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. Yay! Hi! Hello, Maria, Emma. Hi, Dawn. Hi, my name's Dawn Jackson. I am with Dawn Jackson Coaching and Solomar Academy. And I'm here today with a wonderful, I can't say part two, but my second time interviewing you here on Empowering Homeschool Conversations. And I just want to share a little bit about you. So I have my guest today is a trailblazer. in the field of education. As an educational therapist, sorry, and learning success coach,

she has spent over three

decades empowering families

to help their children

succeed by embracing their

unique learning styles.

Maria Emma is the co-author

of the Self-Portrait Power

Traits Assessment and the

popular book Discover Your

Child's Learning Style,

along with a host of other

resources designed to make

learning engaging and joyful.

Her innovative approaches

have helped countless students thrive,

and her work continues to

inspire parents and educators like me.

Maria Emma's passion is to

ensure that learning doesn't have to hurt,

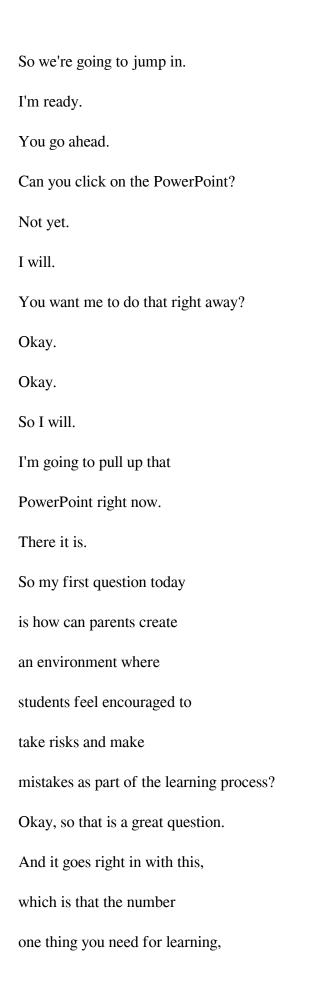
and instead it can be a lighthearted,

fulfilling journey.

We're excited to dive into

her expertise today and

discover new ways to support our unique learners. So please join me, everyone, in welcoming Maria Emma Willis. Thank you, Dawn. It's nice to be here again. I know. So we talked a little bit before we jumped on to just about jumping into the questions because we have a lot of great stuff today planned. And if you're a parent listening to this, you're thinking about homeschooling, you're kind of teary eyed or worried, take out a notepad today because we're really going to cover some amazing information about how your child learns. And I think you're really going to enjoy it. So are you ready?



real learning to take place is safety.

And so, you know, a lot of parents, well,

what do you mean it's safe?

We're at home.

But there are lots of kinds of safety.

There's the physical safety, of course,

like, you know, if students are afraid.

And I know this is going on

in schools nowadays.

So if you're afraid that, you know,

something bad's going to happen,

you can't think about

learning because you're

afraid for yourself, right?

That's one kind of safety.

But there's also...

emotional safety and that's

the thing that says like

nobody's gonna like if I

can't get this math or I

don't understand what she

just said or he just said

nobody's gonna laugh at me

or or if I ask a question

nobody's gonna say well

that's a stupid question or

weren't you listening um

Because a lot of times we say that,

you know, or think that anyway,

weren't you listening?

Well,

they could be listening and still not

understand what you were

trying to ask or say.

So this is very important.

No one will laugh,

scold or punish me if I

don't get something,

if I don't understand something.

And then learning safety is

kind of the same as emotional safety.

The mistakes are okay.

You know, and I always say like, well,

sometimes teachers do this

too and parents as teachers

or anybody even coaches in

the field will say why did you do that you know you're not supposed to do that or or didn't you learn about that yet well if the child knew everything, he wouldn't have to be in school. So, I mean, that's part of learning. And you might make the same mistake several times because you don't have it down yet. And that should be okay. You can try things out. You can see if it works. You can do it again. And it still doesn't work. It's kind of like when kids are learning to ride a bike or tie a shoelace or something. You don't expect them to do it that very first time. Right. You know, usually adults don't say to the child,

oh my gosh, you got a D in bike riding today. I hope you do better tomorrow. I mean, nobody says that because you get it. You get, it's a developmental, it's, you know, you gotta, you gotta get there. It's stages of learning. And so it's the same with this. It doesn't matter how old you are, what grade you're in. Because you could be in the sixth grade and not understand fractions. You could be in the second grade and understand them. It just depends on the learner. So this is very important for learning. And that's how you create that space. And I'm going to share on that learning safety piece, just as a teacher and a credential teacher, that what I see a lot of

times is even coming from the teacher,

The general education teacher,

I'm a special ed, but general ed,

there's this criteria for every student.

And if you don't meet it,

there is a shaming process

that can happen.

Because teachers have a very set schedule.

They're very rigid oftentimes,

and they want to accomplish

so much every day.

And if you're more of a

different kind of a learner

that takes time to maybe

talk about it or work it through,

there's no time for that.

There's just no time.

And so instead they will

kind of call on the special

ed department to take care

of that one because they fall out of it.

But you know, at home, if, if,

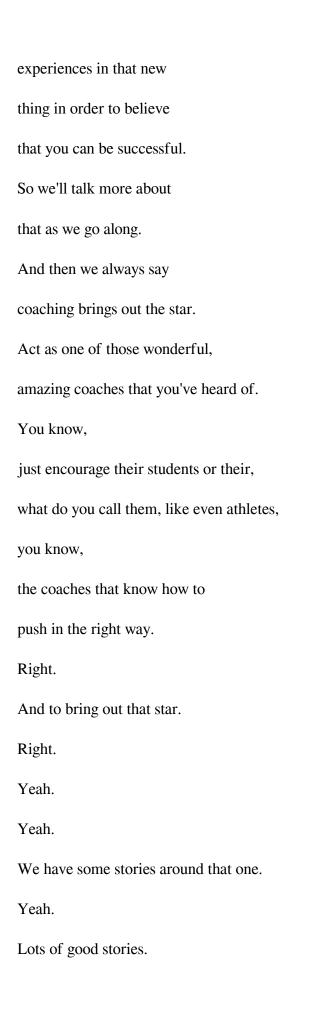
if the parent you know most

parents just went to traditional school so even if even if they didn't like it or thought you know it could be different if you don't know that there are other possibilities as the parent teacher you think oh well I think that's the way it has to be so you might duplicate what's going on in the classroom so Here we're informing you and giving you information and even permission that no, it doesn't have to be teaching doesn't have to be that way. Learning doesn't have to be that way. That's exciting. That's exciting. Yeah, so learning doesn't have to hurt.

That's the whole thing.

It doesn't have to hurt.

It can be fun and engaging. I'm not saying it's never going to be hard. It can be hard, but it doesn't have to hurt, which means shaming, feeling less than, you know, even depression. I'm never going to learn this. I'm stupid. All of that. You don't want that. And success leads to more success. So if if if a child or even an adult, you know, if you're doing you're learning something new and you keep not getting it and you think everybody else is. That's not going to help you continue and think, okay, well, if I keep going, I will be successful. No, you have to have some successful



We call it adjustable seats. You know, you have adjustable seats in cars and planes and everywhere. And in fact. there's a whole TED talk about this, which I love. And the whole idea is, you know, actually in the military, they used to have well, planes that had all same kind of seat, like the pilots that piloted these planes. It was as if everybody was average. And they left out a whole bunch of people if they were shorter or taller or longer legs or whatever. They could not be a great pilot because the seats didn't move. And so actually, the military figured out, wait, why can't we make them adjustable?

And everywhere, because you might have longer arms with shorter legs. You might have this or that. Nobody is totally average in every single aspect. And it's the same, you know, with our brains for learning. Nobody has all of the average qualities of, we say average learner, but there's really no such thing. And so we have the equivalent of adjustable seats. And we call them the power traits for life. These are different aspects of learning styles or learning strengths. There's the dispositions, modalities, talents, interests, environment. And each one is composed of different characteristics here. And we're not going to cover everything here today

because there's a lot. But we will cover everything. a lot of it to show how all of this goes into making a safe environment. a great learning environment and encouraging environment. That's great. yeah so um okay so that's my view I think okay I think I have a question you're just taking it in soaking I was kind of taking it into like about our assessments and everything but um I want to ask then on what are the key signs that a student has a growth mindset or a mindset that's even aware of their strengths versus a fixed mindset And how can parents foster a growth mindset in the home school environment?

Okay, well, that's a big question here. Kids that, and it goes for adults as well, but especially younger kids as they're starting out, you know, the whole learning journey, when they see themselves being successful, that gives them a growth mindset. Like, for example, I was the perfect school student, and this is part of why I went into this whole field. Because from the time I started school, I didn't even speak English when I started kindergarten because we spoke Italian in my house. My mom didn't speak English. So my dad didn't know that. Yeah. So they were both from Italy, but my dad had been here already and he spoke English with a very heavy accent.

But my mom knew no English.

And so it was all Italian in my house. And so when I started kindergarten, I didn't speak a word of English. And I don't even remember not speaking English. I mean, I just remember I went to school and I spoke English. That does not happen with everybody. There are so many kids who go to school not speaking English and they don't have that language strength where they can just switch over, but I did. And so because I had that language strength that went into spelling and reading and everything, So I was the perfect school student. I was the eighth student from the minute I started till I finished my master's in special ed.

And I also have a lifetime

teaching credential in

California for regular and special ed.

But when I even was in elementary school,

I remember thinking,

why are those kids so dumb?

The kids that were getting D's and F's,

why don't they just do their work?

What is wrong with them?

And I was always interested in that.

And especially because the

kids that did get those poor grades,

I knew they knew more than I

did they were like geniuses

at science and history and

geography they knew

everything because I I

would hear them like if the

teacher asked a question

they would have all this

information but they

couldn't pass the test they

were terrible at spelling

they were terrible at

writing you know all of that

A student stuff that you need.

And so that's why I went

into this because first I thought, oh,

they have learning problems.

They have this.

And I majored in that in college.

And then I realized after

getting my master's,

that wasn't all of it.

kids are just different

people are different and

they learn differently and

I started to learn about

that outside of my masters

and then started creating

my own materials and then

met victoria who became my

business partner and we

created this self-portrait

um and uh our book and lots

of other things because

that was our goal let's not

make any other kids go

through this of what we saw

when we were in school right so

If you are failing every day at everything,

it could be at home or it

could be at a traditional classroom.

But if every day you look at

that math and you go, no,

another page of math and I

don't get it and I barely,

I don't even know, I'm by accident,

I'm getting some of them

right and I don't get it.

Or it could be any subject, right?

You will never have a growth mindset.

right right so you have to

have some successes and see

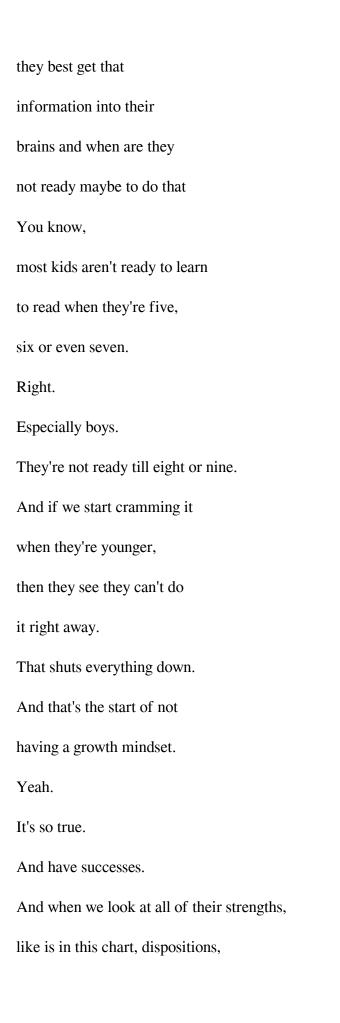
that it's possible to learn

and that's what this is

about find out how your

child learns what are their

learning strengths how do



modalities, et cetera,

then we can gear and

customize the program for

those strengths.

Then they're going to go, oh, wow,

I can do that.

Oh, I can do that.

Oh, maybe I can do this.

And then they can figure out

and they learn how to learn.

I love that.

I know a lot of the work

that I do with students is

coaching them in that in

their strength because once

you have that it's kind of

like stabilizing the

central nervous system we

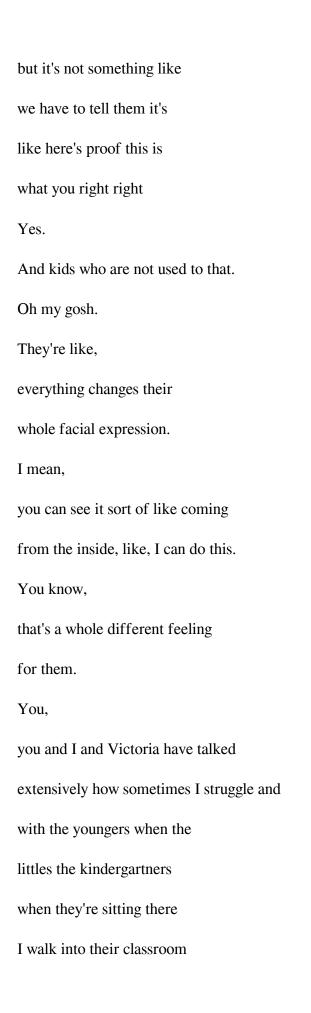
just did a podcast on that

but it's like this

awareness of who they are

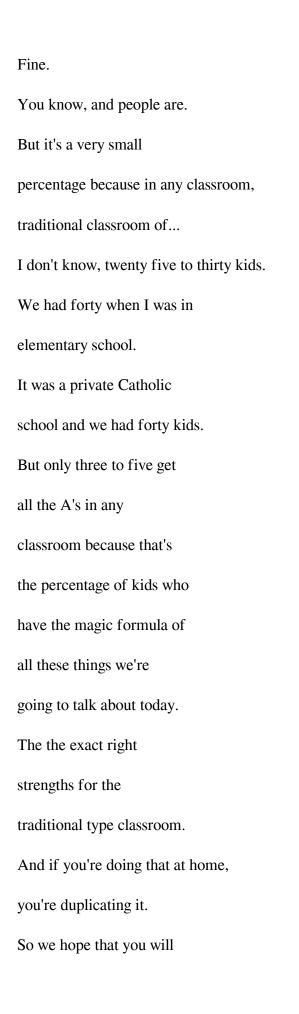
right and that they're so

valuable and so precious



and you know gone are the days of the interactive play I mean they still do that but it's very controlled it's not like ongoing but there's you know that emphasis on writing And reading sight words already, which, you know, I don't mind that in like a fun kind of relaxed way, but it's part of the curriculum and it's, they're measured by that. Yes, it's too bad. And some kids, like I look at some of those little, and I'm telling you, boys and girls, it's not just boys anymore, that are just, they're a deer in the headlight, you know. they're with the headlights in their eyes and their, their brain is just not ready for it.

It's just developmentally, you know, that's why I love classical education. Cause it talks about the developmental stages of it, but not all children are at that level, especially if they have, you know, or learning challenges, physical challenges, speech challenges, hearing challenges, geez, you know, and it's hard to measure hearing when they're little, but, Or their eyes. Or their dyslexia. I mean, all kinds of stuff can show up. So anyway, keep going. And even just regular old... I'm sort of going to say average in a way. Just regular kids. They're not all ready to do that. I was. I was ready to read. Yeah, you were born ready.



feel free after this to really customize and change things up and, you know, do it for your own child's learning strength. So the dispositions are our learning personalities. They can show up at an early age, two or three years old already. You're seeing, you know how parents will say, oh, that's my little debater. that's my little attorney or right oh that's my kid that can you know draw anything because they're already drawing when they're little kids or or that's my kind one not to say that the others aren't but it's like you can really see already how they're so um considerate of other kids

and adults and they want to help everybody right oh yeah you can see these things very early on And these are the dispositions and quickly spontaneous disposition. So the word is move. They need to move and they learn best when they're doing and moving and manipulating that kind of stuff. The organized is the plan. That's me. And you need that to be really high. If you're going to survive in a typical traditional in a classroom or even homeschool environment so that's you know you plan you make lists you have a calendar I mean I did all that when I was fine I was

already like it's just

natural it's like I would

make schedules for the day

wow that's so cute at home

I would make schedules for

the day right so my brother

never from me and he

thought it was stupid

yeah like I you know would

have like okay so we play

for an hour we rest for

fifteen minutes we watch

this show on TV then we eat

lunch then we go he's going

what I'm not doing that

yeah I'm doing whatever I want he was

spontaneous and imaginative

I you know now I know um

curious that's the little

scientist that it could be

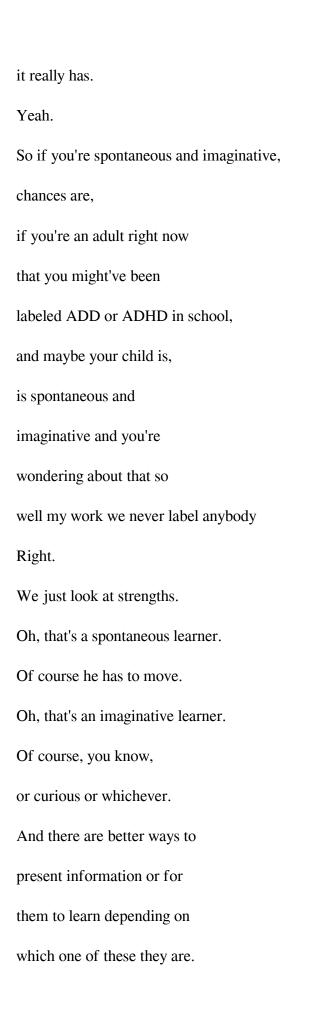
in anything it could be

cure you know cooking or

it's all about

experimenting and trying things out and asking a million questions and and this this type can get in trouble even adults for asking questions tons of questions sometimes the questions don't sound like they are related to anything you're doing Right. You're learning this in history. And then the person asks a question that sounds like, where'd that come from? But I promise you it's connected because they were hearing what you were saying or what they were reading. And it triggered this stuff over here, which is how brilliant innovations come about. That's that kind of brain, that sort of scientific brain supportive.

It's all about interact. make sure everything is fair and harmonious and work with others, collaborate. And imaginative is those of the people that often we say daydreamers, because there's so much in their heads coming up with new ideas and artists can be included in that, authors maybe. I know we've talked about it, Dawn, because I think that's your highest, right? um it's somewhere between imaginative and spontaneous and curious and I was thinking to myself boy, that's just a, that's a bomb waiting to go off right there. Spontaneous, serious, imaginative child. Like they don't stop moving. They don't stop talking. They don't stop thinking, you know, I mean,



And they carry that into adulthood. So if they learn now how to work with these strengths, it'll be with them forever. And let me just ask this question, tagging onto this slide. What are the potential consequences of a child developing a negative disposition toward learning early on? Like I can, I can think of one in general, but what would you say? Like, say the child was spontaneous as a little youngster, you know, three, four, five, put him in a kindergarten class where he has to sit and not move until they say move. And now that part of his learning disposition is being kind of squelched. Yeah, yeah.

How would that impact? their learning early on yeah it impacts everything and their attitude toward learning it's like I mean first of all little kids are supposed to be moving anyway right right apart from the these dispositions because you know as you're growing that's how you learn more through play It could be imaginative play, it could be big play, climbing, you know, running, whatever. But definitely there are kids that are in kindergarten even preschool that are more active than other kids like I was a pretty quiet sit down I liked to color already when

I was little and there are

those kids um not that I

didn't also like to run and

do things but I could sit

if I needed to some other

kids it's just so anti who

they are they need to be

moving to learn um so

it impacts right away they

learn right away that young

either in pre-k or k I don't belong here

Right.

There's something wrong with me.

So, well, it goes to one of two ways.

There's something wrong with

me or I hate this place.

They don't know what they're

doing kind of thing.

You know, I mean,

they might not be thinking

those exact words,

but it's either this is a

terrible place or there's

something terrible about me.

Yeah.

You know, one or the other.

So it definitely impacts.

I can see that attitude

toward learning from then on.

right and see these are the

school preferred

dispositions the organized

and they're only about ten

percent of people in the

population and support it

because if you have those

two which I do it's like

you know you're you're uh

first of all you're

organized you get all of

the count you know

everything is done on time

and handed in and you don't

forget your assignments and

And then supportive,

you want to be

collaborative and work with

others and work with the teacher and so on. So this is part of the magic formula for doing well. Yeah. And so the actual population, there are about thirty percent of people in the population that are imaginative. And again, these are often labeled ADD. curious. twenty-five to thirty percent of the population, they're often labeled ADD, and spontaneous is often labeled hyperactive, and that's about ten percent of the population. So instead of labeling, let's just look at what are they good at? How can they learn best? And the thing is that the majority of inventors, scientists, entrepreneurs, musicians, poets,

artists of all kinds, the thinkers,

the philosophers, the creative people,

these are all people we go, oh, wow,

they're amazing, right?

When they're adults.

But as kids,

it's almost like we're

punishing them for having

these types of strengths.

Well,

the sad part is a lot of people

aren't teachers.

And if you do have a teacher

that's high and curious or

spontaneous or imaginative.

it's uh probably not in the

public school setting it's

probably homeschooling well

we've done yeah I mean

because when we work with

schools teachers take that

self-portrait as well right

over and over again the

majority of teachers are uh

uh organized organized

exactly supportive those

two um and the majority of kids

are not they're one of these

or a combination of these

and so it's really

interesting because if you

think about it teach people

that go into teaching are

more the organized right

and supportive types of

strengths and they did good

in school so now they

continue to do good becoming a teacher

I don't know why I went into teaching,

honestly,

because that organizes not my strength.

Well,

but you're one of the few that we

like that when there are other people,

because for some reason you

had that heart of passing

it on and teaching.
And so there are always, you know,
maybe ten percent, five percent.
that are the curious, spontaneous,
imaginative.
And those are the teachers, right?
That kids will say, I love this teacher.
Love my teacher.
This teacher does this and that.
And it's so fun and exciting
and interesting, right?
Yeah.
I love it.
I mean,
I love I love working with children.
I love working with parents.
So it's just so rewarding.
There's it's wonderful.
It is.
So the students who are not
those two are often labeled,
as we said before,
even dyslexic or learning disabled.

They can they can experience failure almost every day. They don't realize that they're smart. I mean, really brilliant. And they don't know they have limited possibilities. So they grow up believing they have nothing to contribute. And we've worked with so many adults who have come for themselves to learn about their own strengths. And they're still stuck in fifth grade or third grade or whatever grade when they thought that was when they learned that they were not very smart. Correct. And they couldn't do much. So this is just a quick sample of what you might do with the different dispositions. So if you were learning

about something in science,

it's ocean study in science, let's say.

So the curious person, the first one,

would maybe invent, draw,

or make a new kind of sea creature.

And this symbol stands for the organized,

lists the major ocean and

seas of the world because

they like doing the, you know,

the facts and information,

that kind of thing.

The imaginative might draw, paint,

or make a scrapbook or collage.

The supportive might

collaborate with some other

people on a project.

And the spontaneous might

write a rap song or put a

play together or do some

kind of a demonstration.

So that's just a quick idea

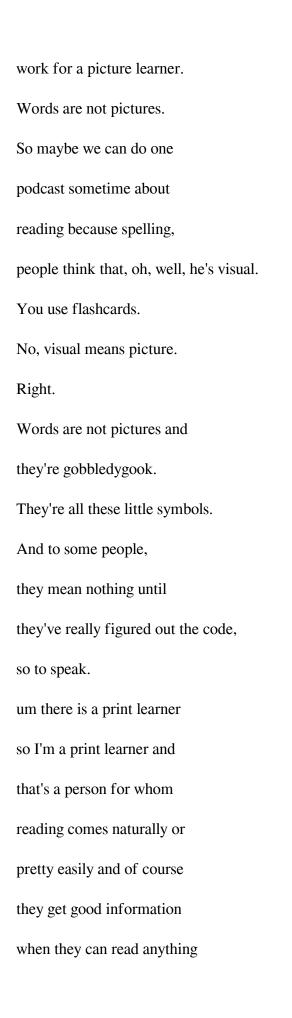
of how you can customize.

They're still learning the same stuff,

but in different ways and showing you what they learned in different ways. So then the modalities, these are usually when people say learning styles or learning strengths, most people only know about modalities. And these are the modalities, how your brain takes in information. But as you can see in our approach, we say that there's more to it. And that's why we have the dispositions, the talents. and those other things you saw in the chart beginning. So modalities are information processing equipment. What's the best way for your brain to take in and process ideas, information, and learning of any kind? And so we have the listening and verbal.

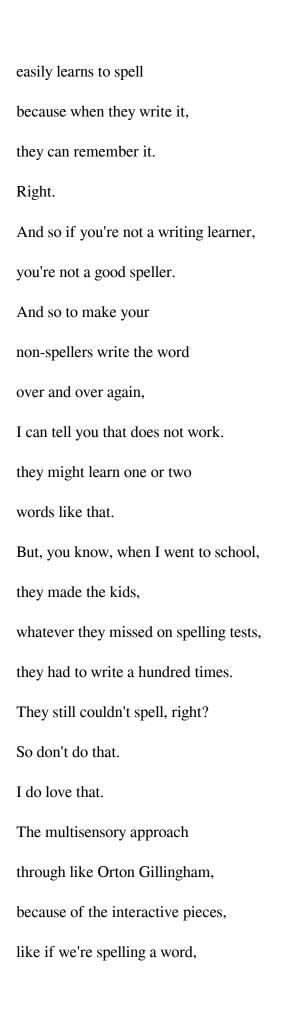
The people who get it really

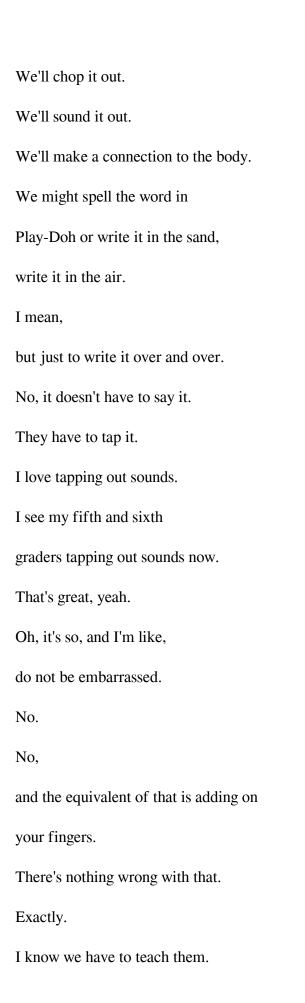
well when they can listen, audiobooks, lectures, videos. Verbal means you have to say it out loud to really get it. And some people, how they sort of walk and talk to themselves, that's that. But they can also record themselves. Like when you study for a test, you can read out loud yourself. You can discuss with others or teach someone. Eighty-five percent of classroom instruction requires the listening modality, but about twenty percent of learners have that strength. Wow. So that puts it in perspective. And then there's the picture modality. Illustrations, images, charts, graphs, maps, videos, flashcards with words don't



but ninety five percent of school studies even at home if you use traditional materials require print and many more students are picture learners than print learners The movement modalities. So there's whole body where you use your, you know, you go on a field trip or you make a giant clock and you can walk and become the hands of the clock, that kind of thing, or build something. Hands-on where you make models, you use clay, you're taking something apart. Sketching, drawing and doodling are part of that. And then there's the writing learner. And that's taking notes, making outlines. And the writing learner

usually also is pretty





No, no.

way right right exactly yeah

so fifty to sixty percent

of people are whole body

hands-on learners so that's

wow more than half of the

population usually needs to

move or do something in

order to learn best and of

course in our materials for

learning for regular school

uh it's print listening and

writing are the big deals

But the actual population,

sixty to seventy percent

are hands on and whole body

and twenty percent picture learners.

So we have to take that into account.

Now, these are our surroundings,

the environment.

And I'm just going to go

quickly through these

because we want to get to, you know,

coaching and how we can.

yeah help families but

basically it's just that

our surroundings can really

affect how we learn and for

some people it affects them

more than others you know

schools think quiet sitting

up and being alone is the

magic formula but for many

people they need music or

some kind of noise

Or standing up at a, you know,

like a drafting table type

thing where it's a tall

table or even sitting on a beanbag chair.

Or they need dim light.

Or, you know,

the warm temperature doesn't

do it for them.

Or if they're cold, they can't learn.

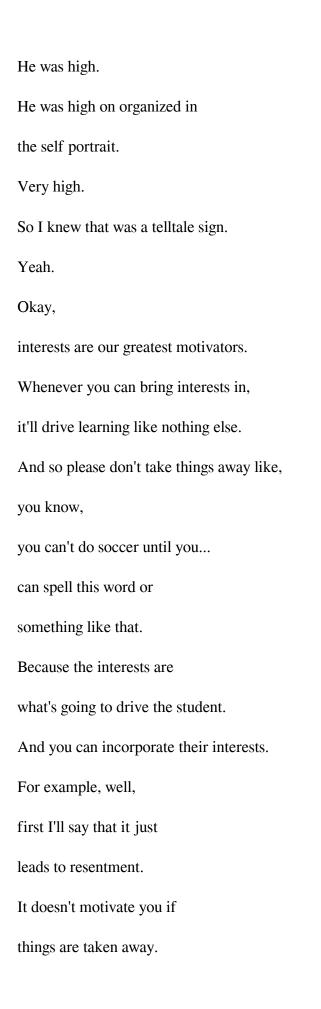
So all of these things can be looked at.

And you can't change every single thing.

But it starts the conversation. And for some people, they couldn't care less if, you know. the room was purple or whatever. But maybe for that one person, I've had families tell me, oh my gosh, when we changed the tablecloths on the table, all of a sudden they sat there and did their work because before that they didn't realize I hate this color, but you know, nobody's tuned into that, like it's affecting them. So it can be that simple just to change the color of something for some students. I have a great story around that real quick. So in Solmar, we have a guy, a kid who just started homeschooling this last year. And mom could not get him on

board for anything. He is on the spectrum, but he just couldn't, couldn't, couldn't. And I said, well, tell me about where he's learning, what his space looks like. Well, he doesn't, he kind of shares a desk with his brother. So of course, you know, I wiped all that out and ended up getting mom buying one of those border divider things. Yeah, the Carol, it's called a Carol, I think. A Carol, yeah. So just to have his space, brother moved to a different space. Brother wasn't being homeschooled, but this guy needed his space. Do you know, after he got, she bought him his pencils, his materials, all of his things.

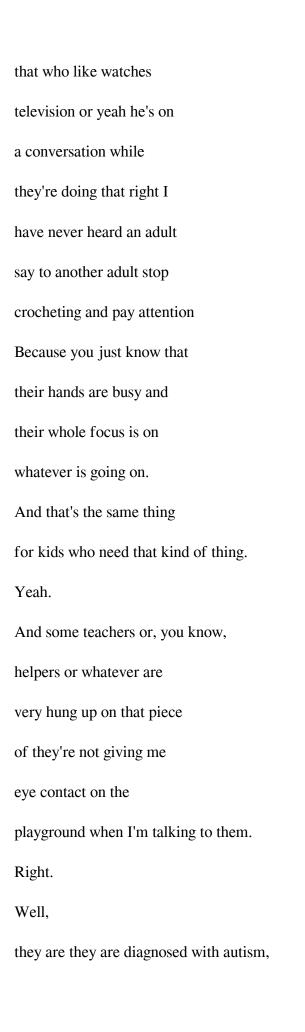
The day after they set that up,
he was up at six o'clock in
the morning doing his school,
sitting at his desk.
No one was telling him what to do.
It was amazing.
It was like night and day transformation.
Yeah,
sometimes just something like that
can change everything.
And he probably feels important,
like going to work, you know,
like my purpose.
And I
This is my space.
Right.
Yeah.
That might not work for everybody.
Another kid might like being
in the corner under the table, you know,
doing their thing with a clipboard.
So, but I love that.
I love that.



Yeah, it just doesn't. But you can integrate things like if they like cooking, do the chemistry of cooking, the history of horses, the physics of skateboarding. I've done all of this with my students. There are books and materials for anything, any of these kinds of things. you know, approaches, put on skits, create games, all of that. So you can integrate what they like into the different subjects and talents are natural gifts. They come easily. People don't always want to go into their talents. So that could be a problem if a parent is forcing you to, you know, you're good at math, so you should be a mathematician. Maybe you are good,

but you're not interested in that. You have to have the interest. Yeah, you have to be careful. But here are some talents, you know. And so, again, you can weave these in when a child has a talent and is interested, then that makes for a powerful motivation as well. Yeah. um okay so the self portrait power traits assessment that you mentioned it's for eight years to adults it is online and it looks at all of these areas so it makes it easy for you now you don't have to do this you can if you're a good observer of your kids and you know you you probably already know some things like you probably already know that

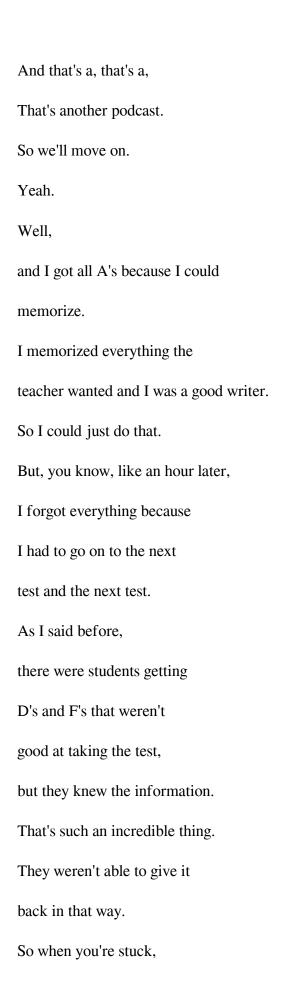
when your child doodles he's really listening to you and it's and it's helpful and it's better than if you make him just sit there and stare at you right but here's the thing you might know that but you might think But that's not right. How can I have him doodle when he's supposed to be listening to me? That's not right. So that's what these things give you permission and say, yes, no, that is exactly what he needs or a squeeze ball or something to twirl. Oh, I have my squeeze ball right here. I love it. because we don't say you know if you know someone who knits or crochets and do you know anybody like



you know, and that's a that's a goal that we're working on. But it's not something that's so easy. So we have to look at other ways of listening to each other. And are they paying attention even though they're looking down? or they're looking up, you know, be aware and be present. And I just want to add before we go a little bit further that parents, you alluded to this earlier, that parents often teach in the way that they were taught. And I really want to say that again, because I try to bring that up as much as possible on this podcast. And anytime I get an opportunity to talk to parents, We have to change the

paradigm of our thinking, of how we teach our children. And I've spoken to parents who have said, I don't know if this is working. I don't know if this is right. Well, first you have to understand how your child is taking in information. And that's, you know, the beauty of what we're trying to do here today, because if we just do it and this, you know, this was real for me too, as a teacher. So before I was trained in all of this, you trained me and certified and all that. I taught how I learned, you know, I was, I wasn't, I was a good teacher, but I didn't ever have the bandwidth or the wherewithal or the knowledge, right? I just didn't know that

maybe this child is learning. Why aren't they getting this? Why aren't they remembering this? I was talking to a dad today who said that, oh, for Christmas, the kids got these computers and they have to do all this learning before they can play the games. And I said, But the question is, are they really learning it? Are they really, why don't you ask questions about what they just had to learn? And if your child is not learning it and holding onto it and processing it, that's not their modality. Maybe they can learn it for a couple of seconds or just grasp it enough to play the games, but are they really learning?

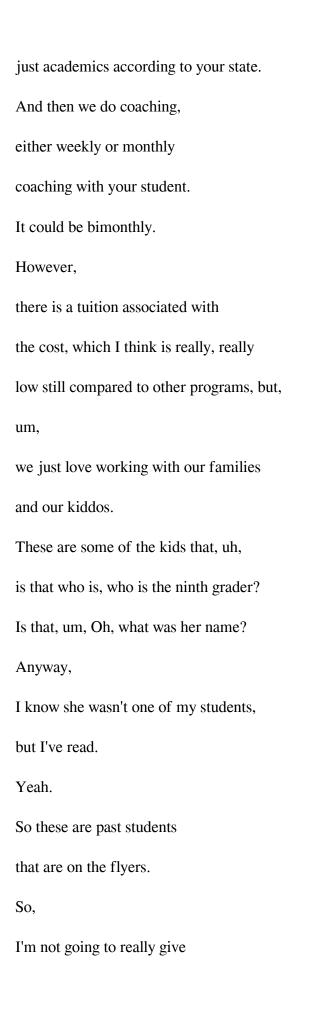


you know, these are some real issues where go back and go, where's the student stuck? Where's the teacher stuck? Where are you stuck as a teacher? Look for clues. If you have used the self-portrait, look for clues. Or if you listen to this podcast, think about the different modalities and dispositions we've talked about and the characteristics and think, okay, what are some clues of how my student or my child learns? And then if you can go to Power Traits for Life, and there's a lot of information there. There are some guides to different ways of teaching for the different dispositions and modalities.

And discuss with your student, because often they come up with the best solutions when you're stuck. So we've had lots of testimonials. This has opened my eyes to how my son learns no more yelling to settle down and sit. He needs to move and not have quiet, the total opposite of me. I now offer options of standing and having music playing and so on. I think this will totally make our homeschool journey much more enjoyable. and then this one says we have been so incredibly thrilled with the whole assessment it's the most wonderful thing fantastic experience I'll make a world of difference for my

daughter I can't tell you how much struggle and frustration we've had for years this is the answer so Once you really look at who your child is and how they learn, you know, here's what this person said. What a difference when I work with him and his learning style. Yes. Delight and motivation. Oh, I love that. Yeah. So, Dawn, I know you... have solomar academy so there's some slides in here about that if you want to talk about coaching how you do that this one shows the high school um there's a k-to-aid as well as a high school program for customizing oops let me go

back here for customizing so if you want to talk about any of that I would love to. First and foremost, I want to say that you are still one of the coaches of Solomar Academy. Yes, I am. It's such an honor to work with you and Victoria still. So the way we work is that, you know, when a family comes along, they take the assessment and, you know, we try to have the parents take it too, because we want to look at you side by side with your child. How do you take in information? How do they... And how can we connect that bridge? But as a coach. we help design the program. It could be a very personalized program. It can be a very standardized,



their names okay yeah I was

just wondering there's a

ninth grader eleventh

grader and a graduate here

yeah and just to show give

you an idea um and yeah

they all were just shining

that's what happens and

then they start wanting to

do stuff that you never

thought they would even be

interested oh I know it's

amazing it's so exciting

On our website,

some of them have written reviews.

If it's the same person,

she wrote a really amazing

review about college and

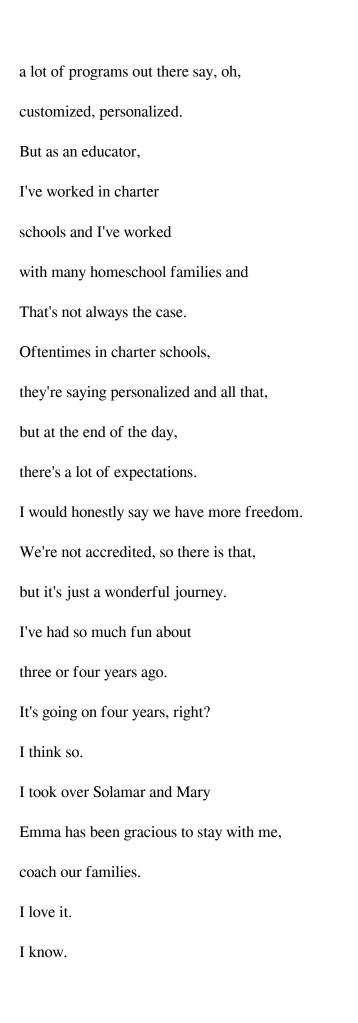
being a student that could

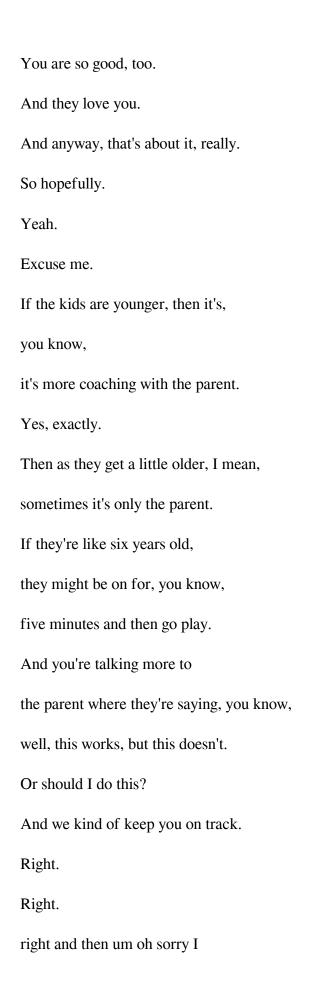
do way above and beyond her

peers because of all that

she was able to learn.

It is a unique, different,





have a I have a little

family where he he comes on

and he's very particular

he's highly unorganized

about being there for his

thirty minutes when that's

done he's like I've had

enough and then he walks

out and then mom and I just

continue and we keep

talking sometimes he's

listening in the background

and he'll say something and

I'll say well what do you

think about that it's really

It's a lot of fun.

I mean, that's custom too,

depending on the family and the kids,

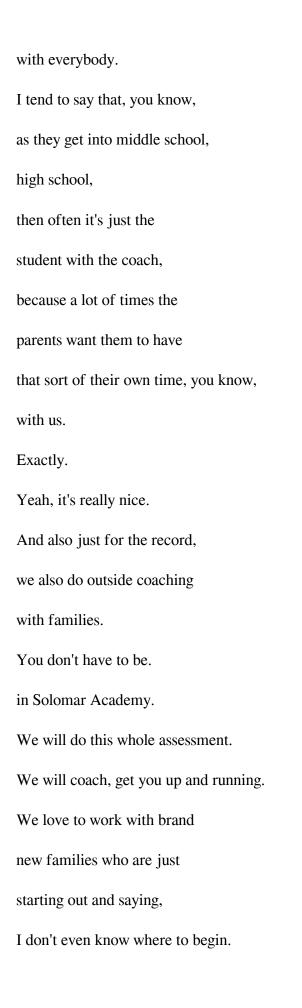
personalities and strength.

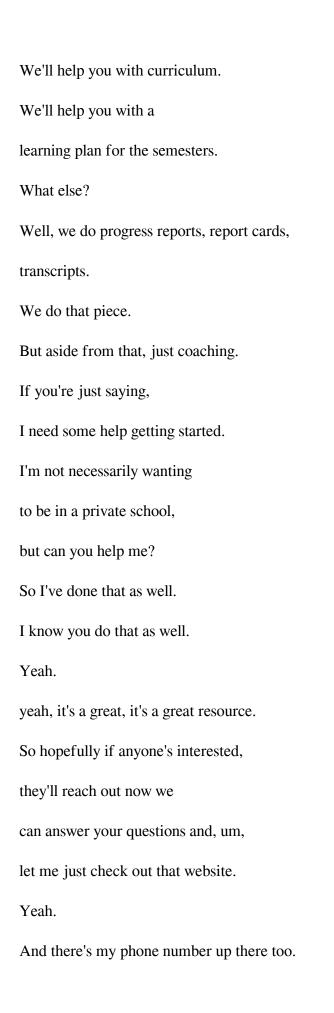
So then as they get older, a lot of times,

you know,

the parent does continue to stay

on and it's a conversation

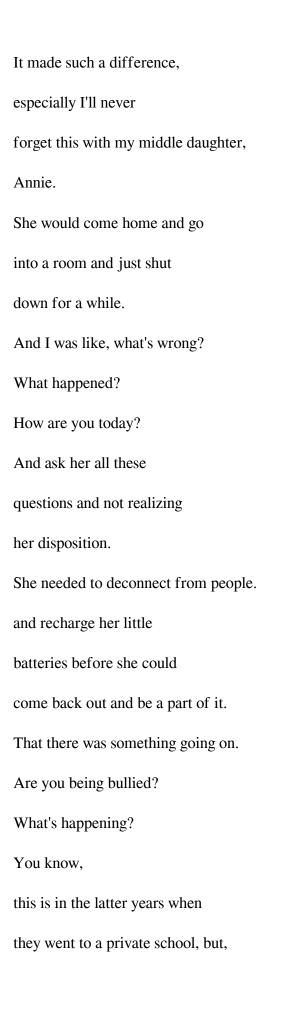


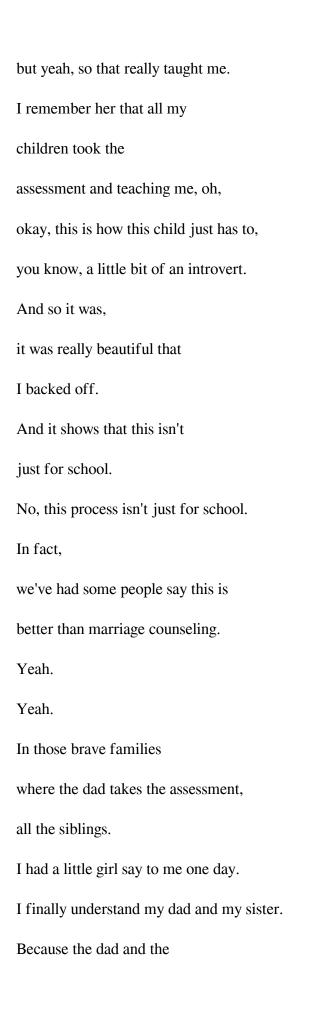


Also, um, I'm going to just end here cause I know, Ooh, we have like five, five, four minutes or something, but, um, let me ask you this last question how would it behoove a parent and this is probably simple question but how would a behoove a parent in their teaching of their child if they knew their own disposition and learning. Oh, I love that question because I think it's, I think it's almost essential. In fact, just everybody in the family knowing each other's strengths goes a long way toward harmony in the family or even, you know, figuring out which job each person is going to do, which chore,

you know, those all kinds of stuff. that you can do uh so but especially if you're teaching um if you know your own bias like oh my gosh so you know there's so many parents are totally opposite at least one kid sometimes they are the same as one child totally opposite somebody else you know and so to know that it's not that they're trying to, you know, get on your nerves. It's just, this is how they are. This is how you are. So again, I work with all these families, students that are not my modality or my disposition or my talents, but I know what they need. And that's the thing. It's what they need to learn, not what you need to learn.

it completely changed everything about my teaching and all my years and experience especially working with children with autism because I tend to talk a lot and when I want to explain things and break things down and it really taught me that that's not how this child learns and I'm working with a student like that whereas I create the questions before we meet and I send them to him in an email Like, this is where we're going to go. This is what. Yes. And I stay on track. You know, and I know could be a problem. Also with your own kids that you homeschooled. Yes.





sister were very spontaneous and her and her mother were very organized. And they saw those two as the troublemakers. And now I taught them to see them as the joy bringers. They bring the joy. And this is the little girl like in fifth grade going, You have totally changed the way I see my dad and my sister. That is a great way to end this, isn't it? Okay. Well, thank you, Mary Emma. You know, I love you and I, I just appreciate you so much. Your gifts to the world. I hope that everybody has gotten something out of this today and we'll reach out to you or to Solomar if you want any more

information or if we can
help you in any way.
So God bless you.
And thank you.
Thanks everyone.
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