

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,
Leilani Melendez from Living with Eve,
Stephanie Buckwalter from ELARP Learning,
and Dawn Jackson from Dawn
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
brain-based solutions for
executive functioning success.

And my guest today is Dr. Jan Bedell.

She is someone who has spent
decades helping children,
teens and adults optimize
their brain function for
better learning and life skills.

Dr. Jan Bedell began her
journey in nineteen ninety
two as a homeschooling mom
seeking answers for her
struggling learner.

And that pursuit led her to
become a master neurodevelopmentalist.

Since then,
she has developed special curricula,
brain training tools and
programs that have helped
thousands overcome learning
challenges without relying
on labels or medication.

Dr. Jan holds a master's in
special education,
a doctorate in education,
and a certified master's
neurodevelopmentalist
degree through the
International Association
of Neurodevelopmentalists.

She is also the board chair
of SPED Homeschool,
the nonprofit that empowers
this very podcast.

Today,
she's here to share practical

strategies that parents can
use to build strong
executive functioning skills,
helping their children develop focus,
organization, and self-regulation.

I'm so excited to welcome

Dr. Jan Vidal to the show.

Dr. Jan, thanks for joining us today.

Great to be with you, Peggy.

Yeah, you're a regular guest on this show.

You know, when this show airs,

we're actually pre-recording it.

It's going to air on Tuesday.

It's our eighth anniversary of this show.

Do you believe that?

That is amazing.

It's been such a wonderful

journey helping so many.

We just appreciate all that you do.

Thank you.

Yes.

And so Jan was one of my

very first guests on the show.

So it's,
it's awesome to have you back and
I appreciate all the
support you have provided
through the years for our nonprofit work.
Sped homeschool that powers
this podcast and a whole lot more.
We do a lot more than just the podcast,
but yeah,
so definitely check out sped
homeschool.com to learn more about that.
And we'll talk more at the end, but yeah,
I would just love as we're
starting out this
conversation because it there's,
there's so much of this
that's wrapped up in your story.
But I would love to know
what led you to discover
the neurodevelopmental
approach and how did it
change your perspective on learning?
Wow.

That is, that's a big topic right there.

But in a nutshell,

God brought me to the
neurodevelopmental approach.

I,
had a fifteen-year-old child
with intellectual disabilities.

We had tried public school,
private school.

I had homeschooled her for five years.

And at that point,

I was about ready to give
up because I just didn't
know anything else to help her.

I was a certified teacher
when she was born.

I tried everything that I
knew during those five
years of homeschooling,
which at that point was barely legal.

Yeah, right.

That's how long ago that was.

We've come a long ways since then.

That's for sure.

But when God showed me the
neurodevelopmental approach, like I said,

I was at my wit's end.

I didn't know what to do.

And he just showed me a new way.

You know,

you talked about how does this
change my way of thinking about learning.

I mean, it changed everything.

It turned everything upside down.

which was really challenging

at first because I was a

certified teacher, you know, but, um,

you know,

that just goes to show if you

have the right knowledge,

it doesn't matter if you

have a degree or anything, you know,

any training or anything,

you can homeschool your

child with special needs.

That's the, that's the big takeaway.

So, yeah,

it's just a different way of

looking at learning.

by looking at the root of everything,

which is the brain.

The brain controls everything.

So I'm excited about giving

that perspective to this

executive function topic.

Absolutely.

Yes.

And I love that you say, you know,

even though you had a degree,

because I think a lot of people say, oh,

if only I had this training,

if I only had a college degree in this,

then I'd be a good homeschool teacher.

And I think actually the

people that I've talked to over the years,

I mean,

I've been in this field for twenty

five years.

They find it it's actually

harder because they have to
kind of work backwards out
of all the things that
they've been taught are
supposed to work and they don't.

And that is so true.

Yeah.

learn that's exactly what
happened to me I had to
relearn a whole lot of
things and they worked a
whole lot better that's the
that's the really good part
so starting from square one
is actually a good thing
because you're going to
learn how to teach your
child versus how to just to
use methods and I think
that's a lot of what we
think is going to solve the
problem but it's it's
really child focused and

we're going to talk a lot
about that today

But we're going to talk too
about executive functioning.

I know a lot of people talk
about executive functioning,
but maybe we don't
understand it that well.

So I'd love for you to
explain what executive
functioning is and why it's
crucial to learning success.

Well, you know,
we've had lots of labels
come along the way.

Executive functioning is a
label for a group of symptoms.

And they say that it's like
a management system,
that your executive function,
if you think of it like
maybe a computer software
that controls a lot of different things,

they put different parts together.

That's kind of what our

executive functioning is in our brain.

But the definition that

they're using is it's like

referring to your mental

skills that enable you to plan,

to focus your attention,

to remember instructions,

and also manage multiple

tasks efficiently.

Yes.

And effectively.

So when I heard this last part,

as I'm researching what

everyone else is saying about this topic,

I thought about the

difference in men and women

in their executive functioning.

Yes, that is a good point.

Especially this multitasking.

women seem to be able to multitask.

I don't know if at your house,

if it's like this,

but my husband's very linear, you know,

this has to happen and then

this and this and this,

and you're over there, you know,

with this happening and

that happened in the phone call,

the phone rings and the pot stirring.

So we really have, I think,

two different types of

executive functioning.

That's a really good point.

I've never heard anybody

talk about that before.

So that's cool.

Yeah.

But it does,

it affects every place in our life though,

doesn't it?

I'd love for you to kind of

expound on that because I

think sometimes we only think in,

especially in this environment,

we're talking about school, you know,
usually,
but our lives pour into so many
other areas.

And I know this touches on everything,
doesn't it?

It really does.

It's kind of the overarching thing.

And it has, you know, if it's working well,
it's got positive effects.

If it's not working so well,
it's got some negative
influences on things like
academic outcomes,
your comprehension ability,
your ability to problem
solve and your time management skills,
even your behavior or regulation,
you know, your self-monitoring.

And an interesting fact that
I discovered is that this
has been talked about since
the latter eighteen hundreds.

But yeah,

I was kind of surprised that it
would have been discussed that long ago.

And then it resurfaced like
in nineteen seventy a little bit more,
but it is significantly had
momentum in the last twenty years.

Yeah,

I think probably in the last two or
three is when I have been
having more people approach
me about talking about it,
about writing about it.

And so it kind of came on my
radar like that.

But why do you think from
your perspective that
people are talking about it
more and more now than ever before?

Yeah,

I think what's happened is I relate
it to kind of like a perfect storm.

So in America, we're very privileged.

We have lots of gadgets for
our infants to be in.
You know, we've got a lot.
And some of it is socially driven.
You know, if you don't have the latest,
greatest saucer or whatever the deal is.
Right, exactly.
Or you're not, you know,
have your baby in the sling
or whatever the current thing is,
then you're not a good parent or,
you know, there's lots of judgments.
happening out there.
But so that is the first
part of development with a
child being on their stomach,
getting all that
information from moving and
organizing their brain.
So that aspect of it has has
been a challenge.
And then culturally,
we were probably the first

to adopt all the gadgets for the children

to look at all the screens

and all of those kind of things.

And so, you know, that's been happening.

And when you're doing lots

of visual things,

you kind of turn your

auditory system off.

And not only are they using those gadgets,

but culturally we're not

talking to our kids as much

as we used to.

Yes.

You know, we used to have meals and,

talk around the table for

long periods of time.

Now we're just kind of

throwing things over the

back seat and say,

eat on the way to soccer.

Right.

And while they're doing that,

they're watching a movie.

So there's lots of things
that have changed that I
believe have made a difference here.

And it's causing the brains
to not work as well as they should.

So we have all these symptomatic labels.

Do you know what I mean by
that symptomatic labels?

Right.

So basically they're like,
like when my son was
diagnosed with autism, you know,
they basically went down
the checklist and said, well,
does he have this and this and this?

And then if he had enough on the checklist,
then he was diagnosed with autism,
you know?

And now the crazy thing is, is now that we,
we went, um,
so he was five when he was diagnosed,
he's

And my daughter was

diagnosed a year and a half ago with EDS,

Elder's Danlos Syndrome,

which masks a lot of times as autism.

And it's a connective tissue

disorder that affects the vagus nerve.

So now going back and looking at that, yes,

he qualified under a lot of

those tick marks,

but the poor child's been

dealing with a diagnosis.

connective tissue disorder

that I never addressed

because I was thinking it was, you know,

just labeled autism when we

were trying to fix what was

wrong with him.

And unfortunately,

a lot of parents fall into

that category of,

Well, this is what we got.

So now we have to fix it and

use all these programs and

other things to make my

child kind of lean more to
the normal part or learn
how to cope with this diagnosis.

And so I'm assuming that's
kind of what you mean by
labeling all of that.

So, you know,
I've been in this work for
about thirty years and used
to since we come in with one label,
you know, they would be autistic.
labeled autistic or they
would be labeled ADD or
dyslexic or something like that.

Now I have kids coming in with three, four,
five labels.

Yes.

And they're adding executive
function on top of it.

Yep.

What you'll find is there's inter,
you know, interlacing symptoms.

And so they're adding all these labels.

And, you know,
the sad thing is they're
saying one in five kids are
has a learning disability in America.

Yes.

It's really gotten chronic.

Yeah, it definitely has.

Yes.

And just, it increases our listener base,
but not for the right reasons.

Lots of parents out there that are just,
they just don't know and
they don't even know how to
help their child.

So I would love if you could
kind of go through each of
these areas where it
affects these executive
functionings or lack of,
affect major parts of life
and just explore some
solutions that parents can
look into and consider.

Just give us some hope that
there's more than just, oh, well,
here's your labels and now good luck.

Yes, there's much more to it than that.

And that's really what my
message has been all these
years is there's hope for
change because the brain
has such tremendous ability
to change and grow.

We just need to know how to
stimulate it in the right
ways to make that happen.

Well, I want to give you some hope,
but I just want to give you
a little perspective to start with.

And that America is in such bad shape.

We are spending like seven
hundred billion billion
with a B dollars on education.

And we are ranking like
thirty eight out of seventy one.

That's in countries in math.

Can you imagine?

We're not even in the top

half of the world.

My God, it just blows me away.

And then twenty fourth in science.

It is just incredible.

And we're spending thirty

eight percent more money on

this education than the

other countries are.

And so something is really happening.

Not right.

Right.

Exactly.

Yeah.

So we do,

just to give you the hope and the

difference in looking at this,

I'm always asking people to

think differently.

You know,

don't think about all those

labels and the limitations

that those give and the
coping and compensating
they have to do for the
rest of their life.

Let's get to the root.

So the difference in the
neurodevelopmental approach
is it's a very broad approach.

It looks at, you know,
this may affect that.

So we have to work on this
before we work on that.

So just an example, personal example,
in my case,
my daughter was in speech for many years.

And their goal was for her
to talk in longer sentences.

Okay.

Mm-hmm.

What I found out was her processing,
her auditory processing,
where she could hold pieces
of information,

was so short that she could
not talk in longer
sentences because she
couldn't hold the information.

Oh, yes.

So we had to work on that
auditory processing,
that short-term memory piece,
so that she could start
working on longer sentences.

And then, of course...

To teach reading, we all,
most everybody in
homeschool believes that
phonics is the only way to teach reading.

Well,

if you can't hold pieces of
information together,
and phonics is little
pieces of information that
you have to hold together
to get a word out.

Exactly.

A lot of struggles there.

So it's this give and take of, you know,

what's happening over here

that's affecting us negatively.

Do you have the experience

of your child's wiggling

all the time and just

sitting there just like this?

Well,

maybe they're sensitive to their

clothing and we've got to

desensitize that.

It's not a, you know,

a problem of attention.

It's a problem.

It's a sensory problem.

So, you know,

there's all these different things.

I mean,

and then on the higher level with

kids with dyslexia, for instance.

Mm-hmm.

I had this one mom and she

seemed to do everything right.

She pulled her child out of
school because he didn't
think he was very smart and
she knew he was brilliant
and independently tested.

And they said, oh yeah,
he's got a hundred and thirty IQ,
but he's got dyslexia.

And so they went through
that two year dyslexia program.

After that, he's on grade level.

I mean,
he's smart enough to figure out
how to figure it out.

Exactly.

But he's having to work too hard.

His mom kept saying he you know,
he's really smart and he's
having to work way too hard
to to get done what he what
he's getting done.

Is there any hope for that?

And and so we found some
different areas where his
brain was not working efficiently.

We helped her with
activities to do at home to to help that.

And he went up four grade
levels way above his age,
more compensatory with his
IQ because he had a more organized brain.

And we we got to that root
instead of just treating.

One size fits all for
dyslexia kind of thing.

Example.

Right.

That makes so much sense.

And it brings so much hope
because a lot of times I
think we're just told, okay,
this is how your child's brain works.

Now here's how we work
around it instead of, oh,
here's how your child's

brain works and here's how

we can make it more efficient.

Exactly.

There are ways to to improve that.

I've loved reading a lot of

your articles you've

written a lot for for our websites,

but homeschool and talking

about the plasticity of the

brain and and just how we

can change even at our age.

It can still get better.

So that gives so much hope.

But it's so nice to know

that there are ways that we

can help our kids instead of just saying,

OK,

now let's figure out how we can figure

out a path through this.

It almost seems like this

giant mystery and it's

going to just take them

forever or they're going to

work like the example that
you just gave us so hard
once we give them those strategies.

And then, well, sorry,
this is what you're going
to be stuck with for life.

You hate to do that.

And so that's so awesome
that there's other things
out there that parents can
do with their kids to help
them to move beyond and
really grasp onto that
intellect that they have.

And really, I mean, yes,
that your student had a high IQ,
but this even works for
students with low IQs.

Right.

Yes, absolutely.

It worked for my daughter
who had a very low IQ.

So from it just releases the

potential of the person.

You know,

we can't always do something about the IQ,

but we can do something

about the efficiency of the brain.

So whatever you do have will

be working to the optimum.

that's awesome so a lot of

parents will focus on

just specifics of things

where their kids struggle

especially in school

because we see them as

we're teaching them and so

let's look at a couple of

those like like reading

comprehension yes that's

that's a good one um and

some people look at that

very linearly you know they

just think oh they're not

reading so we've got to

read a lot you know kind of thing but

Really,

there's a huge combination of

things that as far as brain

function and skills that

you have to have to read.

So let me just ask you this,

or maybe your audience

might have experienced this.

Your child is reading along

and they go to the end of the line.

They come back and they

start reading on the wrong line.

Oh, yes.

Do you think that's going to

affect their comprehension?

Oh, absolutely.

Absolutely.

And the brain just goes on overload like,

what is happening here?

That didn't make any sense whatsoever.

Right, exactly.

They just kind of, you know,

it affects everything.

You know, it just affects your system.

Puts you on tilt, I guess,

is kind of what I was thinking.

But what would possibly be causing that?

maybe their eye tracking

isn't working as well as it should.

You know,

they come across and their eye

has to track back,

but it doesn't track to the

right position.

So that has nothing to do

with remembering what you read.

It has to do with how your

eyes are working.

Or have you had this

experience where your

child's reading along and they're,

you know,

pretty early in reading and they

skip these small words.

And you think, the world,

that is an easy thing.

Why would you just skip that word?

Or they call A, the.

They see a small space and

they call it the wrong

thing because they're smart

and they're reading by

context at that point.

So that could be how your

central vision doesn't work

as well as it should.

How you see right in the

center and you just missed that word.

So

that's going to affect the

comprehension as well.

Just because you missed,

you missed the word or they

couldn't miss part of the word and,

you know,

say stuck instead of struck or

something like that,

that's going to affect

their comprehension.

Absolutely.

Yeah.

And then, you know,

what about reading words and,

It's so laborious that by

the time you get to the end

of the sentence,

you don't remember what you read.

That's another thing or

holding on to the pieces.

Now,

that would be your short term memory

isn't working well.

So that's going to affect

your comprehension.

Right.

So there's lots of things

that we've got to look at

when we look at this one,

what we would call a

dysfunction or inefficiency

that's going on.

with a child's ability.

Just have to drill down and
see what's really causing it.

Now,

I do want to give you a quick
technique that we started
right away before we had
worked on my daughter's processing,
worked on her brain organization,
all the different aspects
that we were working on.

We started with something
called echo reading.

Have you ever heard of that?

I've heard of different kinds of reading.

I'm not sure which one
you're referring to.

I'm sure I've probably heard of it,
but maybe not that term.

Well,

it was quite counterintuitive for
this certified teacher.

I'll just have to admit.

Okay.

So basically what you do is
you take reading material,
and I would suggest if
they're really struggling,
to have as big a print and
as clear a print as possible.
you know,
no print in with pictures and all
that kind of stuff that would distract.
And you actually read it to them first.
You can draw your finger
across so they're staying right with you.
Or if they just kind of zone out,
you have them draw their
finger across as you're reading.
Okay.
So you're reading it to them
first and then they read it
to you afterwards.
Now, a lot of people think, well,
I'll read a paragraph.
They read a paragraph.
This is not that.

This is different.

Okay.

So as a neurodevelopmentalist,

we talk more about input

that's bringing things into

the brain than output.

I believe that we ask for

output often very much too soon.

especially when children are struggling.

So you're actually reading

the whole passage to them,

whatever amount that you're

going to read.

They read the very same

thing to you and then you discuss it.

Talk about the details of it.

And so you're prompting them

about the topic,

but they've heard it twice

already and they're making less mistakes.

They're more fluid in their

reading because you've just

read it to them.

It works beautifully.

It is amazing.

Now,

let me give you one little caveat to

this about how much you

should read to them.

Because every child's at a different level,

right?

So read to them the amount

that when they read back to you,

they only need help or make

a mistake maybe three,

maximum four times in that piece.

So it could be two sentences.

It could be a paragraph.

It could be a page.

So whatever level your child is at,

reading to them first is, again,

counterintuitive because

you want them to do it themselves.

Right.

Exactly.

It just works beautifully.

That's awesome.

So what about those parents that say, well,

isn't that cheating?

Aren't I giving them the answers?

Well,

Here again, we're thinking differently,

right?

If your child is having trouble in math,

what good is it going to do

to sit them down and say, figure it out?

Right.

It's just going to get them frustrated.

It's going to get them not to like school.

What if you just sat down and said, Oh,

this was close.

Let me show you how it is.

And you just do it for them.

You know,

There's a whole different

thing about teaching and

expecting results.

Again,

I'm thinking we're asking for

results way too soon.

You know, fill in the blank,

which one of the multiple

choices is the right one.

We're always asking for output.

That's how our curriculum is designed.

So when I say counterintuitive, I mean,

wow.

Yeah.

It's very counterintuitive.

It's really not cheating if you,

because you're teaching,

you're giving them input.

Yes, that's a good way.

So release yourself from that.

Yeah.

It'll be a whole lot more positive.

Yeah,

if you do take that approach and

think of it,

I'm teaching and not testing you.

then you don't feel like you

have to have as much output

like you were talking about.

And it alleviates that.

And I love that those

boundaries you gave us, too,

because I think a lot of times we're like,

well,

every child should be like a

paragraph or a page or, you know,

and so and but yet some may

need a sentence and go from there.

Yes.

Awesome.

So what about like problem solving?

Because I know you talked a

little bit about math and that.

I know problem solving

covers even more than math.

But for a child that

struggles in that area to

figure out a problem,

how can parents help with that area?

Okay, again,

it's a big topic and there's

multiple layers.

But from the ND perspective,

one of the biggest things

about problem solving is

is your processing ability

your and especially your

auditory processing now if

that term is new to you we

have auditory and visual

processing it's another

word for it is your

short-term memory okay so

what you what you hold uh

you know like in computers

we used to have um we

talked about ram I mean

it's still very big in

computers about ram that's

your short-term memory

And then the storage goes on to the drive.

So your short term memory

has a lot to do with problem solving,

because if you have can

hold a lot of information
in your brain at one time,
and your short term memory,
you can see the big picture,
you can see cause and
effect so much better than
if you if your processing is short,
you you can't see as much.

So

To problem solve,
you really need to see the
big picture and say,
how's this going to affect that?

And in all the different
areas of your life.

Right.

And just think about you mentioned math.

So problem solving in math
is picking out the important details,
holding onto those and figuring out, oh,
am I subtracting?

Am I borrowing?

You know, am I multiplying?

What am I doing here?

with this information.

So it's, your processing is really big.

Now, if you don't know a lot about that,

we have a page on our website.

I think Peggy's going to put

the link there for you for

auditory processing.

I will share the full length

in the show notes because

it's kind of long to put on the screen,

but it's on the Brain Sprints website,

but I will put that in the

show notes so you can just

click on it and go from there.

Yeah, and on there,

it's going to tell you more

about auditory processing,

but it's also going to give

you a test kit.

So you can download the

auditory test kit and the visual,

actually, too.

There'll be both of them.

And test your child and see
where they are compared to
where they should be
according to their age.

And it's also going to give you some
really simple,
a little two minute
activities that you can do
each day to increase your
processing ability,
not only find out where they are,
which will give you a lot
of insight into your child's life.

Definitely.

Yes.

You'll have a new perspective.

Oh,
that's why they can't follow directions.

That's why, you know,
these different things are happening.

Right.

Yeah.

But then how do I, well,

Okay, it's good to know that information,

but what do I do?

How do I make a difference there?

Yeah.

So, yeah, that's a really good resource.

I would try to avail yourself of that.

Yeah,

and you've had that available for a

long time,

and I know I've referred people

to it for a long time on your website.

It's just really good to give you that,

like you said,

a perspective of what

you're kind of dealing with

when it comes to auditory processing.

And you had said earlier in the show, too,

that the reason the kids

struggle with this is

because they tend to turn

that auditory track off

when they're seeing things

more in pictures.

So I think, you know, just the...

The frequency that we're

seeing kids struggle in

this area is just

increasing more and more as

we become more picture oriented, you know,

digital screen oriented and

kids are and I even had a

guest on yesterday.

I think last week or the week before,

but she said that because

kids are on these devices,

they actually learn to tune

out voices of authority so

that they can focus on

their shows and not be

distracted from a parent

talking on their phone in the background.

And so they're actually

training their brain to turn that off.

And not just not activate it.

And I thought, oh, that's brilliant.

I have never even thought
about how much that that
that is going on as well.

So.

So, yeah,
there's definitely a lot of
issues in there and we need
to be proactive and work on those.

Yeah,
it's part of that perfect storm that
I was talking about.

Right.

It really it really is.

And what we're finding is.

And I don't know for sure if
this is from ear infections
or exactly what is causing this,
but a lot of the kids that
I see have hypersensitivity to sound.

And so as a defense mechanism,
they turn off their auditory.

So, you know,
the parents can be calling

their name and calling their name.

They're watching a show or

doing a game or something.

And it's like they don't even hear them.

The parents say,

I'm going to have to take him in.

It is hearing tested because

I don't think he can hear,

but it's not that at all.

It's he's hypersensitive.

And so it's like,

I've got to tune this out

so that I can survive even.

Right.

Yeah.

That is true.

Yeah,

I'm sure we will find in the years to

come,

somebody will do some study and give

us more perspective on why

that's happening.

I know my daughter walks

around and she uses those
earplugs that allow you to
hear people's voices,
but kind of tunes out everything else.

That helps her a lot to focus.

But yeah.

That is interesting.

I never really thought about that before.

So I know another area is time management.

Lots of parents, they're going,
why is my child never on time?

Never, you know,
doing the things that
they're supposed to be doing.

Their room is a disaster.

You know,
there's just so much going on and
they're not in the middle of any of it.

Yeah, that's a, we're,
we're definitely dealing with that in our,
in our culture and,

Traditionally,
what they're recommending on

a lot of these,
when they're talking about
executive function,
what I'm finding is coping
and compensating.

And what I mean by that is
you've got this low skill,
use these other devices to help you,
like use a planner, use a to-do list,
use an alarm to go off at a
certain time that tells you,
you know, to do something.

Some people use the visual clocks.

I don't know if you've seen that,
visual timers, so that the time, you know,
it's red.

And to help them to see visually, oh,
time is running out.

So all of those to me are, I mean,
there's nothing wrong with them,
but it doesn't get to the root.

You know,
why is this time management

situation happening?

And you

And you mentioned disorganization,

like of their room and all

of that kind of thing.

It comes from a disorganized brain.

And when your brain is not organized,

it causes a ripple effect

in your functional ability.

So that's why you do have to

use all of these different

things to help you with time management.

But my encouragement is

let's get to the root and

organize that brain so it's

not causing so much havoc in that area.

Yeah, that makes a lot of sense.

And yeah,

because when it's all scrambled inside,

everything's going to be

scrambled outside.

Exactly.

Yes.

So your child's room is a

mirror of their brain.

That's a scary thought for most of us.

For sure.

I can relate to with my

grandchildren's room.

We're working on that.

Yes.

you know,

what about like behavior regulation,

self-monitoring?

I'm assuming that all falls

kind of in this category as well.

Yes.

You know,

if you've experienced something

like a breakthrough in math, for instance,

and you just are so excited

and your child's so excited and,

and you're,

just celebrating and the

next day you get that same

book out and you open the

book book expecting

wonderful things to happen

and they just look at you

like uh are you going to

teach me this and like they

look at it like they've

never seen it before and right

Have you ever had that?

When we adopted kids that

had experienced a lot of trauma,

that was a daily thing.

It was like, oh, we did something good.

And then the next day there

was nothing there.

And it was so frustrating because, yes,

like you said, we even celebrated it.

It was awesome.

And then it was not there again.

Yeah.

Exactly.

So so when you've got the

frustration and the

negative self-talk like that,

like there must be
something wrong with me
because mom said I knew it
yesterday and now I don't know it.

Then it's very it's very
challenging for that
behavior to be to be regulated.

And also the emotions
involved in all of that.

So we believe that the root of that is,
you know, where is the information stored,
which has to do with your dominance.

I don't think we have time
to go into a ton of that today,
but basically if you're
right-handed and right-eyed
and right-eared,

your information is going
to be stored in a better
place for you to bring it
out a lot easier.

So that's more of the root of that.

But it also causes when

you're mixed dominant,
like say you're right-handed,
but your left eye is
dominant or your left ear or both,
then it's going to cause
you to go into your
emotional hemisphere of
your brain more often and more easily.
So when you combine low processing,
which means you're acting
like a younger child,
And this emotional swing to
your subdominant hemisphere, it just,
again,
another perfect storm of where it
makes it very challenging to do anything,
really.
So storage is one example.
And then just being able to
follow directions.
this also causes so many
challenges in the home
because you tell your child

you know go upstairs and
get your shoes and socks
and come back down we've
got a goal we've got to go
and you're getting ready
and pretty soon you're
stomping up the stairs
because you're mad because
guess what they're not
there right they did not
follow the directions you gave them
Exactly.

A lot of my listeners can relate.

You're looking at, you go upstairs,
you look at them and say,
what are you doing?

And they just look at you like,
was I supposed to be doing this?

So innocent.

And you just want to lose your mind.

It's like, oh, it's so frustrating.

So here again,

they have failed in their behavior.

is it's a challenge and then
you're upset with them and
they go into the emotional
hemisphere and then it's a huge,
it's a huge mess.

And then some, you know, some of the,
some of our families are
struggling with kids with
OCD and you know,
a lot of the behavior can
come from several different places.

It can come from our sin nature,
obviously,

It can come from the
internal aspect in that
there's allergies and
things like that that cause
all kinds of behavior challenges.

There's neurodevelopment, obviously,
you know,

is their brain organized so that
they can have the appropriate behavior?

And then I think spiritually, again,

there's there's issues there.

That's my personal belief

that there's four different

areas that could cause behavior.

So one of the things that I

offer my clients is

something called positive

situation recordings.

So I want me to describe that for you.

Definitely go into that.

Yeah, I'd love to know.

OK,

so you want to take two or three things

that are going on with

behaviorally with the child.

and you want to make a

recording and you have to

make the recording because

it's specific to them.

You're going to say the

recording in everything

that you say is going to be

in first person,

just like they're talking to themselves.

Okay.

So you're going to say, when I get angry,

I fold my arms like a

pretzel and I take a deep breath.

whatever you want them to do

instead of what they're doing,

like lashing out and

getting somebody or whatever,

that's what you put on the recording.

And you can say it in

whatever way you want to say it.

Or you could say,

when somebody makes me

angry and when I'm at home,

I run to my bedroom and hit

my pillow three times.

So again,

just something that's appropriate

or that you're okay with them doing.

to let out that negative

behavior instead of the recording.

So basically it's just like

putting a new recording in their head.

When this happens,

I'm going to do this

instead of the recording

that's running right now.

That's not working for them.

It works for kids with OCD as well.

The children with fears and phobias,

you can, you can quote scriptures.

on there to reinforce, but it's all,

it's just talking about

this is the way it really is.

This is what, what, you know,

if they have negative

self-talk or whatever,

God hasn't made any junk.

He made us and said, it's good.

Right.

Yes.

All those kinds of things.

And so after what we suggest,

is they listen to it a

couple of times a day.

And over a period of time,
you'll start to see those
things start to happen
instead of what's currently happening.
So it's a way to help
reprogram that stinking thinking,
I guess is what I would call it,
to a better solution while, in my view,
while you want to be
working on these other things to make it
the whole thing be easier.
yes yeah it's um you know
that's very scriptural too
we're supposed to replace
the lies with truth and and
we want them to have that
that new truth that that
new um that new way of of
acting I remember when I
was dealing with depression
that's how I replaced those
negative thoughts that were
always going through my

brain was I would post
scripture around my house
and I would just stop every
time I saw a post-it note
or whatever it was and read
it out loud and replace
what was going on in my
brain at that point

With what was true.

And over time, it changed, you know,
and that, but you have to be proactive.

And so you're,
you're giving us proactive
solutions that will change
the behavior as well as just...
as well as the brain and how
it's organized and set apart.

So I would love for you to
share with our audience one
or two success stories from the past,
just to give them some hope
about how this
neurodevelopmental approach

and using brain-based
solutions can really help a
child who's really
struggling with these
executive functioning skills.

Okay, well, where do I start?

Thirty years worth of testimonies.

Typically,

when we ask for at the end of a program,

so what we do is train the

parents what to do at home

to fix these things.

Like, for instance,

if they're too sensitive tactilely,

then we would help them

with activities that would

form new pathways actually

in their brain right that

help the brain say oh this

isn't bad this is this this

works you know this isn't a

bad thing I don't have to

react negatively to this or

like I was talking about
with the auditory
processing building those
skills so that they can um
see things more in a broad
broad way so in in six
different areas we we work
on tactile auditory visual
their handedness to make
sure they're using the right hand and,
you know, work on things like,
is the brain even
identifying these muscles?
You know,
sometimes we work on handwriting
techniques and the child,
one child said to me,
how can I write like that?
If my hand feels like fluff
and you're going,
your hand feels like fluff.
so he's describing this
immature pathway from his

brain to his hand that does
not allow him to make those
things so instead of just
you know working on
handwriting working on
handwriting right actually
curriculum doesn't work and
now I gotta go to this
curriculum and which
curriculum is going to work
and and yet all the time
they just needed you
yeah they just need a new
pathway right so so that's
what we do is equip the
families with activities to
do at home to fix these
different areas of um
challenges and what our
feedback has gotten you
know when we ask them at
the end to describe their
progress or whatever they

feel has happened typically

they say just life-changing

has been the the uh

The action or the reaction, I should say.

So what we see is children

that were struggling with

reading don't struggle as

much because we're working

on all the different things

that I kind of alluded to here.

You know, are their eyes working right?

Can we can we help that?

Not not whether they can see

up close and see far away.

That's what the doctor takes care of.

But are they tracking correctly?

Are they converging their

eyes so that they're

putting the image correctly

so they can see those words

and they don't swim around

on the page and that kind of thing?

So they typically families

just say it's just been

life changing in every way

because their emotions come down.

I had one lady say the child

got better at hockey.

Oh, yes.

Unexpected.

The child is riding a bike.

He's eleven years old and

he's never been able to

ride a bike before.

Wow.

Some children struggle going

up and down stairs, for instance,

because if their vision

isn't working right,

their depth perception is challenged.

And sometimes they just balk

at going up the stairs at all, you know,

if it's severe at all.

And it causes huge anxiety issues in,

you know, other settings,

other social settings than

home that they're used to

when they just don't see, you know,

the difference in the steps.

And it's really scary for them.

They can't understand it

because it's like,

you know, it's just a step, just right.

Yes.

Uh huh.

It's, uh, you know, it's a whole, we're,

we're so complex.

We are just, um, yes,

fearfully and wonderfully

made in so many different areas.

Yeah.

So, um, yeah.

Well,

I'd love for you to just tell people

where they can learn more

about brain-based

strategies and where they can start.

And hopefully that's your website.

Yes,

they can go to the website or there's
another link here for our
foundations program that
covers a lot of just the
foundational aspects of
development to make sure
they go through those steps.

we've had people that have
gone through that and they just say,

Oh my gosh,
the child's not having trouble
reading anymore.

They're doing well in math.

Their behavior is regulated.

Um, they don't, uh,
they're not upset every
morning because their socks
aren't working.

Right.

You know,
their theme is in the wrong place
and it's driving them crazy.

Um, things like that can be, uh,

it coped with just our
foundational program and we
do have a discount, um, code for you.

Yeah.

You just put SPED with all caps.

Yep.

And I'll put that in the show notes too.

That's awesome.

Yeah.

And at our website,

there's all kinds of free
resources to help you understand,
you know, I've,

I've asked you to think
differently about a lot of things and,
um,

It's a lot to take in sometimes,

but if you're one of those
that likes to really dig
into the details and that kind of thing,
we've got free articles on the website.

And you have a YouTube channel too, right?

With lots of information.

Yes.

I forgot to put that on there.

Yes.

Our YouTube channel is brain coach tips.

That's brain coach tips on YouTube.

And, um,

Lots of training there in

discussion about some of

the things we've talked about today,

how to help in the different areas.

So thanks for remembering that.

I forgot to put that in the link.

Yeah, absolutely.

We've got so many resources.

It's good to be able to send

people your way and to find

out information.

So that foundations program

you talked about,

what age is that written

for as far as students go?

So we have the foundations

is basically seven and up.

And the we do have some
other programs that you
could do for younger children.

That's called early learning
foundations and an option
for you to if you're
confused about where you
might need to start.

But if you have a younger child,
I would look into early
learning foundations.

And we do have consulting, free consulting,
if you want to talk to
someone about your
situation and what the best direction is.

We do have individual
evaluations as well for
more involved situations.

But we found that the
foundations is a great place to start.

And the neat thing about it
that's evolved over time is
that they're using it for

multiple family members.

And this is really

beneficial to those that

have adopted and have

several children that they've adopted.

That is something that's

really been helpful.

Just use one program and it

helps them all.

One thing that, you know,

you ask about testimonies,

a lot of people have said

just using those movement

activities in the

foundations has helped the

child's emotional

regularity and also their

emotional challenges with

trauma that they've experienced.

Oh, wow.

parents' arms, there's still trauma.

There is, yes.

I think one of my guests a

couple of weeks ago
actually was one of my
co-hosts interviewing.
I was watching the reels,
I was doing the shorts and
listening to the conversation,
but she said the anxiety
and all of that that mom has,
if her system is off as far
as her ability to just
handle stress and all of that,
that that translates then to the baby.
And their nervous system is
just as much whacked out as
moms is when they're pregnant.
And I thought, oh, my goodness,
I've never heard that information.
But it makes a lot of sense.
Yes, it really it really does.
And I hadn't really thought
of that in this context.
So I'm glad you brought that up,
because just not even

having the rejection and
abandonment that you have
when you're adopted.

But again, whatever is affecting the mom.
while you're, um,
while you're in utero is
going to affect you as well.

So that's a, that's a good point.

Yeah.

But God is making, God is making a way.

And I know a lot of my
prayer was to have some, some, uh,
feasible help for my child.

You know,

I knew about something that was
too far away and too
expensive and I couldn't get to it.

And it just, um, you know,
was very deflating and, um,
but I know that, um, those that are,
are seeking answers,
he's got some answers for you.

So just keep looking.

Um, if we can help in that area,
we would love to.

Yeah.

It's awesome.

It's such a rewarding, I mean,

I just wanted to be a wife

and mother when I got,

got out of high school and college and,

um,

If you had to work,

this is the kind of business to be in.

It's just life changing.

And I've loved it, loved it ever since.

Well, God has fit you very perfectly, Jan,

for this work.

And I am so thankful for you.

And I'm just excited to

share your resources.

Definitely check out

brainsprints.com and all

the individual links that

we'll share in the show notes, too,

to get to all of those

other resources that Jan

talked about on her website

and her YouTube channel.

So you don't have to write

down any long URLs.

Just click the buttons.

We'll do all that work for you.

So, yeah, well, thank you so much, Jan.

Just been a delight as always.

And it's fun having you on the show again.

And I'm sure this will not be the last.

I have I have lots to say.

Well, we like to hear it.

So thanks so much for sharing with us.

And I want to thank all of

you for tuning in to

today's episode of

Empowering Homeschool Conversations.

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support,

and encouragement on your

homeschooling journey,

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homeschooling journey extraordinary.

And next time here on

Empowering Homeschool Conversations,

we're going to be talking

about alternative education

models for homeschool success.

I have a special guest that

will be joining me to talk

about things to approach

homeschooling that maybe

you haven't even considered

as far as approaches,

because we have some traditional ones,

but he goes into some that are...

A little different.

So you'll want to listen to

that conversation with Jonas.

That'll be coming up next time.

Well, thank you again, Jan.

Always a delight.

And thank you all for joining us.

And we will see you next

time here on Empowering

Homeschool Conversations.

Goodbye and God bless.

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