

Special Needs Homeschool Tips

TRANSITIONING EDUCATION FROM THE
CLASSROOM ENVIRONMENT TO HOME

SPECIAL NEEDS HOMESCHOOLING

This presentation will focus on children with intellectual and behavior disabilities causing cognitive impairment and social dysfunction

autism spectrum disorder
down syndrome
fragile-X syndrome
development delays
mental retardation

Complete Curriculum

[TeachTown](#)

[Simply Classical](#)

[Brain Integration](#)

[Therapy by Diane Craft](#)

Free Resources

[Do2Learn](#)

[Picto-Selector](#)

[SEN Teacher](#)

[Trainland PECS](#)

Other Supports

[Discrete Trial Trainer](#)

[Touch Math](#)

[Autism & PDD](#)

Matt & Molly
Buddy Bear

[File Folder Heaven](#)

Dyslexia and Dysgraphia

[Homeschool Resources](#)

[All About Learning Press](#)

[Logic of English](#)

[Sequential Spelling](#)

[Barton Reading](#)

Library books

All About Spelling

Reading Reflex

The Writing Road to Reading

Reading by the Colors

The Gift of Dyslexia

Reversing Dyslexia

Phonics Pathways

Overcoming Dyslexia

Online programs for higher functioning students to consider:

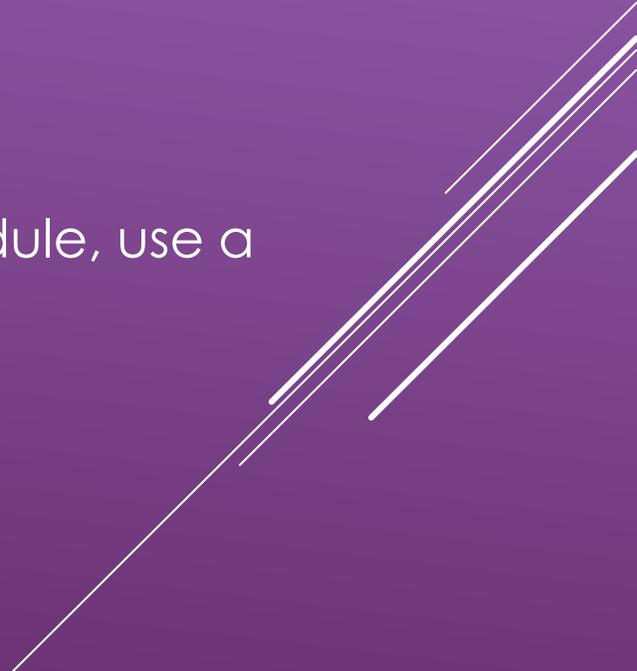
<https://www.time4learning.com/homeschooling/special-needs/>

Ages 6-12:

<https://wilostar3d.com/special-needs-homeschooling/>

HINT: cursive writing helps dyslexic students decode

GENERAL CONSIDERATIONS

- ▶ What is your educational goal (ex. IEP) and what level of mastery are you requiring?
 - ▶ What is your goal's purpose and is it meaningful to your child?
 - ▶ Is it useful for daily life outside of “table time” (1 on 1 teaching)?
 - ▶ What is your child's ability level in each focus area?
 - ▶ What methods work best for your child?
 - ▶ Can your child handle some tasks independently (e.g., follow schedule, use a choice board, PECS, or use an online virtual school service)?
 - ▶ What motivates your child to work?
 - ▶ How long can your child stay on task?
 - ▶ How many repetitions of a goal is considered mastery?
- 



Think ahead and plan by anticipating there will be:

- Routine issues
- Stims vs. isms
- Unexpected interruptions

Choice board

Schedules

Independent activities

Timed activities

Replacement action

BUILD IN FLEXIBILITY

Stims vs. isms

Less stress & distraction

1 on 1 & modification

Appropriate social behavior modeling

Safety & health

Life skills

Hands-on learning

HOME ADVANTAGES



"Give
me
Five!"

**Pair a positive praise
with a reward.**

- *You can fade out the reward in the future, and the positive praise statement will become the reward.*

PRAISE CHILD'S CORRECT RESPONSES

"Good
job!"



Discrete Trial Training



Collect data



Reward system



Visual Schedules



Track behavior



Spiral review



ABA consultant

Library books:

- *The Parents Guide to In-Home ABA programs*
- *Positive Parenting for Autism*

Other Books:

- *ABBLs-R & VB-MAPP*
- *A Complete ABA Curriculum*
- *ABA Program Companion*
- *Autism Everyday*
- *The Verbal Behavior Approach*

USE PRINCIPLES OF ABA (APPLIED BEHAVIOR ANALYSIS)

Special Needs Homeschool Tips

*UNIT #1: REWARDS +
BOARDS*

TRANSITIONING EDUCATION FROM THE
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Close-ended rewards

- ▶ 1 to 1 rewards (healthy snacks, coins, tokens, bills, stickers, etc.)

1:1 correspondence is a basic math concept

- ▶ Pieces of a puzzle
- ▶ Favorite activity with defined ending (natural or contrived, e.g. with directions or imitation cards)
- ▶ Listen or read a book
- ▶ Physical encouragement: High-five, clapping, fist bump, tickles, hugs paired with a praise statement
- ▶ Get a snack, drink

Timed rewards

- ▶ Movie or TV time (set limits)
- ▶ Computer time
- ▶ Open-ended favorite activity
- ▶ Jumping on trampoline
- ▶ Listen to music
- ▶ Take a break (calming sensory area)
- ▶ Exercise, time outside to play, swing

REWARD IDEAS

Graduated reward system

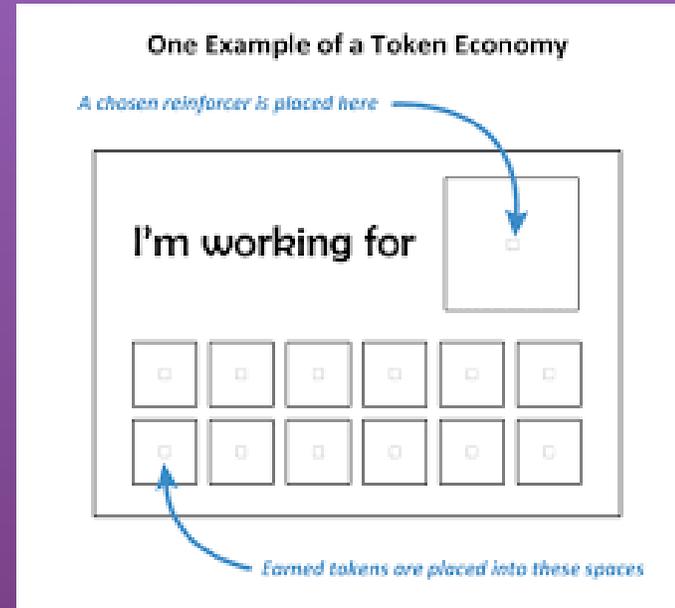
▶ Ruler

- big moves forward for hard work
- small move forward for easy answers

▶ Complete the puzzle

- take a photo of a favorite activity and cut up into pieces to assemble
- one piece per correct answer or multiple pieces for hard work

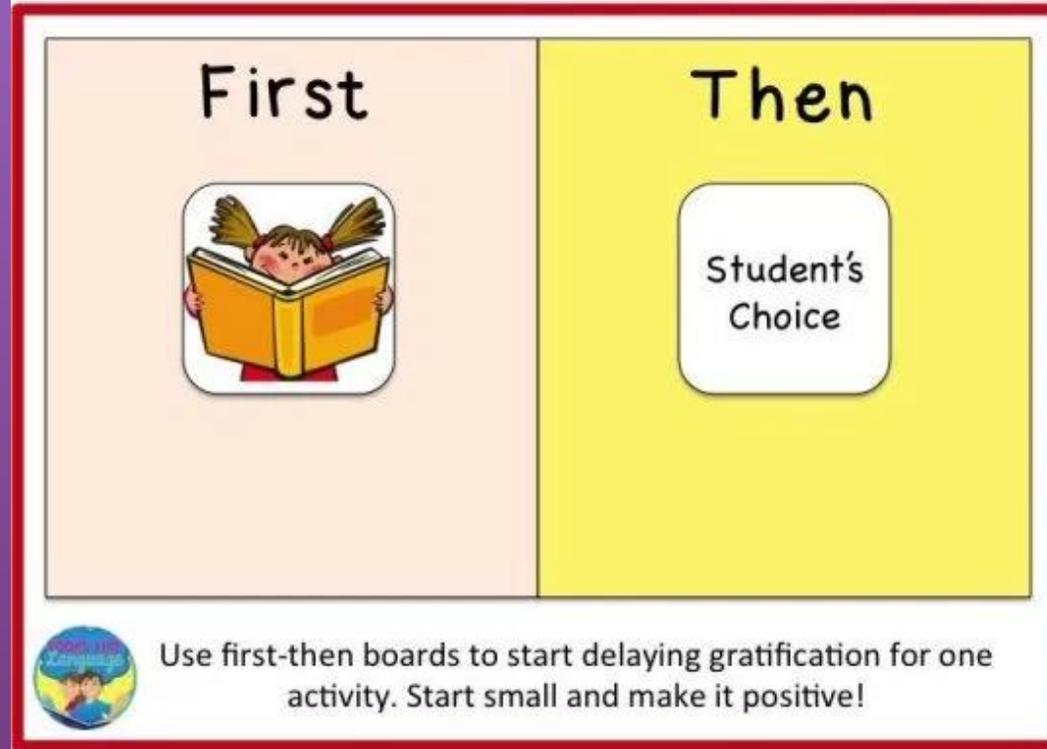
Token economy board



WORKING FOR...BOARDS

This simple 1 to 1 correspondence is useful for:

- Complete a challenging task to get a desired task/reward
- Complete a scheduled task plus lowering stress of what happens next

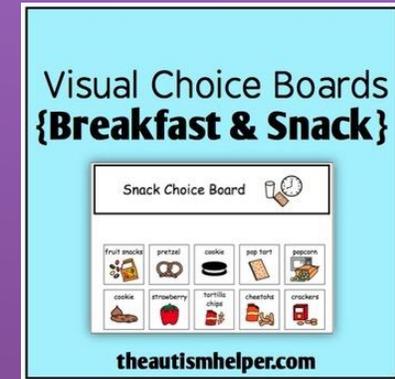
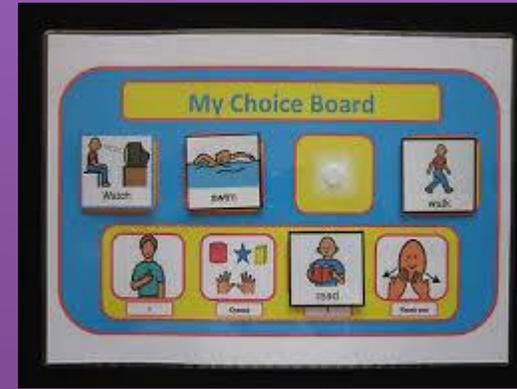


FIRST...THEN

Schedule/Task boards



Choice boards



1	2	3	4	5	6	7	8
take off shoes 	choose yoga mat 	sit on yoga mat 	breathe 	yoga story & poses 	relax 	affirmation cards 	put on shoes

I want <input type="checkbox"/>		
 big wheel	 golf	 trampoline
 bubble blower	 sand and water table	 sidewalk chalk

ACTIVITY BOARDS



Green vs. Red choices



Feelings thermometer

Behavior Boards

Feelings thermometer or pyramid

Anticipate problem behaviors with effective solutions

Web diagrams with choices for calming

ABCs of behavior and data collection

Red vs. Green
Yes vs. No
Go vs. Stop choices

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UNIT #2: LANGUAGE DEVELOPMENT

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Matching Vocabulary

- ▶ Place desired object of child out of reach. Name and see if child retrieves when asked to get it or requests the item by speaking or handing you a picture of the item.
- ▶ Child matches identical objects and pictures.
- ▶ Name object or picture as you present new vocabulary to child. Have them repeat it back.
- ▶ Expand to a matching or lotto game as a learning game for vocabulary development.
- ▶ Start including the words of the pictures. This will transition to reading language.

More tips on SIGHT-BASED READING will be discussed later in the presentation.

PRODUCTS (try difflearn.com):

Photographic cards are best: great if there are duplicates

Discrete Trial Training

- ▶ Place object with a STRONG foil. Think of foil as a spoiler (incorrect choice). Ask child to select answer. Time delay, but prompt with pointing or naming for errorless teaching. If child is able, encourage them to speak the word. Always model by naming the object or picture that is correct.
- ▶ Make it more difficult by increasing similarities like category, color, shape, size, or texture.
- ▶ Move from 2 to 3 choices. Prompt if necessary, either physically or model the correct answer. Record results until mastery of concept.

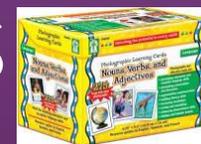
YouTube video of ABA practices:
<https://www.youtube.com/watch?v=BxK-FkRnE9A>

Other important considerations:

- Concentrate on vocabulary and language phrases that have meaning, purpose, and functionality for your child.
- Match photos (or post-it notes in future) to objects in child's environment. Another option: create a check-off list of photos to identify in home or outside to find.
- Use environmental print activities.
- Take your own photographic images of familiar items for communication work.

BEGINNING LANGUAGE SKILLS

[Language Development Stages PDF](#)



Curriculum for Purchase

➤ [Autism Curriculum Encyclopedia](#)

➤ [Attainment](#)

Early Reading Skill Builder software, AAC devices, Teaching Communication Skills to Children with Autism

➤ [Boardmaker](#)

A favorite for PECS (picture exchange communication)

➤ [Difflearn](#)

ABA Curriculum, Verbal Behavior Start-Up set, token boards, card sets, Eden curriculum series

➤ [Stages Learning](#)

Aris curriculum, photo cards, picture bingos, object matching sets, memory game cards

➤ [Star Program](#)

➤ [Laureate Learning software](#)

➤ [Pro-Ed](#)

Edmark Reading Program, Matt & Molly, Buddy Bear

➤ [Teachtown](#)

Distance learning for special needs students

Library books:

- *Success Strategies for Teaching Kids with Autism*
- *Everyday Activities to Help your Young Child with Autism Live Life to the Full*
- *1001 Great Ideas for Teaching & Raising Children with Autism or Asperger's*
- *Discovering Your Child's Learning Style*
- *Fine Motor Fun, Gross Motor Fun, Listen, Look & Do!*
- *Teaching by Design*
- *Autism in Lockdown*
- *Self-Help Skills for People with Autism*
- *NOLO's IEP guide: Learning Disabilities*

Curriculum:

- *The Pyramid Approach in Autism*
- *Teach Me Language*
- *TEACCH*
- *The Verbal Behavior Approach*
- *ABLLS-R*

APPS for Special Needs Learners

<https://www.gettingsmart.com/2017/01/7-apps-for-working-with-special-needs-students/>

<https://www.autismparentingmagazine.com/best-autism-apps/>



COMMUNICATION

Articulation

- clarity of speech

Echolalia

- repeat or "imitate" speech

Non-verbal communication

- Eye contact, facial expression and gestures

Mand vs. Tact

- request vs. comment/name

Intraverbal

- WH questions, conversation and talking about something not visually present

Receptive language

- ability to understand words, follow directions, listen to stories, comprehension, respond to questions

Expressive language

- use of words, sentences, gestures & writing to communicate with others

Pragmatic speech

- appropriate communication in social situations

Hypotonia

- *low muscle tone affects speech production and articulation*

Childhood Apraxia of Speech

- *a motor disorder that makes it difficult to translate thinking language into spoken language*

Down Syndrome

- Receptive is stronger than expressive language and understand more than they can communicate
- Oral motor weaknesses
- Use shorter sentences and have difficulties with grammar, tenses, and word endings

Autism

- Decoding difficulty with what sounds mean and matching to words
- Expressive dysphasia is common, especially with word order, word endings, and pronouns
- Non-verbal expression like eye contact, appropriate facial expressions, and gestures
- Obsessive topic-based conversation
- Language not appropriate for age level (either too low or too high)
- Echolalia, repeating vocalizations, pronoun reversals and difficulty transitioning from requesting to descriptive language, such as commenting and paying attention to environment (ex. I want an apple, but not “look at that apple tree!”)
- Sharing through commenting (opinion and observation) is hard for autistic individuals to find purpose in its use. It is the biggest hurdle to overcome in language for ASD children along with pragmatic language issues (social behavior).

LANGUAGE ISSUES

Library books:

The Autism Language Launcher
Teach Me to Do It Myself
Signing Time DVDs

Speech and occupational therapy overlap in many areas, to include feeding, swallowing, cognition, body posture and awareness, and others. You should consult your health provider on providing services for your child to develop language by certified OT, SLP or ABA therapists.

Supporting language development for children with delayed language skills

Functional Language

Showing reasons to use language motivates

- Example: "Toy, please."

Incorporate play or reward

Use natural interest in play or reward to teach

- Examples: puzzle, apple slices

Model language

Include facial expressions & gestures; prompt

- Example 1: open car door
- Example 2: Ziploc bag is stuck
- TRY VIDEO MODELING or use a partner to prompt child's response

Match child's limitations

Use the same phrase length of child's speech

- Example: "I want..." then "I see"

Supporting language development for
children with delayed language skills

Build skills

Practice & target based on needs

- Example: Greeting Dad

Reward use

Praise & reward when listening, understanding, or expressing

- Examples: "Thanks for using words!", hug

Pair with praise

Include a praise with any reward makes the words a reward over time

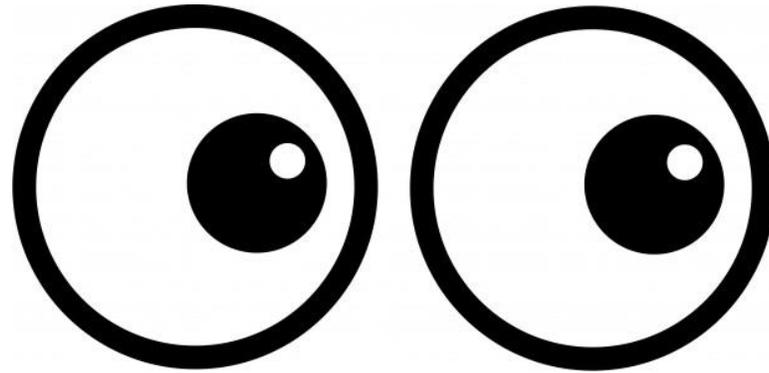
- Example: "Awesome job asking for help!"

Discover and adapt your teaching method to your child's learning style and incorporate favorite items into daily tasks for motivating your child to use language

Special Needs Homeschool Tips

**UNIT #3: SIGHT-BASED
READING INTERVENTION**

**TRANSITIONING EDUCATION FROM THE
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LEARNING TO READ BY SIGHT

Modified Reading Process

Too many rules in phonics instruction

See whole words
as pictures

Letters

Blends

Syllables

Library books:

- *Early Literacy Intervention Strategies*
- *The Big Book of Dolch Sight Word Activities*
- *How do I Teach This Kid?*
- *Teaching by Design*

Reminder: If your child has dyslexia, it is very important that they have a strong phonics foundation. Sight-based reading is not recommended except for words that are unusually difficult to sound out.

- ▶ Personalized functional vocabulary list
- ▶ Nouns or action words nomenclature style
- ▶ 10-20 learning words per week with image reinforcement
- ▶ Dolch sight words
- ▶ Create flashcards (2 for each word) for review work
 - ▶ Lotto style (1:1 matching upside first)
 - ▶ Memory game
 - ▶ Flashcard style
- ▶ Booklet format (create your own or choose below) Reverse the process-select a booklet, adapted book, or a favorite book using the book's words as sight words to learn with reading the book at the end as the goal

<http://www.hubbardscupboard.org/printable-booklets>

<https://teachingmama.org/sight-word-readers/>

<https://thisreadingmama.com/free-sight-word-sentence-cards/>

<https://www.themeasuredmom.com/free-emergent-readers/>

PREPARATION



Favorite supplies:

Index cards and sticky notes

Dry erase markers and board (or chalk)

Pocket wall chart

Letter files, stamps, magnetic letters

Photographs and images to match words

Velcro

[Amazon](#)

Variety of sight words games like bingos, fishing, and swat games

Pocket chart cards, language cards

Dry erase—not just boards, try paddles, dice, side-loading see-through pockets

Reading cube kits

Magnetic play and boards

Letter stamps, cutters, magnets, stickers, etc.

Tracing boards, cards, and letter templates

Reading guide highlight strips

[Carson Dellosa Publishing and Key Education](#)

Big Boxes

Photographic language cards

Roll & Learn Pocket Cubes

[Lakeshore Learning](#)

Snap and Build Sight Words or SteppingStones

Word building and language building products

Beginning sounds practice

Flip books

[Super Duper Inc.](#)

Sight Word Cards sets

Webber Photo cards & products

Say & Glue language books

Classifying products

Chipper Chats

Basic Concepts products

Lottos & bingos

Ask & Answer WH products

Functional Communication games

Fun Decks cards

SUPPORT PRODUCTS

Look for items like cards, games, and other hands-on practice options or create your own that can give varied practice on these key reading and language development areas:

sight words

vocabulary

basic concepts

beginning sounds & letters

word building (spell out)

WH questions

language development

Special Needs Apps

[Autism Parenting Magazine](#)

[Bridging Apps](#)

[Common Sense Media Special Needs Guide](#)

Here are 3 ways to start learning a new word.

1. Introduce 10 words to work on for the week.

- DTT method of “errorless” teaching
- 1 to 1 correspondence then expand
- Flashcards
 - Matching
 - Bingo, Lotto
 - Old Maid, Go Fish
 - Slap game
 - Dry erase dice, letter cubes
- More Challenge: Read & Write the Room
- Variations: Store bought games or create your own hands-on learning games

2. Spell it.

- Write words, then have child say them after writing each one. Reverse: child says word, you write.
- Have child copy words, then say them. Reverse: you say word, child writes the word.
- Write words on a magnetic dry erase board: have child match correct picture or magnetic image to words. Reverse: show picture, then child writes word.
- Variations: store bought word building games and materials
- Advanced: expand to word families, blends, chunks if ready

3. Read it. Expand word use into a sentence. Then multiple sentences.

- Try simple readers or materials that encourage word use

A WALK- THROUGH OF LEARNING NEW WORDS

Ready to move on to a comprehensive curriculum?

[Memoria Press Simply Classical](#)

[Shiller Learning](#)

[My Father's World](#)

[Timberdoodle](#)

[Time4Learning](#)

Special Needs Homeschool Tips

*UNIT #4: TASK BOXES +
BUSY BAGS*

TRANSITIONING EDUCATION FROM THE
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Task Box or Work Box

- ▶ Use prepared tubs or boxes with materials to learn skills

Pencil boxes, shoeboxes, file boxes, recipe boxes, tubs

- ▶ Include a visual prompt card with step-by-step directions if needed

Samples:



Types of projects:

Assembly, push or put in tasks, matching, fine motor, sorting, clothespin, structured play, adapted games or worksheets, spelling, reading, math, folding, pouring, vocational, etc.

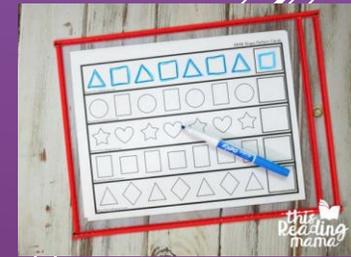
Busy Bag or Take-Along Activities

- ▶ Same concept except in a bag
- ▶ Great for take-along activities



Other format options:

- Binder using slip covers
- Side loading dry erase pockets
- Photo albums
- Baskets
- Various containers
- Trays or cookie sheets
- Ice trays, egg cartons, or muffin tins
- File folders



FORMAT STYLES



SUPPLIES

- Pom-poms
 - Magnetic letters or tiles
 - Beads
 - Stickers
 - Shoestrings, laces, yarn
 - Velcro
 - Buttons
 - Containers with lids
 - Clothespins
 - Mini-erasers
 - Playdough
 - Math cubes
 - Pipe cleaners/chenille stems
 - Old game parts, old card sets
- And any other objects on hand!*

Library books

*How do I Teach this Kid?
Teaching by Design
Listen, Look & Do*

[Autism Adventures \(TPT\)](#)

[Autism Work Tasks](#)

[Every Star is Different \(Montessori\)](#)

[File Folder Heaven](#)

[Hands-on Tasks \(life skills\)](#)

[Little Bins for Little Hands](#)

[Living Montessori Now](#)

[Meraki Lane](#)

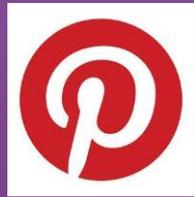
[No Time for Flashcards](#)

[Pinay Homeschooler](#)

[Shoebox tasks \(TEACCH\)](#)

[Tasks Galore \(TEACCH\)](#)

I modify activities from several websites like [This Reading Mama](#) and [Measured Mom](#) to tubs, bags, and binders



TEACHING INDEPENDENCE

- Reinforce concepts without dependence on someone else.
- Use a schedule or choice board to increase length of time spent on close-ended activities.
- For open-ended tasks include a timer.
- Well-liked tasks can be used as a calming activity or a way for the child to stay engaged if you are occupied.
- Encourage child to come say "I'm done," "I need help," and other useful language phrases, or to hand you a PECS card or word card to communicate.

Things to try:

- ✓ Adapt games to single player as a task
- ✓ Develop and review concepts in math, reading, spelling, life skills, and more using a task system, choice board, or schedule
- ✓ An activity to occupy child or incorporate into play choices/schedule
- ✓ Use child's preferences and strengths, and work on challenges gently
 - ❖ Sorting
 - ❖ Fine motor (clip cards, playdough)
 - ❖ Puzzles
 - ❖ Building (Legos, assembly)
 - ❖ Matching
 - ❖ Teach to use a timer for open-ended tasks

Special Needs Homeschool Tips

*UNIT #5: INCORPORATING
PRACTICAL LIFE SKILLS*

TRANSITIONING EDUCATION FROM THE
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Younger

- ▶ Montessori-based learning
- ▶ Create a visual sequence for steps
- ▶ Make into a task for extra practice
- ▶ Add as a daily chore to schedule

Older

- ▶ Create a list to follow simple directions
- ▶ Collect into a folder or book format to take along
- ▶ Use photographs or pictures to help prompt

Books:

- *Show Me How (500 Things You Should Know)*
- *Look n'Cook Microwave Cookbook*
- *I Can Cook*
- *Visual Supports for People with Autism*
- *Self-Help Skills for People with Autism*
- *How to Teach Life Skills to Kids with Autism or Asperger's*
- *Adults on the Spectrum Leave the Nest*
- *Autism Life Skills*
- *The Complete Guide to Getting a Job for People with Asperger's Syndrome*

PRACTICAL LIFE SKILLS

Easier to teach at home in a natural environment than trying to replicate the process artificially.

Easy

- ▶ Change out toilet roll
- ▶ Carry clothes to laundry
- ▶ Fold towels and shirts, pair socks
 - practice folds with a visual first*
- ▶ Open bottles and jars
- ▶ Make bed
- ▶ Put away groceries
- ▶ Clean up toys and school materials
- ▶ Set the table
- ▶ Wash hands
- ▶ Throw trash in trashcan
- ▶ Wipe table
- ▶ Put dishes away
- ▶ Brushing or combing hair
- ▶ Brushing teeth
- ▶ Pour water to glass, milk to cereal, water plants

Try with objects first, like jingle bells, rocks, beads, etc.

Challenging

- ▶ Sort and wash laundry
- ▶ Sweep and mop
- ▶ Make snack
- ▶ Microwave meal or recipe
 - Use visuals like a cookbook for non-readers*
- ▶ Follow a shopping list and shop
- ▶ Follow chore instructions list
- ▶ Take a bath or shower by self
- ▶ Wash and rinse dishes
- ▶ Dry dishes
- ▶ Turn on dishwasher
- ▶ Flower arranging
- ▶ Cleaning the windows
- ▶ Food prep like slicing
- ▶ Tying shoes
- ▶ Take out trash
- ▶ Understanding money, how to spend, check change
- ▶ Understanding time, follow a schedule, read a watch, set alarm

PRACTICAL SKILLS IDEAS

Special Needs Homeschool Tips

UNIT #6: BEHAVIOR

MANAGEMENT + STRESS

RELIEF TECHNIQUES

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Use boards to show child when tasks are completed, then reward

- *First, Then*
- *Token system*

Stay aware, keep data on what causes behavior episodes

- *Tally the behavior amount per day*
- *Replace, divert, and redirect*
- *Tally again to see if there is a change in the amount of episodes to know if strategy is working*
- *Pay attention to sensory issues*
- *Watch for non-verbal cues and intervene before behavior begins*
- *Avoid over-stimulation*

ABCs of Behavior

“There is a cause for every behavior”

Antecedent

What happens before

Behavior

The undesired behavior

Consequence

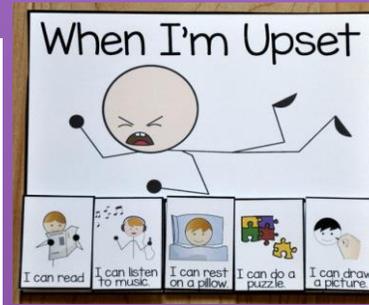
What happens after



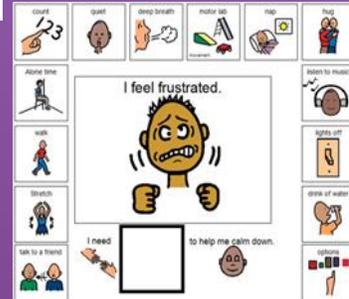
Library books

- *The New Social Story Book*
- *The Autism Playbook for Teens*
- *Teaching Social Skills to People with Autism*
- *The Social Skills Picture Book*
- *Social Skills Solutions*
- *Pay Attention, Please!*
- *How to Get Your Child Off the Refrigerator and on to Learning*
- *Teaching Tips for Challenging Behaviors*

- Offer a visual of choices
 - ▶ web, diagram, list, choice board, social story
- Count to 10
- Breathing exercises
- Stop Light
- Self-regulation pyramid or thermometer
- Distract
- Red vs. Green choices
- Move to a preferred task
- Sensory area, sensory toys, fidgets
- Music
- Take a walk
- Get a drink of water
- Sensory activity...squeeze, scratch back, massage, chewy tube, bubbles, sensory bin, snow globes, kaleidoscope, lava lamps, and more
- Weighted vest or lap blanket
- Fine motor work like beads, cutting, tracing, etc.
- Heavy work like pushing, pulling, climbing, jumping, cleaning, carrying, swinging, spinning, running, dancing
- Essential oils
- Exercise with yoga moves or stretches and resistance bands
- Break up schoolwork with favorite activities, exercise, snacks, timed breaks, play and relaxation
- Bath time or water play
- Keep child's space organized
- Follow a routine



5		Feeling like I'm going to explode- I need help to calm down
4		Feeling angry- I need to calm down
3		Feeling anxious- something is bothering me
2		Feeling fine- everything is OK
1		Feeling happy- things are going well



BEHAVIOR TIPS

- ❖ Be patient and realistic
- ❖ Be consistent
- ❖ Manage change and transition times
- ❖ Support effective communication
- ❖ Identify the behavior's purpose
- ❖ Help identify emotions using stress scales or social stories
- ❖ Reward and praise
- ❖ Negative consequence-take away favorite item using visual timer to demonstrate how long
- ❖ Try video modeling (or with a partner) correct behavior
- ❖ Replace an unwanted behavior with a more appropriate one for age of child

similar in movement if physical

similar in emotion if emotional

Many children will improve over time in behavior and life skills naturally with a little encouragement and persistence. Achieving any level of independence helps your child and your family manage life together better.

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Thank you
for
attending!