

Outline:

- I. Change how you homeschool:
  - a. Doesn't have to be like \_\_\_\_\_ or \_\_\_\_\_,
  - b. Change what you teach.
  - c. Change the way you teach.

??Brainstorm easy ways to make a lesson more engaging:

- II. Teach students ways to focus better:
  - a. Change setting to lessen distractions. Sound, sight, seating, location, movement, clothing, fidget tools.

??Brainstorm: what seems to distract your student most?

??Two things to try to help:

- b. Help students with organization: liaise with teachers. Comm. Skills.

Find others to help your child with organization. Brainstorm:

Who? \_\_\_\_\_

Evening prep. Sleep. Org. skills a long-term project. Experiment.

Time management.

Brainstorm: two things to try to manage stuff or time.

- c. Reduce stress to help everyone focus better. Guard family priorities.

## Resources

### 1. Adapt the Environment to lessen distractions

- a. Sound: Use headphones, earbuds, or, if offline, earplugs.
- b. Visual: Is the view from student's seat distracting? Is lighting good? Tablet or computer's camera at a good angle for the student's vision and posture.
- c. Seating: Chair be low enough that students can keep their feet flat on the floor—no dangling nor cramped legs. Table should be of a height to support student's elbow comfortably as they write. Students may find it easier to focus if they sit on exercise balls, inflated cushions (HeadsUpNow.com), or T-stool (below). Or lie on their stomachs. For directions how to build a T-stool, see Carol Kranowitz's *The Out-of-Sync Child*, or buy one from [Therapy Shoppe](#) or Amazon.
- d. If online teacher permits, student may pace or turn off screen and wander while watching. Teacher can require student to text in often to show they are still paying attention.\*
- e. Offer coop or classroom teacher concise info on managing ADHD in class. Recall their workload, and ask for a few specific accommodations: <https://chadd.org/for-educators/overview/> or [http://russellbarkley.org/factsheets/ADHD\\_School\\_Accommodations.pdf](http://russellbarkley.org/factsheets/ADHD_School_Accommodations.pdf)

### 2. Sensory practices that improve ability to focus

- Choose comfortable, but appropriate clothing.
- [My rules for effective fidgets at LearnDifferently.com](#)
- Movement suggestions from online teachers\*:
  - All-black Rubik's Cube.
  - Make sure students keep fidgets off screen.
  - Teachers can have students listen for specific words in a lesson or story, & when they hear it either type something in the chat window or move their body a specific way.
- Oral: chewing gum, chewable jewelry, such as Chewelry or Chewigems, Chewsticks pencil toppers, and other chewable fidgets. [Links and more here.](#)
- Movement breaks before, during, and after lessons. See [GoNoodle.com](#) for videos to move to between lessons. \*\*

### 3. Tools for Parents to help with Organization and Focus

- With parental controls, limit student's access to apps they should use.
- Post weekly school schedule on whiteboard or paper and make (or help older students make) checklists to prepare for the next day.
- Consistent bedtime <https://chadd.org/about-adhd/adhd-and-sleep-disorders/>
- Meet weekly and nightly to briefly review the next week or next day, respectively. Nightly checks should include seeing that homework and supplies are ready, and that the computer or tablet is on the charger. It's the virtual school equivalent of checking the backpack.
- Set priorities: relationships, love of learning, core skills, exercise, mental health, your family values.
- Train your children to deal with emotion wisely. [John Gottman, Ph.D., \*Raising an Emotionally Intelligent Child: The Heart of Parenting.\*](#)
- Good advice on relationships: Paul Tripp, *Age of Opportunity: A Biblical Guide to Parenting Teens.*

### 4. Helping students organize themselves

- Two-part post on [time-blindness at my website.](#)
- Pomodoro technique and my favorite, [the Time Timer.](#)
- Marydee Sklar's website, ExecutiveFunctioningSuccess.com and her book, [50 Tips to Help Students Succeed.](#)
- Carol Reynolds, Ph.D., [Why Freshmen Fail: And How to Avoid It](#)
- Henry Reiff, Ph. D., [Self-Advocacy Skills for Students with Learning Disabilities.](#) Available used.

### 5. Stress reducers

- Fresh air, nature, unstructured play. Richard Louv, *Last Child in the Woods.*
- Enforce time off-screens during meals, before bed, and in bedroom.
- Limit game time. Rapid visual changes affect visual processing & vestibular systems. See [occupational therapists Amy and Evelyn Guttman's discussion of impact and remedies.](#) On [sleep disorders and ADHD, see CHADD.](#)

### Pages on LearnDifferently.com you may find helpful:

- [Teaching tips for kids with attention problems](#)
- [Choosing curriculum for your child](#)
- [Kathy's online course, Homeschooling with ADHD. Learndifferently.com](#)