Welcome to Empowering Homeschool Conversations, your authority in navigating the world of homeschooling diverse learners. Featuring Peggy Ployer from Sped Homeschool, Annie Yorty from Annie Yorty.com, Leilani Melendez from 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.

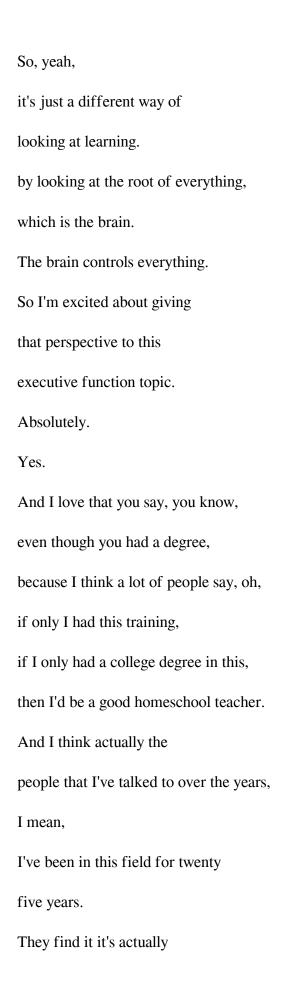
And that pursuit led her to become a master neurodevelopmentalist. Since then, she has developed special curricula, brain training tools and programs that have helped thousands overcome learning challenges without relying on labels or medication. Dr. Jan holds a master's in special education, a doctorate 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.



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,

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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,
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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.

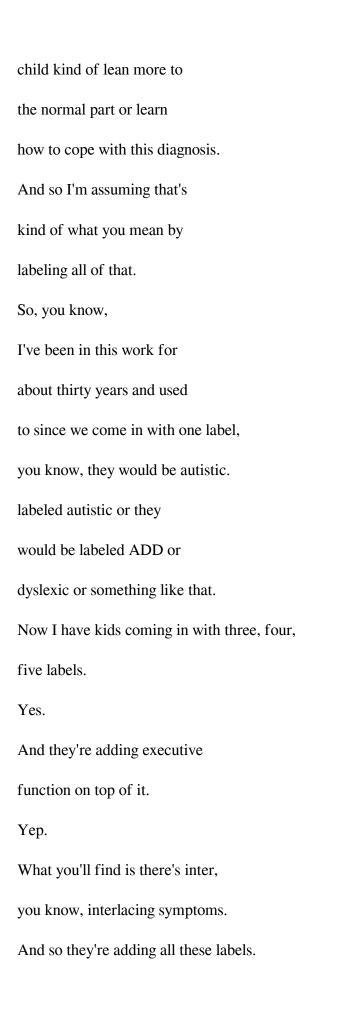
And then culturally,

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



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

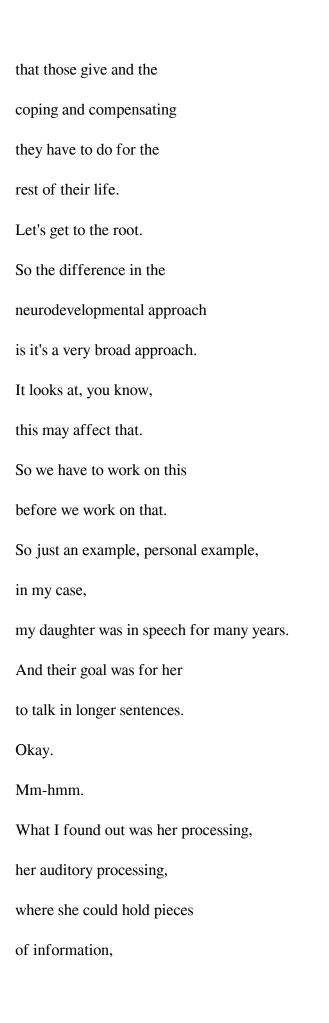
with a B dollars on education.

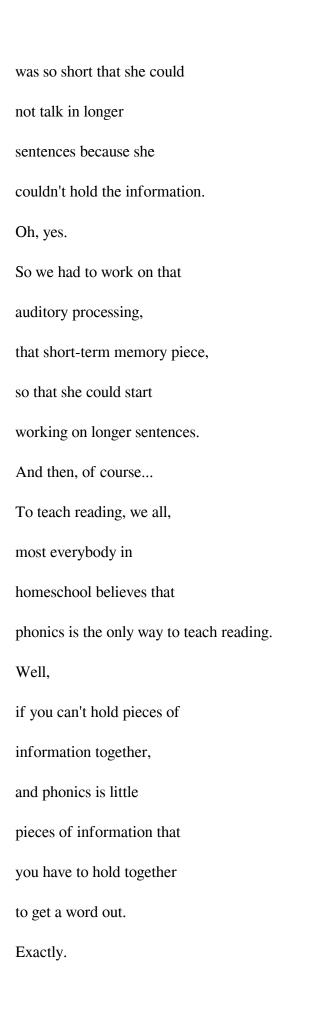
And we are ranking like

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





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

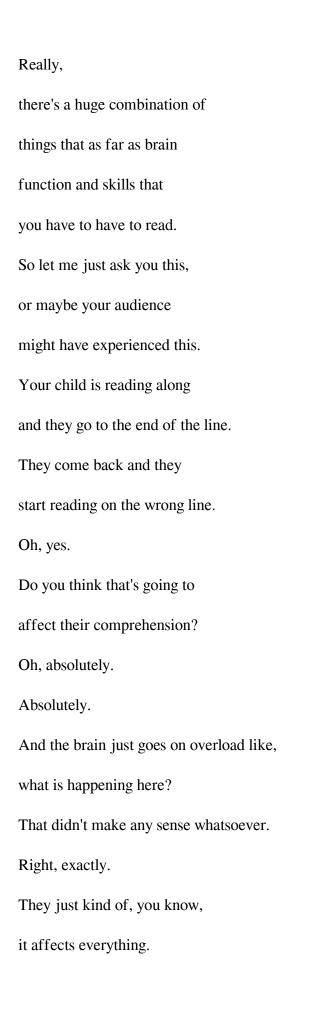
seemed to do everything right. She pulled her child out of school because he didn't think he was very smart and she knew he was brilliant and independently tested. And they said, oh yeah, he's got a hundred and thirty IQ, but he's got dyslexia. And so they went through that two year dyslexia program. After that, he's on grade level. I mean. he's smart enough to 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

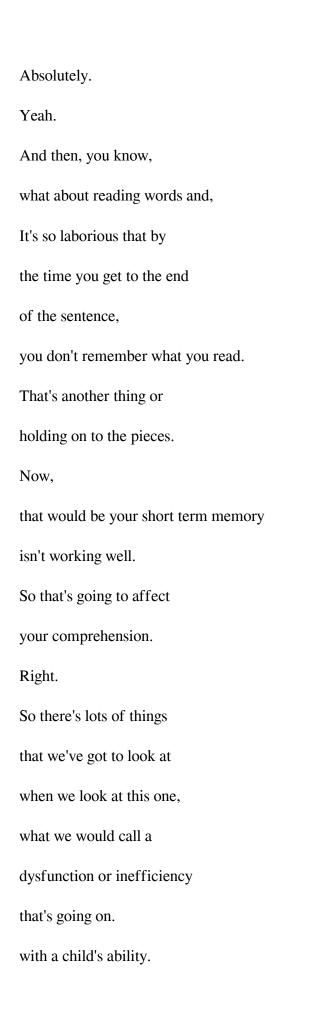
work like the example that you just gave us so hard once we give them those strategies. And then, well, sorry, this is what you're going to be stuck with for life. You hate to do that. And so that's so awesome that there's other things out there that parents can do with their kids to help them to move 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

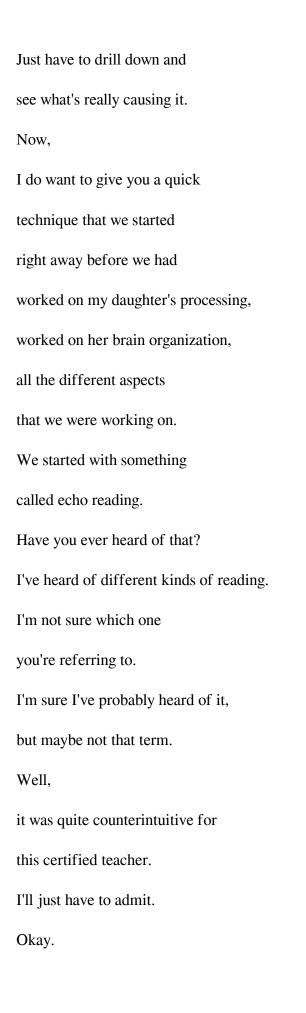
potential of the person. You know, we can't always do something about the IQ, but we can do something about the efficiency of the brain. So whatever you do have will be working to the optimum. that's awesome so a lot of parents will will focus on just specifics of things where their kids struggle especially 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



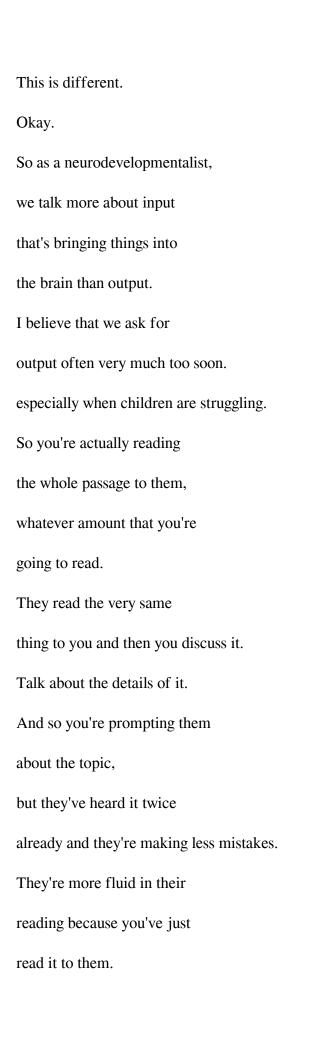
You know, it just affects your system. Puts you on tilt, I guess, is kind of what I was thinking. But what would possibly be causing that? maybe their eye tracking isn't working as well as it should. You know, they come across and their eye has to track back, but it doesn't track to the right position. 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.

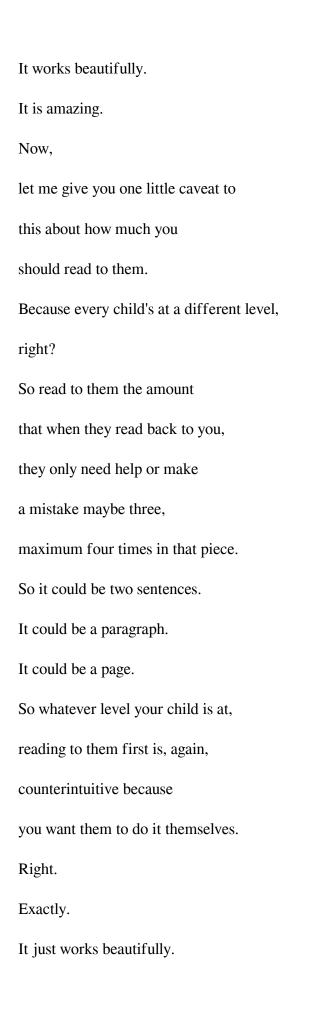
Why would you just skip that word? Or they call A, the. They see a small space and they call it the wrong thing because they're smart and they're reading by context at that point. So that could be how your central vision doesn't work as well as it should. How you see right in the center and you just 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.

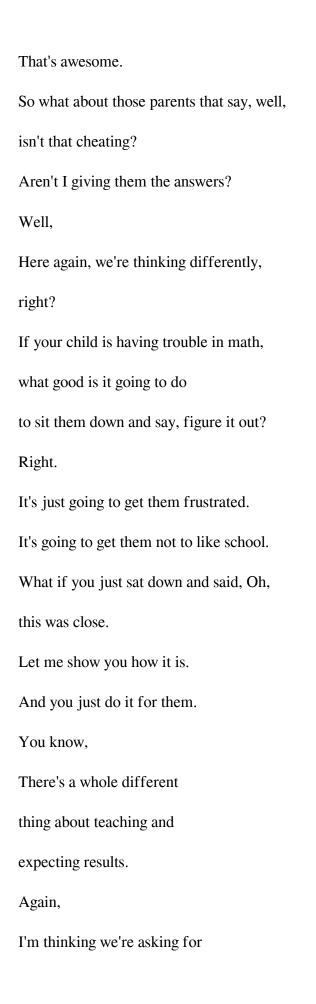




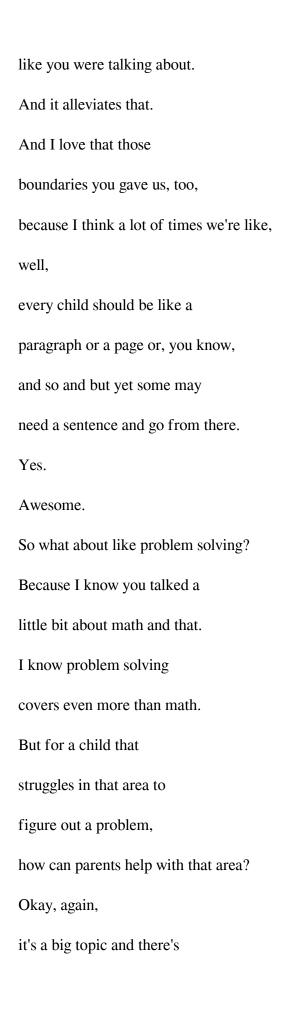
So basically what you do is you take reading material, and I would suggest if they're really struggling, to have as big a print and as clear a print as possible. you know, no print in with pictures and all that kind of stuff that would distract. And you actually read it to them first. You can draw your 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.







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



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 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?

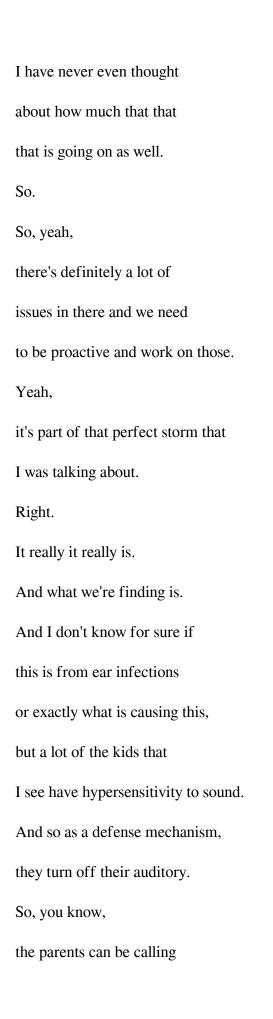
What am I doing here? with this information. So it's, your processing is really big. Now, if you don't know a lot about that, we have a page on our website. I think Peggy's going to put the link there for you for auditory processing. I will share the full length in the show notes because it's kind of 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.

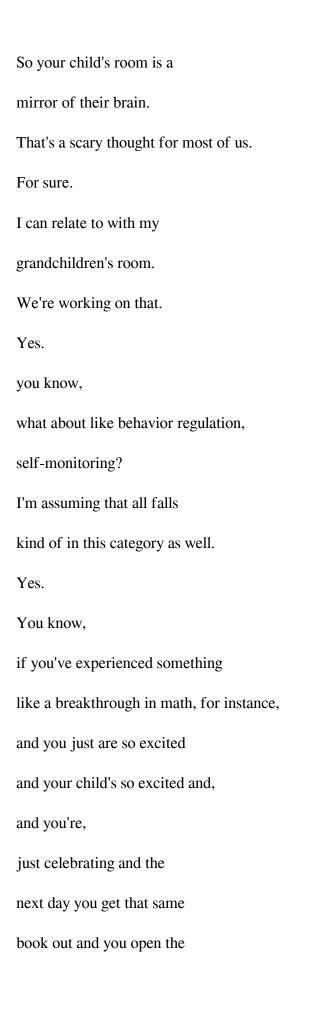


their name and calling their name.
then hame and canning their hame.
They're watching a show or
doing a game or something.
And it's like they don't even hear them.
The parents say,
I'm going to have to take him in.
It is hearing tested because
I don't think he can hear,
but it's not that at all.
It's 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.



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,

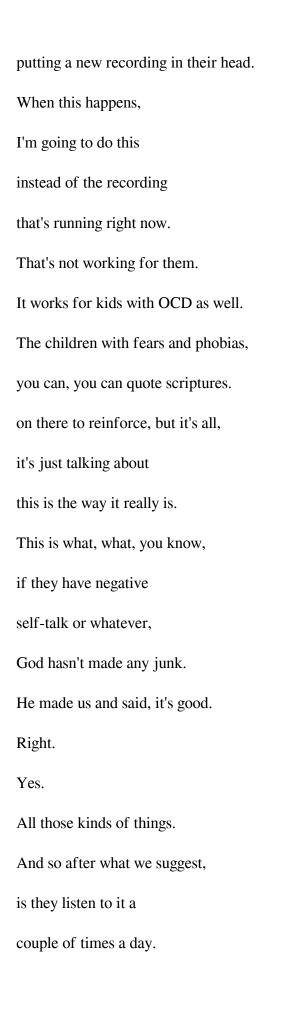
is their brain organized so that

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



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

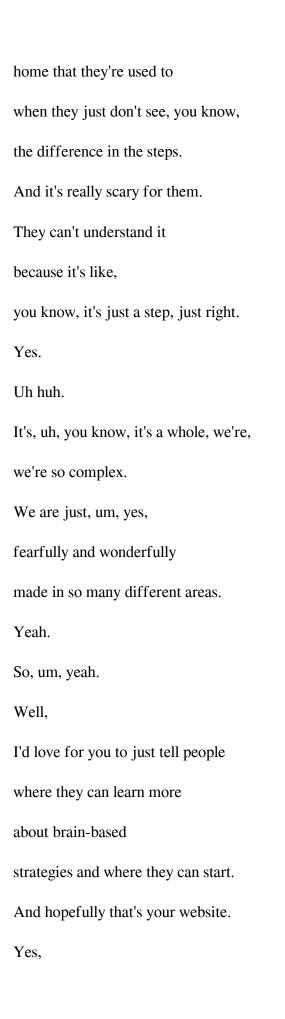
and using brain-based solutions can really help a child who's really struggling with these executive functioning skills. Okay, well, where do I start? Thirty years worth of testimonies. Typically, when we ask for at the end of a program, so what we do is train the parents what to do at home to fix these 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

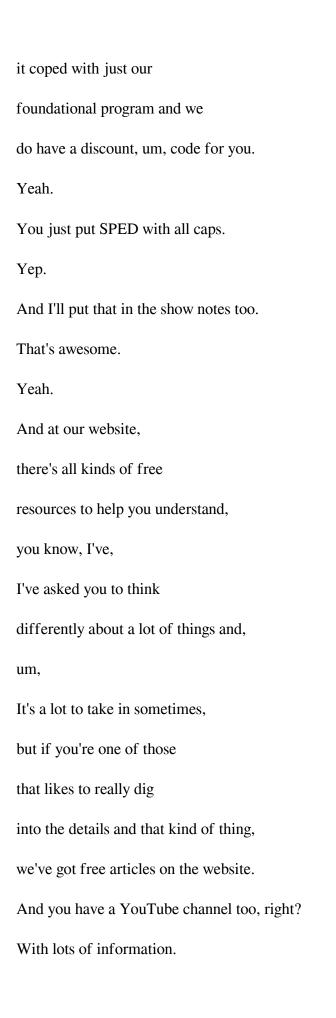
brain to his hand that does not allow him to make those things so instead of just you know working on handwriting working on handwriting right actually curriculum doesn't work and now I gotta go to this curriculum and which curriculum is going to work and and yet all the time they just needed you yeah 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

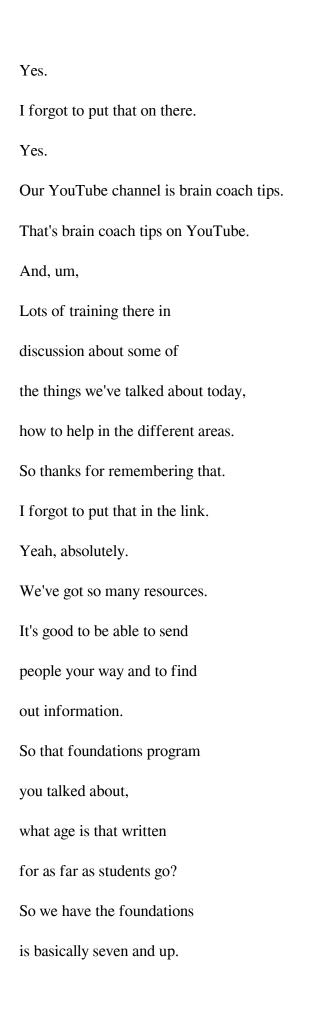
feel has happened typically they say just life-changing has been the the uh The action or the reaction, I should say. So what we see is children that were struggling with reading don't struggle as much because we're working on all the different things that I kind of alluded to here. You know, are their 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



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,





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.

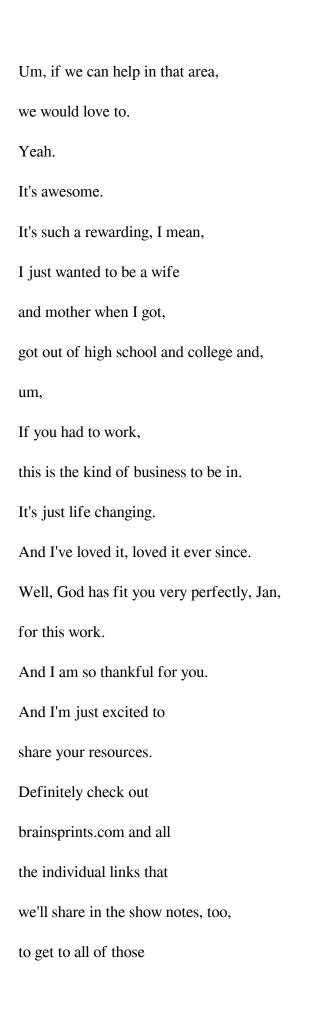
And I hadn't really thought

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.



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. If you're looking for more resources, support, and encouragement on your homeschooling journey, be sure to visit Homeschool

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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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