in that upward journey. Cheryl Swope shows us that the special-needs child needs and benefits from the uplifting vision of a classical education as much, if not more, than those without learning challenges. Simply Classical gives encouragement and real help for all parents who do not want to settle for second best for their special-needs child. In doing so, the author has advanced the cause of classical Christian education by confounding its critics who claim it is only for the elite.”*

Cheryl Lowe  
Author of *Latina Christiana*, *First Form Latin*, *Traditional Spelling*  
Founder of Highlands Latin School and Memoria Press

*“Packed with resources and insights, Simply Classical can help any parent homeschooling a child with challenges. Author Cheryl Swope shows how a classical approach honors the humanity of all children and enriches their lives. Her book explains what classical education is, how to adapt it for children with special needs, and provides many helpful strategies.”*

Kathy Kuhl, [LearnDifferently.com](http://LearnDifferently.com)  
Author of *Homeschooling Your Struggling Learner*

*“In recent decades there has been an unfortunate and growing trend away from offering a classical education to students in favor of more specialized and job/career-oriented curricula in our public school systems. We see it today in our economically distressed school districts abandoning music, art, and literature classes and programs as cost-cutting measures. That’s one of the reasons why Cheryl Swope’s *Simply Classical: A Beautiful Education for Any Child* is such a timely and necessary book to aid both parents and teachers in the justification and implementation of a classical education for today’s students. This informed and informative compendium deftly presents a definition of what a classical (and classical Christian) education consists of. Of special note is the commentary on adapting a classical education to special-needs students. Enhanced with illustrative true stories and appendices, *Simply Classical: A Beautiful Education for Any Child* is highly recommended and thoroughly ‘user-friendly’ reading for parents and teachers, as well as an important addition to school, academic, and community library Educational Studies reference collections.”*

Midwest Book Review, July 2013, [MidwestBookReview.com](http://MidwestBookReview.com)

*“This book is now my favorite introduction to classical education because it demonstrates how teaching children to love God—and the world He has made—is appropriate for children of all abilities. Many people believe classical education is stuffy or elitist; while it is perhaps the highest quality of education history has passed forward, this does not mean it’s fit only for mini Mozarts. On the contrary, as Cheryl Swope clearly and endearingly portrays, classical education is best suited for children, because it is best suited for humans—in all our weaknesses, glories, sins, and strengths. Swope and her family show you why and how.”*

Joy Pullmann, Executive Editor of *The Federalist*  
Founder of Redeemer Classical School in Fort Wayne, Indiana

*“This is the best book I have ever read on homeschooling a special-needs child. I have two such children, and the tips and suggestions for curriculum are wonderful. I felt as if a dear friend took me by hand, sat down to tea with me, and let me know that yes, I can do this. She has given me hope for my children’s education. Thank you, thank you!”*

Susan, homeschooling mother

*“I have three mildly to moderately special-needs boys ages 5, 12, and 13. This upcoming year with all three of them in school has been looming over my head in an overwhelming manner. This book has helped change my outlook from near despair to hopefulness.*

*There are many ideas for incorporating schooling into all those times when doctor and therapy appointments interrupt the day, which has always been a stumbling point for me. There are also ideas of how to incorporate the therapy homework with schoolwork in such practical and easy ways that make it seem both possible and amazing that I had never thought of them before (the best ideas always seem to be like that). The examples from her children, who face vastly greater challenges than my own and yet have had access to this great store of classical education, are so inspirational.*

*The points that she makes about looking beyond the purely practical nature of a subject that tends toward limiting the education of a special-needs student to only things deemed to be life skills toward what will strengthen the mind and expand the horizons of that child are something I have never encountered in any educational literature before—especially in things targeted to special-needs students. Yet, it feels so right.*

*This book articulates the things that I have always wanted for my children, and blazes a trail toward those goals.”*

Miah, homeschooling mother

*“As a classical educator, I have seen what classical education can do for my students; however, as a mother of a special-needs child, I was initially unsure whether this education was right for my own son. Cheryl Swope has convinced me that classical education truly is a beautiful education for every child. This book is a treasury of inspirational stories and practical advice. I am already seeing her ideas bear fruit in our home.”*

Joanna Hensley, Latin and Literature Teacher, Wilson Hill Academy  
homeschooling mother of a child with special needs

## Who Will Benefit from This Book?

- **Parents of children with special needs, whether the challenges are mild and common, or more severe and complex:** Some may not have heard of “classical education,” but they want the best possible education for their children. Others may be well-versed in classical education, but they wonder whether their child can benefit. This book was written especially for you.
- **Anyone interested in a straightforward explanation of classical Christian education:** *Simply Classical: A Beautiful Education for Any Child* offers an accessible description of classical education and its implementation.
- **Teachers:** Whether in a tutorial setting, classroom, cottage school, or charter school, you will find encouragement, strategies, and resources in this book.
- **Families who wish to homeschool a child with special needs:** *Simply Classical: A Beautiful Education for Any Child* offers support and recommendations from toddlerhood through high school.
- **Parents or teachers who wonder whether a child might need further professional assessment:** You will receive suggestions on informal and formal evaluations with screenings, charts, and tips for navigating the diagnostic process.
- **Classical school headmasters and teachers who know they are not meeting the educational needs of all students:** You will gain renewed hope and vision and a clear plan for giving any child a rich, beautiful, effective education.
- **Anyone already engaged in the excellent pursuit of bringing classical Christian education to any child:** This book is intended to encourage, inspire, and assist classroom teachers, homeschoolers, university professors, classical publishers, headmasters, and all who intend to teach with beauty, joy, and wonder for the benefit of generations to come.

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## FOREWORD

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This book shows how classical education can enrich the lives of children with special needs. The value of this book, though, goes far beyond that particular purpose. It is, in fact, one of the best treatments of classical education—for anyone, at any level—that I have ever read.

The author, Cheryl Swope, is not just spinning theories, though her explanations of the ideas behind the classical liberal arts are lucid, illuminating, and more complete than many accounts. She shows classical education in action, as she and her husband learn to become classical educators, and in the effect it has on their two children. Michael and Michelle are the two heroes of this book. They are twins, and they both have had to struggle all their lives with profound mental, emotional, developmental, and physical difficulties. But as we read this book and follow their education, we see them wake up to the joy of language, the satisfaction they find in beauty, and their quite astonishing academic achievements.

It isn't that classical education solves all of Michael's and Michelle's problems—and their story makes us appreciate what their parents have had to undergo, how hard it all is—but we come to know them as human beings. We see the study of logic helping Michael to organize his own thoughts, and we see the study of Latin helping Michelle realize what she can do with words. We see Michael turning his love of history into a job with a museum and Michelle discovering opera. We also hear her doctor marveling that Michelle's achievements are beyond her potential, and we read her poetry. And this is what is sometimes forgotten or never mentioned about classical education: how profoundly human and humanizing it is.

This is in stark contrast to the way special education is often carried out. Most educational programs for special-needs children limit themselves to training for “practical” living. Often this involves

what Mrs. Swope rightly calls “dehumanizing behaviorism,” controlling the children with rewards and punishments in an effort to keep them in line. Many programs never even attempt to enrich their lives. Mrs. Swope has a graduate degree and professional experience as a special education teacher. She draws on that expertise in this book, sketching out what parents need to know about medical conditions and behavioral problems. But she offers a more three-dimensional picture of special-needs students, and she shows how a classical Christian education can build up what many people assume they do not have: namely, the intellectual, aesthetic, moral, and spiritual parts of their lives.

If special education can be dehumanizing, the same can be said of progressive education in general. In recounting her own training and early experiences as a teacher, Mrs. Swope captures just what is wrong with conventional education—its reductionism, its trendiness, its romanticized view of children, its oblivious disregard for the wisdom of the past, and its overall triviality—and in doing so throws the classical alternative in high relief.

One of the odd criticisms of classical education is that it is elitist, that while it is fine for elite boarding schools for the wealthy and privileged, it is too hard, too challenging, for us “ordinary” people. My usual reply is that if people who can afford the best kind of education for their children favor the classical approach, we need to make that available to everyone. Classical education, properly considered, addresses what is universal in human beings. The word “liberal” in “liberal arts” comes from the Latin word that also gives us “liberty.” A liberal education was required for the “free” citizen, as opposed to the “servile” education given to slaves. People who need liberating need a liberal education. Marva Collins has applied the principles of classical education in tough, inner-city schools with children bogged down in poverty and social dysfunctions, and she has shown just how liberating logic, rhetoric, and Shakespeare can be. Children with special needs also need liberating. Cheryl Swope is the Marva Collins for special education.

As Mrs. Swope explains it, classical education works so well for children with cognitive problems because it is ordered, integrative, and formative. Instead of leaving them as isolated selves, classical

education connects them to the outside world and makes them part of a human community. More than that, classical Christian education makes them part of a spiritual community. Notice the faith of Michael and Michelle, how they participate in church, how they pray and ask Christ for forgiveness, how they have learned to love and serve their neighbors.

Mrs. Swope explains how classical education, contrary to some stereotypes, is actually flexible and can be adapted to a child's level. Contrary to other stereotypes, classical education is very individualized, cultivates creativity, and is designed to be enjoyable.

This book is also extremely practical, showing how classical education can be carried out at home, even by parents who never had a classical education themselves. Mrs. Swope recommends curriculum, gives book lists, and identifies helpful websites. She even draws up sample daily schedules.

This book tells some compelling stories, not only about the Swopes' children but about other children and their families. It is also full of stimulating ideas and practical advice. But lingering in the reader's mind after finishing the book is the personality and complexity of that poet, musician, and Christian known as Michelle.

– *Gene Edward Veith*, Provost Emeritus and Professor Emeritus of Literature at Patrick Henry College. Dr. Veith has written numerous scholarly articles, reviews, and papers, and noted books on Christianity and culture, including *Classical Education: The Movement Sweeping America*, co-authored by Andrew Kern, *Reading Between the Lines: A Christian Guide to Literature*, *God at Work: Your Christian Vocation in All of Life*, and *The Spirituality of the Cross*.

## PREFACE

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Some parents and educators have the misconception that classical education is only for “smart kids.” It is easy to understand why someone might think this way. Latin at age eight? Herodotus by fourteen? With such standards, one might reason, surely classical education is only for born geniuses—the brightest and best of our children. Certainly for advanced performance at the highest levels of classical study, this theory has merit. But what about those children who are not born geniuses? What about those who, far from being intellectually gifted, are living with cognitive challenges, language disorders, or physical disabilities? Does classical education have anything to offer them? Can classical education benefit *any child*?

No doubt Helen Keller’s concerned parents asked the same question back in 1887. Their young daughter was deaf, blind, and severely “behaviorally disordered.” Distraught and fearful for the little girl’s future, as most parents would be, the Kellers hoped that Helen might somehow receive an education. In the late 1800s, this meant a classical education. Helen Keller began her adapted classical education at the age of six with her private teacher, Annie Sullivan. Although no one could predict the eventual outcome, the Keller family embarked on this ambitious, beautiful journey nonetheless. And the world received captivating evidence that classical education truly can benefit *any child*.

In her later adult years, Helen Keller departed in some ways from the philosophies of classical Western civilization, but her story remains an important one as we explore how classical education can benefit any child. After all, Helen Keller’s education more than a century ago mirrors the classical education of today. As soon as language unlocked Helen’s young mind, Annie Sullivan taught Helen the same academic content other classically educated children learn, but through patient, untiring finger-spelling into Helen’s hand. From ages 8-10, Helen studied geography and history. She

read of Greek heroes and the classical ancient civilizations. She enjoyed beautiful language through good literature. She read poetic selections from the Old and New Testaments, *Lamb's Tales from Shakespeare*, Dickens' *A Child's History of England*, *Little Women*, *Heidi*, *The Swiss Family Robinson*, and countless other books which can still be found on the library shelves of any classical school today. Helen treasured her books: "I accepted them as we accept the sunshine and the love of our friends."<sup>1</sup>

From the ages of 11-13, Helen learned Latin from a Latin scholar and French in raised print. She studied more advanced histories of Greece, Rome, and the United States, as Annie continued to spell lessons into Helen's hand. By age sixteen, Helen read works in the original Latin and German, and at age twenty she enrolled at Radcliffe, where she read literature in French, studied world history, read poetry critically, and learned advanced English composition.

Helen's only real academic failure came when she was seventeen. One of her teachers made some common errors with this special-needs child, mistakes which continue to be made in many educational settings today. First, the teacher determined that Helen must devote herself only to those areas in which she was *weakest*, namely physics, algebra, and geometry. Moreover, he taught these subjects in a large classroom without necessary modifications. (For example, he wrote visual geometry proofs on the board with no means for Helen to follow along.) As a result, Helen required additional instruction with a tutor before she could enter Radcliffe as previously planned.

Looking back over her education, Helen later wrote, "From the storybook 'Greek Heroes' to the *Iliad* [read in Greek] was no day's journey, nor was it altogether pleasant. One could have traveled round the world many times while I trudged my weary way through the labyrinthine mazes of grammars and dictionaries ..."<sup>2</sup> Helen received a remarkable classical education because her parents and her teachers bonded together to help her, and she persevered. Although her disabilities remained with her all her life, so did her love for literature: "When I read the finest passages of the *Iliad*, I am conscious of a soul-sense that lifts me above the narrow, cramping

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[1] Helen Keller, *The Story of My Life* (New York: Grosset & Dunlap, 1905), 105.

[2] *Ibid.*, 93.

circumstances of my life. My physical limitations are forgotten—my world lies upward, the length and the breadth and the sweep of the heavens are mine!”<sup>3</sup>

If classical education could give Helen Keller the tools to overcome great obstacles and embrace the “sweep of the heavens” so many years ago, why do even less-severely challenged children with special needs fail to receive such a bountiful classical education today? Largely, the answer is simply historical timing. At the turn of the century, as special education grew in acceptance, classical education began to wane. In the 1930s, “the height of classical study in the United States in sheer numbers,” nearly one million students studied Latin annually.<sup>4</sup> By the 1970s, so-called *progressive*<sup>5</sup> and experimental education dominated. About this same time, just as classical education had all but disappeared, the landmark special education legislation Public Law 94-142 passed in the United States. This law mandated public education for all handicapped children. Public, yes, but often much less effective and far less beautiful.

Today, much of “regular education” has strayed so far from the pursuit of that which is significantly true, good, and beautiful that many children with challenges and special needs who have been placed in remedial or even age-based classrooms receive little that is inspiring, excellent, or formative. In the past, even “basic” education meant purposeful instruction in the three arts of language: grammar, logic or dialectic, and rhetoric. A good liberal arts education also involved the four arts of mathematics: arithmetic (discrete number), geometry (continuous number and number in space), music (number in time), and astronomy (number in space and time). These seven liberal arts developed the mind and provided the student with essential tools for learning. Intrinsic to his education, the student also studied history, good literature, and art, all for the formation of a strong mind and noble character. Throughout the centuries, catechesis—teaching the Christian faith—has also been urged alongside the liberal arts, for matters of the soul.

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[3] *Ibid.*, 117.

[4] Victor Davis Hanson and John Heath, *Who Killed Homer? The Demise of Classical Education and the Recovery of Greek Wisdom* (New York: Encounter Books, 2001), 16.

[5] “I believe, therefore, that the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child’s own social activities.” John Dewey, *My Pedagogic Creed* (New York: E. L. Kellogg & Co., 1897), 10.

Instead, today the ideal in special education is “individualized instruction, in which the child’s characteristics, rather than prescribed academic content, provide the basis for teaching techniques.”<sup>6</sup> In some special education teacher-training programs, not only progressivism and pragmatism, but also fatalistic, dehumanizing behaviorism dominates. The child’s mind and soul are forgotten.

The humanity of the child with special needs — *the humanity of any child* — must determine the education he receives. Some suggest that as many as one in four children have special educational needs. Each of these children is a *human being*, created in the image of God. Shall we assign all of these students to a menial, servile education and deny them the riches of a beautiful, humane, liberating education? And, worse, shall we base our deterministic placements on early testing, with no regard to what the child might be able to overcome with the aid of an excellent teacher?

Ancient Roman orator Quintilian wrote:

There is no foundation for the complaint that only a small minority of human beings have been given the power to understand what is taught them, the majority being so slow-witted that they waste time and labor. On the contrary, you will find the greater number quick to reason and prompt to learn. This is natural to man. ... Dull and unteachable persons ... have been very few. The proof of this is that the promise of many accomplishments appears in children, and when it fades with age, this is plainly due to the failure not of nature but of care. “But some have more talent than others.” I agree: then some will achieve more and some less, but we never find one who has not achieved something by his efforts.<sup>7</sup>

Regardless of his challenges, any child is called to do more than receive services; he is called to love and serve his neighbor. Even if he is never able to hold a full-time paying “job,” classical education can help the child with special needs bring purpose, love, or comfort to his parents. He is a student with lessons to learn, teachers to

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[6] Daniel P. Hallahan and James M. Kauffman, *Exceptional Learners: Introduction to Special Education* (Boston: Allyn and Bacon, 2003), 24.

[7] Quintilian (35-100 A.D.), *Institutio Oratoria*, I:1.

respect, and parents to honor. He is a young man who holds the door for aging members of his congregation. She is the person who thoughtfully replenishes a dog's fresh water bowl while her neighbor is away at work. Any child is a son or daughter, brother or sister, grandchild, or friend, with the high calling of gracious and tender service, as God works through the child for His loving purposes.

We see uniquely converging opportunities at this time in history. Information abounds on special needs such as autism and specific learning disabilities. Classical education enjoys a re-emergence in numerous and growing pockets, for the youngest children through university levels. Abundant resources now offer instruction in Latin, the history of ancient civilizations, the mathematical arts, and more, at every level and with any amount of repetition and practice the child needs. Teachers, homeschooling parents, tutors—anyone who seeks to teach *any* child—can find helpful curricula for adapting reading, composition, Greek, music theory, literature, logic, and rhetoric. Perhaps the child will eventually prove incapable of progressing to advanced levels in one area or in every area; however, if taught slowly, patiently, and systematically, even those children who are identified with or suspected of having “special learning needs” can receive a substantial, elevating, and beautiful education.

Classical education can address any child's challenges and cultivate in him a lifelong appreciation for lasting truth, beauty, and goodness. Modifications can help with behavioral and neurological difficulties, language and sensory challenges, specific learning disabilities, and even severe mental illnesses. Be encouraged. Any educable child can receive these great benefits of classical education: greater self-knowledge, timeless tools for learning, a more disciplined mind, a love of study, and a dedicated life of service. Classical education is an excellent education and a beautiful gift to your child, so he can say with Helen Keller, “My world lies upward, the length and the breadth and the sweep of the heavens are mine!”

– *Cheryl Swope, M.Ed.*

# Organizations and Resources

## General

- **Academy of Special Needs Planners (ASNP)**  
*a national network of attorneys and financial planners in the US who provide special-needs planning services to those who serve people with disabilities*  
866-296-5509  
[specialneedsanswers.com](http://specialneedsanswers.com)
- *Diagnostic & Statistical Manual of Mental Disorders* (latest edition),  
American Psychiatric Association  
*detailed diagnostic criteria for ADHD, autism spectrum disorder, anxiety disorders, and more*
- **Internet Special Education Resources**  
*special education and learning disabilities resources*  
[iser.com](http://iser.com)
- **Medical IDs**
  - » **American Medical ID**  
*for engraved medical ID bracelets*  
[www.americanmedical-id.com](http://www.americanmedical-id.com)
  - » **The ID Band Company**  
*affordable, durable medical bracelets suitable for identifying information about any medical condition*  
[www.theidbandco.com](http://www.theidbandco.com)
- “Neuropsychological Assessment in Children and Adolescents”  
[www.childneurologyfoundation.org/disorders/neuropsychological-assessment-children-adolescents](http://www.childneurologyfoundation.org/disorders/neuropsychological-assessment-children-adolescents)
- “Neuropsychological Evaluations: What You Need to Know”  
[www.understood.org](http://www.understood.org)

- “Psychological/Psychoeducational Assessment: When to Consider Testing, and What to Expect from an Assessment”  
[iser.com/resources/when-to-test.html](http://iser.com/resources/when-to-test.html)
- *Tarascon Pediatric Psychiatria*, Josiane Cobert, Tarascon, 2013  
*a handy and detailed reference guide for formal testing, diagnostic criteria, definitions, and symptoms, with medical explanations of characteristics and treatment for learning, behavioral, mental, and neurological conditions*
- **TeacherVision**  
*children’s books about disabilities for self, siblings, or classmates*  
[www.teachervision.com/childrens-books-about-disabilities](http://www.teachervision.com/childrens-books-about-disabilities)
- **Understood.org**  
*explanations of various conditions such as dysgraphia, dyslexia, attention deficit disorder, and autism with multiple links to practical tips*

### *International*

- **Aussie Educator**  
[aussieeducator.org.au](http://aussieeducator.org.au), search Special Education
- **Division of International Special Education and Services (DISES)**  
*resources and Journal of International Special Needs Education*  
[dises-cec.org](http://dises-cec.org)
- **Down Syndrome International**  
[www.dseinternational.org/en-us](http://www.dseinternational.org/en-us)
- **eSpecial Needs**  
*autism, sensory, safety, and disability equipment, toys, and resources shipped worldwide*  
[www.especialneeds.com](http://www.especialneeds.com)
- **Global Home Education Exchange**  
*conferences and resources to equip homeschoolers worldwide*  
[ghex.world](http://ghex.world)
- **Home School Legal Defense Association**  
[hsllda.org/content/hs/international](http://hsllda.org/content/hs/international)
- **Special Needs Australia**  
[www.specialneedsaustralia.org](http://www.specialneedsaustralia.org)

## *Arranged by Conditions, Disorders, and Diagnoses*

### **ADHD and Executive Function Difficulties**

- **ADDitude: Inside the ADHD Mind**  
*free screening tests for coexisting learning disabilities and magazine*  
[www.additude.com](http://www.additude.com)
- **Attention Deficit Disorder Association (ADDA)**  
800-939-1019  
[add.org](http://add.org)
- **Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)**  
301-306-7070  
[chadd.org](http://chadd.org)
- *Driven to Distraction*, Edward M. Hallowell and John J. Ratey, Anchor, 2011
- "How Is ADD Diagnosed?"  
*James Lawrence Thomas offers a free list of symptoms with descriptions*  
[iser.com/resources/adhd-diagnosis.html](http://iser.com/resources/adhd-diagnosis.html)
- *Late, Lost, and Unprepared: A Parents' Guide to Helping Children with Executive Functioning*, Joyce Cooper-Kahn and Laurie Dietzel, Woodbine House, 2008
- *Teenagers with ADD, ADHD & Executive Function Deficits*, Chris A. Zeigler Dendy, Woodbine House, 2017
- *That Crumpled Paper Was Due Last Week: Helping Disorganized and Distracted Boys Succeed in School and Life*, Ana Homayoun, TarcherPerigree, 2010
- "What Is Executive Functioning?"  
*Scott Crouse offers free descriptions and tips*  
[iser.com/resources/executive-function.html](http://iser.com/resources/executive-function.html)

### **Anxiety**

- *Helping Your Anxious Child: A Step-by-Step Guide for Parents*, Ronald M. Rapee et al., New Harbinger Publications, 2008
- *Overcoming Anxiety in Children & Teens*, Jed Baker, Future Horizons, 2015

## **Autism Spectrum Disorder**

- *1001 Great Ideas for Teaching and Raising Children with Autism or Asperger's*, Ellen Notbohm and Veronica Zysk, Future Horizons, 2010
- *A Best Practice Guide to Assessment and Intervention for Autism Spectrum Disorder in Schools*, Lee A. Wilkinson, Jessica Kingsley Publishers, 2016
- **Autism Parenting Magazine**  
*the leading magazine for parents and professionals working with children on the autism spectrum*  
[www.autismparentingmagazine.com](http://www.autismparentingmagazine.com)
- **Autism Society**  
800-328-8476  
[www.autism-society.org](http://www.autism-society.org)
- **Autism Speaks**  
888-288-4762  
[www.autismspeaks.org](http://www.autismspeaks.org)
- **Future Horizons**  
[www.fhautism.com](http://www.fhautism.com)
- *Making Sense of Autistic Spectrum Disorders: Create the Brightest Future for Your Child with the Best Treatment Options*, James Coplan, Bantam, 2010
- **MedicAlert Autism Foundation**  
*program for autism with wandering support services*  
800-432-5378  
[www.medicalert.org/autism](http://www.medicalert.org/autism)
- **National Autism Resources**  
877-249-2393  
[www.nationalautismresources.com](http://www.nationalautismresources.com)
- *The Autistic Brain: Helping Different Kinds of Minds Succeed*, Temple Grandin and Richard Panek, Mariner Books, 2014
- *Uniquely Human: A Different Way of Seeing Autism*, Barry M. Prizant, Simon & Schuster, 2016

## **Behavior and Conduct Difficulties and Disorders**

(including Oppositional Defiant Disorder - ODD)

- *Behavior Solutions for the Inclusive Classroom* and *More Behavior Solutions in and Beyond the Inclusive Classroom* both of these basic, step-by-step books by Beth Aune et al. are published by Future Horizons, 2010 and 2011 respectively
- *Boundaries with Kids*, Henry Cloud and John Townsend, Zondervan, 2001
- **Conduct Disorders: A Soft Place to Land for Battle Weary Parents**  
*free online forum for support*  
[conductdisorders.com/community](http://conductdisorders.com/community)
- **Empowering Parents**  
*free behavior charts and practical articles, The Total Transformation and The ODD Lifeline programs*  
[www.empoweringparents.com](http://www.empoweringparents.com)
- *Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them*, Ross W. Greene, Scribner, 2014
- **Mayo Clinic**  
[www.mayoclinic.org](http://www.mayoclinic.org), search Oppositional Defiant Disorder
- *Myself & Others: Lessons for Social Understanding, Habits, and Manners: A Simply Classical Resource*, Cheryl Swope, Memoria Press
- *Straight Talk About Psychiatric Medications for Kids*, Timothy E. Wilens and Paul G. Hammerness, Guilford Press, 2016
- *The Zones of Regulation*, Leah M. Kuypers, Social Thinking, 2011  
[zonesofregulation.com](http://zonesofregulation.com)

## **Brain Tumor**

- **American Brain Tumor Association**  
800-886-2282  
[www.abta.org](http://www.abta.org)
- **National Brain Tumor Society**  
617-924-9997  
[braintumor.org](http://braintumor.org)

## **Cerebral Palsy**

- **Cerebral Palsy Foundation**  
212-520-1686  
[www.yourcpf.org](http://www.yourcpf.org)

- **Cerebral Palsy Guidance**  
866-579-8495  
[www.cerebralpalsyguidance.com](http://www.cerebralpalsyguidance.com)
- *Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders*, Sieglinde Martin, Woodbine House, 2006

### **Deaf-Blind**

- **Helen Keller National Center for Deaf-Blind Youths and Adults**  
516-944-8900  
[www.helenkeller.org/hknc](http://www.helenkeller.org/hknc)
- **National Center on Deaf-Blindness**  
[nationaldb.org](http://nationaldb.org)

### **Down Syndrome (see also Intellectual Disability)**

- **Down Syndrome-Autism Connection**  
720-757-7007  
[www.ds-asd-connection.org](http://www.ds-asd-connection.org)
- *Early Communication Skills for Children with Down Syndrome*, Libby Kumin, Woodbine House, 2012
- *Fine Motor Skills for Children with Down Syndrome*, Maryanne Bruni, Woodbine House, 2016
- "If You Are Willing," Silvana Hebert, 2014, [members.classicalconversations.com/article/if-you-are-willing](http://members.classicalconversations.com/article/if-you-are-willing)
- **National Association for Down Syndrome**  
630-325-9112  
[www.nads.org](http://www.nads.org)
- **National Down Syndrome Society**  
800-221-4602  
[www.ndss.org](http://www.ndss.org)
- *Supporting Positive Behavior in Children and Teens with Down Syndrome: The Respond but Don't React Method*, David Stein, Woodbine House, 2016
- "To Everything There Is a Season," Silvana Hebert, 2015, [members.classicalconversations.com/article/everything-there-season](http://members.classicalconversations.com/article/everything-there-season)
- *When Down Syndrome and Autism Intersect*, Margaret Froehlke and Robin Zaborek, Woodbine House, 2013

## **Dyscalculia and Math Difficulties**

- **About Dyscalculia**  
*international research, explanations*  
[aboutdyscalculia.org](http://aboutdyscalculia.org)
- *Dyscalculia: From Science to Education*, Brian Butterworth, Routledge, 2018
- **Dyscalculia (Math Dyslexia) Resources**  
*free list of resources by U.S. state (research before calling)*  
[iser.com/dyscalculia.html](http://iser.com/dyscalculia.html)
- **Learning Disabilities Online**  
*definitions, descriptions, tips for developing number sense and more*  
[www.ldonline.org/indepth/math](http://www.ldonline.org/indepth/math)

## **Dysgraphia, Fine-Motor, and Writing Difficulties**

- *Fine Motor Skills & Handwriting Activities for Young Children*, Joanne M. Landy and Keith R. Burrige, Center for Applied Research, 2000
- **International Dyslexia Association**  
[dyslexiaida.org/understanding-dysgraphia](http://dyslexiaida.org/understanding-dysgraphia)
- **Understood.org**  
*search “dysgraphia” for free explanations and tips*
- “What Is Dysgraphia?”  
*Moshe Elbaum describes types of dysgraphia, symptoms, strategies*  
[iser.com/resources/dysgraphia-issues.html](http://iser.com/resources/dysgraphia-issues.html)

## **Dyslexia, Auditory Processing, and Reading Difficulties**

- **Barton Reading and Spelling**  
*screening and intensive remediation for students with dyslexia (can be taught alongside Simply Classical Curriculum Levels 1, 2, 3, or 4 as summer remediation or enrichment)*  
[bartonreading.com](http://bartonreading.com)
- **Bright Solutions for Dyslexia**  
*free online videos about dyslexia*  
[www.dys-add.com](http://www.dys-add.com)  
*also [bartonreading.com/videos](http://bartonreading.com/videos)*
- *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, David A. Kilpatrick, Wiley, 2015
- *Essentials of Dyslexia Assessment and Intervention*, Nancy Mather and Barbara J. Wendling, Wiley, 2012

- **Foundation in Sounds**

*pre-reading program to improve discrimination, memory, sound sequences (can be taught alongside Simply Classical Curriculum Levels A, B, or C as summer remediation or enrichment)*

[www.foundationinsounds.com](http://www.foundationinsounds.com)

- “Identifying an Early Learning Disability – And How You Can Help at Home,” Wendy Burt-Thomas  
[iser.com/resources/early-identification.html](http://iser.com/resources/early-identification.html)

- **International Dyslexia Association**

410-296-0232

[dyslexiaida.org](http://dyslexiaida.org)

- “Understanding the Value of Comprehensive Evaluation for Reading Disorder/Dyslexia”

*Lindsay Whitman offers free tips and explanations*

[iser.com/resources/dyslexia-evaluation.html](http://iser.com/resources/dyslexia-evaluation.html)

- *When the Brain Can't Hear: Unraveling the Mystery of Auditory Processing Disorder*, Teri James Bellis, Atria Books, 2003

## Neurological and Neuromuscular Conditions

- **Brain & Life**

*a free print magazine from the American Academy of Neurology*

646-674-6545

[www.brainandlife.org](http://www.brainandlife.org)

- **Muscular Dystrophy Association**

800-572-1717

[www.mda.org](http://www.mda.org)

- **National Institute of Neurological Disorders and Stroke**

[www.ninds.nih.gov](http://www.ninds.nih.gov)

## Psychiatric Conditions

- **Anchor** (anxiety, depression, bipolar), **SZ** (schizophrenia)

*informative e-magazines with strategies, research, encouragement*

[mentalwellnesstoday.com/anchor](http://mentalwellnesstoday.com/anchor)

[mentalwellnesstoday.com/sz-magazine](http://mentalwellnesstoday.com/sz-magazine)

- **International OCD Foundation**

617-973-5801

pediatric division: [kids.iocdf.org](http://kids.iocdf.org)

- **Juvenile Bipolar Research Foundation**

[www.jbrf.org](http://www.jbrf.org)

- **National Alliance on Mental Illness (NAMI)**  
*NAMI Basics and Family-to-Family programs, search by region*  
[nami.org](http://nami.org)

### Rare Disorders

- **National Organization for Rare Disorders (NORD)**  
800-999-6673  
[rarediseases.org](http://rarediseases.org)

### Sensory Processing or Integration Difficulties

- **American Occupational Therapy Association (AOTA)**  
[www.aota.org](http://www.aota.org)
- *Raising a Sensory Smart Child: The Definitive Handbook for Helping Your Child with Sensory Processing Issues*, Lindsey Biel and Nancy Peske, Penguin Books, 2009
- *Sensational Kids: Hope and Help for Children with Sensory Processing Disorder*, Lucy Jane Miller, TarcherPerigree, 2014
- **Sensory Resources**  
*thorough, free articles organized for easy access*  
[www.sensoryresources.com](http://www.sensoryresources.com)
- **Sensory World**  
*sensory-related products, charts, and resources*  
[www.sensoryworld.com](http://www.sensoryworld.com)
- *The Out-of-Sync Child* and *The Out-of-Sync Child Grows Up*, both by Carol Kranowitz, TarcherPerigree, 2006 and 2016 respectively

### Sleep Disorders

- Sleep for Kids  
*a service of the National Sleep Foundation*  
[sleepforkids.org](http://sleepforkids.org)
- *Solve Your Child's Sleep Problems*, Richard Ferber, Touchstone, 2006

### Specific Learning Difficulties, Disabilities, and Processing Difficulties (see also Dyslexia, Dysgraphia, Dyscalculia)

- *Essentials of Specific Learning Disability Identification*, Vincent C. Alfonso and Dawn P. Flanagan, Wiley, 2018
- *Helping Your Child with Language-Based Learning Disabilities: Strategies to Succeed in School and Life with Dyslexia, Dysgraphia, Dyscalculia, ADHD & Processing Disorders*, Daniel Franklin, New Harbinger Publications, 2018

- **Learning Disabilities Association of America**  
412-341-1515  
[ldaamerica.org](http://ldaamerica.org)
- **Learning Disabilities Association of Canada**  
613-238-5721  
[www.ldac-acta.ca](http://www.ldac-acta.ca)
- **Learning Disabilities Online**  
[www.ldonline.org](http://www.ldonline.org)
- **National Center for Learning Disabilities**  
[www.nclld.org](http://www.nclld.org)
- “Response Speed Delay”  
*Joan Smith explains processing difficulties*  
[iser.com/resources/response-speed-delay.html](http://iser.com/resources/response-speed-delay.html)
- **Understood.org**  
*search by specific learning disability such as dyscalculia, dysgraphia, or dyslexia for symptoms, definitions, and practical strategies for home and classroom*

### **Spina Bifida**

- *Children with Spina Bifida: A Parents’ Guide*, Marlene Lutkenhoff, Woodbine House, 2007
- **Spina Bifida Association**  
800-621-3141  
[www.spinabifidaassociation.org](http://www.spinabifidaassociation.org)

### **Tourette Syndrome**

- *Children with Tourette Syndrome: A Parents’ Guide*, Tracy Lynne Marsh, Woodbine House, 2007
- *The Tourette Syndrome and OCD Checklist: A Practical Reference for Parents and Teachers*, Susan Conners, Jossey-Bass, 2011
- **Tourette Association of America**  
888-4-TOURET  
[tourette.org](http://tourette.org)
- **Tourette Canada**  
800-361-3120  
[tourette.ca](http://tourette.ca)

## **Vision Problems, Impairments, and Blindness**

- **American Foundation for the Blind**  
212-502-7600  
[www.afb.org](http://www.afb.org)
- **American Printing House for the Blind**  
900-223-1839  
[www.aph.org](http://www.aph.org)
- **Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)**  
703-671-4500  
[aerbvi.org](http://aerbvi.org)
- **Canadian Council of the Blind**  
613-567-0311  
[ccbnational.net](http://ccbnational.net)
- *Children with Visual Impairments: A Parents' Guide*, M. Cay  
Holbrook, Woodbine House, 2006
- **College of Optometrists in Vision Development**  
330-995-0718  
[www.covd.org](http://www.covd.org)
- **Lighthouse Guild**  
*support for parents of children with visual impairments*  
800-284-4422  
[lighthouseguild.org](http://lighthouseguild.org)