Welcome to Empowering Homeschool Conversations, your authority in navigating the world of homeschooling diverse learners. Featuring Peggy Ployer from Sped Homeschool, Annie Yorty from Annie Yorty.com, Leilani Melendez from LivingWithEve.com, Stephanie Buckwalter from ELARP Learning, and Don Jackson from Don Jackson Educational Consulting and Tutoring. With over seventy-five years of combined homeschooling expertise, experiences, and perspectives, this group is eager to share their wealth of wisdom to empower your homeschooling journey. So grab your favorite mug, settle in, and get ready for insightful discussions, valuable insights, and practical tips.

Give your homeschool the power boost it needs to successfully educate the unique learners in your home. Hi, everyone, and welcome to Empowering Homeschool Conversations. Today, we are going to talk about sensory solutions for helping unique learners thrive at home. And my guest today, I'm thrilled to welcome Ann-Laura Jackson-Sante to the Empowering Homeschool Conversations. She comes with over thirty years of experience as an occupational therapist and as a clinical specialist in the IHR's Sensory Integration and Advanced Practitioner in Sensory Integration. She is an Amazon

best-selling author of books such as Seven Keys to Successful Sensory Processing and Homeschooling a Sensory Child with Ease. And Laura is also an international conference speaker, mentor, and life coach dedicated to equipping families and professionals with tools to help unique learners thrive. As a homeschooling mom with over twenty-one years of experience raising her family, She brings a wealth of practical strategies and personal insights to support parents in navigating sensory challenges in their homes. Join us as we explore how to help unique learners achieve sensory success at home,

balance family dynamics, and empower parents to thrive in their homeschooling journey. Welcome, Anne-Laure. Wow, thank you. Absolutely. I'm so excited to have you here today and to talk about this subject. It's something I personally went through with my own kids. I remember a very sensory seeking child that was driving everybody crazy and then a sensory avoiding child who would run out of the room when I started making anything pork related. And couldn't, you know, had to tiptoe through the grass. And, you know, I was at a loss at when my kids were going through

this because it was so long ago. It wasn't talked about a lot. And so I am so glad that you're bringing this expertise and your wisdom into this conversation and your resources too. Anne has lots of resources and those will be in the show notes for you, as well as she'll be talking about them throughout the conversation too. So I'm just excited and thank you for joining us. I'm really looking forward to this. Thank you. Yeah, absolutely. So what are some common ways sensory challenges might show up during homeschooling, like during lessons or family routines? I did wonder whether it was

like easier to start from

what happens when you just

get up first thing in the

morning and maybe take us

through the day.

And if it gets too long,

we can stop and just pause

at any moment along the way.

Yeah, no,

that would be really good because

I think it's nice to break

that down and know like, oh, yeah,

maybe that's something that

I didn't think about before

instead of just maybe some

things here and there.

So, yeah, please do.

Yes,

it kind of starts with what it's like

for folks to get up.

Some are up and bouncing.

We will not go into those

that are starting at five

o'clock in the morning.

We'll just start a regular wake up time.

Some are really happy to get

out of bed and others,

it's a very slow thing to

get their arousal levels up.

So we talk a lot about their

levels of alertness.

That's a big thing when

you're up and trying to get

into academics or catching.

We always want to catch our

children early.

in when they're in their

best place best place to

have those teachable

moments so there are times

that we follow through

curriculum and then there

are other times that we

just know that they're very

receptive so very first

thing in the morning

getting out of bed that can

take sometimes an hour or

two to get our children

into a receptive place in a

receptive space

for academics now obviously

we know home education the

home schooling is not just

about academics but it is a

big part of it is a big

part of what we do but

anyway so let's go back so

we've got those who are

slow to get up first thing

in the morning then we

might have the issue with

getting changed out of

pajamas the transition to

changing clothes if they're

cold if they're depending

on the textures are they

bothered by the tags are

they bothered by the seams in the socks

You can have a meltdown even

before you've got into five

minutes of the day.

You have a resistance to

change and a resistance to

sensory experiences.

If it's cold outside,

if it's cold in the room,

the very basic things are

so profoundly important

when it comes to sensory processing.

And it's not to

underestimate the power and

the importance of

our senses and how we

perceive what is going on

in the world around us and

in our own bodies and we're

not just talking about

those five senses we're

talking about seven but

maybe eight but we'll come

back to those okay so we've

just got up getting dressed and uh we might have those fine motor skills difficulties coordinating turning clothes the right way around putting them on in the right kind of sequence all of those can have a sensory base never mind if you can't actually change your clothing and the textures get in the way to begin with. Then we've got toothbrushing, which can be an absolute nightmare in and of itself because of the feel of the toothbrush on the inside of the mouth.

Yeah.

We can often find anything

I never thought about that.

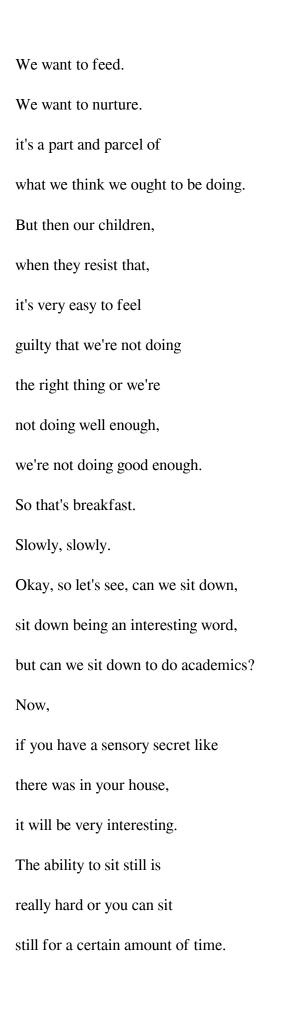
where the eyes can't see

what the body is doing.

We have those problems.

So you can imagine if you're trying to do your teeth, yes, you might be able to look in the mirror, but often actually to begin with, Little children in particular can't reach the mirror often. They're totally kind of like, ah, what's going on? I can't see. So they're totally reliant on their tactile receptors, their touch receptors. And the muscles around the mouth to give them feedback to what is going on. And that can be quite scary. And there's a real reluctance for toothbrushing. So we're like getting dressed. We've got toothbrushing and then it might be the smell. It might be the taste of the toothpaste. They don't like the mint.

What about the texture of the air or the temperature of the water? that gets in the way so let's say we we've got far we've got as far as getting the teeth brushed and then we have to come downstairs and then we're into breakfast and meal times are huge so I have like a twelve week stress-free meal time program because wow is a massive thing isn't it it's huge you hear parents talking about it all the time And we need to look at the sensory base of all of those things that are happening to enable it to be as stress-free as possible. Because it is, especially as mums, we want to be there to do the right thing.



Do you remember how long on average or when they were little, how long they would sit for? Oh, boy. It wasn't long, unless it was a high interest activity that he was doing. And it was usually, you know, kinesthetic on top of it. And so everything, and we did unit studies. That was the only way I survived with that child. And he actually did unit studies all the way through high school because he needed that sensory input when he learned. Yeah, it was... It was just how I adapted. And that is it. Like so much of what what we can do is giving parents

permission if they were

either schooled themselves

and therefore were used to

having to sit at a table

and work at workbooks all the time.

It's giving the permission

that you can even if you do

use your workbook,

you don't have to be

sitting at a desk to do it.

So in my own home ed experience,

because my boys, I've got three boys,

my youngest is coming out

of home education.

He'll be eighteen soon.

So he will be in his own way.

It's like, oh, my word,

this is very strange moving

into a different season of life as a mum.

but yeah so I have loads of

pictures we experimented

with a lot because I've

always intermingled my home

life and my work life

because I think that is

as the most integrating and

the easiest way of living

so yeah my boys have been

fully assessed with all

their sensory needs um time

and time again as they've

grown every single stage

it's like okay mum what do

you want us to do now it's

like yeah um so actually

they have done some of the

videos that are on the

inside of the website to

support parents so it's

real families it's real

children and um it's it's

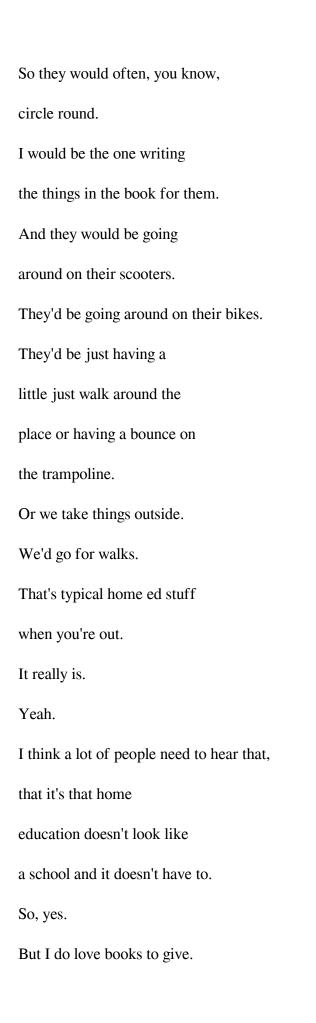
it's real life yeah so absolutely um

Where are we at now?

So, yes, sitting still.

You don't have to do

workbooks at the table.



Well,

I loved books to give me the structure.

I needed that amount and I

could see where we were going.

And it's not just an

autistic thing to know

where the beginning is and

where the end is.

I think it's a very good

human thing that we know

where we're going and we

can reverse engineer,

we can backwards chain,

whatever word you want to use,

but we just know where the

goal is and we work towards

it with flexibility and

just go with the flow

according to what we're

feeling like as parents and

where the children are at.

and young people according

to where their motivations

are and what kind of a day it is for them as well. Because they have bad days, bad sensory days as well. The brain processes things. And if the brain is just, if it's been too, maybe it's been too social, they will not have a good day. They need a day or two to recover, get their regulation back into their system, to be back in that calm alert state, to be able to apply themselves well. to their learning. Yeah, that really helps in breaking that down. And I love that you stated that the books are helpful. There's a lot of research put into a lot of the curriculum that we buy, and it's nice to bounce off of the research and the

time that those people put into that. But it doesn't mean that they have to dictate how we do school and how we teach. Um, it's, it's just a framework and it is nice as a parent to kind of have your mind freed and, um, to be able to do other things. Now on the other side, it isn't just our kids sometimes that have the sensory, um, issues it's us as well. Um, how would a parent, you know, assessing their own child be able to differentiate maybe some struggles that they themselves have, um, in, in the mix of all of that? Yeah, my program is there as a family program because as you go through the focus, I think as a parent, you're always wanting the

very best for your children.

So we always come in first and say,

let's have a look at your

child because that's who

you're focusing on.

And it's only often once the

child has been through that

assessment process,

through doing the stuff online,

reflecting back,

then the parents really can see, yes,

this is as important for me

as it is for them.

I think adults are getting a lot wiser,

actually, and a lot more clipped in,

a lot more self-diagnosis.

This is not about diagnosis anyway.

This is about recognizing

that we're all made differently.

We're all designed differently.

We're all created differently.

We all function differently.

And it's about how we can find out what those differences are to support you to function as best you can, to thrive in abundance in the life that we have. So it's, that assessment process is just as much for the children as it is for the parents, because we do have that blend of sensory profiles, of sensory thumbprints. That's something that I created thinking, because we're all so unique, we each have our own sensory thumbprints. So it's about finding what is it for mum? What is it for dad? What is it for child number one, two, three, four, twenty-two, however many, you know, every single one is going to be different.

And how can we uphold, support,

honor the differences and

and make them work because

there are clashes for sure

but oh yeah absolutely and

and what better way to to

just have a healthy family

than to have that

understanding of one

another not just myself but

to understand that other

people have different sensory needs and

We're equipping our kids

with with life skills by

allowing them to learn that in our home,

because then they're going

to take that into the world and say, oh,

maybe the reason somebody

is reacting to me this way

has nothing to do with them

not liking me or it may

just be that they're.

having some sensory struggles.

And it may be because of the

room we're sitting in or, you know,

on all of those things

instead of just instantly

taking it personally or judging somebody.

So what great skills to have.

I see some people are

joining us for the conversation.

If you have questions or

comments that you would

like to have integrated into the show,

that's why we're live.

We would love for you to put

your comments and questions

in the feed wherever you're

watching from so that you

can join our conversation.

And we'd love that.

So what are some practical

ways parents can adapt

their teaching space to

support a child with sensory challenges?

If we go back to the assessment side of it,

what we would look at are those seven, eight senses. So if I can start with that and then we can look at how those solutions would tie into that. So we look at, so for example, if we start with the first one being, so their visual system, that's a really easy one. Whether they like the blinds up, whether they like a lot of light or whether they don't, whether they're distracted by things in the environment or not. So you just change the orientation of their chair. You change the orientation or you change the things that they look at. You might want to have them in those little kind of cubicle offices. at home, we used to have some of those

folding ones, because there were times just like, oh, it's just, you know, focus, okay? We wanna go out later, can you just do this please? Okay, heads down, don't look at what anybody else is doing, just head down. So that's kind of visual, but they're very brief examples, but for the sake of time, we'll just go quickly through each one. And then auditory, we've got those who want lots of sound, they might be making lots of sound, which is really distracting to other family members. How can we use ear defenders? How can we use earplugs? How can we give those who are making the noise, like things that they can listen to, so they don't need to

distract the others. So it's about who needs the music, and when and for how much and headphones, whether it be to plug in their own music or to stop extra sounds going in. And that's also for parents. Mums, get yourself a pair of ear defenders. It will be a lifesaver for you. For times when it's just a lot, because it is, it's a lot having children. It does get to be a lot, right. Not that they're always in the house all day, but you know. So that's auditory. What about touch system? Yes, I was thinking when they're coming down to breakfast. there was one family that I worked with and it was the

texture of the seat. that they hadn't paid attention to that was stopping the boys and actually having meals with us. So have, just have a look at, have a look at their clothes, have a look at the texture of the seating, have a look at what it is they have to hold, have a look at everything that they need to touch. And some will be going out to touch and be touching everything. And you're thinking like, just, stop it. Need to fill their tactile sensation. their responses. So we need to fill it in a way that is appropriate. And so we'll come back to that vestibular system. Some people are very

cautious of movement and we'll,

we'll get classic really easily.

We'll be very slow or maybe

very slow at moving through space.

And you've got others who

are spinning all the time

and they're upside down and

they're hanging over the

sofa and they're hanging

off the doorframe and

they're climbing up the

cupboards and all of that kind of stuff.

So that's their vestibular system.

And we need to make sure that we, again,

feed that or moderate it in

such a way that they can

function and not destroy the house.

So if they're jumping on the bed...

Let's put it down.

Let's put a mattress on the

floor so they can jump on

the floor instead of breaking a bed.

You know, what are the things?

If you can't afford a trampoline,

if you don't have the space

or any of that,

we have to look at what the

sensory thing is that

they're looking for.

So, for example,

if it is jumping on the bed,

they get a lot of vestibular input,

which is this up and down input.

And it really gives them a

lot of muscle and joint

compression by jumping and

getting that input through their ankles,

through their hips, through their knees.

which is very organizing, very grounding.

It's a really lovely sensation,

but it's not great when the

bed is being broken.

So how can we give them what

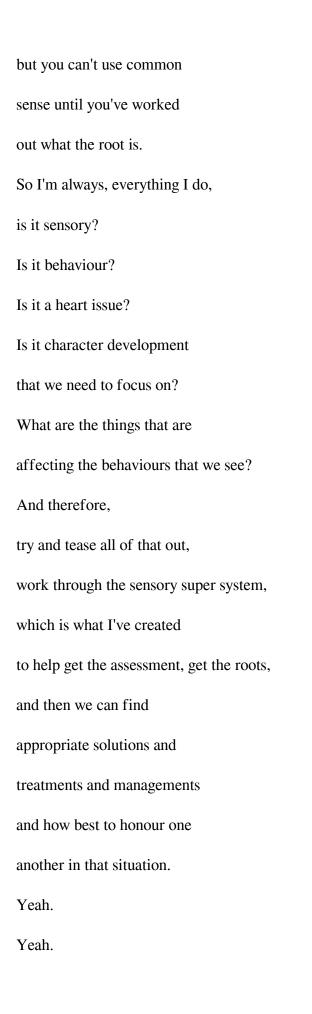
their sensory need is,

what they're looking for?

but in a way that is appropriate.

So yeah, we put the mattress down on the floor or we'd get a trampoline or some of them can bounce up and down on to get that stimulation. So that we're on four senses or five senses proprioception, they might be pushing and pulling other siblings. And it's just like, like, leave me alone, you know, get off me. So it's like, we need to give them something else that they can push and pull. Therabands and and chair presses and do other things, go and take the wheelbarrow and clean up the leaves or whatever it is, give them a chore, give them a task so they can get their muscles activated and used,

regulating and organising their system without actually getting in the way and bothering their other siblings or parents. So then we've got the smell. Smells can be overpowering or they're just not connecting to smells at all. Taste is a biggie. Again, really seeking spicy food or not wanting it at all. And then you have interoception, which is hard for toilet training or for controlling people's appetite because interoception is about feeling those sensations on the inside out. So the ability to go to the loo, the ability to know when you're hungry or when you're not, when you need to stop eating, when you're actually full, all of those internal sensations can get mixed up or confused, or they just don't register at all. And you're trying to toilet train when actually they can't feel it. So it's a bit of a waste of time and it can really bring down children. And by trying to potty train them, by trying to toilet train them when they're not ready because they can't feel it. So it's, yeah, I can't remember what your actual question was. I just knew that I was working with the senses. Oh yeah, the solutions for home. Right. When you can find out what the issues are, then it's like use common sense,



And that is such great perspective to, you know, to see those things that we often see as instantly behavioral issues and how they relate to different sensory needs, sensory avoidance. And they come out as behavior, but it's just the way that the child knows how to or feels most comfortable reacting or how to feed that system that they don't know how else to feed it. And the training that's involved with that is really what's key. But also the understanding comes before the training. So yes, that's really important. And you were talking, there's always a mix within our homes of all of this going on when we have multiple children.

And do you have any suggestions for families who feel like, you know, we're just constantly battling all of these sensory things? And we have multiple kids. What should they start with? Yeah. Start with taking a step back where possible, which I know time even to reflect is really hard. And try and dissect... what is going on in their senses, write the things down, which is the process that I take folk through, but write down what you do know or what you've investigated to tell you. If you're a homemade mum, you are so used to going online and finding information.

So some of the parents that

are coming through, they are so spot on.

They just don't know how to

join the dots up.

So just do what you can do

with the knowledge that you

have and work out,

just take a step back and

look at each child and then

see sometimes,

it's not sometimes it's not

about dealing with a child

who is having the issue

it's about how we can work

best with those around the

child um to support them

not that they have not that

they are the ones that are

able to cope it's not that

they are having to um

Sometimes they can really feel, you know,

if you're a sibling,

if you have an individual

who is known to have an additional need,

a sensory need, a diagnosis of any kind,

it can often be the one that's just like,

oh,

why do I have to be the one to do this?

And why do I have to be the

one to do that?

And so on and so forth.

But in some circumstances,

it's beautifully empowering

to say that actually you

need to take care of yourself.

So going back to the whole

ear defender thing, it's like,

We know we will we will work.

We will do what we can to

support this child.

But for you,

there are things that you need

to do to honour and protect

yourself so that you're in

a better place to be in

family when your brother is

kicking off or your sister screaming or whatever it is. So it's about empowering them. Right. Let's get the ear defenders on. Or, okay, so we can see something's happening. Okay, your time to go out and do whatever it is you need to do. So it's a full, you have to see each individual child and make sure that each of them has their own exit, has their own strategies to deal with themselves and to deal with the siblings. But there are priorities. And I think if a sibling is harming themselves or if a child is harming themselves, that is priority number one. There's a lot of children who self-harm,

especially because their

tactile system is overreactive.

So those who don't like the

haircutting or the

toothbrushing or the tags and seams,

they can be really quite anxious,

quite stubborn, quite controlling,

and may end up self-harming

and cutting themselves.

But it's their way of being able to cope

with their systems that are overreactive.

So priority number one,

anybody who's self-harming,

we need to get in there to help them.

And secondly, if they're harming others,

you know, that's when they may start to

attack their siblings.

Sometimes because they don't

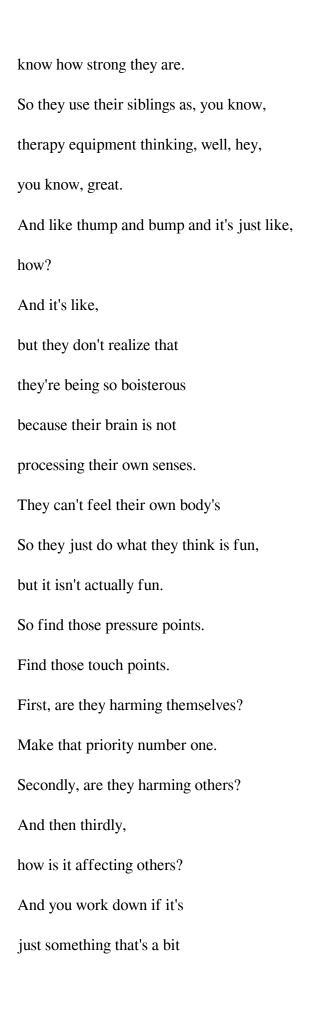
realize their own strength,

that they don't have that

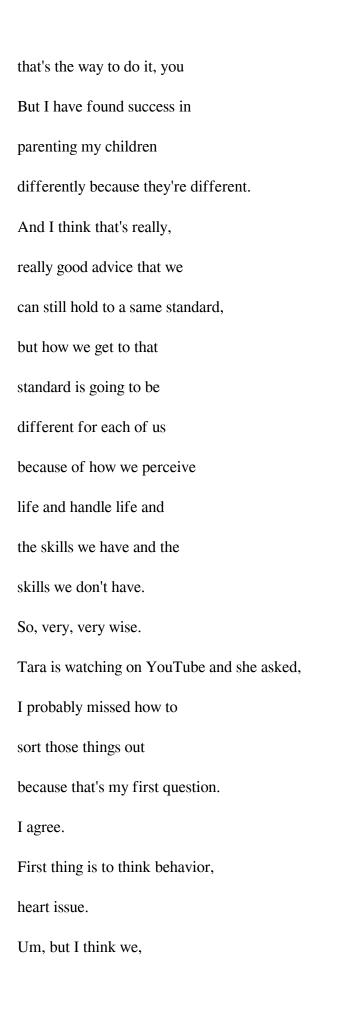
grading to understand how

strong they are.

It literally is they don't



emotionally inappropriate. you might be able to live with that because we all know we have to pick our battles. So let's focus on the things that are most important and just have a look at those first. Right. Yeah. That's, that's really good advice. Just, we do have to pick our battles. And especially when you're starting this process and you're looking at it, it kind of, it's just seems overwhelming in itself that, that there can be so many things that need to be changed or just different strategies for each child. I mean, that alone, instead of creating a family model, which we've been told for so many years,



we said first thing to think is sensory probably, um, and then, then follow with behavior, heart issue. But, um, Tara, we were talking at the very beginning of the conversation. You can always go back and listen when we're done. Um, but and Lord kind of broke down the beginning of your day and just, um, how a lot of those, um, sensory issues may crop up, um, in, in just starting your day out. Do you have anything else to follow up with her question there? Yeah. because I do think that what I love is that sensory strategies are so easy. We don't have to go into behaviour management. We don't need to go into rewards. We don't need to go into discipline,

punishments, depending where people are at with their whole parenting style. We can leave all of that aside because if it's sensory, it's not, you know, it isn't their character. They're not being bad. There aren't other issues that we need to deal with. but we will only know if it's sensory if we use sensory strategies, because the beautiful thing about sensory processing is that it works. So if we get the right assessment, if we get the right route, then not only does it work, if you use a sensory strategy, but they're also really good fun. They're really easy to bring into everyday life. And that's what we want. We need that flow when

you're in the home education,

when you're homeschooling.

Life goes so much better

when folks just flow where

they're at rather than thinking, right,

okay, this, and then we've got to do this,

and we've got to deal with this behavior,

and we've got to deal with this.

That's not how the best life lives,

I don't think.

It's about, okay,

I can see something is

brewing in this child.

Like you can, yeah, you can tell.

And that is the moment to act.

Do they need a break?

Do you need a squirt of

something for them to smell

just to calm them down a little bit?

Do they need to tip

themselves upside down for

five minutes and then whatever?

Do they need to exit because actually,

It's overwhelming. These homemade co-ops, these times that we get together, they're great for the first twenty minutes for some children, but then they've had enough. And it's just the time to exit because the auditory stimulation is just too much. And therefore we need to go or they need to go into a separate room while the rest of the family stays and enjoys what's going on. So it's about nipping things in the bud, but not not behavioural. it's like, all right, okay, they need to eat something. They need to eat something. We just need to give them a bit of a cuddle just to settle them. We just need to rock. One of the lovely children

that I was working with in one of the special schools was that she, you know, one of her carers realised that just to rock three times when she was starting to get agitated just really settled her and then she could carry on again. So the tiniest things can make a massive difference. And that's where I think it was your mum, as your parent, as your another sibling. When you really know your family members, you can spot the signs that they're starting to go. They're starting to get dysregulated. And then you can quickly get in there to just diffuse a situation that could escalate really, really quickly. absolutely yes um that's overwhelm happens so so

easily and um and if we can

be proactive instead of

reactive because when we

get to the point where

we're reactive it's really

too late um and so yeah

that was going to be my

next question anyways

talking about you know

conquering the overwhelm um

but also for you know kids who have

um trouble focusing as well

um what what might be some

strategies that can help to

um to help them to to kind

of stay on point just even

a little bit which I know

is hard attention spans are

short today no matter what

Yeah,

it is checking that we've got things

at the right level.

It's funny, this is one area.

I think when it comes to academics, I always look at the academics first and then almost like make it back the way. Because if children are interested and motivated, it's even like what you were saying about your own child there, that we can override a lot of sensory processing if we are really keen on something, if we are really motivated. It's amazing what social circumstances people will put themselves in when it's a nightmare for their sensory processing. But because they're motivated to join their friends, they're motivated to do something, they will make themselves cope. But that is why we also have issues in people in their later teens.

And their twenties,

because they're exhausted,

they kind of get to like a

sensory burnout because

they've held it together so much.

And so we need to go right

back to the beginning.

However, that wasn't your question.

That's okay.

That was really good information.

So I'm glad you put that in there.

So where were we?

Remind me again, where were we?

what I'm just talking about

the regaining focus oh yeah

yeah um yeah so it's just

checking that we've got

something at the right

level um absolutely to

begin with that we're not

even trying to get them to

something that they're

they're not even wanting to

be there at but if they are

wanting to be there but there are visual distractions there's auditory distractions there's distractions coming from the feel of their own clothes or from the feel of their chairs There are distractions coming because if they don't move, their brain is quite unsettled. It doesn't know where the body is. Therefore, they have to tuck their legs underneath them or they have to wiggle or they have to jiggle because every time your head moves, you send information to your vestibular system. You get information sent to your muscles and your joints and your brain is happy because it knows where it is.

It's kind of it's very grounded on Earth. It knows where it is in space. So all of those things help, can distract from attention, but can also help. So it may be that you actually do need to add more auditory. You might need the music on to help them focus. Often we just think, oh, we need to take things away, but actually no, we might need to give them more. We might need to give them, put them on a bouncy chair, like a gym ball that they sit on so that they can actually bounce away while they're working. Do they need to chew on something to help them focus? Do they need to have a different color palette

that is stimulating? Do they need some color overlays to engage with the books anymore? Do they need some plates underneath, some colored things underneath their books if they're working on books? Yeah. there is lots of different ways to help focus, but it's about use the body, use the body and let them be free to choose because what children choose is very telling. And a lot of it is giving the child permission to choose. Think, okay, I'm not going to tell you how to do this. This is what we'd like to achieve. How are you going to do it? Do you want to be outside? Do you want to be up in your room? Do you want to lie down on the floor?

So let them choose their body position.

They might want to do it on their back.

They might want to be on a ball.

They might want you to read

while they're on the trampoline.

They might want, you just give them,

ask them.

That'd be really interesting.

Just ask your child, okay,

we'd like to get this done.

How would you like to do it?

Yeah,

kind of make it an experiment almost.

How can we, you know,

out of all of these things,

which would you choose?

And I have a living example

with this with my oldest,

which it profoundly changed

my perspective on how he worked.

um he wrote his best papers

while playing video games

it was the weirdest

experience for me um

because I was like there is

no way you can do this and

write a good paper and um

he he did and he did it all

the way through college and

he's like no my brain

focuses better when I can play

And then I think of

something new and I add it.

And I was like, well,

you got A's all through

college English and I can't refute that.

You, it really did help him.

And so now when he's working,

he's a biomedical engineer.

He like designs with a, you know,

three D modeling.

He always has something

going on on his side

computer while he's working

and it helps him to focus.

But I would never have thought of that.

brilliant and I think and

also well done for that

work because that's what I

do now also going into

businesses into workplaces

because our children grow

up and we know what they

need we've sussed it out

they've sussed it out but

will the workplace

accommodate it and we're

all about training them for

the workplace we're

training them for adult

life we're training them

for marriage we're training

them for family life how to

be responsible and it's

like ah how do we communicate that

to our employees.

So that's all part of the

process as well that I help folk with.

But it's brilliant to know

that your son's workplace
has been so accommodating
and he was able to advocate
for himself as well.
And he works from home.
So that makes it a lot
easier on him to be able to do that.
As long as he
Does his designs.
They don't care.
Yeah.
But yeah.
Tara's got a question before
I continue with my questions.
She says,
wondering about solutions for my
three-year-old.
She's gotten in trouble for
not wanting to transition.
So she hides.
Would you think sensory first?
Yes.
So yeah.

And that's where just take some time to think about your three-year-old. and look at the world through her eyes and look, go through those seven senses mainly because we do have the interoception, toileting, hunger, that kind of thing, but that's more internal stuff that's going on. I normally look at those seven to see, okay, in the environment where she is transitioning to, how much of a shift is it auditory-wise? What different hearing experiences is she having? What visual experiences, the smells, any tastes, hopefully not really, but her body, what is her body having to do? Does she have to kind of get a coat on?

Does she have to. what are the steps physically that she has to do differently in order to transition? Because it may be that if she doesn't have to get a coat on, she's really happy going out to the car, but it might be that it's just too cold. So therefore you need to put the hat on first. You need to make sure she's nice and snug before she's going to transition. So do check the senses in the transition. Then I would also find something that she can use. I often use the body to help little ones transition in particular. So it would be, she might have a transition doll. I really like the ones, we have Stretch Armstrong.

I'm not sure what you have over there. They're kind of like dolls or both for male and female that you can pull and They're full of cornstarch and they're just things that you can use as a transition toy, but uses the muscles. So when folks are really quite stressed, that's why we use chewing gum a lot to chew on. We often have those fidgets. We often have those squeezes because that's all using proprioception, which is very organizing and calming. So it's using, especially in an anxiety provoking situation, like any form of transition, use the muscle system. So maybe it's just like, oh, let's hop. If she's three, maybe it's let's jump two feet.

Let's be a cat. You know, if we need to go down from upstairs to downstairs, that was some of the big transition. So it's just like, oh, do we how are we going to go down the stairs today? We're going to snake. So you put them down with with their feet and you try and snake down the stairs instead. So use the body not only because it gives their mind something else to think about, but because it gives sensory input and using proprioceptive input. So sometimes it might be a ball and that you can like bash the ball or you, you know, you pat it as you move along and you move through

space to get to the next place. It could be a massive gym ball that they can roll. It could be something that they can pull. You can kind of do tug of war. Use the body to transition, but have a look at the senses and naturally, yes, use vision and make sure that she knows what is coming ahead. Why are you transitioning? Where are you going? There might be that whole sense of, I don't know what's coming. I don't know where we're going. So it's using the visual system to say, yes, we're getting in the car, but we're going to granny's or we're going to the supermarket. So she knows what the transition is for and therefore can prepare herself for it. Yeah,

I used to do like like verbal

schedules for my kids

before they went to bed.

And we would talk about

what's coming up in the week ahead,

what's coming up, you know,

in even the month ahead or

what's coming up tomorrow.

Just so when they were falling asleep,

that they kind of had this

organized pattern of what

the day was going to be.

Before waking up in the morning and,

you know,

not knowing what was going to go on.

It was never a surprise.

And I found that alleviated

a lot of issues for my kids

when I was able to kind of

walk them through that and

prepare them a lot in advance,

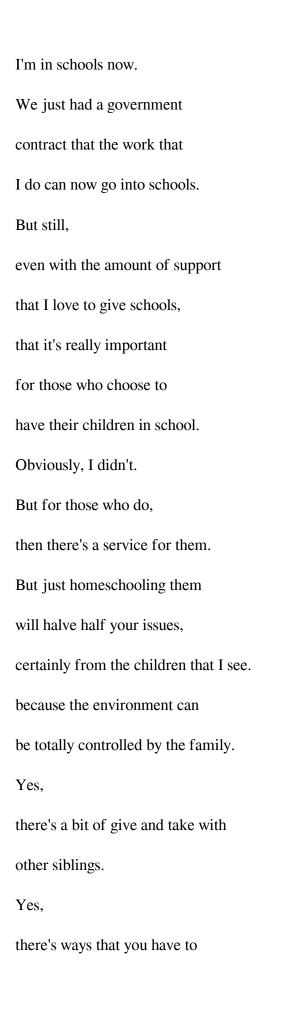
even just mentally.

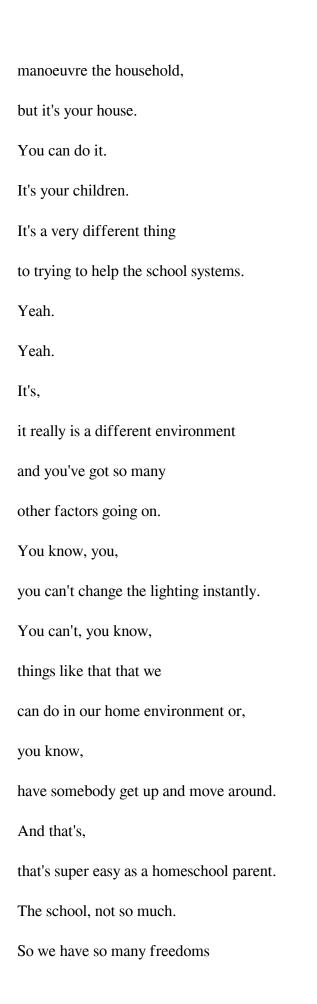
But I love those suggestions because, yes,

there's...

There's so many ways to feed that sensory system in just the changing up how we're doing things and not short cutting the needs of our child in the process of trying to do the next thing. yeah yeah Tara said that's good thanks um she's in preschool forgot to mention this if they are in preschool it's just something is it Tara um but there could be depending on her sensory thumbprint depending what her senses are actually doing there can be although they're just an amazing amazing places they can also be places of overwhelm um so it's making sure that there

is enough time for her to regroup and and to maybe pull away um have some bring her arousal levels down because there's often a lot of a lot of stimulation um in preschool depending on how preschools are run yeah Yeah, and the kids tend to hold it all in when they're somewhere where they don't feel as safe. And then you get everything else when they get home. Yeah, that's what happened with my oldest when he was in school. That's why he got kicked out. He just couldn't hold it together. And yeah, that's why we started homeschooling. But, you know, that, yeah. And that's why, I mean,





and flexibility to be able to work with,

our kids and these needs

that we're talking about today.

You talked a little bit

about burnout earlier and

kids hitting that that burnout.

Is there things that parents

can do proactively ahead of

time when they know they

have a child who is

probably more susceptible

to burnout because of their

sensory needs to to

kind of avoid that as best possible.

Yeah,

I think having conversations like

these and, you know,

all credit to everything

that you're doing to

resource and to raise

awareness for parents who

may not be aware of this

and that it is a real thing

because it is a real thing.

This is not children being bad.

This is not children being

naughty or stupid or anything else.

Most children really want to please.

They want to please themselves.

They want to please their families.

They want to please themselves.

And if this is, I would have a look,

if you're conscious, if you're aware,

if you're concerned about

the mental health,

it will always come down to

mental health.

You'll see it in their mental health first,

what they say about themselves,

what they feel about themselves.

They may be suicidal.

I do work with suicidal

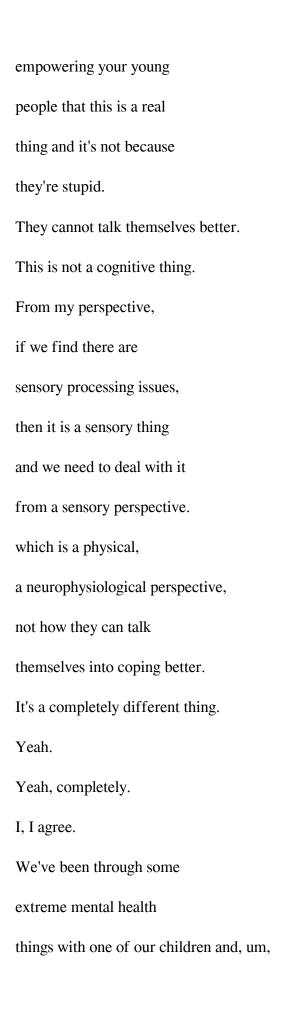
children and young people

to help them understand

the foundations of why they

can't control sensory processing.

It is something that is part and parcel of their makeup, but we can help their processing and integration so that they are much, much better equipped to advocate for themselves for protection. A lot of these are quite sensitive in their sensory systems, the burnout ones in particular, because their body's always in fight and flight. it's always sending out neurochemicals into the body that is just causing the body to reach a state of exhaustion. So if you see it, start looking into their sensory processing, start finding those regulation strategies that you can bring in every day and start equipping and



and didn't see it coming just, um, yeah.

And it, it has been such a road.

Um, so I just would encourage parents, um,

you know,

just try your best to understand

your child and what they're going through,

um, with these sensory things, because,

um,

it just escalates as they

get older and they put more

of the blame on themselves

versus just the outside world.

And that just gets so heavy

upon them and it can affect

choices they make and a

whole lot in their future too.

Yeah.

And it's really important as

a parent or for them to hear as well,

because that they can be,

especially in the home

schooling environment,

the the ability the

willingness to perform

because people are free to

excel in lots of different

areas so people can put

pressure on themselves and

it's making sure that as

parents you're not putting

that pressure on to perform

either and to make sure

there is that freedom that

the the level what I've

loved about our homemade

experience is that it is

the relationship that I

have with my boys

absolutely just precious um yeah

And actually, you know,

if they didn't feel like

doing something or you just

have that communication, but don't, yeah,

it's just make sure,

just make sure that there's

not too much pressure being

put on that they need to perform because that will override because you're probably in a really loving environment and they really love you and they want to do well for you. So it's just making sure that that's not out of kilter, not too much pressure on them. Yeah. Yeah. And it's hard because, you know, we have standards that we feel like we almost have to live up to. But, you know, really the standard, like you were talking about, Ann-Laure, is the standard is the relationship. That is what's going to carry that child through beyond anything that they have learned, the grades that they have gotten while you're teaching them.

And it's just a good thing

to be reminded of on a consistent basis,

especially when you have

little ones and you don't

see the full picture always all the time.

As they get older,

it becomes more apparent

and even more crucial.

And so that's important.

Leslie asked a question

about speaking about mixed

dominance in relationship

to sensory challenges.

I don't quite understand that question.

You probably do.

So I will leave that to you.

We've spoken a lot about the

sensory seeking, sensory avoidant,

overreactivity, if they're under reactive,

part of perception discrimination,

all of those aspects of

sensory processing.

Mixed dominance is the other

bit of sensory processing and integration,

which is the sensory based motor issues.

sometimes called disorders,

but we can talk for ages as

to whether they want to use

that language or not.

I talk about just

differences or difficulties.

If I understand,

the way I interpret that

question is about not yet

having established if

they're right-handed or left-handed.

So they might mix their dominance.

Sometimes they'll do things

with their right hand and

some things with their left hand.

And that is where I would go

back to the assessment and

online we have different

types of assessments so you

can find out the roots of

where they're perhaps

uncoordination or

clumsiness or they may not

necessarily be clumsy but

they may just not have that

you know mixed established

dominance yet and that's

just a maturity that they

will get there but if there

is that I always want to

see what else is going on

in their physical system

and there's about twenty to

thirty other tiny little

activities that you do with

them that shows me

whether we need to look at

it more significantly

because it might be one thing,

but there could be ten

things that it is going to

affect as your child grows

up if we don't deal with it.

So as far as mixed dominance is concerned,

it could be a crossing midline issue.

So we have this kind of like

midline in the middle of

our bodies and some will

write here and then take over here.

So we'd need to check it

isn't a crossing midline issue,

which is a much more

vestibular proprioceptive thing.

So yes, it does have a sensory base.

It could be a maturity thing.

It could be if you're left-handed,

if they are primarily left-handed,

then about twenty five

percent of the time

left-handers do use their

right hand anyway.

So we would just want to

check and see are they

predominantly left-handed,

in which case doing some

things with their right hand is totally

normal it's totally what we

see if somebody is

left-handed if you're

right-handed you really

don't do much with your

left hand at all you know

if you have the choice it's

right it's right it's right

it's right um all the time

so um there's a yes I think

there yeah yeah Leslie's

like yep that's exactly

what she wanted to do

looking at is it just a

question of a bit more

maturity so we do more

physical activities with

them and two-handed things

where they have to use two

hands separately to do activities.

A nice way to see if anybody

does want to check their dominant hand.

If you give your child two things,

two pens, two drumsticks,

two sticks from the garden, and you just tap, you ask to tap it one on top of the other, and you see which hand goes on top. And the hand that goes on top is often the hand that is dominant. And so you just present it straight to them. You don't like hand it to any hand in particular, give them two, keep it, you're not persuading them in any way, shape or form, and just tell them that you just want them to tap, tap them together and see which one goes on the top. And that's likely to tell you their dominance. So if they're doing it with their left hand, then you can accept about twenty five percent of the

time they may do things with their right hand. But if they go with their right hand, but they're still swapping to their left, then it's worth digging a little bit deeper. Yeah, that's a great perspective and simple, easy thing to do to kind of make you question is that possibly something that they're struggling with. So yeah, we are wrapping up our time. This has been a great conversation. I would love for you before we go to share about your resources that you offer families. And I know you have a couple of different websites. And so I'd love for you to talk about that and how families can connect with you and your services and all that you offer yeah

thank you because this is

this is a worldwide service

so that there are folks

across the world who come

in and it is an online

training coaching program

with a community as well so

everything to do with

sensory processing we take

you through understanding seeking

avoiding all those issues

and their sensory-based motor issues.

We look at how you can assess it at home.

You're the expert in your child.

I'm the expert in sensory processing,

and it's very much about

working together.

So we put two and two together between us,

and then we work out a treatment plan,

things that you can do at home.

And I've got lots of videos

on the inside of the website,

annelore jackson.com.

And then we look at how we can communicate to grandparents, how we can communicate to clubs, how we can communicate to workplaces, how we can help them advocate for themselves for their sensory needs to continue to be met so that they can thrive. So that's the online sensory super system. And there is also something for those who enjoy the church experience or who would like to enjoy church but just can't because it's just too stressful. Then there is a sensoryhealthychurch.com program or you can do annelore jackson.com forward slash church. That's a free resource. three hours worth of research that I did,

solutions and ways to introduce this,

just to help you bring it into church,

whether you're a member or a leader.

There's the books, as you mentioned,

Homeschooling, A Sensory Child with Ease,

that's on Amazon.

Various other books are out there,

but I just love the online

support for training and equipping you.

I think when you're a homemade mum,

you realise actually

with a little bit of knowledge,

we can do amazing things.

And I want to support

families to be able to do

everything that possibly can do.

to have a really happy home life.

Cause I've loved, you know,

I just love my family and

we have had just really precious.

So I just want to support

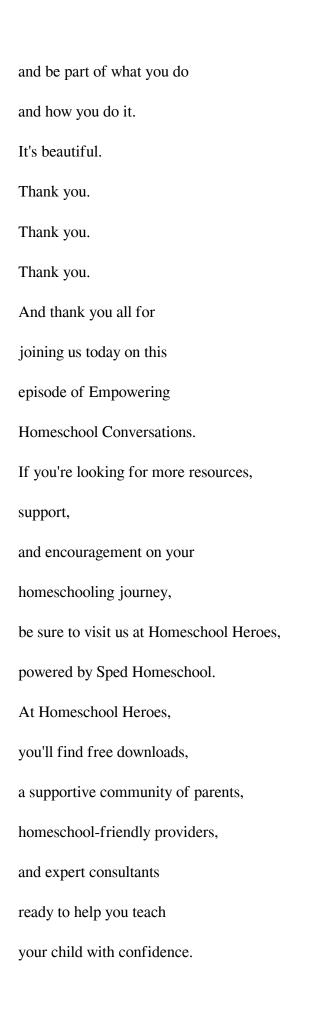
other families as much as

possible through that.

So thank you.

Awesome. Well, thank you so much. This has been so encouraging and so just inspiring. And I. I know our viewers that have been interacting, they have, you know, They felt that you have hit the nail on the head with some of the things that they were questioning, too. So that's really what we're all about, is just helping families find solutions. And these solutions don't have to be expensive or expensive. take a lot of your time. Um. so Anne is there to help definitely check out her website. We're going to share both those links. They'll be hyperlinked in the show notes. Um, so wherever you're watching, um, or listening from,

you can click on those instead of trying to figure out how to spell them. Um, we'll have that figured out for you. And, um, and so definitely connect with her and, um, and her resources and, and, um, And especially if you're feeling kind of overwhelmed and hot where to start. Otherwise, just apply a couple of things and see where they go and what we talked about today. So thank you so much. I just really appreciate this conversation and getting to know you better as we've chatted today. Peg, it's such a delight. I'm so thank you. Thank you so much for the opportunity to share this



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And you'll want to join us next week.

We are going to be talking

about brain-based solutions

for executive functioning

success with a guest that is on often.

And she's one of the.

she's actually the chairman

of the board of directors

for SPED Homeschool, Dr. Jan Bedell. So she is a doctor in neurodevelopmental strategies. And so you'll definitely want to join us for that conversation. Thanks again, Lori. I'm sorry, Ann-Laure. And also for all of you for joining us. And we'll see you next time right here on Empowering Homeschool Conversations. Bye, everybody. This has been Empowering **Homeschool Conversations** provided by Sped Homeschool, a nonprofit that empowers families to home educate diverse learners. To learn more, visit spedhomeschool.com.