



## CURRICULUM DECISION

# Special-Needs Homeschool Program Fit Scorecard

Compare curriculum by usable fit - not promises, popularity, or the size of the box.

**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

A program can be academically strong and still be wrong for this child or this season. This scorecard helps you define the job, examine access and instruction, calculate the hidden family workload, ask sharper vendor questions, and run a small trial before committing more money or energy.

## Inside this guide

### Define the job

1

Know whether you need instruction, access, structure, records, or independence.

### Score five fit areas

2

Look at access, teaching, workload, feedback, and family capacity.

### Ask before buying

3

Replace broad marketing promises with observable questions.

### Trial before committing

4

Test the smallest representative lesson and review real use.

**Start here:** Score one option at a time. A red mark is a question to investigate - not a verdict about the child.



## GUIDED PARENT WORKBOOK

# Define the job before choosing the program

Check no more than two jobs. A single product rarely teaches every skill, provides every accommodation, creates records, and eliminates parent work.

☐ Provide direct, explicit instruction in a skill.

☐ Make age-appropriate knowledge accessible.

☐ Create a predictable daily structure.

☐ Reduce parent planning or preparation time.

☐ Provide feedback, grading, or usable records.

☐ Support independent work without hiding confusion.

### PROGRAM OR CURRICULUM

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### THE PRIMARY JOB WE NEED IT TO DO

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### THE SECOND JOB, IF ANY

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### A MARKETING CLAIM WE NEED TO VERIFY

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**Worked example:** We need explicit decoding instruction and short daily practice. We do not need this program to teach science, create a full school day, or make the child fully independent.

**Calm review question:** If this program succeeds at its main job but not every job, would it still be worth using?



## GUIDED PARENT WORKBOOK

# Score the fit across five dimensions

Mark red, amber, or green from what you can verify today. Leave unknowns amber and turn them into questions.

| DECISION | WHAT TO ASK                                                          | R                        | A                        | G                        |
|----------|----------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Access   | Can directions and content be received in a usable format?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching | Does it explicitly teach the skill rather than only assign practice? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Workload | Can length and output change without losing the learning goal?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback | Will the parent know what is understood and what needs reteaching?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Capacity | Can the family sustain the cost, setup, supervision, and technology? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### STRONGEST FIT

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### LARGEST RED FLAG

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### WHAT REMAINS UNKNOWN

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### THE SUPPORT THE CHILD WOULD STILL NEED

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### WORDS A PARENT CAN USE

**A program does not have to be bad to be a poor fit for our current needs.**



## GUIDED PARENT WORKBOOK

# Calculate the hidden family workload

The advertised lesson time is only one part of the cost. Estimate what the program asks from the parent and the household.

### Preparation

1

Printing, gathering materials, previewing lessons, adapting instructions, or learning a platform.

### Supervision

2

Sitting beside the child, redirecting, reading directions, scribing, or troubleshooting.

### Recovery

3

Time needed after difficult output, screen use, transitions, or sustained attention.

### Administration

4

Grading, portfolios, attendance, reports, subscriptions, passwords, and technical support.

WEEKLY LESSON TIME ADVERTISED

WEEKLY PARENT TIME ESTIMATED

MATERIALS OR SUBSCRIPTIONS BEYOND THE PRICE

THE HARDEST WORKLOAD TO SUSTAIN

ONE ACCOMMODATION NEEDED FROM DAY ONE

**Worked example:** A 30-minute online lesson required 20 minutes of setup, continuous parent prompting, and a long recovery. The real family cost was closer to 75 minutes.



## GUIDED PARENT WORKBOOK

# Ask questions the sales page cannot answer

Use concrete scenarios. Save written answers, refund terms, sample lessons, and accessibility details before buying.

☐ Can lesson length, pacing, and written output be adjusted?

☐ Can audio, read-aloud, speech-to-text, or oral responses be used?

☐ What happens after an incorrect answer - reteaching, explanation, or only another attempt?

☐ Can a parent preview representative lessons before purchase?

☐ What data or reports can the parent export and keep?

☐ What are the cancellation, refund, device, and technical-support terms?

### QUESTION

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### ANSWER AND SOURCE

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### WHAT THE ANSWER MEANS FOR OUR CHILD

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### DECISION STILL PENDING

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### WORDS A PARENT CAN USE

**Before I purchase, can you show me how the program handles this exact access need in a real lesson?**



## GUIDED PARENT WORKBOOK

# Run a seven-day fit trial

Use one representative subject or routine. Keep existing access supports available and avoid changing several variables at once.

| DECISION      | WHAT TO ASK                                                    | R                        | A                        | G                        |
|---------------|----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Start         | How much setup, prompting, or negotiation was needed?          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Participation | Could the child engage with the intended learning?             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching      | Did confusion lead to useful instruction or repeated guessing? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finish        | Was the stopping point clear and realistic?                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recovery      | What did the child and parent need afterward?                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### TRIAL DATES

  

### SUPPORT KEPT CONSTANT

  

### WHAT WORKED

  

### WHAT CREATED FRICTION

  

### DECISION: CONTINUE, ADJUST, ASK, OR STOP

  

### REASON

  

**Calm review question:** Would we still choose this program after seeing the real parent workload and the child's real access?

### YOUR NEXT CALM STEP

## Turn the scorecard into a plan built around your child.

The scorecard helps you compare one program. The \$99 Personalized Homeschool Plan helps organize curriculum, access supports, priorities, and family capacity into a practical starting plan.

**See the Personalized Homeschool Plan**

<https://specialedhomeschooling.com/homeschool-plan/>

**Read the special-needs curriculum guide**

<https://specialedhomeschooling.com/curriculum/>

**If your child needs direct instruction, explore one-to-one tutoring:** <https://specialedtutoring.com/>