

Welcome to Empowering  
Homeschool Conversations,  
your authority in  
navigating the world of  
homeschooling diverse learners.

Featuring Peggy Ployer from  
Sped Homeschool,  
Annie Yorty from [AnnieYorty.com](http://AnnieYorty.com),  
Leilani Melendez from [LivingWithEve.com](http://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.

I never thought about that.

Yeah.

We can often find anything  
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.

We want to feed.

We want to nurture.

it's a part and parcel of

what we think we ought to be doing.

But then our children,

when they resist that,

it's very easy to feel

guilty that we're not doing

the right thing or we're

not doing well enough,

we're not doing good enough.

So that's breakfast.

Slowly, slowly.

Okay, so let's see, can we sit down,

sit down being an interesting word,

but can we sit down to do academics?

Now,

if you have a sensory secret like

there was in your house,

it will be very interesting.

The ability to sit still is

really hard or you can sit

still for a certain amount of time.

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.



So they would often, you know,  
circle round.

I would be the one writing  
the things in the book for them.

And they would be going  
around on their scooters.

They'd be going around on their bikes.

They'd be just having a  
little just walk around the  
place or having a bounce on  
the trampoline.

Or we take things outside.

We'd go for walks.

That's typical home ed stuff  
when you're out.

It really is.

Yeah.

I think a lot of people need to hear that,  
that it's that home  
education doesn't look like  
a school and it doesn't have to.

So, yes.

But I do love books to give.

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,

but you can't use common

sense until you've worked

out what the root is.

So I'm always, everything I do,

is it sensory?

Is it behaviour?

Is it a heart issue?

Is it character development

that we need to focus on?

What are the things that are

affecting the behaviours that we see?

And therefore,

try and tease all of that out,

work through the sensory super system,

which is what I've created

to help get the assessment, get the roots,

and then we can find

appropriate solutions and

treatments and managements

and how best to honour one

another in that situation.

Yeah.

Yeah.

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



know how strong they are.

So they use their siblings as, you know,  
therapy equipment thinking, well, hey,  
you know, great.

And like thump and bump and it's just like,  
how?

And it's like,  
but they don't realize that  
they're being so boisterous  
because their brain is not  
processing their own senses.

They can't feel their own body's  
So they just do what they think is fun,  
but it isn't actually fun.

So find those pressure points.

Find those touch points.

First, are they harming themselves?

Make that priority number one.

Secondly, are they harming others?

And then thirdly,  
how is it affecting others?

And you work down if it's  
just something that's a bit

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,

that's the way to do it, you

But I have found success in

parenting my children

differently because they're different.

And I think that's really,

really good advice that we

can still hold to a same standard,

but how we get to that

standard is going to be

different for each of us

because of how we perceive

life and handle life and

the skills we have and the

skills we don't have.

So, very, very wise.

Tara is watching on YouTube and she asked,

I probably missed how to

sort those things out

because that's my first question.

I agree.

First thing is to think behavior,

heart issue.

Um, but I think we,

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,

I'm in schools now.

We just had a government

contract that the work that

I do can now go into schools.

But still,

even with the amount of support

that I love to give schools,

that it's really important

for those who choose to

have their children in school.

Obviously, I didn't.

But for those who do,

then there's a service for them.

But just homeschooling them

will halve half your issues,

certainly from the children that I see.

because the environment can

be totally controlled by the family.

Yes,

there's a bit of give and take with

other siblings.

Yes,

there's ways that you have to

manoeuvre the household,

but it's your house.

You can do it.

It's your children.

It's a very different thing

to trying to help the school systems.

Yeah.

Yeah.

It's,

it really is a different environment

and you've got so many

other factors going on.

You know, you,

you can't change the lighting instantly.

You can't, you know,

things like that that we

can do in our home environment or,

you know,

have somebody get up and move around.

And that's,

that's super easy as a homeschool parent.

The school, not so much.

So we have so many freedoms

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

empowering your young

people that this is a real

thing and it's not because

they're stupid.

They cannot talk themselves better.

This is not a cognitive thing.

From my perspective,

if we find there are

sensory processing issues,

then it is a sensory thing

and we need to deal with it

from a sensory perspective.

which is a physical,

a neurophysiological perspective,

not how they can talk

themselves into coping better.

It's a completely different thing.

Yeah.

Yeah, completely.

I, I agree.

We've been through some

extreme mental health

things with one of our children and, um,



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 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,  
[annelorejackson.com](http://annelorejackson.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](http://sensoryhealthychurch.com)  
program or you can do  
[annelorejackson.com](http://annelorejackson.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 not 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

and be part of what you do

and how you do it.

It's beautiful.

Thank you.

Thank you.

Thank you.

And thank you all for

joining us today on this

episode of Empowering

Homeschool Conversations.

If you're looking for more resources,

support,

and encouragement on your

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and a community that's here  
for you every step of the way.

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homeschooling journey extraordinary.

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

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