

Resources

for HOMESCHOOLING WITH ADHD

Placement

Readiness Assessments

(scroll to middle of page)

bit.ly/Assessments-SC

Simply Classical Scope & Sequence

bit.ly/Scope-Sequence-SC

Memoria Press Scope & Sequence

bit.ly/ScopeSequence-MP

Teaching Tips

Mild Needs are Real Special Needs

(scroll to fifth video on page)

bit.ly/2020Sodalitas

Organized for Life: Tweens & Teens

(scroll to seventh video on page)

bit.ly/OrganizedforLife

Encouragement & Community

Simply Classical Facebook Group

bit.ly/FacebookGroup-SC

Simply Classical Forum

bit.ly/SimplyClassicalForum

Other Helpful Resources

Construction Ear Muffs

Available at most hardware stores

Vibes Hi-Fidelity Earplugs

bit.ly/VibesEar

Fidget Cube

bit.ly/AntsyLabs-Cube

Diving Boards

based on a presentation by Cheryl Swope

Cheryl gave a talk several years ago that had a huge impact on our family, not just in schooling but in so many areas. She also shared a version of it at the 2018 Sodalitas Conference. You can find it in the 2018 videos under the title [“Organized for Life”](#) and I believe the diving board explanation starts around the 20 minute mark.

In that talk, she compared our children’s educational levels to diving boards.

Low Board

At the bottom level, we have a low board. It’s close to the water and once they’ve learned how to dive, children will use this board all day long.

This is our children’s independent level. It’s where we can give them an assignment and they can complete it well and in a timely manner, all on their own.

Middle Board

This one can be a little scarier. It’s more of a challenge and our children aren’t as confident using it. They need coaching on how to use it, they may need us to hold their hand up the ladder, or be waiting for them down in the water.

This is our child’s instructional level. They are capable, here and now, of doing the work, but only with coaching, modeling, and support from us.

High Dive

Then there’s the high dive. This is the one that our children drag their feet to approach. They may cling to us, begging us not to make them climb the ladder, and we’re not even sure they should climb it despite everyone else telling us they should be able to do it.

This is our child’s frustration level. This is where they feel that we have thrown them off the high dive, into the deep end.

Sink or Swim

The sink or swim approach does not work for kids with any level of special needs — including ADHD.

It will not inspire them to do hard things.

It will not motivate them to try harder.

It is beyond where they are at at this moment.

They will seize up.

They will lose the confidence they had, even for lower diving boards.

Eventually, they may refuse to go to the pool at all.

How to Improve Attention, Behavior, and Manners

by Cheryl Swope

Give Him Clear Directions

1. Stop his body from moving before giving a direction.
2. Keep directions short.
3. Include visual cues whenever possible.
4. Minimize auditory distractions during work time. Turn off background tv, radio, and music before beginning.
5. Minimize visual distractions during work time. Remove extraneous posters and visual clutter.
6. Have other children be seated or quiet when giving directions.
7. Give him an "office" with clear boundaries. Avoid large, sprawling, open work spaces.
8. Provide a simple, predictable routine outlined on a chart or visual schedule.
9. Overview the order for the day - every day - to help him internalize order.
10. If his language skills allow, have him restate or paraphrase the directions you give him.

Encourage Self-Control

1. Practice inhibitory activities: walking rather than running, speaking softly, tiptoeing on a balance beam (quiet as a mouse), walking backward on a balance beam, curling up in a ball and counting to 20, playing hide-and-seek with increasingly long count-times, playing Simon Says with directions that involve stopping movement, playing Freeze Tag.
2. Encourage reminders via his self-talk. For example, when walking down steps, say "Step and stop. Step and stop." Encourage slowed, controlled movements in the house. Have him "do over" going down the stairs carefully, walking rather than running in the hall, seating himself properly in the chair.
3. Allow moments to rest, snuggle, play outside, or look at books quietly to "recharge," rather than relying on electronic diversions. Model habits of non-screen-dependent, healthy rest and relaxation.
4. Allow ample time for sleep at night and a period or two of quiet rest during the day.
5. If applicable, use prescribed OT ankle weights, a weighted vest or weighted blanket as needed.
6. Use repetition for creating routines in therapy or teaching sessions with "over-teaching" of concepts, knowledge, and skills to promote self-regulation.
7. Play simple turn-taking games.
8. Extend attention span with "one more" (page, story) or with music (keep balancing on the board until the song is over).
9. Teach him to play an instrument or add a well-managed dance, gymnastics, or swim class for greater motor control.
10. Teach him to read well.

Strengthen His Social/Emotional Well-Being: Nurture Him while Turning His Own Focus Outward

1. Read books about relationships, love, other people. (Don Freeman - Corduroy; Beady and Thayer; Little Bear books; Boxcar Children)
2. Encourage his helpfulness. If he is energetic, harness his energy for family service: Teach a few new chores, obtain a smaller broom or hand-held vacuum, and schedule these new chores into his week.
3. Be firm and clear. Do not yell. Model self-control. Create clear, simple consequences. State the expectation and walk away rather than over-engage.
4. Enjoy him again. Find the qualities you appreciate about him. List them. Remember them. Review them. Give thanks for them even in the hard times.
5. Find or recall something you enjoy doing together. Plan to do this regularly. Strengthen the loving, affectionate mother-child bond. He will know whether you feel and express love for him.
6. Encourage his friendships with polite, considerate friends who know how to play or spend time apart from electronic entertainment. Supervise this play for success when needed.
7. Teach social understanding as if you are a guide or coach, rather than an adversary.
8. Provide opportunities for manners throughout the day (waiting for food with hands in lap, waiting for others to brush teeth, patting the cat softly, reaching for an object slowly, asking for an item at the table rather than grabbing).
9. Teach from *Myself & Others: Lessons in Social Understanding, Habits, and Manners*. Teach Books One and Two with younger children or Books Three and Four for older children.
10. Help him build and enjoy healthy, loving, caring human relationships even if with the elderly or with younger children, if not with peers.

All of this can work together for his good and for the good of the family. We include additional tips and strategies throughout our SC Curriculum programs and in our SC Curriculum Manuals.