



ADHD & RHYTHM

The Minimum Viable Homeschool Day

A parent-ready plan for ADHD, executive-function strain, low-capacity days, and difficult restarts.

How the brands connect: Created by Homeschool Momentum, the parent-planning membership from Special Ed Resource. Shared free through SpecialEdHomeschooling.com.

What this tool will help you do

The minimum viable day is not a lower expectation for a child. It is the shortest version of the day that protects connection, one meaningful learning priority, movement or recovery, and a clear finish. Use it before the schedule collapses - not only after everyone is exhausted.

Inside this guide

Choose one priority

1

Decide what matters if capacity supports only one learning action.

Make the start visible

2

Prepare the first two actions and reduce repeated verbal reminders.

Plan the reset

3

Use movement, food, quiet, sensory support, or a change of location intentionally.

Finish clearly

4

End before frustration becomes the main memory of learning.

Start here: Build the hard-day version while the household is calm. On a difficult morning, follow the page instead of renegotiating the entire day.



GUIDED PARENT WORKBOOK

Choose today's one meaningful priority

Decide before the day begins. The priority should fit today's actual capacity, not yesterday's unfinished list.

☐ Practice one currently taught skill.

☐ Access one age-appropriate idea through reading, audio, video, demonstration, or discussion.

☐ Complete one short task connected to a current goal.

☐ Use the day for recovery, connection, and a planned return tomorrow.

TODAY'S ONE PRIORITY

WHY IT MATTERS TODAY

THE SMALLEST COMPLETE VERSION

WHAT CAN WAIT WITHOUT BEING LOST

Worked example: Priority: practice six multiplication facts with tiles. Smallest complete version: one five-minute round, then the child explains one pattern orally.

WORDS A PARENT CAN USE

Today has one learning priority. When that is complete, the learning part of the day counts.



GUIDED PARENT WORKBOOK

Build a visible Start - Work - Reset - Finish loop

Use words, pictures, objects, or a small checklist - whatever the child can follow without holding the whole sequence in working memory.

START

1

One cue. Materials ready. Show only the first two actions.

WORK

2

Use a short, defined period and a task with a visible endpoint.

RESET

3

Move, drink, eat, regulate, rest, or change location before the next demand.

FINISH

4

Close materials, mark complete, and say that the learning block is over.

START CUE

FIRST VISIBLE ACTION

WORK PERIOD

RESET CHOICE

FINISH SIGNAL

Worked example: Card on table: 1) open audiobook, 2) sketch one idea. Ten-minute timer. Trampoline break. Put sketch in folder and turn the card over to DONE.



GUIDED PARENT WORKBOOK

Match support to the friction point

More reminders are not always more support. Identify where the system breaks, then change that part.

DECISION	WHAT TO ASK	R	A	G
Starting	Would fewer choices, prepared materials, or a visible first action help?	☐	☐	☐
Sustaining	Would shorter work, body movement, or adult co-working help?	☐	☐	☐
Output	Would oral response, typing, scribing, fewer items, or a model help?	☐	☐	☐
Transition	Would a warning, finished box, or predictable reset reduce friction?	☐	☐	☐
Recovery	Would food, quiet, outside time, sensory support, or stopping earlier help?	☐	☐	☐

THE FRICTION POINT WE SEE MOST OFTEN

SUPPORT TO PREPARE BEFORE THE TASK

WHAT WE WILL STOP REPEATING

HOW THE CHILD CAN SIGNAL A PAUSE

WORDS A PARENT CAN USE

I can see the start is the hard part. I will show the first step instead of repeating the whole direction.



GUIDED PARENT WORKBOOK

Create the hard-day card

Complete this page once, then keep it where the day begins. The hard-day plan should require less decision-making from both parent and child.

☐ One connection anchor is protected.

☐ One learning priority is named.

☐ The first action is visible and materials are ready.

☐ Movement or recovery is scheduled before attention collapses.

☐ A clear stopping point is named.

☐ The restart plan for tomorrow is written.

CONNECTION ANCHOR

LEARNING PRIORITY

START CUE

RESET

FINISH SIGNAL

TOMORROW'S FIRST PREPARED STEP

Calm review question: If today becomes harder than expected, which part can shrink while preserving connection and one useful action?



GUIDED PARENT WORKBOOK

Review the system - not the child's worth

Use one week of short observations. Look for patterns without turning them into a diagnosis or moral judgment.

DECISION	WHAT TO ASK	R	A	G
Reminders	How many prompts were needed before starting?	☐	☐	☐
Length	Did the task end while useful attention remained?	☐	☐	☐
Support	Which prepared support was actually used?	☐	☐	☐
Restart	What helped after a pause or difficult transition?	☐	☐	☐
Finish	Did the day end clearly enough to support tomorrow?	☐	☐	☐

PATTERN WE NOTICED

WHAT HELPED MORE THAN EXPECTED

WHAT DID NOT HELP

ONE VARIABLE TO CHANGE NEXT WEEK

QUESTION FOR A QUALIFIED PROFESSIONAL, IF NEEDED

Calm review question: What can the environment do differently before asking the child to try harder?

YOUR NEXT CALM STEP

Build a rhythm that works on more than the hardest days.

This guide protects one difficult day. Homeschool Momentum adds ADHD and rhythm tools, guided pathways, action planning, and progress notes so your family can build a steadier repeatable system.

Explore Homeschool Momentum membership
<https://homeschoolmomentum.com/membership/>

Read the ADHD homeschool guide
<https://specialedhomeschooling.com/adhd-homeschooling/>