

PLANNING, ORGANIZING, AND DOCUMENTING YOUR HOMESCHOOL



The Neurodivergent Way

Boost Packets

by Amy Bodkin Consulting

PLANNING, ORGANIZING, AND DOCUMENTING YOUR HOMESCHOOL

THE NEURODIVERGENT WAY

PART OF THE BOOST SERIES



BY
AMY BODKIN CONSULTING
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INTRODUCTION

PLANNING, ORGANIZING, & DOCUMENTING YOUR HOMESCHOOL

Hi, I'm Amy Bodkin. I'm a homeschooling parent just like you but I'm also an Autistic adult who struggles with ADHD.

Maybe you need help planning and documenting your homeschool in a way that can work for you (and your own neurodivergence). I know I did! And that's why I created this guide. In it, I'll show you step-by-step the method I use to plan (and document) my homeschool year without the stress.

EXECUTIVE FUNCTIONING (OR THE LACK OF IT)

I recently answered an Executive Functioning Questionnaire. Executive Functioning is how we refer to the set of mental skills required for planning, remembering, focusing, and organizing tasks. The questionnaire assessed 12 different areas of Executive Functioning that can all contribute either positively or negatively to accomplishing tasks:

- Response Inhibition
- Working Memory
- Emotional Control
- Task Initiation
- Sustained Attention
- Planning/Prioritization
- Organization
- Time Management
- Flexibility
- Metacognition
- Goal-Directed Persistence
- Stress Tolerance

You can take the same [Executive Functioning Quiz here](#).

It turns out that of the twelve skills, I only have three strengths. By this point, you might be wondering what exactly my three strengths are.

They are Metacognition (seeing patterns in things), Organization (but only specific types of organization), and Flexibility – most of which are not very helpful for things like

paying bills or planning and documenting your homeschool year.

Given that I am now in my 40s, I am beginning to think that it is highly improbable those skills are ever likely to develop. I decided I better use my fancy Metacognition and Organization skills to create a way of planning and documenting our homeschool year that required as little Executive Functioning as possible. So I did.

This packet, *Planning, Organizing, and Documenting Your Homeschool*, with all of its templates, is the result of those efforts.

And it only requires work from you one week out of the year! I always tell people that you can do anything for a week! The longer we have to maintain a skill we don't naturally have, the harder it gets.

THREE SMALL STEPS FOR YOU, THREE GIANT LEAPS FOR YOUR HOMESCHOOL

What feels like three simple steps will make a huge impact in your homeschool. I will walk you through the three small steps to implementing my system:

- Measuring Where You Are
- Planning Your Year
- Organizing for Success

Then all you have to do is repeat these steps one week out of every year!

I know it can be challenging to find your way through everyday activities when you struggle with executive functioning. It is my hope that you find this packet helpful and that it serves you well!

Thank you for choosing AMY BODKIN CONSULTING!

Amy Bodkin, EdS

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PLANNING, ORGANIZING, AND DOCUMENTING YOUR HOMESCHOOL

THE NEURODIVERGENT WAY

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Measuring Where You Are



STEP #1

MEASURING WHERE YOU ARE

YEARLY ASSESSMENT

The first step is to measure where you are. It always helps to know where you are before you try to figure out where you need to go! Even if you are in a state or country that requires little to no documentation, I recommend taking some measurements each year to gauge your child's progress.

My children enjoy doing these small assessments partly because I give them the entire week off from all other schoolwork, and, now that they are older, they also enjoy seeing how much they have grown!

If you are a part of my [Special Needs Membership](#) group at amybodkin.com, you can get a free Achievement test and a free Developmental test each year. Members of the Special Needs Membership group also have the opportunity to attend my Office Hours at no extra charge for any questions you might have.

A short Psychological Achievement Test (like the Wide Range Achievement Test or the Peabody Individual Achievement Test) helps us know if children can perform as expected for their developmental age.

A Psychological Achievement Test is different from an Academic Achievement test (like the California Achievement Test or the Iowa Achievement Test) because Academic tests only measure where a child is in the mastery of a curriculum.

I particularly appreciate being able to do a Psychological Achievement Test on my kids each year. It helps me determine whether or not the level of schoolwork I have given them appropriately matches their developmental level.

The average child's age can give you a reasonably good guess about where they should work. However, for a child who is developing atypically, sometimes we need a little more guidance. This is important because children make the fastest progress when they are working at a level that is developmentally comfortable for them.

Let me say that again: children progress much faster when they work at a developmentally comfortable level.

But what do you do when a child is not ready for formal academic work yet? In this case, a Developmental Test (like the Vineland) is going to be your best tool for determining a child's developmental level.

WORK SAMPLES

Additionally, I like collecting work samples each year to turn in to my Homeschool

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

MEASURING FLUENCY

The last thing I like to measure is fluency in both reading and math. These are skill-based subjects where it is essential to develop fluency before moving on to more advanced areas of study. Without fluency, doing Algebra and reading books at a high school level can be very frustrating!

[REDACTED]

[REDACTED]

[REDACTED].

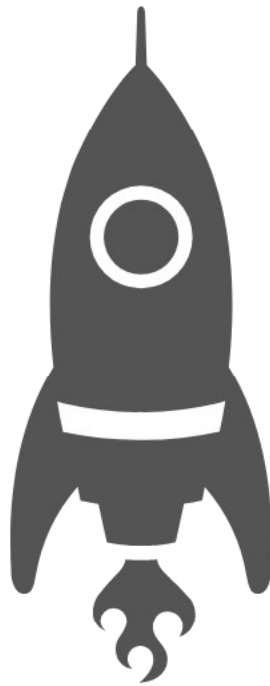
In Appendix A, I have included templates and instructions on how to measure fluency.

I have also included a demonstration of this in the video that comes with this packet. You can access the video through your [ABC Account](#). It will be included in the accompanying course titled [Planning, Organizing, and Documenting Your Homeschool](#).

On the following pages, I have included samples of all the different ways we measure progress in a typical year that one of my children allowed me to share with you.

You do not have to use all of these tools each year, but each one does provide valuable insights. It will largely depend on the legal requirements where you live and what is most beneficial to you.

SAMPLES OF DIFFERENT *WAYS* TO MEASURE PROGRESS



TESTING - BEGINNING OF YEAR

WRAT4**BLUE TEST FORM**

Name [REDACTED] Gender F

Grade 5th Examiner Amy Bodkin, EdS

Year Month Day

Date of Test [REDACTED]

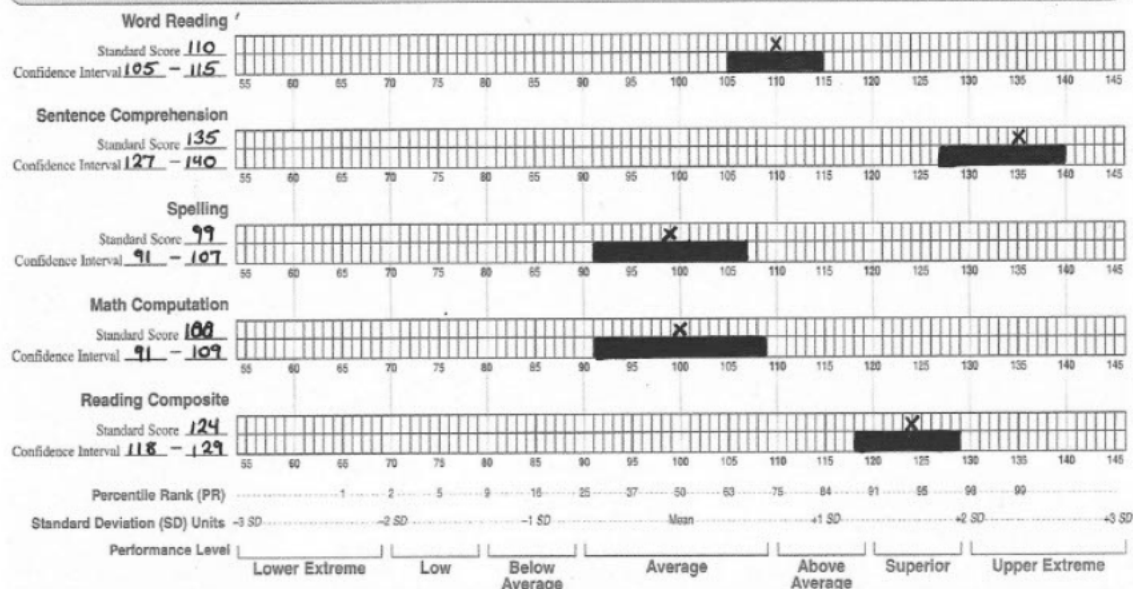
Date of Birth [REDACTED]

Age 12 4

Score Summary Table

Subtest/Composite	Raw Score	Standard Score		Confidence Interval	%ile Rank	Optional Scores
		Norms: <input type="checkbox"/> Age <input checked="" type="checkbox"/> Grade <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring	<input type="checkbox"/> 85% <input checked="" type="checkbox"/> 90% <input type="checkbox"/> 95%			<input checked="" type="checkbox"/> Grade Equivalent <input type="checkbox"/> NCE <input checked="" type="checkbox"/> Stanine
Word Reading	85	110		105 - 115	75	7.7 / 6
Sentence Comprehension	45	135		127 - 140	99	12.0 / 9
Spelling	30	99		91 - 107	47	5.5 / 5
Math Computation	35	100		91 - 109	50	5.7 / 5
Reading Composite*	245	124		118 - 129	95	- / 8

*Reading Composite Raw Score = Word Reading Standard Score + Sentence Comprehension Standard Score.

Standard Score Profile**Standard Score Comparison Table**

Score Comparisons > < (circle one)		Score Difference	Significance Level	Prevalence in Standardization Sample
Word Reading	Comparison	25	ns .15 .10 .05 (.01)	>25% 25% 20% 15% 10% 5% 1%
Word Reading		11	(ns) .15 .10 .05 .01	>25% (25%) (20%) 15% 10% 5% 1%
Word Reading		10	(ns) .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Sentence Comprehension		36	ns .15 .10 .05 (.01)	>25% 25% 20% 15% 10% 5% (1%)
Sentence Comprehension	Computation	35	ns .15 .10 .05 (.01)	>25% 25% 20% 15% 10% (5%) 1%
Spelling		1	(ns) .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%

TESTING – END OF YEAR

WRAT4

GREEN TEST FORM

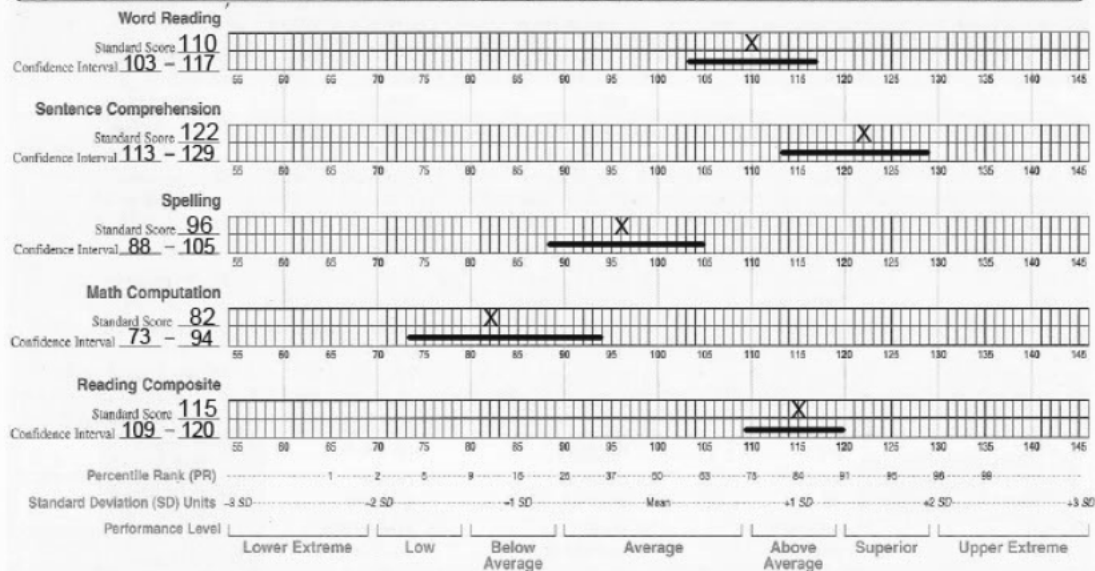
Name [REDACTED]	Gender <u>F</u>	Year <u> </u> Month <u> </u> Day <u> </u>
Grade <u>6th</u>	Examiner <u>Amy Bodkin, EdS</u>	Date of Test <u> </u> / <u> </u> / <u> </u>
		Date of Birth <u> </u> / <u> </u> / <u> </u>
		Age <u>13</u> <u>4</u> <u> </u>

Score Summary Table

Subtest/Composite	Raw Score	Standard Score Norms: <input type="checkbox"/> Age <input checked="" type="checkbox"/> Grade (<input type="checkbox"/> Fall, <input checked="" type="checkbox"/> Spring)	Confidence Interval <input type="checkbox"/> 85% <input checked="" type="checkbox"/> 90% <input type="checkbox"/> 95%	%ile Rank	Optional Scores <input checked="" type="checkbox"/> Grade Equivalent <input type="checkbox"/> NCE <input checked="" type="checkbox"/> Stanine
Word Reading	[REDACTED]	110	103 – 117	75	9:8 / 6
Sentence Comprehension	[REDACTED]	122	113 – 129	93	11:3 / 8
Spelling	[REDACTED]	96	88 – 105	39	5:9 / 4
Math Computation	[REDACTED]	82	73 – 94	12	4:3 / 3
Reading Composite	[REDACTED]	115	109 – 120	84	- / 7

*Reading Composite Raw Score = Word Reading Standard Score + Sentence Comprehension Standard Score.

Standard Score Profile



Standard Score Comparison Table

Score Comparisons > = < (circle one)	Score Difference	Significance Level	Prevalence in Standardization Sample
Word Reading 110 > = 122 Sentence Comprehension	12	ns .15 .10 .05 .01	<25% 25% 20% 15% 10% 5% 1%
Word Reading 110 < = 96 Spelling	14	ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Word Reading 110 < = 82 Math Computation	28	ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Sentence Comprehension 122 < = 96 Spelling	26	ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Sentence Comprehension 122 < = 82 Math Computation	40	ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Spelling 96 < = 82 Math Computation	14	ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%

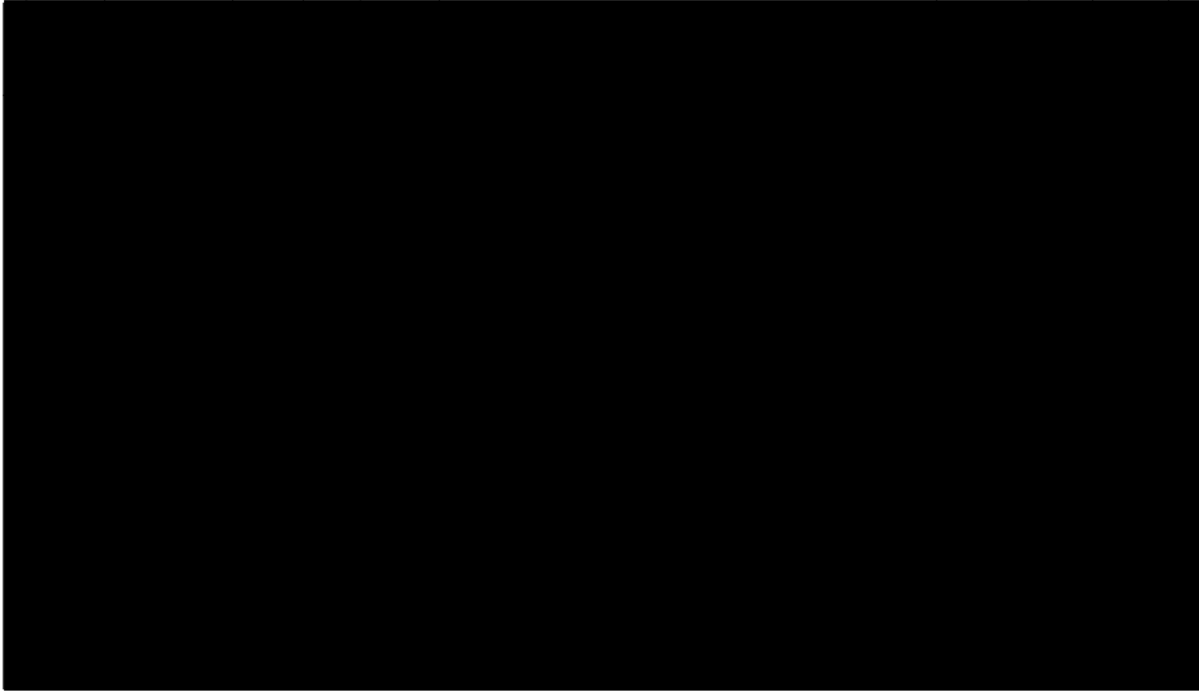
READING FLUENCY ASSESSMENT

Reading Log for: Jessica Bodkin

Background Information:

Jessica is Dyslexic and began reading at 9.5 years old. She used the Seeing Stars curriculum this year to improve her Symbol Processing skills.

Date	Probe Source	Grade	Pg #	TWR*	Errors	WCPM*	Level	Initial
5/18/20	DIBELS	8	2	98	2 (skipped monkey, but)	96	3-6 I	AEB
5/18/20	DIBELS	7	1	91	5 (mispronounced curse, skipped that, behave, in, be)	86	3-6 I	AEB



MATH FLUENCY ASSESSMENT

Math Log for: Jessica Bodkin

Background Information:

Being Dyslexic, Jessica got off to a slow start with Math. She has almost completed Miquon Math, but she is still below grade level.

Date	Probe Source	Function	TDC*	Errors	DCPM*	Level	Initial
5/18/20	themathworksheetsite.com	Addition	30	0	30	4-6 I	AEB
5/18/20	themathworksheetsite.com	Subtraction	20	0	20	4-6 I	AEB
5/18/20	themathworksheetsite.com	Multiplication	21	0	21	4-6 I	AEB
		Instructional	20 – 30		3 – 7		
		Mastery	40+		2 or less		

HANDWRITING SAMPLE – BEGINNING OF YEAR

Roald Dahl Copywork

Jessica Bodkin
5/19/20

*Having power is not nearly
as important as what
you choose to do with it.*

*Having power is not
nearly as important as
what you choose to do with
it.*

HANDWRITING SAMPLE – END OF YEAR

Quotes on Nature

Jessica
5/26/21

If one way be better than another, that you may be sure is nature's way.
- Aristotle

If one way be better than another, that you may be sure is nature's way.
- Aristotle

If one way be better than another, that you may be sure is nature's way.
- Aristotle

www.STUDENTHANDOUTS.com

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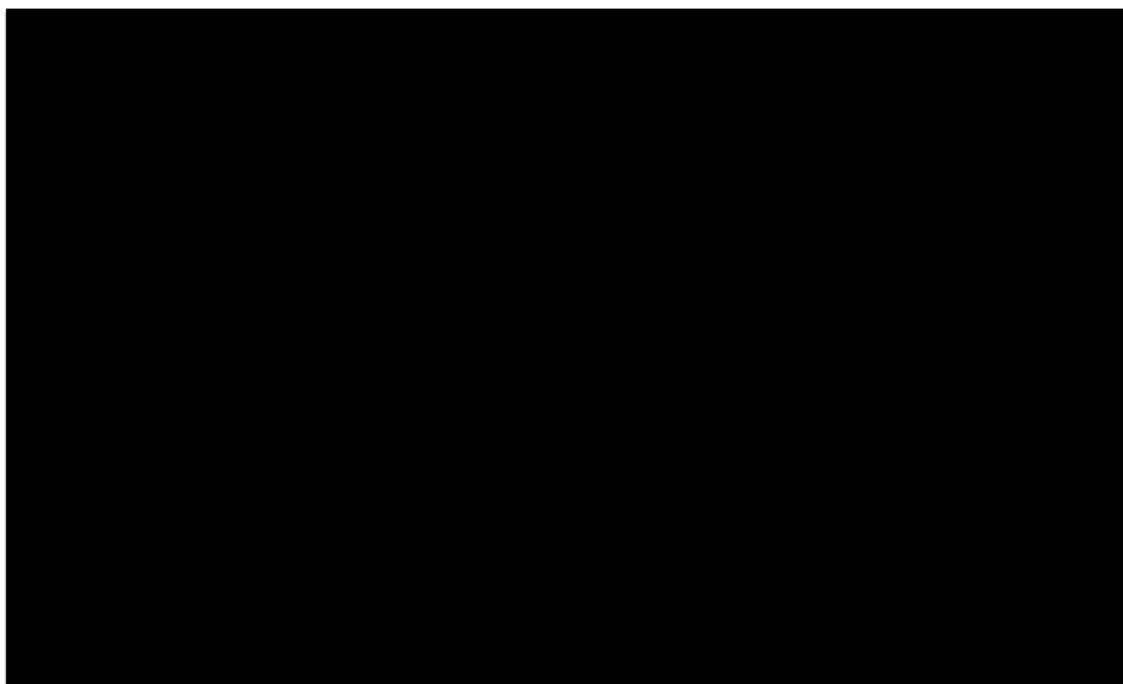
COMPOSITION SAMPLE – BEGINNING OF YEAR



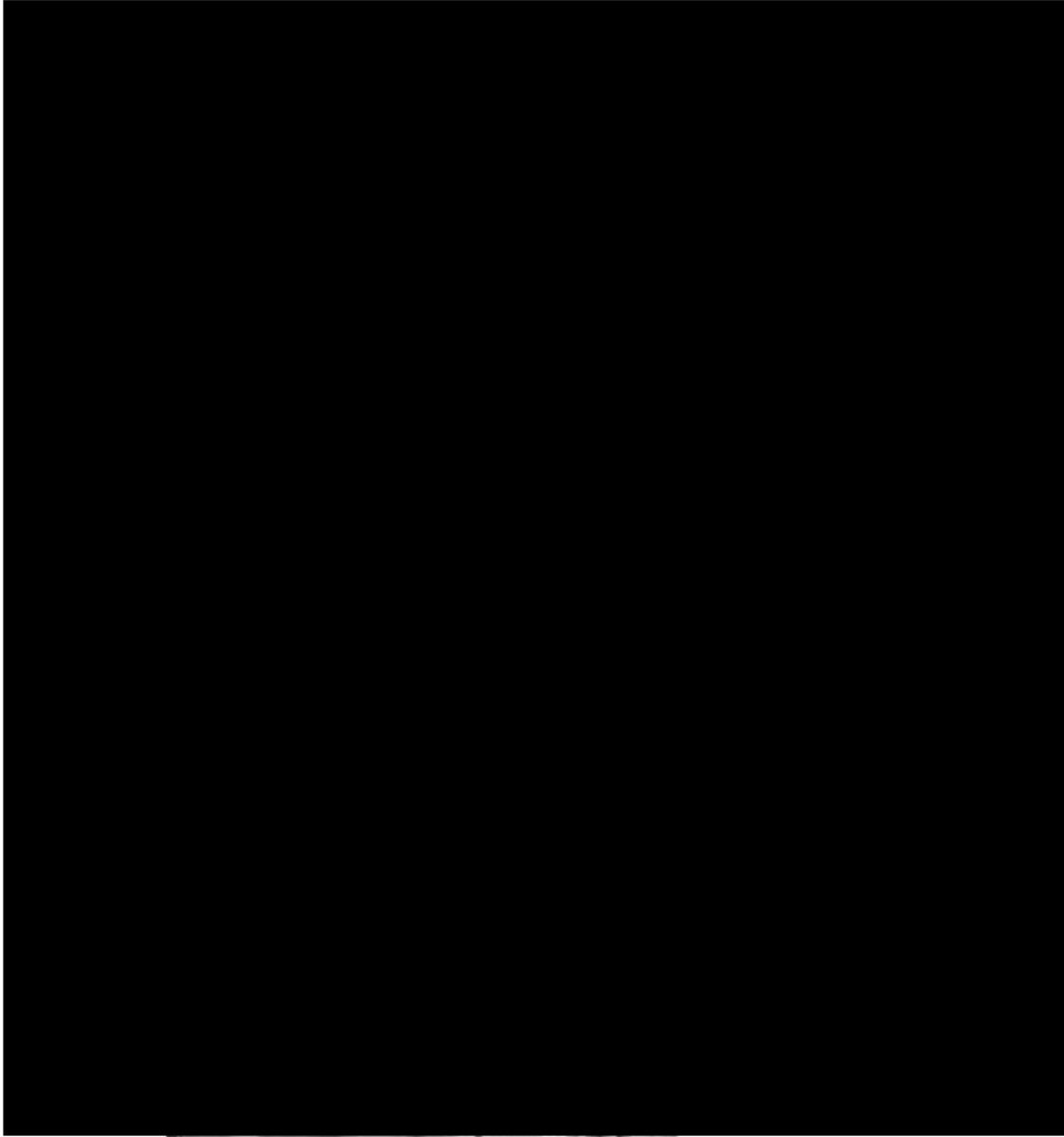
us sign language. This would
annoy her a lot because they could
have talked normally and she would still
understand.

www.teachingsquared.com

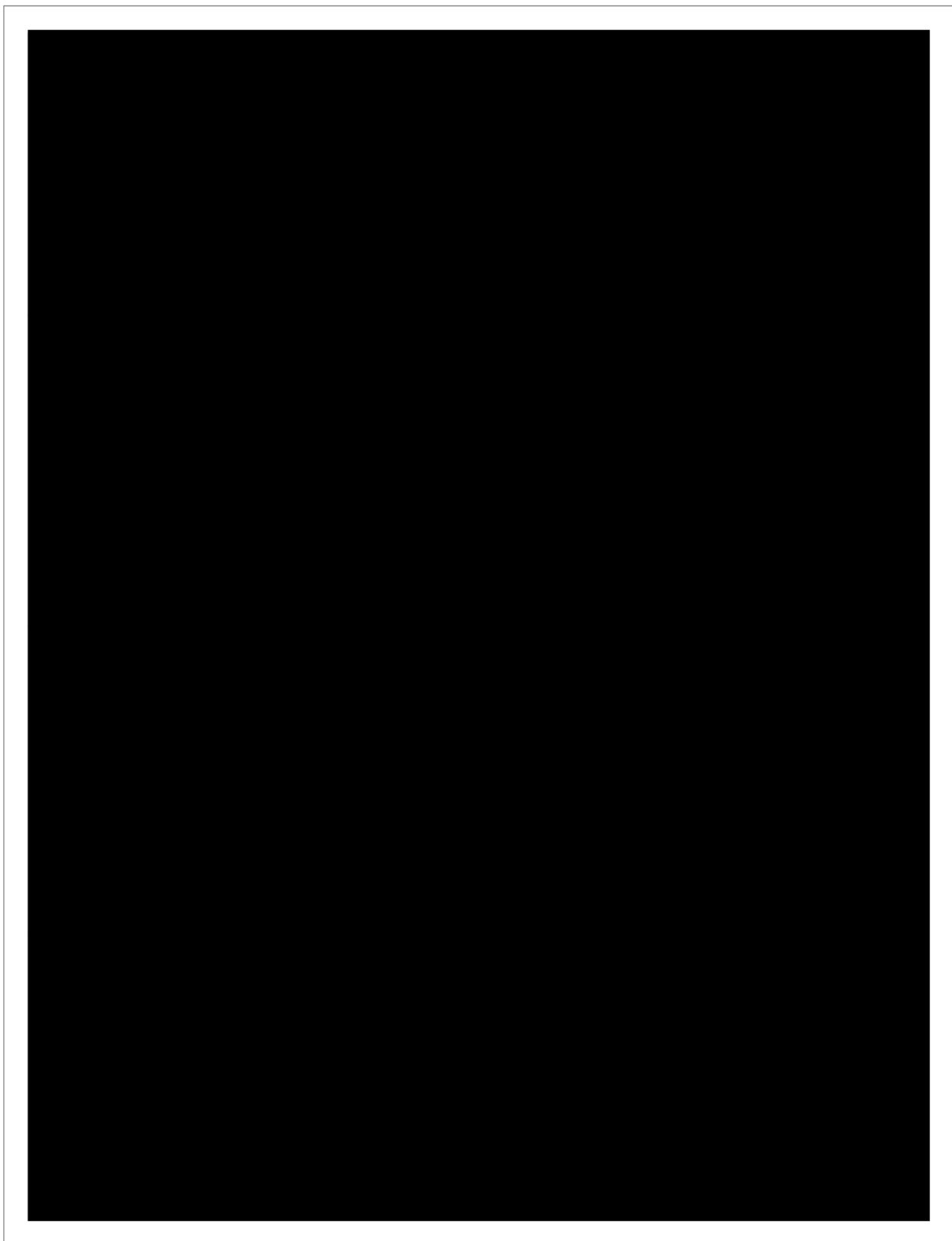
COMPOSITION SAMPLE – END OF YEAR



ARTS & CRAFTS SAMPLE – BEGINNING OF YEAR



ARTS & CRAFTS SAMPLE – END OF YEAR




LIFE SKILLS SAMPLE – BEGINNING OF YEAR

Personal Information

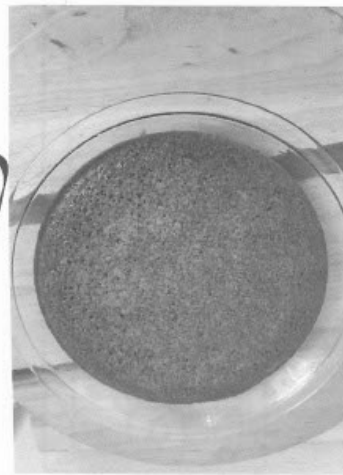
My name is: _____

My address is:

_____	

My phone number is: _____

Memorize your address and phone number. Practice dialing your phone number by pressing the keys.



Homemade Fudge Pie 5/18/20
© www.planet12sun.com

LIFE SKILLS SAMPLE – END OF YEAR

Recipes she learned to cook this year

Recipe Ramen Noodles
SERVES 4 TIME 5 min PREHEAT OVEN -

Ingredients
4 cakes rice ramen
1 qt. chicken broth
1 qt. water
1 tsp. onion powder
1 tsp. garlic powder
1/2 tsp. black pepper
3/4 tsp. ginger powder
1 1/4 tsp. salt
2 tsp. coconut aminos

Directions
Combine all ingredients except ramen cakes. Stir and bring to a boil. Add ramen cakes and cook till noodles are soft, approximately 4-5 minutes.

Recipe Mashed Potatoes
SERVES 6 TIME 30 min PREHEAT OVEN -

Ingredients
3 lbs. yellow potatoes
1 cup chicken broth
1 cup whipping cream or milk
1 stick of butter
3/4 c. sour cream or plain yogurt
2 tsp. garlic powder
1 Tbsp. salt

Directions
Wash and chop potatoes. Place potatoes in instant pot with chicken broth and set on manual high pressure for 20 min. (Alternatively, boil potatoes in water till tender). Add remaining ingredients and mix with hand mixer on low power till mashed and well mixed.

Recipe No Bake Cookies
SERVES 24 TIME 5 min PREHEAT OVEN -

Ingredients
1 stick of butter
2 cups of sugar
1/2 cup milk
1/4 cup cocoa powder
1 cup peanut butter
2 tsp. vanilla
3 cups quick cooking oats
1/4 tsp. salt

Directions
In a large bowl stir oats and salt. Set aside. In a small saucepan, over medium-high heat whisk together butter, sugar, milk, & cocoa. Bring to a boil for 1 minute. Remove from heat mix in peanut butter and vanilla until well mixed. Pour chocolate mixture over dry ingredients. Mix well, and then spoon cookies out on wax paper. Cool till hardened.

Recipe Italian Chicken and Green Beans
SERVES 4 TIME 1 hr PREHEAT OVEN 350°

Ingredients
4 chicken breasts, thawed
1 bag frozen green beans
1 bottle Sir K's Italian Dressing
Optional: quartered red potatoes

Directions
Lay chicken breast in 9x13 pan. Sprinkle vegetables around chicken. Pour Italian dressing over chicken and vegetables. Massage dressing evenly throughout pan. Cover with aluminum foil and bake at 350° for 1 hour.

Recipe Beef and Broccoli
SERVES 6 TIME - PREHEAT OVEN -

Ingredients
2 Tbsp. olive oil
2 lbs. flank/skirt beef (sliced)
1 sliced onion OR 1/4 c dried minced
4 cloves garlic OR 2 tsp garlic powder
2 bags frozen broccoli
2 limes juiced OR 1/4 c lime juice
1/4 c coconut aminos
1/2 tsp salt
pepper to taste

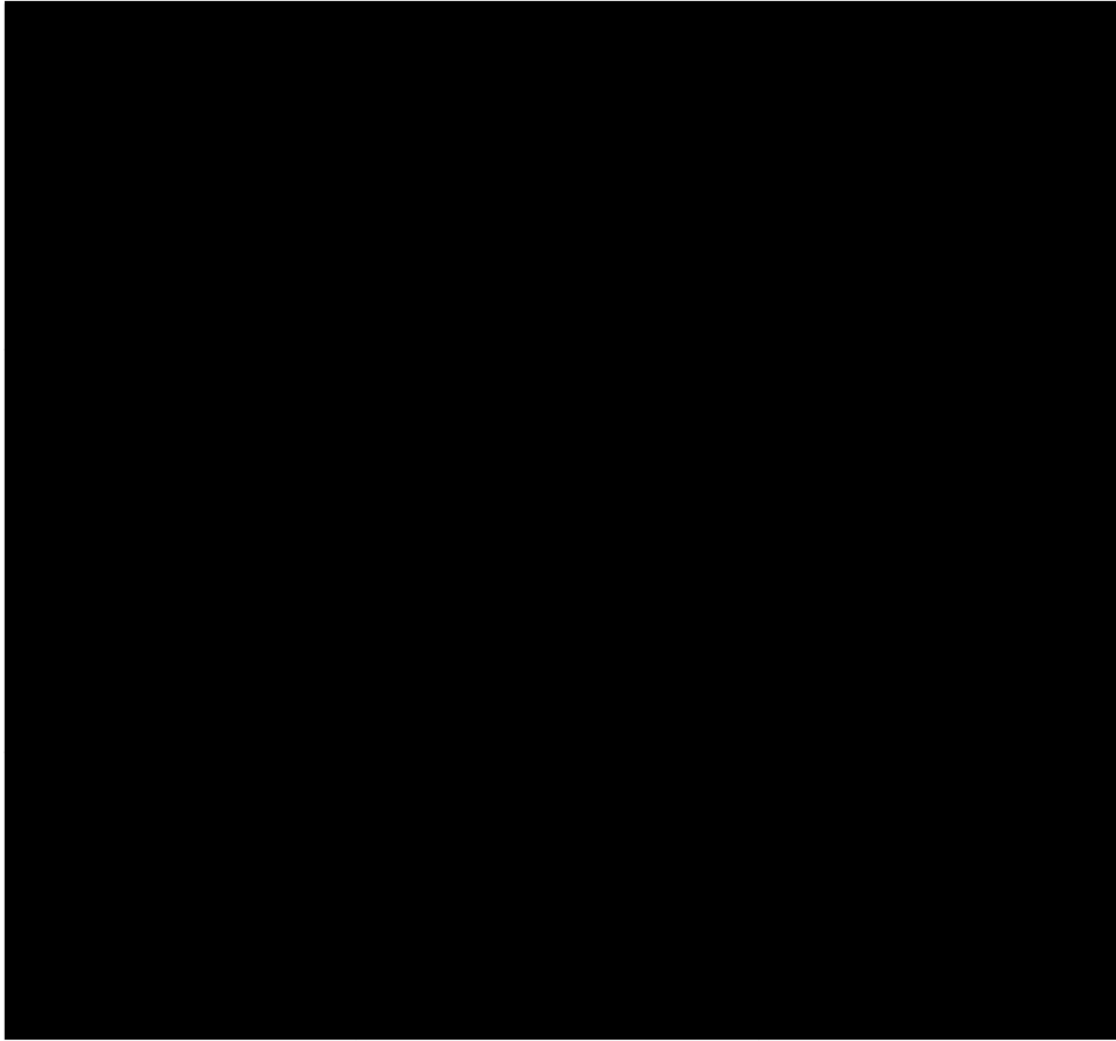
Directions
Combine first 4 ingredients into a large saute pan and cook on medium heat. Once meat is cooked, add remaining ingredients and continue cooking until broccoli is soft. Serve over rice.

Recipe Creamy Italian Pasta
SERVES 4-6 TIME 20 min PREHEAT OVEN -

Ingredients
3 chicken breasts (cooked and shredded)
3 cups chicken broth (no salt)
2 Tbsp. basil
2 tsp. garlic powder
1 Tbsp. red pepper flakes
1 Tbsp. salt
1 pkg. spinach, broccoli, etc.
1 cup whipping cream
1/4 cup flour

Directions
Boil chicken and shred in a bowl using a hand mixer. Place all ingredients in a skillet except whipping cream and flour. Bring to a boil. Reduce temperature. Whisk together whipping cream and flour. Stir into skillet till thickened. Serve over pasta.

FOREIGN LANGUAGE SAMPLE – BEGINNING OF YEAR



Word Bank

lemon

sugar

soup

fish

bread

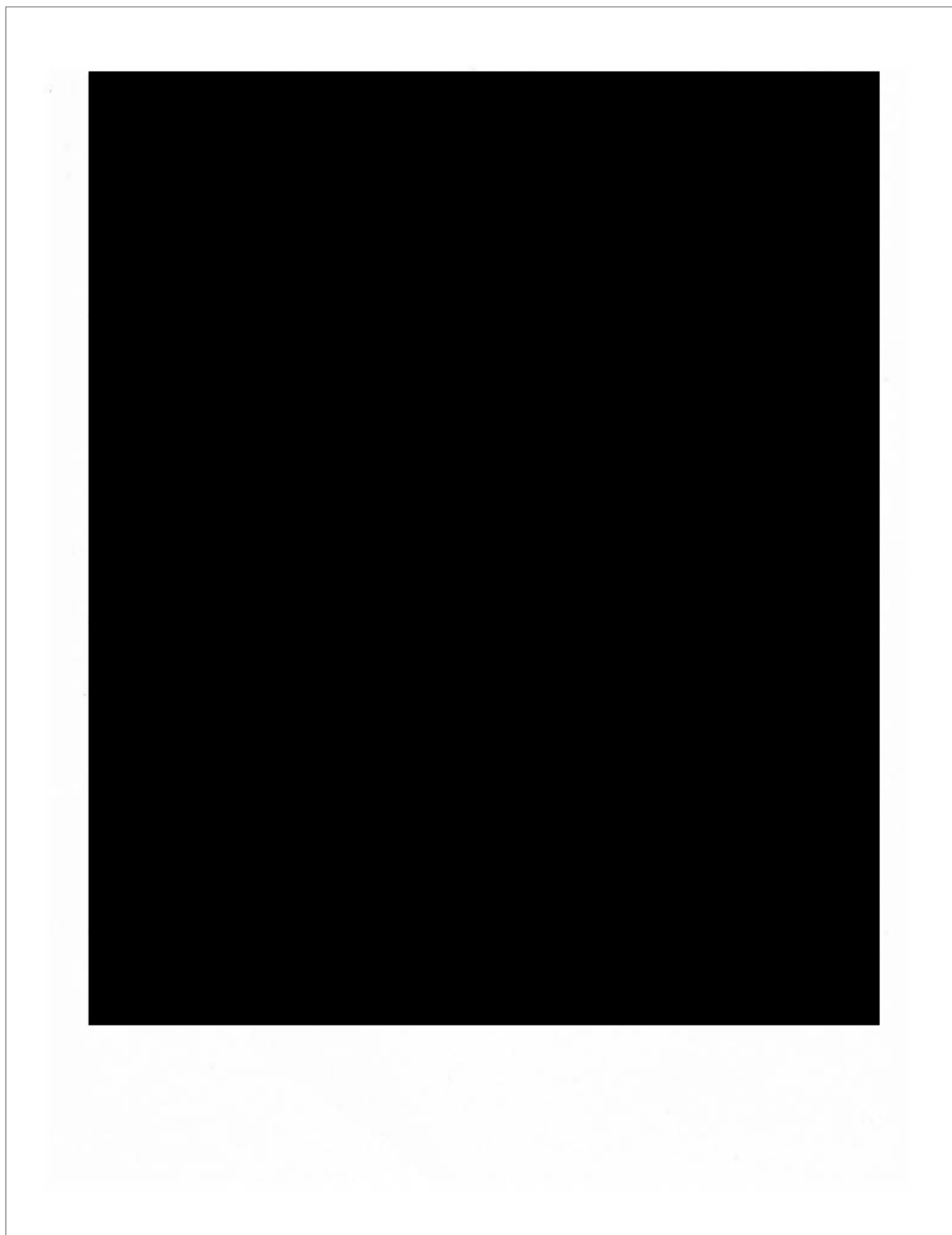
meat

salad

egg

cheese

FOREIGN LANGUAGE SAMPLE – END OF YEAR



PLANNING YOUR YEAR



2

ONE SMALL STEP
ONE GIANT LEAP

STEP #2

PLANNING YOUR YEAR

CHOOSING SUBJECTS

When planning a homeschool year, people sometimes have particular ideas about what they would like to teach. As long as it is comfortable and enjoyable for your child and meets your legal requirements, you can choose what you would like! However, we do want some kind of guidance as to what is appropriate and necessary for children at different stages of development!

For years, I have used the [Form Guides at A Charlotte Mason Plenary](#) as my guide to planning a custom year for my children. The Form Guides center on the educational philosophy of Charlotte Mason, whose work on creating an education tailored to a child's development is unequalled.

I will now take a few moments to tell you how I have found these to be the easiest and most adaptable option for families with a wide variety of special needs.

Charlotte Mason's Forms are similar to U.S. grade levels, except they progress developmentally and not by age. Therefore, you can use one Form Guide for many years.

Technically the Forms progress this way:

- Form 1 = Grades 1-3
- Form 2 = Grades 4-6
- Form 3 = Grades 7-8
- Form 4 = Grade 9
- Form 5 = Grades 10-11
- Form 6 = Grade 12

However, Charlotte Mason created her educational philosophy more than 100 years ago. And while her breakdown of Forms by language development is still accurate, Form 2 is now the equivalent of an American High School Education, and Form 1 is now the equivalent of an American Elementary through early Middle School Education.

A Charlotte Mason Plenary (CMP) also carries a Preschool/Kindergarten Guide that is perfect for children not yet developmentally ready for Form 1 work but who are at the

age of compulsory education.

CMP also offers a [Special Needs Developmental Guide](#) that I wrote to help other Special Needs families find the Form Guides as helpful as I have! It walks you through how to place your child in the correct developmental level and how to make adaptations when needed that make sense and are effective!

[REDACTED]

WHAT LEVEL?

Once you have figured out what you want to use as a guide for the subjects you will teach, you need to decide at what level your student should work.

We can determine this quickly by looking at the grade equivalency on your student's

[REDACTED]

What Materials?

Now that you have settled on what subjects you are going to teach and at what grade level, it is finally time to start planning your year!

Instead of creating a week-by-week schedule, look at each subject and then list the

I have included two sample School Year Plans on the following pages, one based on Form 1 and one on Form 2. I have also included a School Year Plan Template in Appendix B.

You will notice that I have divided subjects into two categories:

- Content/Beauty Subjects: Literature, History, Science, Religious Studies, Poetry, Folk Songs, Artist Study, etc.
- Skill Subjects: Reading, Math, Writing, Foreign Language, Physical Exercise, etc.

Both categories are essential! Content/Beauty Subjects make education enjoyable and have the added benefit of helping reduce anxiety. Skill Subjects are those exercises

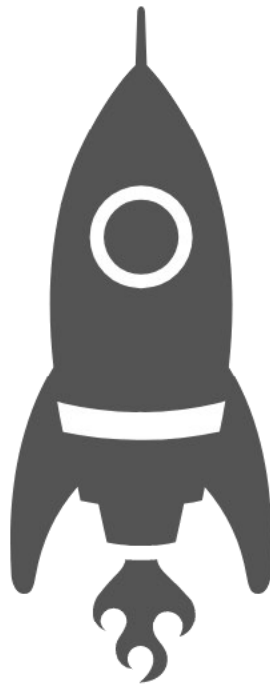
the body needs to develop specific skills, and no one else can do those exercises for you.

As I go throughout the year, I highlight the books we are currently reading in yellow, and when we finish them, I highlight them in green. Books we have lost (or ones I am considering not reading), I highlight in red.

At the end of the year, I delete everything that is not yellow or green (or paste them to a new plan for the following year), and then I put the document into the folder for our Homeschool Evaluator, so she will know what we did that year.

And done!

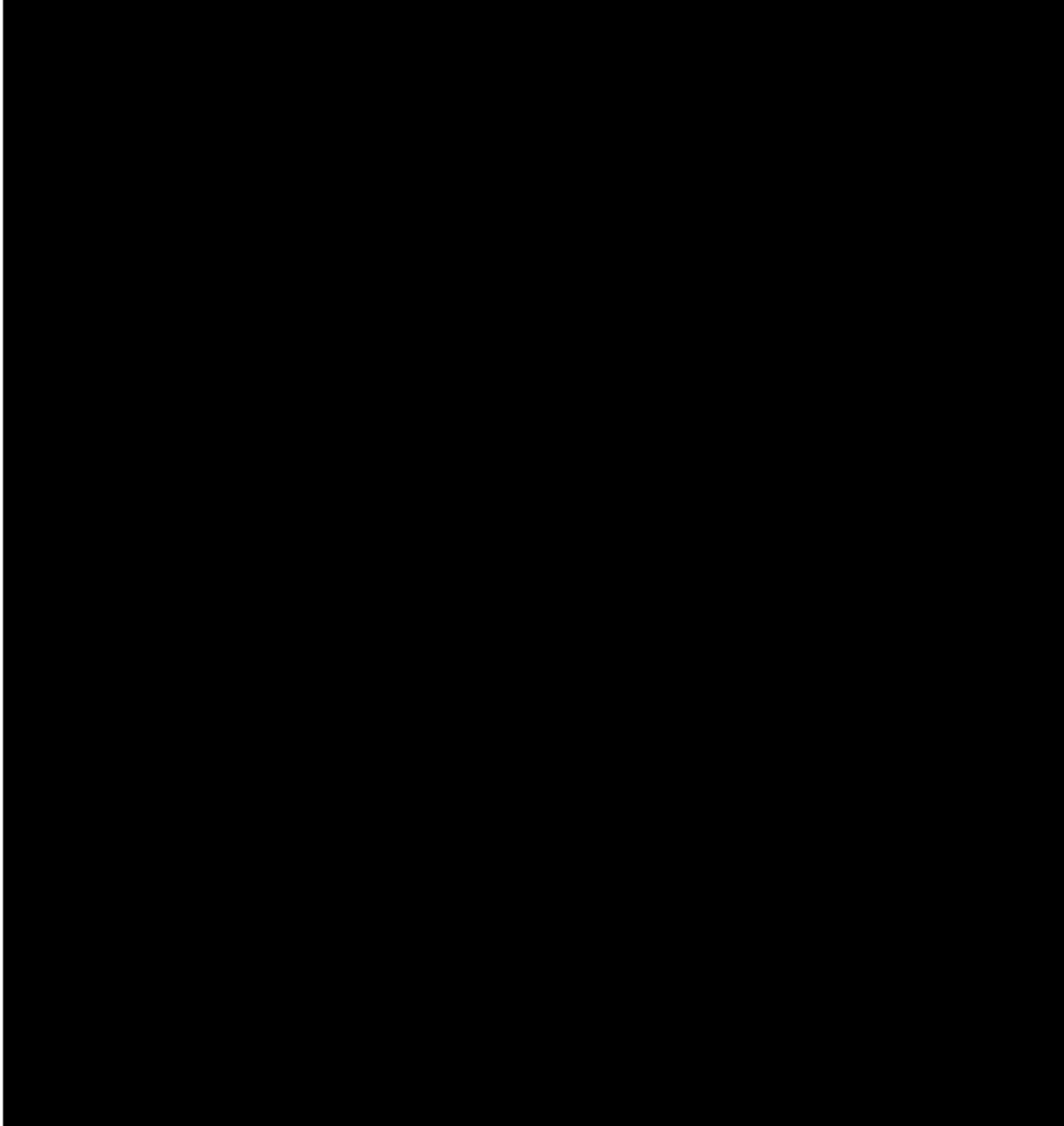
SAMPLES OF DIFFERENT *WAYS* TO PLAN YOUR YEAR



SAMPLE PLAN FOR FORM 1

Weekly Reading Schedule and Log (ideally including daily Poetry):

History (including Book of Centuries and Folk Songs) – finish Story of the World 2, parts of Child’s History of the World, parts of Our Island Story, parts of Jewish History, Marco Polo by Demi, Michelangelo by Stanley,



1) Literature: Searching for Dragons, Calling on Dragons, Talking to Dragons, Children of the New Forest,

ORGANIZING FOR SUCCESS



ONE SMALL STEP
ONE GIANT LEAP

A series of horizontal black bars of varying lengths, representing redacted text. The bars are stacked vertically, with some having significant gaps between them, suggesting a list or a document with multiple lines of redacted content. The lengths of the bars vary, with some spanning the entire width of the page and others being much shorter.

INDIVIDUAL WORK

In the previous section, I mentioned individual work. From the time my children were young, I worked to teach them how to do independent work successfully and independently!

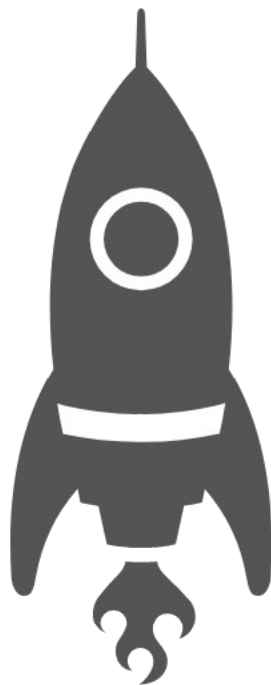
[REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]



I have included Sample Checklists for Group Work and Independent Work appropriate to Forms 1 and 2 on the following pages. There are also templates for these checklists in Appendix B.

And remember, you can organize and divide this work in many different ways to best suit your family's needs, so don't feel limited by my examples!

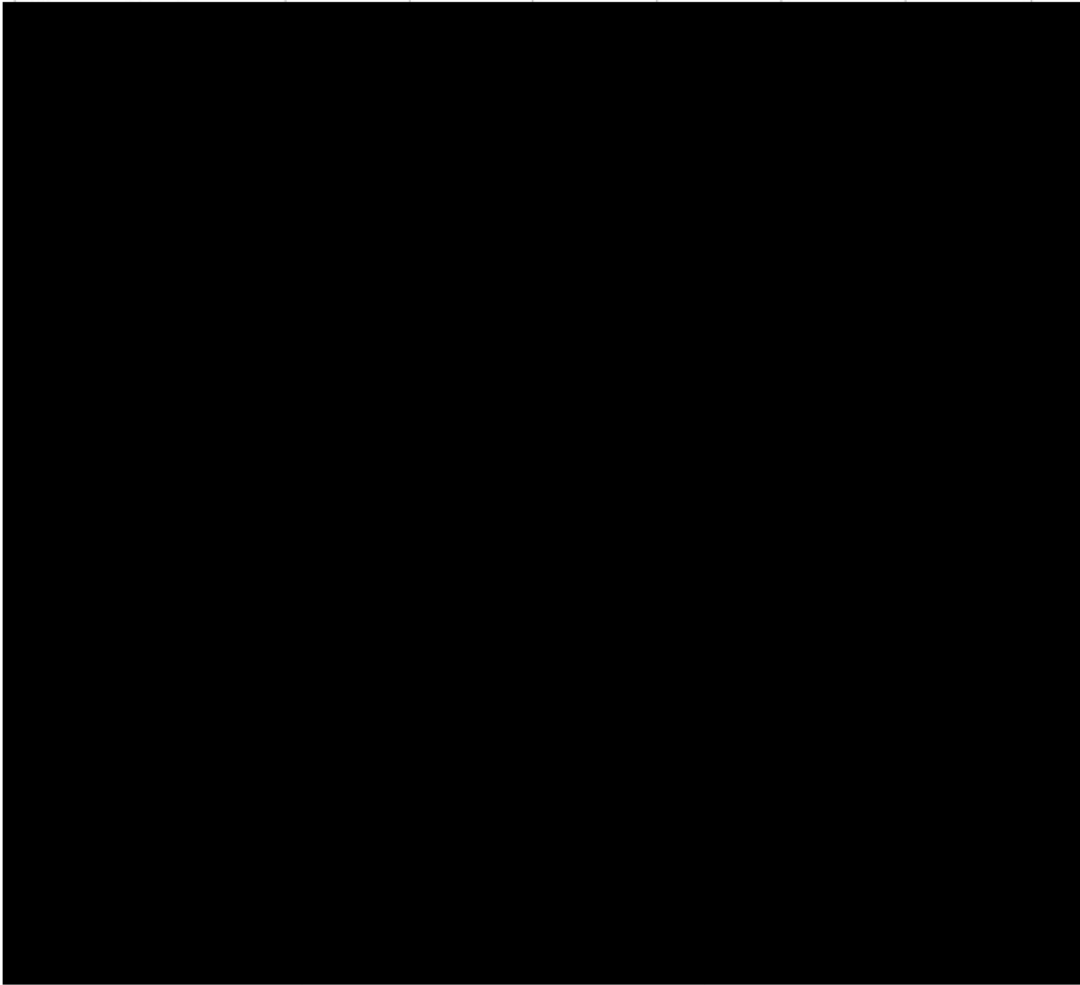
SAMPLE CHECKLISTS OF SCHOOLWORK



FORM 1 GROUP SCHEDULE PLAN

Form 1 Group Schedule

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1						



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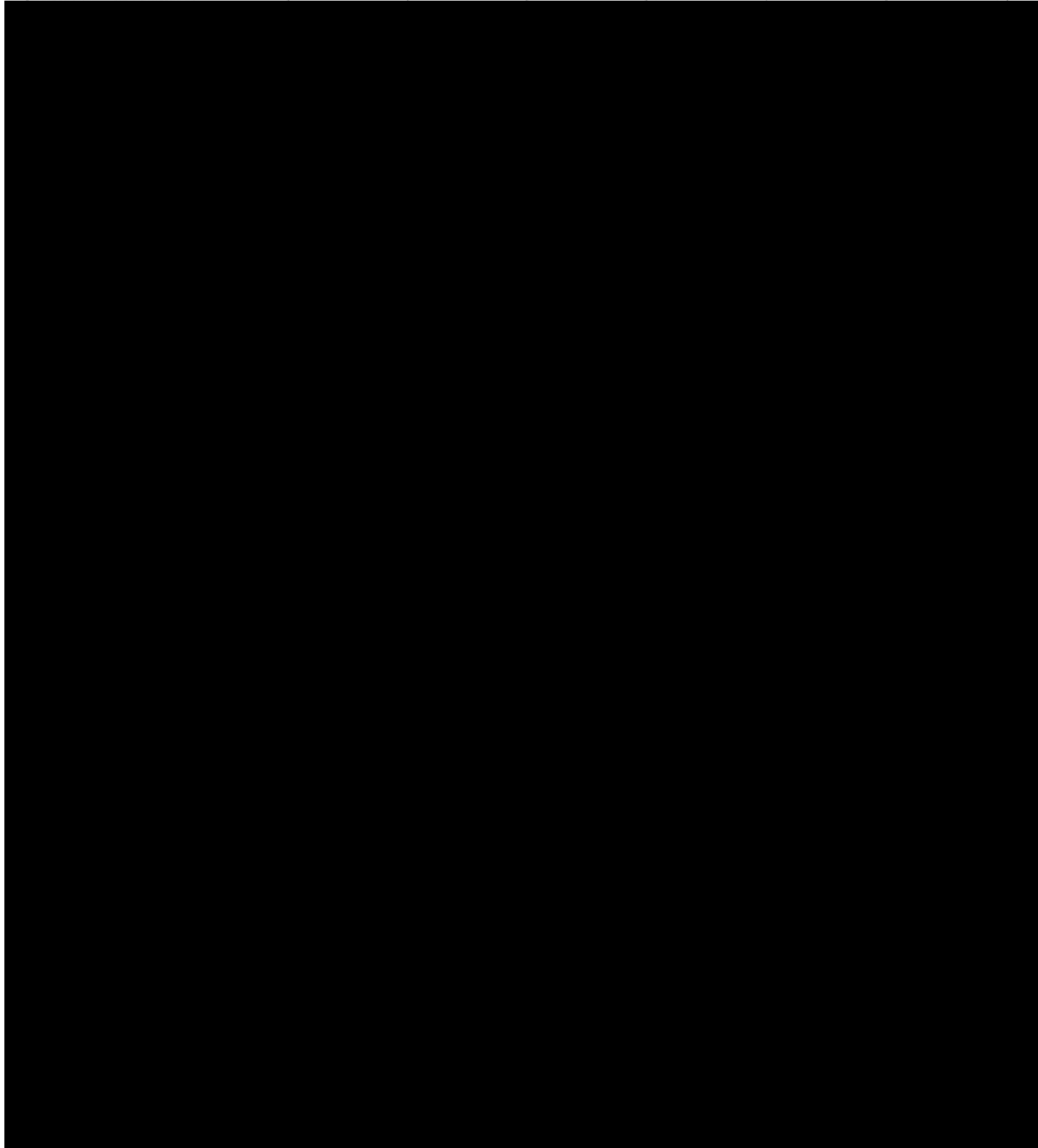
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FORM 2 GROUP SCHEDULE PLAN

Form 2 Group Schedule

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1						
Literature Read						

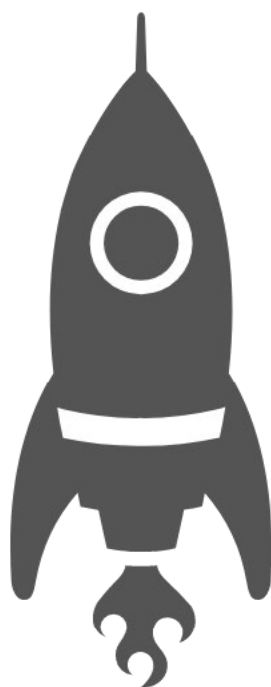


Form 2 Individual Schedule

[illegible]

APPENDIX A

CURRICULUM-BASED MEASUREMENT TEMPLATES

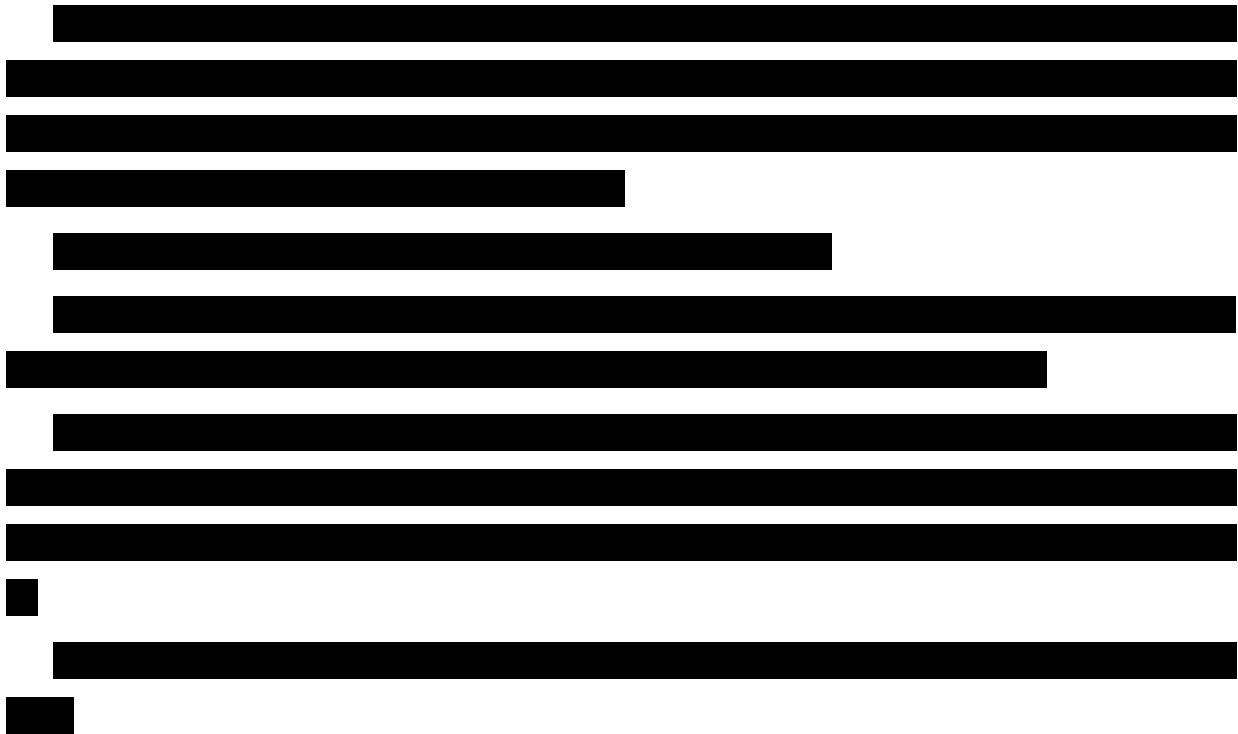


APPENDIX A

CURRICULUM-BASED MEASUREMENT

WHAT IS CURRICULUM-BASED MEASUREMENT (CBM) AND WHY USE IT?

CBM is a way of seeing where a student is in basic reading and math skills without using a test. Instead, you'll use math sheets and reading passages that you can print on the computer!



But how do you use CBMs? See the next two pages for instructions on using CBMs for both reading and math.

CBM FOR READING

[Redacted text block containing multiple lines of blacked-out content]

CBM FOR MATH

[Redacted content]

CBM READING LOG TEMPLATE

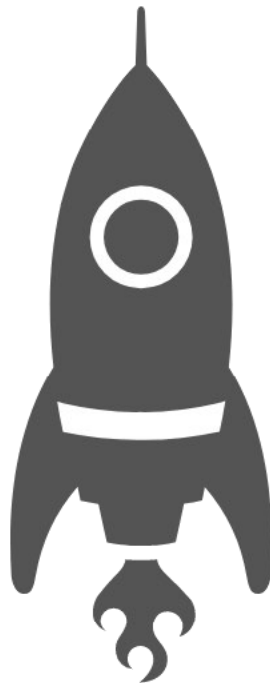
Background	Date	Level	Initial		Books	Date	Level	Initial		Progress	Grade Level	1-2	3-6

CBM MATH LOG TEMPLATE

Back	Date	Level	Initial	Ednc	Date	Level	Initial	Prog	Grade	1-3	4+

APPENDIX B

PLANNING TEMPLATES



SCHOOL YEAR PLAN – FORM 1 TEMPLATE

Week 2		Week 3						

Week 2		Week 3						

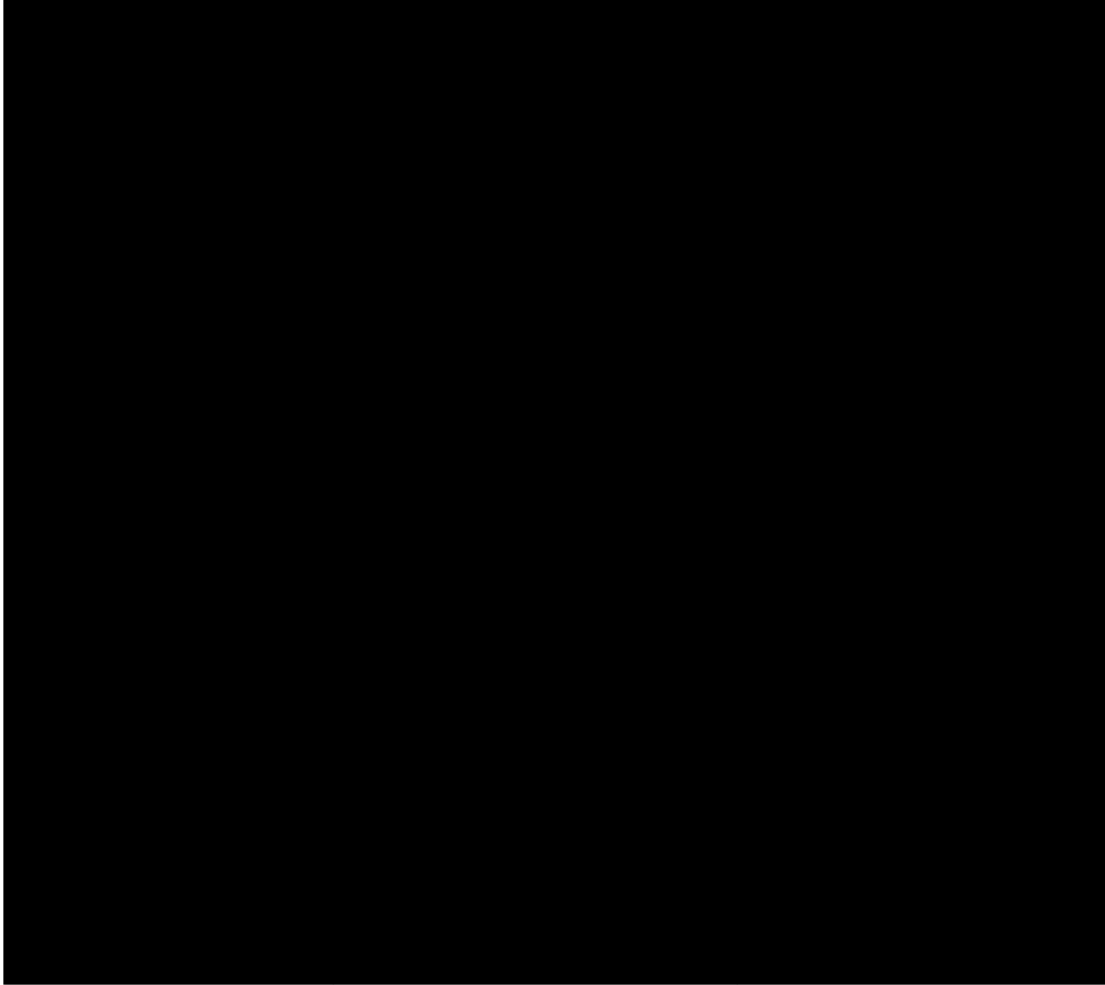
SCHOOL YEAR PLAN – FORM 2 TEMPLATE

[illegible]

INDIVIDUAL WORK SCHEDULE – FORM 1 TEMPLATE

Form 1 Group Schedule

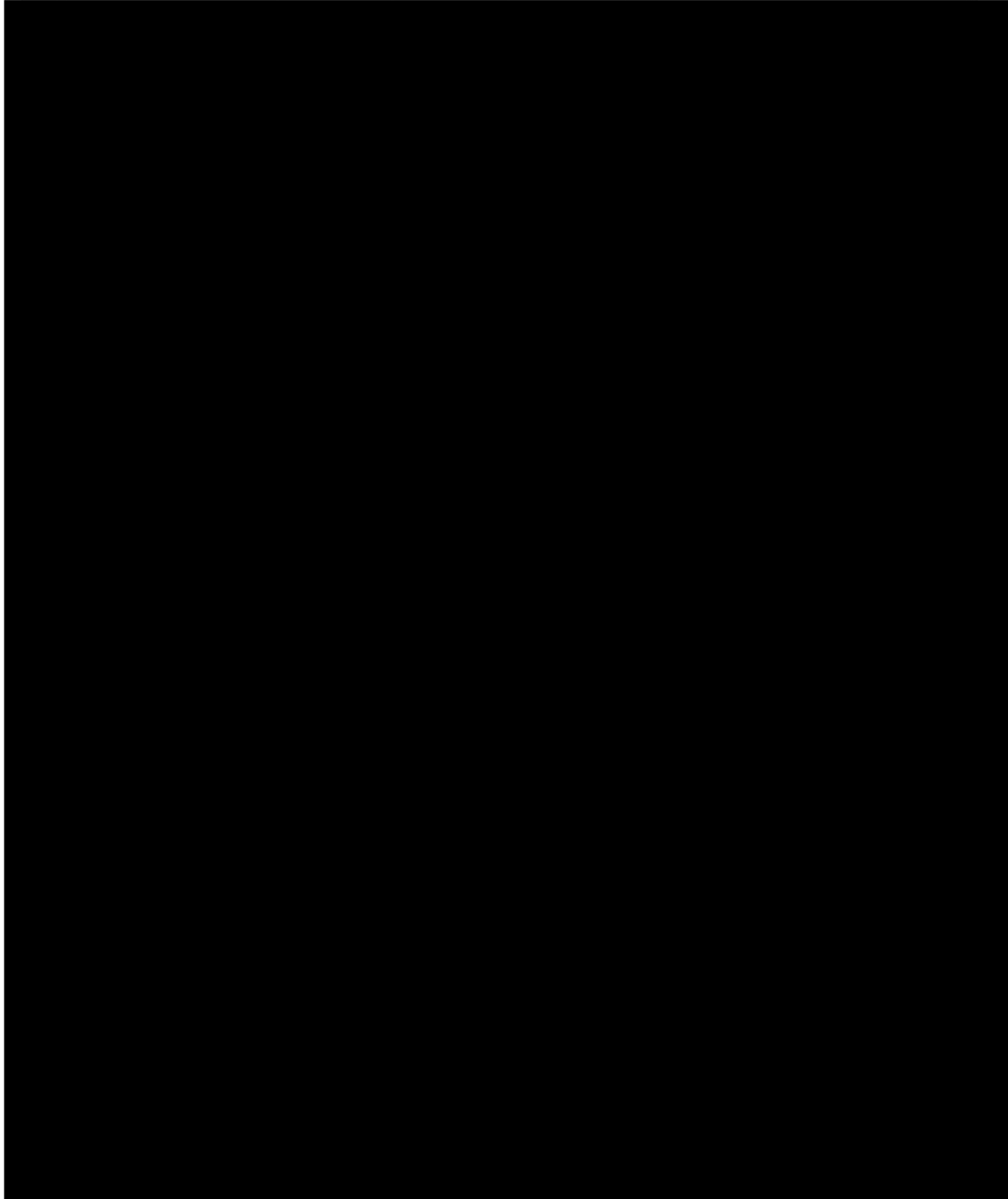
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1						



INDIVIDUAL WORK SCHEDULE – FORM 2 TEMPLATE

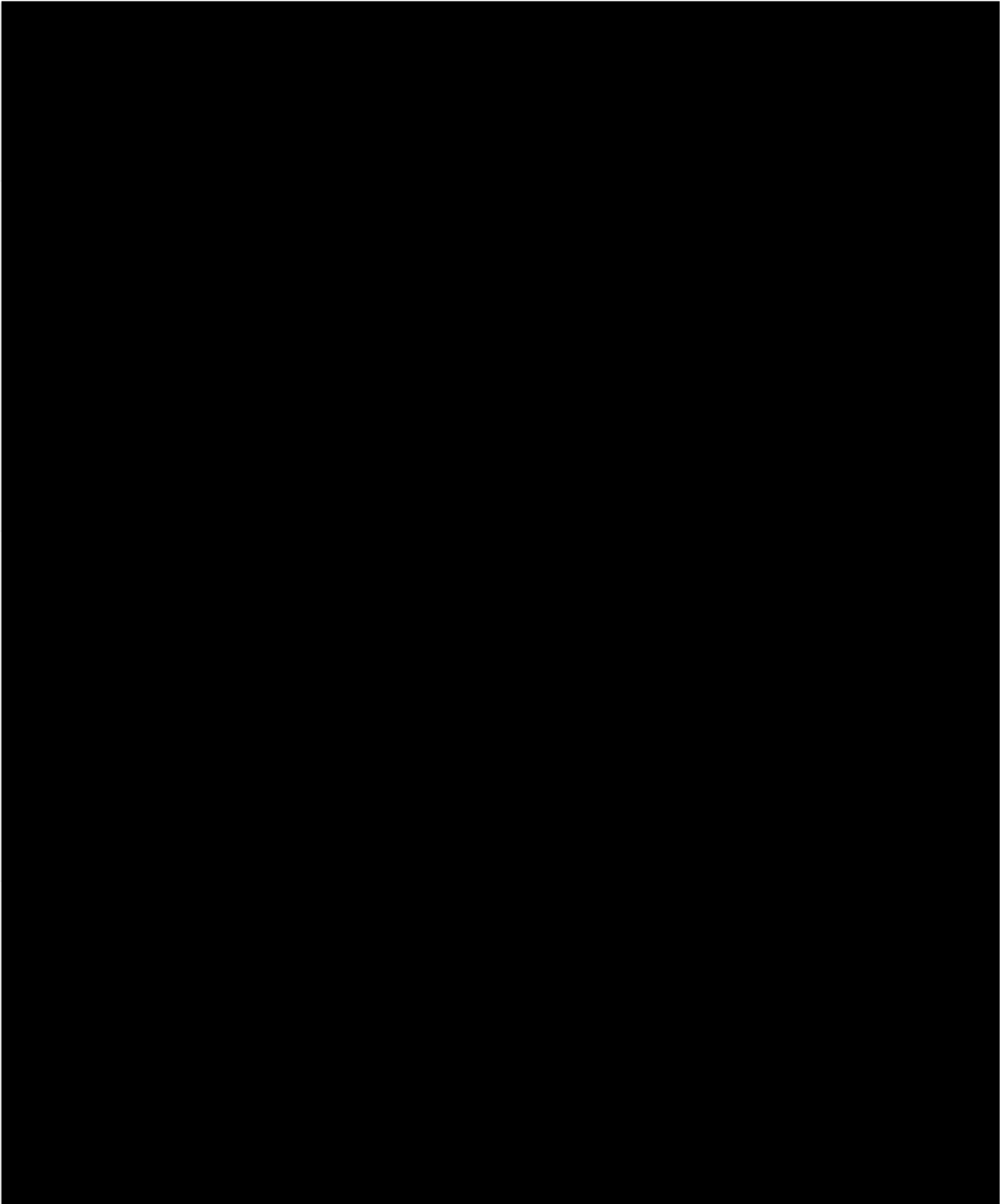
Form 2 Group Schedule

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1						



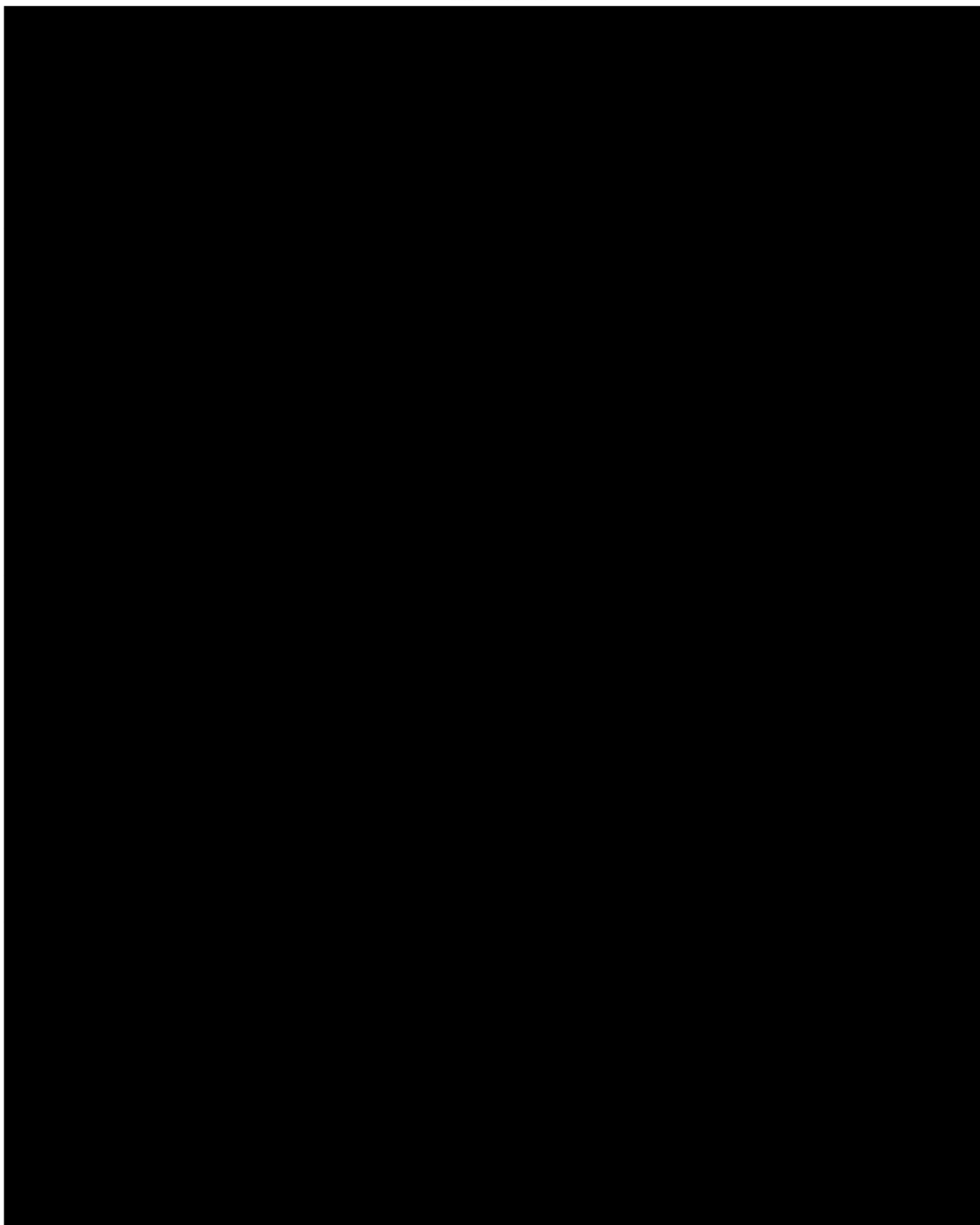
GROUP WORK SCHEDULE – FORM 1 TEMPLATE

_____ - _____ School Year
Form 1



GROUP WORK SCHEDULE – FORM 2 TEMPLATE

_____ - _____ School Year
Form 2



ABOUT THE AUTHOR

Hi! I'm AMY BODKIN, owner of AMY BODKIN CONSULTING.

I uniquely understand your special needs family. I've been where you are. In fact, I'm still "there!" I'm an Autistic adult with autistic kids.

I also have multiple degrees in Psychology and have been consulting privately with Special Needs families for more than 15 years.

I bring my experience as a School Psychologist and parent of two Autistic kids to the homeschool community in hopes of helping more families find joy in their educational journey.

My credentials include the following:

- Educational Specialist Degree (Ed.S.) in Educational Psychology with an emphasis in Neuropsychology
- Master's in Educational Psychology
- Bachelor of Science degree in Psychology
- Minor in Mathematics
- Former School Psychologist
- Autistic adult with Dyslexia and Auditory Processing Disorder
- Homeschooling mom to two Autistic kiddos

Professionally, personally, and as a parent, I have a significant amount of experience with Autism and all the many processing and learning disabilities that can go with Autism. All of these different angles of experience give me a very unique perspective and insight into homeschooling students with varying needs.

It's really all about advocating for children, whether it's through my podcast, "Special Needs Kids Are People Too!," speaking events, in our online membership community, or through one-on-one consultations.

I make it my business to see each child as an individual and not as a diagnosis... and to bring that message and philosophy to others.



For a complete list of resources, or for more info about homeschooling with special needs, please see the ABC website at:

AMYBODKIN.COM

OTHER RESOURCES FROM ABC

THE SPECIAL NEEDS MEMBERSHIP

*Find encouragement and support in the Special Needs Membership...
it's like a virtual group hug!*

ALLY

Subscribe to the podcast, Special Needs Kids are People Too!

BOOST

Get a boost with our educational resources.

CONNECT

*Connect with other special needs families through our
Special Needs Membership and Consultations.*

For a complete list of resources, or for more info about homeschooling with special needs, please see the ABC website at:

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Amy Bodkin Consulting

*seeing the possibilities from a neurodivergent lens because
Special Needs Kids Are People Too!*



Need Help with Homeschooling?

Get a Boost with Educational Resources from ABC

Get help from someone who's been where you are! Amy Bodkin is an Autistic Adult, a Consultant, Speaker, and a homeschooling mom. She advocates for children through her podcast, her website, and through speaking engagements.

She helps special needs families through her work as a consultant, products like this, and through her Special Needs Membership.

Amy Bodkin, EdS

Special Needs Consultant

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Homeschooling the Neurodivergent Way

AmyBodkin.com