

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 75 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 smooth
transitions,
easing special needs kids
back into homeschool routines.

And I've got the Empowering
Homeschool Conversations
team here with me.

Mine is Stephanie.

She's got some sick people at her house.

And so we are going to fill in
as much as we can extra for
her and share some ideas
with you as you're all
probably starting that
homeschool journey or
getting back into the
homeschool rhythms and or
maybe you schooled through
the summer and things are
going to be getting a little bit more
book oriented or lesson plan
oriented versus free
learning maybe that you did
through the summer.

So all of that causes transitions.

And so we're going to talk
about that and lessons we
have learned through the years,
maybe share some stories and some tips,
tricks.

So you'll want to hang around for that.

So welcome, ladies.

And I'm excited to be back.

I'm bummed that I missed our
last conversation.

Hurricane Beryl hit my home
and I lost power.

So these wonderful ladies
filled in and gave you some great advice.

But I'm glad to be back.

So, yeah.

So as we're talking about
smooth transitions,
have transitions always...
been good in your home as
far as schooling?

Any stories?

Annie's already laughing.

I know I'm laughing at you, Annie.

Are your kids ready for school, Leilani?

Ready to get going?

No.

No.

Well, I have a high schooler.

He's the one that does have
ADHD and anxiety,
and he is having anxiety.
But what he's done in his
mind is he wanted a specific date.
to know that he is going
into high school on that day.
And I cannot do any school
or anything with him before
that actual day.

And we're trying so hard with the anxiety,
but he's like,

this is the last time I get
to breathe before I start school.
I'm like, I promise it's not that bad.

He's a little nervous.

But even it's still homeschooling.

I'm still,

I'm still in charge of everything.

And so he's only going to
the same homeschool co-op
that he's been going to
since he was in kindergarten.

So like really nothing changes,
just the teachers and the classes.

So, but he's still in his mind,
high school.

Yeah.

I think you bring up
something there with pressure, you know,
too.

That's, that's huge.

Yeah.

Yeah.

Annie, you were going to say.

Yeah.

I was going to say that.

I think that you bring up a
point that I've been
thinking about as I've
thought about this topic,
because we need to
understand kind of the
source of whatever might be
the transition problem with our kids.

And before we address it,
like we're going to bring some ideas here,
but it all kind of is
predicated on understanding
what is causing that
underlying anxiety or
behavior or whatever it is.

And
your understanding what your son needs.

He needs a date.

He needs to, you know,
and each one of us has to

kind of answer that with

our own children.

before we apply a solution.

So that's the caveat for the discussion,

I think.

So, so true.

Yes.

Yes.

We got to take a step back

instead of just saying, oh,

I'm going to just put this

thing in place that I heard

because this will make everything better.

And then it even backfires

on you more because you

really didn't get why you

needed to work on that.

You just kind of started

putting the band-aids on

before you realized what was underneath.

Yeah.

Yeah.

And I don't know about you guys,

but my summers when my kids

were younger and, you know,

I'm not homeschooling them anymore,

but we're always very,

very different from the rest of the year.

We traveled a lot.

You know,

we visited relatives and bedtimes

were all over the place.

And

There was much less routine.

And so it is a transition.

So when you get to this point of the year,

you're like, oh, my goodness,

we're just a couple of weeks out here.

And you do sort of have a

little bit of a panic

because you have to rein it all in.

And transitions, I think,

are just a time when you

need to have some boundaries and

I think for a lot of kids,

transitions are hard

because our children crave

that routine and it throws

them off kilter.

Maybe it causes anxiety or

maybe they don't know what

to expect if we don't keep

some semblance of a routine.

So it's like retraining to

get back in and make a

smooth entry into the new school year.

Yeah.

So true.

Everybody's nodding their heads.

So yes, we definitely, I, we,

we were kind of in that same,

that same boat, Annie,

is that I know a lot of

people school through the year.

I was so ready to be done in May that,

you know, but we,

we did all the activities

like the vacation Bible

school and we went camping

and we would stay in our RV

for weeks at a time.

And, and yeah,

Yeah.

So that routine was totally thrown off.

And I think that was one of

my biggest things was

getting that routine

established even before

introducing the school.

And so we had this...

like rhythm established

before any learning like

technical or formal

learning got introduced so

that we kind of knew how to

operate because you do,
you have to get into that mode again.

And it is comforting to our kids,
but when they've been out
of it for a while,
they forget that that was
what provided a lot of the
comfort was that routine
because they're like, oh, free for all.
I can do whatever I want.

I think we're all that way, though.

You know, we like those fun,
exciting things.

But if we were doing that all the time,
it would wear us down so much.

We have to have that ability to say, no,
this is my time to rest and
this is my time to work and
this is when I get up and
this is when I really should go to bed.

So, yes.

I think just this summer,
that has been a learning
experience for my son
because he had that free time.

And transitioning out of that,
because he went to summer camp, you know,
Bible camp by himself for the first time,
spending the night away from mom,

miles away from me.

And all of a sudden he felt

like he had freedom and

transitioning back into like,

you know,

home took about a week for us to

kind of just acclimate.

But yeah, like you said,

it is kind of that he needs

to have that

self-discipline to know when

this is the time to play,

this is the time to work and be prepared.

preparing himself to transition.

And so we've spent a lot of

time talking about it.

I feel like I spent a lot of

time when he was a baby,

but I feel like I spend

more time now when he's a teenager, uh,

just talking about all the

things I'm being an adult,

especially when,

when it comes to impulse

and self-control and

anxiety and all of that.

So.

Oh, absolutely.

Yeah.

You got anything to share, Dawn?

I have a ton of stuff.

My head's just racing,

but I love listening to you guys.

I'm like, yes, yes, yes.

You know, I think about transitioning and,

you know, in my work, especially my home,

but my kids are grown now,

but especially in my work

with families that I have.

And

I know that it's often a

very slow process.

We call it like scaffolding,

like a very small process

of chunking away.

You could start with saying, gee,

school's starting in three weeks.

And if you have that high anxiety child,

you could put it on a

calendar or on something visual to say,

let's count down the days

and really celebrate it.

Like celebrate the newness

of the year that's coming in,

all the fun new things that

you're going to do.

But having that routine

piece can start very small.

Like I said, chunky.

So today,

we're just going to get up a half

an hour early.

And we're going to do our morning routine,

our Bible study,

our make breakfast together,

or take a walk,

or whatever it is that you

do in the morning.

And then try to add to that

each and every couple of days or so.

Like today,

we're going to have a reading

time or our Bible time.

And then...

Before you know it, hey,

let's look at these new

math work books that I got.

Aren't these cute?

You know, I mean, I'm just and I mean,

even I probably sometimes I wonder,

am I a master manipulator

or am I really an educator?

You know, because.

I mean,

you just said math books were cute.

I think a Singapore math,
that is cute math.

Oh, it is.

I know all the color pictures.

Yes.

And also,

even if you're doing something

like Khan Academy,

I was just talking to a

family yesterday with this little guy.

He pulled up his Khan

Academy for me because I

have access as a teacher

and all the color coding they do.

Right.

So instead of him just

answering blank questions

through the tests, I said, let's create.

This is a really cute thing.

This this guy is adorable.

But I said, let's create a math journal.

And you can, you know, for me, artists,

I love to copy things and do colors.

He's like, no,

I just need a printout of it.

Excellent.

Excellent.

Now mom's teaching him how

to print it out.

glue it into his little notebook.

She found a notebook like

that right off the shelf.

She had the notebook.

He already went out.

He did it while we were still talking.

Mom and I were coaching and

came in and said he did it.

And then on the bottom,

he can write his own notes.

So just introducing

The curriculum might be an idea.

I don't know.

Just say, look how fun.

Like, you know,

if you're getting some of

that stuff's pretty cute, you guys.

You get your art materials

and your little la-la-las

and all this and that.

You get to organize.

But I'll segue into this and

be quiet for a while.

I think it's really important to organize,

to get organized.

And I know you guys are

going to talk about this too.

But to minimize the junk from last year.

that you don't need anymore.

Share it and give it away to

other families.

Get rid of it.

Downsize, simplify.

Clean up your workspace, your school.

Start over, start fresh.

Get fresh crayons.

Whatever it takes to make

you get excited about getting up to do

I'm the same way.

And I'm not even in school,

but I just organized my whole office.

And I'm like, oh,

everything just fits now.

And it's perfect.

And I come in here.

I'm like, thank you, Lord.

I just love this.

It's so nice.

And but it makes you know,

that's important.

Right.

So even if you're like what

we call maybe a mom that

has some ADHD traits and

really struggles with the organization,

I would just say do a little each day.

Do a little each day because

everything in behavior
modification says it's the
starting of the change of the behavior.

If you don't like working out,
just go in your workout
room and stand there and
look in the mirror at
yourself in the underwear.

You will pick up some
weights at this point.

visualize that but anyway
keep going well the child
should should walk into his
classroom and and hold his
pencils and crayons and
smell them yeah there you
go you make it you make a
point that that I think

anyone who's got a kid with
um learning differences or

We've probably become
masters at breaking down

bigger tasks into their
smaller parts because we

typically cannot introduce
a whole thing in one fell

swoop with our kids.

And so we can apply that

same concept to the
beginning of the school year,
as Dawn was saying, that start with.
just getting our body clocks
back on a schedule, you know, then,
you know,
think about how we're eating or
whatever and start with the reading.
I love to start with the reading.
It's a very simple thing
that most kids enjoy,
even just like read alouds.
That can be your beginning.
And really at old ages too,
my kids liked reading.
to listen to stories being
read to them or like books on tape,
that kind of thing.
But it just begins step by step,
as Dawn was saying.
And also to think about how,
I think there's like this
old story about how you can fill a jar
sand, small pebbles, and then rocks.
And if you put the sand in first,
then the small pebbles and the rocks,
it doesn't fit in the jar.
So then you take everything
out and you put the biggest

things in first, the big rocks,
and then put the little
pebbles and then the sand,
the particles all around,
and it will fit.

So it's like, start with your big things,
like start with your more
important foundational
things and then add in the
other things that are maybe
less important.

I don't know about you,
but I do get excited about
the new school year and I
have all these wonderful
ideas and it's more than,
it's always more than really practical.

So I think, you know, start with those,
the main things,

And then add in as a child
kind of feels confident and
successful and just keep
doing what seems reasonable.

I think I shared this once before,
but I want to share off of what you said,
Annie.

A lot of times they say,
I listen to a lot of podcasts,

like how to navigate your brain,
how to get the most out of your life,
whatever.

And a lot of times what they
say is instead of writing
on a piece of paper,
I'm going to organize my office.

They say to break it out.

You probably all have heard this before.

So I am going to go through my files.

That's one.

Two,

I'm going to organize and get rid of
books.

That's two.

So you're really, like for me it was,

I am going to get baskets
and get rid of this ugly shelf I have,
buy a new shelf and get

baskets and organize just

those four things that are
really important to me that

I would use every day.

And so that's specific.

So as specific as you can be,
it's good to take, make a list at first.

If you're saying,

I really want to organize

the garage this year

because we keep all of our
supplies out there.

You know, you guys.

That's overwhelming though.

You need to think of your
whole garage all at the same time.

Peggy, today, I literally,

I have been saying for months,

I'm going to have a garage sale.

I'm going to have a garage sale.

today I'm like no you're not

you're not gonna and took

it all and donated it to a

thrift store and I was like

what was I thinking like on

the way home when I

unloaded that junk I'm like

no he wouldn't even buy it

although it wasn't bad

stuff it wasn't bad it just

wasn't great you know it

was chairs and furniture

and stuff but I'm telling

you that I felt like 100

pounds got lifted off of me.

Just that visual space makes

a huge difference.

Especially, I want to say this too.

as a specialist working with
kids that are visually oriented,
visually stimulated or overstimulated,
if their environments are
cluttery and you guys, I've seen this,
I've done in-home conversations.

I'm like, mom,

let's just wash the dishes in the sink.

Let me wash them.

You know?

I mean, and I get it.

People are busy, no judgment, no shame,
but just, just make it a priority.

Just make it a priority that,

to say,

if this is where we're going to

work in the morning,

this space is going to be clean.

This space is going to be

designated for this child

so they have their own space to work.

So I'm really kind of picky

about stuff like that.

Yeah, that raised my anxiety.

My mom is kind of one of those pack rats.

And my anxiety would go up

every time I entered our

house growing up.

And still, when I go to visit her,

my anxiety goes up.

So I totally get it.

I think, yeah, both Annie and Don,

you bring out a

Good point, those big things.

But big things can be

different for different families.

Because I think a lot of

times we think it's the main reading,

math.

But it goes back to what are

the main goals in writing a

homeschool IEP or SEP?

And what are those those

things that are most

important for your student this year?

And those are the things

that you really have to focus on.

And they may be totally

different for each child

you have in your house, too.

But can you focus on those

things for them?

Because that's when you're

actually going to get stuff done.

Like like you said, Don,

if you know you have a specific child.

thing in mind instead of an overarching,

well,

we're just going to get better this year,
or we're going to do more, you know,
we're going to progress.

What does progression look like?

Where are you progressing?

But laying that all out

ahead of time and taking the time.

Because if you don't have a plan,

you're going somewhere,

but it may not be where you want to go.

Right, right.

And just, you know, to point out that

We don't know everything.

We are the experts.

But we also have a God who

knows and loves them and created them.

And he knows us as well.

And so we do need to rely on him.

And just put that out in

prayer and ask God for his wisdom.

I mean,

there's something that has driven

me to God more than

probably any other activity of my life.

If you want to take a good

look at your humanity and what a...

what a what fill in the

blank you are homeschool

your kids because then you
will your faith will
increase your I mean just
have kids and that'll
happen for children we
actually I actually thought
I was somebody then I had
three kids who grew up to
say you're nothing or
whatever you're this or
that and I'm like you're
right you know and then I
dared to homeschool these
brilliant humans right
hello like what was I thinking
They were so much smarter than me.
I'm not kidding.
They put me to shame.
And I'm still to this day, like,
do I dare share anything?
Because I was pretty humiliated,
but I was very, very blessed.
And it does increase your faith, Annie.
You're so right.
It does.
Your needs will get discolored.
So true.
Yeah.

So we've talked a bit about, you know,
our go-to advice and a
little bit about the environment.

Is there anything else kind of in that,
like,

strategies that, um,

I know just one of the

things completely separate

from the other conversation,

but an idea that I've used

is to always place a goal, a future goal,

something for them to look

forward to like a vacation, um,

or just holidays, birthday parties.

So they feel like, okay, it's coming up.

I'll just get through this

week or the next two weeks and two weeks.

And they're excited.

And so, I don't know,

that's something that I use.

I always like to have the

next big goal in mind that

they're working.

So how did you share that?

Did you,

did you put it on the calendar or

was there, you just tell them?

Yeah.

Yeah.

I mean, yeah, I just tell them.

Yeah.

Yeah.

I kind of did the same thing
when we would do our bedtime routine.

That was my way of helping
my children to synthesize our schedules.

And so I'd say, tomorrow we are going to.

And then I would go through
the things that we were
going to do tomorrow.

And so they were mentally
prepared that this is what
tomorrow was going to look like.

And then if there were
bigger things further out, I'd say,
and then...

later on this week, this day of the week,
we're going to be doing this.

Just, you know,
those things that maybe are
harder to transition to,
just so they're thinking about it,
you know?

And then we talk about
things that were even further out,
you know,
that were even maybe a harder transition,

just so we had that time to
kind of like meld it into
the thinking process that
this is something that's going to happen.

We can talk about it, but it is coming up.

And so we've got that time to kind of...

process it instead of, you know,

in the morning going, well,

this is our schedule.

And then they have a

meltdown because they had

no idea anything was coming.

Yeah,

I always think about that's exactly

what I was going to mention

is when my kids were young, young, young.

And they didn't understand, like,

even the days of the week.

Mondays we do this.

Tuesdays we do this.

And having those picture

routines out and picture

charts and showing them things.

Like, before we went camping with Naomi,

I'm like, okay, this is a tent.

We're going to live in it.

You know,

we would go and see what it

looked like and just

prepping her that that was
going to happen.

But, I mean, it's still a surprise.

Yeah.

And even with a kid that, you know,

I don't know,

it's one of those things

that just is very difficult,

especially with the little littles.

And I know my son that hangs anxiety.

He would always have anxiety

when we went to a new place

when he was little.

Yeah.

I was just thinking that if

you could... Okay, who's talking?

You go ahead, Dawn.

Sorry, go, Dawn.

Yeah,

I was just thinking about that and

some of the learners that I have,

like I'm working with a

little guy right now.

He's about sixth grade going into seventh.

And we did this profile on

him and he's very high and organized.

And so he really needs or he

gets overwhelmed and very frustrated.

He really needs to know what
they're going to be doing
And what that's going to
look like and that whole
picture in between.

And if he, any of those parts are missing,
he flips out.

So for example, if you say, okay,
you're just going to do your math today,
like one through five.

What, what am I going to do with that map?

What am I going to answer questions?

Am I going to leave this in
my math notebook?

Like it really has to be
broken down for him or he'll lose it.

He gets very overwhelmed if
he's kind of left to his
own demise in a sense.

So I would say like for little guys,
always have like that wall,
that whiteboard with the visual pictures.

I say let them be a part of
creating a calendar every year,
even if you have one of
those cute little already
made ones from the teacher
supply store or 99 cent store.

And they can put the date each day.

They say the date and then
they can have like the cute
little picture of
Disneyland or the farm or whatever.
You know, the store,
we're going to the store today.
We're going to buy school supplies,
you know, or we're going,
we're going to go to
grandma's house and do a garden.
Whatever that is, having them tangibly,
tangibly be a part of that
by creating such a,
such a calendar really
gives them that body mind connection.
And if you're, for me,
just telling a child
something that's great.
If they're a strong auditory
learner and they have a great memory.
But if they don't,
they're constantly going to
be feeling anxiety because
they don't know what's next.
And anyway,
I kind of learned that from my
oldest son.
And so when he was young,

we had those kind of calendars,
even though, you know, I mean,
it may feel babyish or something,
but it's saved you a lot of
energy as a mom constantly.

Oh, I told you we're going to look.

OK, go look at the calendar.

What does the calendar say?

Remember the calendar?

Now you're creating some
independence in their learning.

And they know,

I can just look at that calendar.

We have that on there.

Now, I'll tell you, if you have a kid,
you didn't put it on the calendar,
they're going to hold you to it.

You didn't put that on the
calendar that had a dentist appointment.

I'm not going, you know.

It's funny because you say
that I'm thinking about my,
my soon to be high schooler
and how now he's striving
for independence.

So he wants to now create
his own calendar.

And then mom's calendar is
totally different.

And we're trying to now
figure out how to
communicate that with each other.

Because for the longest time
I've had a schedule,
like this is your math
block because I had to,
this is your science.

And now he's like, mom,
I want a list and I want a due date.

And I'm like, do I let him?

Do you use Google, Leilani?

Because you can share calendars on Google.

Right.

Yes, that's true.

I do it with my husband,
but he's not allowed to have a phone.

So he doesn't have that.

Well,

you can do it on the computer with them,
like each day.

Okay, let's create the calendar.

Then you print it out.

Yeah.

Printouts are good.

We can do printouts.

It's just when he gets in
front of the computer.

Yeah, it's kind of a balance.

He can learn to create it

because then he is going into high school,

but he's not playing on the computer.

He's using it.

That is another self-control

thing that we're working on

with the computer.

It's a big struggle.

That's why it's hard for me

to decide how much

independence do I give him?

with this with creating his

own schedule because he

just wants a deadline right

now but then he creates a

schedule and and then he

doesn't get things done and

so we still have to monitor

him so it's yeah the yeah

you have to as you're

discovering know your child and um

as you open up the reins of, you know,

freedom or independence,

do it a little at a time,

because if you basically say, yeah,

we'll give it a try.

You could go down the road a

month and find nothing's, you know,

just sitting, you know,

like I like the idea of

sitting with them a hundred percent.

And then slowly,

as you see they're acting responsible,

you reward them with a little bit.

I'm going to go over here

and get a glass of water.

I'll be back.

And you're still watching.

You're still, you know, being aware,

but they're feeling a

little freedom because how

do you create independence in a child?

That is a great question.

And it is important because if you don't,

there could be behaviors

that come out of that on the other side,

out of anger, out of frustration.

Why do my friends get to use

computers and I don't?

you know, things like that.

And so there's this, that conversation.

Oh, I want you to use this computer.

I want you to have that freedom.

So let's work for that.

You know,

right now I'm going to set the

timer for 10 minutes while
you work on your calendar.
And then you just kind of
move back a little bit and
come in and come out and generate that,
that interdependence really.
That's what we're looking for.

Yeah.

Even that, um,

We're talking about just
preparing kids for, you know,
what's coming.

And even you can prepare
them to understand the
steps toward independence, you know,
what's going to be first.

What should they expect?

Because I have a teenager
myself and she thinks
independence is just doing
anything you want.

Right.

That's not the definition of independence.

So we have to help them
define terms properly.

But but that's a good transition activity,

Annie.

Kids could sit down and say

Leilani could sit with

their high schooler and say, OK,
write down five steps,
what it would look like for
you to have X amount of
independence in this area,
whatever area that is.

And they will have to break it down.

And then you have that
discussion around it.

Start.

He's old enough now.

What does that look like to
you to be able to have that
freedom and that independence?

Because with independence,
there's consequences and
there's responsibility.

Well, and we heard that the other day,
bad choices equal bad consequences.

Sorry, that was- Imagine that.

Yes.

Well, all the things we're talking about,
these things like either
explaining to them what
they're going to expect or telling them,
like showing them on paper
with visual cues,
All of that does help them

to become more independent.

And, um, you know,

they may not be making the

decisions about what we're doing,

but they may give some

input for how they prefer it, or they may,

they certainly are gaining

independence and governing themselves

when they can think about it

and control themselves and

accept a new or different thing.

And even when you're having an activity,

I know for my kids,

it was important if I knew

something would be uncertain.

Like I don't have all the answers,

you know,

I don't know exactly what's

going to happen.

I may tell them to the best of my ability,

but when there's something

that could be uncertain,

let them know, well, this might,

we don't know exactly how

this is going to happen, but we have,

if this, then that, you know,

but how will we respond if

it goes differently?

Talk it out a little bit so

that they have an
understanding that
everything isn't just going
to revolve around what
makes them most comfortable.

As much as we understand
their needs in those areas,
we do have to prepare them
for the real world

So a lot goes into this.

I love that.

I just want to share on top of that.

Annie, you and I, we could just do this.

But I was thinking like even with grading,
one of the things we do in
Solomar is our kids pick
their grades for each subject.

And I think it's a really
cool idea because say, for example,
you have a math curriculum,
a new math curriculum.

You could talk about grading
and what that's going to look like.

It could either be letters
or colors like gold, bronze, and silver.

And then if they say, oh,

I want a gold in that math class.

Okay, let's talk about what is a gold?

What does a gold mean?

Oh,

you get 100% across the board and you
do some extra supplementary
or extracurricular activity around that.

And then I don't want an A,
I don't want a gold.

Let's look at the silver, you know,
or the bronze.

And so then you just go down
through each one, but what we do,
we even write out what each
one would look like.

So say midterm,
your kid is not loving math anymore,
you can just go back to
that grade agreement that
you created and say,
how's that working for you with that A?

I don't like to sit there and go,
did you do your math?

I will just say, oh,
does that look like an A to you?

Does that look like the A
you're shooting for?

And my students sometimes will say no.

I don't think I can do that.

I think a B or whatever.

And I'm like, oh, that's cool.

You can change it.

We don't go lower than a C

and this is what a C looks like.

But if you, but see, it's a conversation.

It's not like a shame.

Why didn't you get,

but just having that grading conversation,

what do you want?

What do you as a student

want to accomplish this year?

And how are we going to

measure that in a sense?

Right.

It's the whole idea of

rubrics and giving them the

idea of what's expected

versus this arbitrary

letter that comes or

whatever level comes from something.

I don't know, but I'm doing my best.

But they sometimes don't

even know what to do.

But this way,

they get to create it with you, though.

They get to create that

rubric or that plan instead of...

you know,

and obviously you're going to

input and help and support in that,
but it just changes the mindset of, wow,
I'm in control here.

I get to succeed if I choose to.

And, you know,

I don't know if I've shared this before,

but my philosophy with

motivating children,

if they want to do it,

you can't motivate them to do it.

Oh yeah.

They might do it

halfheartedly and they may

do it just because they're

going to get in trouble if they don't,

but to really do it, to learn,

to engage and enjoy and find

joy in that learning,

they're not going to do it.

You have to find a way, the ticket in,

the trick to their heart

and to the desire of them

wanting to learn.

She manipulates them.

I manipulate them.

This is the gold at the end

of the rainbow.

I ask them questions.

I just ask them questions.

How does that sound to you?

What do you think of that?

Is that,

does that sound like you want to do that?

I never say this is what

we're doing and you better do it.

I said, what does that,

how does that feel for you?

Like, is that a plan?

And they're like, yes or no.

Well, no, I don't want to copy that notes.

I just want to print out.

Okay.

Let's do a printout.

I'm cool with the printout

and you can use that

printout on your tests

because open books to me are just fine.

And how about that for you?

Do you agree?

And he's like, yep.

So it's a conversation.

So that's how I manipulate them.

Well,

and I think what it's teaching them

overall is that, you know,

life in general,

we have to navigate things.

Like you were talking about, Annie,
it's not a free for all.

We are responsible and our
kids will be responsible over time,
taking things on more and
more as they become independent.

And it doesn't mean that
they lose that need to do
things and navigate and
It just means that they take
the responsibility instead of us.

And our world does not teach that concept.

It's more on the what, you know, oh,
I get to do whatever I want.

And that's not life.

And so using them into this
is so much better.

Yes.

If there's a situation where
you're saying you have to
do math this year, you're in sixth grade.

Right.

And they're like, I don't want to do math.

I'm not doing math.

I'm homeschooled.

I don't have to do math.

Right.

We've heard that conversation.

OK.

And I just say, OK,

how long do you want to

stay in sixth grade?

How many years do you want

to be a sixth grader?

That's your choice.

You're right.

You don't have to do math.

But until you do it,

you don't get to go to the

next grade level.

So are you comfortable being

20 years old in sixth grade?

Are you cool with that?

I mean, if the person says, yeah,

nothing I can do.

But I promise you,

they're not going to like

that at the end of sixth grade.

So guess what?

We get to do math all summer

long to catch up.

And I just had a student

that happened to last year.

He would not do math in eighth grade.

And now he wants to go to a high school,

a regular high school.

So guess what he's doing all summer?

He's plowing through.

But you know what?

He was motivated.

So that's the thing.

You have to find the thing

that motivates them and

that you can just give them suggestions.

And I'm not saying don't

parent your child and have a plan.

and objectives because we have to,

but there's a way to deliver that.

And that's what we have to think about.

Like, how am I delivering this?

And it's not this child run homeschool.

I'm not talking about that.

I'm really talking about

respect for a child and

what they need to learn.

How do we create that for them?

You guys know I'm big on that.

So that's what I talk about.

So I think we touched on

this a little bit at the beginning,

but it was the environment

that we're creating within

our homes to ease transitions.

Is there anything that you

would give as advice about

something that has worked

for you as far as within
your environment that you
found was extremely helpful
to even just facilitate learning better?
that might be helpful.

I mean,

I think Dawn was talking about it earlier,
just giving them all new things.

New crayons, you know,
but also I think having
that still familiar
environment to the one
designated room where they
are one designated spot
where they do their their classwork.

And I've seen people do like
beginning of the first day of school,
homeschool,

first day of homeschool
parties where they do a big party.

Everybody gets a present.

Usually the presents are crayons.

or those flare pins for the
high school girls.

Yeah.

And the journals and those
kinds of things.

Yeah.

Yeah.

I think I'll go,

you're going very concrete,

which is great.

You got to think about those things.

I also,

think about um my own

attitude and um my own like

how do I come across to my

children do I um set a tone

of like this is a positive

thing or this is negative am I um

sounding like I know what I'm doing,

you know, like I have a plan, you know,

is my house in order, so to speak.

And I think the physical

environment sets some of that tone,

as somebody mentioned about

even like just getting the dishes done or,

you know,

something like having your child

fix their bed, you know,

does in the home of things,

does it matter if their bed's not made?

Not necessarily,

but it sets a tone when you-

put something in order.

And so I'm checking my own attitude,

my conveying,

like this is positive and
I'm looking forward to it.
And also that I,
that I have set some
behavioral guidelines, you know,
things like that,
where I'm going to stick to those things.
I'll have the resolve to
stick to those things.
Um, and, uh, yes,
I'm going to like Dawn saying we can, um,
talk to our children about
their desires and, uh,
help them understand how to
move in independence toward
achieving this.
But there is a boss in the house.
There's,
there's a leader and that would be
me when I'm home, you know, my husband,
of course, but, um,
they need to respect that.
And so I'm going to, uh,
check myself and my attitude and how,
you know, and now like in my mind,
how will I respond if there's a problem,
you know,
I'm not going to say wire or whatever.

I'm going to try to respond in a calm,
godly way, um, to understand that I can,
that I have this option to
homeschool that gives me
this great opportunity to
address hard issues.

And I'm going to make that
the most important thing, but, um,
that that's,

That's a big thing is
getting my head straight as
a teacher here.

I love that.

And also taking care of yourself.

You know,
we've talked about that before in
a different podcast where
moms really need nurturing.

And if it's the mom, I mean,
it could be the grandma,
it could be the dad.

But whoever is that primary teacher,
I think.

You need to take care of yourself.

If that means on Saturday,
you go get your nails done
and a foot massage while
dad takes them to the library,
then you do that because it

is important to read.

Leilani's like, yes.

No,

I'm just saying like no mom guilt

because I know when I do those things,

it's like mom guilt.

I didn't look back and I

should have understood that more about.

Yeah,

I'm kind of trying to learn that now.

You guys, it's so essential.

It's so essential.

I want to give my little teeny tiny tip,

Peggy.

Yes, please do.

And workshops and all these

other different things to

parents and they love it.

So if you have multiple children,

like I had three and so I

had a baby and then the, you know, first,

middle, last child.

And I'm like,

what are we going to do with

this baby when I'm homeschooling?

By the time you have the

third or the fourth or the fifth,

you have a million toys, right?

So I went over to Walmart
and got my color-coded
containers with the little pop-off lids.
And every day represented one day.
So we put them out in the garage.
We had a big Monday, Tuesday, Wednesday,
Thursday.
We didn't homeschool on Friday.
That was our family fun day
and our art day,
our meet up with friends and all that.
But on those four days, every morning,
That little guy,
I would take him out there,
he was like almost two, and say,
it's Monday, get the Monday container.
I was kind of a hyper mom.
I know you guys can't imagine.
It's weird.
I have really serious, very calm children.
I took it all out of them.
I already got them.
so we would get that
container bring it in have
a little blanket sitting
there in the little school
room we had a school room
and there he would be but
guess what take that middle

child while you're working
with the big child and
she's sitting there because
she thinks it's disneyland
he's got all these new toys
they weren't new toys they
were just monday toys but
those toys were all over
the place and I just
consolidated them in these containers
and brought them out each week.

And you would have thought
it was Christmas morning.

Seriously.

And if you're really a fun mom,
you'll even go to the 99
cent store and throw a
couple of new things and
maybe even put their little
snack in there.

They have a little Ziploc
with crackers or something.

And it just,
it just changes it up for everyone.

So you can get some
one-on-one time maybe with a kid or two.

And then, you know,
you have your little guys

really entertained.

Yeah, yeah.

We would do that on travels, too.

Yes.

Do that when?

When you're traveling?

We would do that when we were traveling.

So the kids would have little things.

We took long, long car rides,

and they were tiny.

And, you know,

to sit in that seat for hours on end,

where my husband loved the driving,

but the kids were like, ah!

yes yeah exactly throwing

food back at them so yes I

know on the airplane that's

how we were okay we have

the cards we have puzzles

we have sand yeah yeah yeah

I love everything that you

guys talked about yeah so

annie yeah sure yeah you

can you can also set up uh systems where

your children can be more

independent with their lessons.

So either with boxes where

for a particular subject,

they've got the directions

and if they're reading, obviously,
but the directions,
whatever materials they're
going to need in that box
or folder so that they can go to that.

And if you can teach them to
use a calendar and, you know,
daily calendar,
mark it off as they complete it,
that kind of thing.

So that does require preparation by you.

But it is a calming thing
for our children when we
have everything they need ready.

There were days where I just was like,
we're winging it and,
and I get to it and I'm like, Oh,
we need this or that or what,
and don't have it, you know,
and that just throws everything off.

So, you know,
and have your things together for them.

And, and for kids,
I think kids with strong
wills in particular,
those visuals or those
hands-on things that are
already prepared,

sort of deflect their maybe
argumentative nature.

So it's like,

they're not gonna argue with
the list of directions.

Whereas if you're sitting there saying,
do this, do that,

they may be more inclined
to argue with you,

but they're feeling

independent and they may

just work through it and

not question as much.

So those,

I know a thing or two about the
strong-willed children.

yes yeah I was gonna say

that too is preparing the

rooms you know in your

house for learning um a lot

of times we would have

special cubbies for each of

the kids and then you know

prepping all their stuff

for the week um and as I

learned to to do

independence with my kids

it was like okay well

here's all the stuff you

need to get done here's the
lessons you can do them in
whatever order you want
just as long as they get done.

Um,

and so sometimes they would like pick
the easy stuff all first.

And then they learned that they,
all they had was the hard stuff, you know,
that,

that usually only took a couple of
weeks for them to go, Oh,

I don't want to do it that way.

Um, lots of life lessons learned,
maybe do the hard stuff
first and then have the
easy stuff at the end.

Um, but you know,

it depends on their nature too.

They're, they're gonna, um,
gravitate one way or the other,
but lots of visuals,
lots of things like that.

But yeah,

the more you prep and have
everything ready, it's like they're like,
oh yeah, that's what we do.

We just,

the school's there and they don't
have enough time to think
of an excuse because you're
already ready.

So yeah.

All right.

Well, we are down to our last 10 minutes.

And so we probably should
wrap up with some things that, you know,
even if it hasn't been on the topic,
things in the top of your head,
like this is what I really want to say.

Say it.

Or if you didn't have time
to say it before.

Yeah.

Well, you know,

I always have something to say,
but I'll be, I'll wait, I'll wait.

Let the other ladies go first,
but leave me some time.

Well, I think, you know, I can,

I can just sort of hear, you know,
because this might've been
me on occasion.

So I'm like, yeah,

you don't know my situation or my child,
or, you know,

maybe rolling your eyes a little bit.

So yeah,

I respect that because I've been there,
done that.

And, um, um, like we said at the beginning,
there are some unique solutions,
like solutions are unique
to our children sometimes.

And we have to discover what
their needs are.

Um, you know, if it's a need for security,
um,

that's causing a behavior or a
meltdown or,
or just that arguing or whatever,
you have to address that
need and the root of it.

If it's, um,

know just um needing a
physical outlet you know
have let your child do
something to get their
yaya's out you know um
right you know get get if
if you're in a rut of of
problems with transitions
whatever they are if you if
you get into a stuck in a
groove that's negative

Just switch it up.

Just go off to something

wacky or humorous or

whatever and reset that activity.

Because I'm like a little

bit like a dog with a bone sometimes.

I'm like, we can do this.

But that's not smart all the time.

Perseverance is good,

but there's a balance to it.

So, you know, step back.

think about it,

just try something

different that resets the

whole environment, attitude, you know,

atmosphere, whatever it is.

Right.

Yeah, that's great.

I'd have to say with a lot

of times we push

transitions because of anxiety.

We get so anxious.

We feel like our kids are behind,

that we're not doing enough, that,

you know,

all of these fears just creep in

and we put so much pressure

onto our kids and onto ourselves that

that we really don't need

because it's not helping anything.

It actually is making it worse.

So just, you know, to rest,

rest where you're at.

If you can only do one subject a day,

do one subject a day.

And then, you know, over time,

you will find that, oh,

we've got a little more time.

Now we can add something else in.

I mean,

even if your state requires you

teach five subjects,

it doesn't mean you have to

teach them all in one day.

Right.

So it's just really

important to remember that

that peace in your home,

that the relationship you

have with your child should

not be compromised because

that's when learning stops.

And so just take one day at

a time and prayerfully

consider what you can put in that day.

And you may even have to take steps back,

not even because you pushed it too hard,

but because maybe your
child's having a bad day
and then no learning is happening anyway.

Sometimes it's just best to
sit on the couch and read a book.

Or listen to an audio book
if you can't even read it.

There's still learning happening.

So I guess that would be my
big takeaway or addition.

Well, do you want me to go, Leilani?

Okay.

Yeah, I don't really... I mean,

I don't really have much
except that everything

Peggy was saying just
tremendously relates to my
son in our situation.

And we just...

we just keep chugging
through and trying to find
ways to make it more positive.

And yeah.

Yeah, I think positivity, you know,
just that there's hope.

There is a path.

Because a lot of times when
kids get that anxiety,
it's like everything closes in on them.

And it's like there's no way out.

This is, you know,

like a sinking hole that

I'm just digging myself

deeper and deeper into.

But it's kind of like quicksand.

You know, it's like if you just sit still,

you're not going to sink.

Yeah.

My son describes it as a

wall with olive oil on it.

That's how he describes it.

You can't climb that either.

You can smash it though.

So anyway, get that hammer out.

The hammer of prayer.

I just wanted to share a

couple of this personal, you know,

we're coming from our

personal experiences and stuff.

And honestly, I'm not,

I mean this with all my heart,

but you cannot do this by yourself.

You cannot do homeschooling by yourself.

And if you try,

you will fail.

You will, you will struggle.

You will, even if you're a perfectionist,

like I tried to be and tried to do,
I failed on many levels because of that,
because I thought I'm a teacher.

I can do this.

Well, that wasn't true.

It's a very different mindset.

You need a community.

And I highly recommend,

I don't know why I'm recommending this,
that you sign up with a private school.

Even a private school can
offer you so many services and
that you don't even realize you need,

like with assessments or
actual record keeping, you know,
creating lesson plans,

personalized lesson plans,
helping you pick curriculum

that's really geared for

your child or taking the
curriculum that you have

and modifying it and make

it work for your child

based on the way that they learn.

So I'm a big proponent of a

homeschool program or a

private homeschool program.

Yeah, you have to fill up.

Like a homeschool co-op.

A co-op or even a mentor or
a consultant that works with you.
There's so many different options,
I think.

We forget because we think, oh,
I need to join our local community.

And a lot of times that
really doesn't work for our kids.

And then we think, oh, well,
there's nothing for me.

There's nothing.

There's so many different options.

Right.

Yes.

and I know like with what we
do the personalized
learning even though it's
virtual and it's online
it's amazing to me I walk
away stunned every time the
growth in the child the
change in the parent who's
learning to see their child
in a different way and we
come in with experience and
expertise years and years of expertise
that no YouTube channel is
going to give you unless

you can sit there and veg
out for hours and hours,
which is awesome.

You should on this one.

We have one and a half
thousand videos on our YouTube channel,
but I don't think, yeah,

I don't recommend watching them all.

If you did, you have a master's degree,
you know, and so.

but,

but I'm just saying that is an option.

I say support,

whatever that looks like for you,

do not be the lone ranger.

Um,

especially if you have kiddos that are
challenged in their

learning in some way or in

their thriving in life, you,

it's just too much.

It's just too much.

It's a good, uh, point to mention at this,

at this moment, uh,

the resources and the

community that can be found at, uh,

the, our new platform, right?

Yeah, exactly.

We're going to be in our first, um,

our coach or group coaching
sessions in August, um, and webinars.

And so there's different
ways to get connected,
create your own groups.

Um, yeah,
there's lots of different ways to,
to get different support
and connections for sure.

I'd be remiss in not saying this as well.

I do think we need to
remember we are not ever alone,
truly alone.

We do need to say, God, help me.

Can't do this on my own.

And I have thrown this
prayer up so many times.

God, I need some hope.

I need some encouragement.

Please show me.

I'm open to whatever you're
going to bring me.

And I'm going to keep my
eyes open and look for that
encouragement you have for me.

And he's so faithful.

He'll bring it to you if you
open your heart to that and

just look for it.

And if you're listening today,
it's probably happening right now.

Yes.

Absolutely.

He's good.

God is good.

He's great.

God is good.

Yes.

Yes.

Definitely.

We're, you know,
each of our lives are a
testimony to that.

And we just pray that yours will be too.

You know, we, this is a journey.

You don't start out as a confident person.

able homeschool mom.

You just get better at
trusting in the Lord and
taking one step at a time.

And we're here to join you on that,
that journey.

And I'm so thankful that you
have found us and our
broadcast empowering
homeschool conversations.

Thank you ladies for all

that you shared today.

This, this was amazing.

Transitioning is hard and whether it's

hard for mom, family, children,

all together, um, we can do this.

Um, and yes, God is faithful to,

to see us through all of it.

And, um, I think, um,

three of us here have

graduated all of our kids

and we've survived.

So we made the transitions

enough and that we're

transitioning into another space, but, um,

happy to be encouraging and, um,

And we know, God, that Leila needs,

God's going to help you

through this school year again.

Almost done.

Feels like I'm 14 in high school.

I'm entering high school,

but I still have a second grader, so.

Mm-hmm.

Yep.

You're in the thick of it.

Huh?

You're in the thick of it.

I'm in the thick of it.

I have a high schooler, a middle schooler,
an upper elementary,
and a lower elementary.

Wow.

You go, girl.

Yeah.

Yes.

Well, we're here for you as well.

So, yes.

Well, thank you, ladies.

And thank you all for joining us.

Right now, at this point of the recording,

we do not have the show

scheduled yet that will come after this.

But just check our calendar.

You can go to

empoweredhomeschool.com and

check out our upcoming schedule,

submit questions for our special guests,

and see what we have going on.

And go to spedhomeschool.com as well.

Check out our events page, groups,

and get connected.

So and check out all the

resources that these ladies have, too,

as well.

They have a plethora of good

stuff for you to to keep

you empowered as well as

equipped and and connected.

So so thank you all.

And thank you for joining us.

And we'll see you again here

next time on Empowering

Homeschool Conversations.

Bye, everybody.

God bless.

This has been Empowering

Homeschool Conversations

provided by Sped Homeschool,

a nonprofit that empowers

families to home educate

diverse learners.

To learn more, visit spedhomeschool.com.