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
Thank you.
Hi, everyone,

and welcome to Empowering
Homeschool Conversations.
Today,
we are going to talk about decoding
dyslexia,
unraveling the neurodevelopmental puzzle.
And my guest today is the
beloved Dr. Jan Bedell,
who needs no introduction.
Jan has been on the show
many times and is the
chairman now of the Board
of Directors for SPED
Homeschool and also the president of
brain sprints.
And so, Jan,
I'll let you give a little
more introduction for
yourself and maybe just share.
It's been a while since
you've been on the show,
and maybe some people don't
know your whole story and
just why you're so
passionate for helping
families who have struggling learners.
But I'd love to have them
get a little bit of that

backstory before we start.

Okay.

Well, I was, my name's Jan Bedell,

as she said.

So for about 30 years,

I've been working in the

neurodevelopmental field

and I was brought there by

my daughter who had special needs.

Actually, this is her picture.

Okay.

So

I don't know if it's

glitching or if I just need

to keep talking.

Yeah, why don't you keep talking?

So I'm just going to keep

telling my story so it will help with...

this recording,

my daughter was born with

some developmental delays

and I look for help for her everywhere,

you know, and as you can see,

my hair's a little whiter.

So it was a long time ago

when that happened.

And I, you know, we,

we went to the traditional

type of therapies and that kind of thing.

And we got a little bit,
but I didn't get the help
that I was really looking
for until I found the
neurodevelopmental approach.
It just changed her life, uh,
made her life so much better.
Um,
functionally she could read where she
couldn't before.
And, um,
it was just life-changing for her.
And at the same time,
it was life-changing for me
because God said,
I want you to tell more
people about this.
And that's basically what
I've been doing all this
time from children with
syndromes and severe
developmental delays to
those that just have a
little reading issues to those with,
you know, true labels like dyslexia and
So I'm excited to be able to
share some different perspective today.
Yeah, definitely.

And and it is it's you know,
I think a lot of parents,
they just automatically go to, well,
my child has now been
diagnosed with this.
So this these are the
curriculums we have to use.
And and they they don't even
think beyond that,
that there might be some
other approach than just
trying to use a curriculum to.
to fix their child versus
maybe something that is a
little more comprehensive
and goes deeper than the diagnosis,
which I know you love to do.
So, but, you know,
it seems like there's more
and more kids being homeschooled.
Yeah.
Yeah.
It seems like there's more
kids being homeschooled
because of learning
difficulties and labels.
Actually,
the newest research done by the
Texas Homeschool Coalition,

they found that 25% of kids
that are coming into
homeschooling now have some
sort of learning challenge,
which is up from where it
used to be for new homeschoolers.
We used to look at the whole population.
How can our audience unravel
this puzzle of dyslexia to
help their kids?
Okay, well,
that's definitely what we want
to do today.
It's interesting that you
said about curriculum
because so many people are
looking for the next best curriculum.
And oftentimes it's just
some next form of or
variation of the original
Orton-Gillingham curriculum.
Wow.
Yeah.
And it's interesting that
you talk about the
population so much more.
I think the I think it's so much more.
children coming in because

the school is just not able
to handle the demand.
They have very limited resources.
They're just not adequately
trained to help.
You know,
as someone that went through
Teachers College,
you are not equipped for
special needs when you come out of
Teachers College,
even if you have a certificate, a degree.
Some moms are thinking, well,
I don't have a teaching degree.
How can I teach children?
And how especially can I
teach my child with special needs?
But I just want to assure you,
you are in the right place.
Your child is in the right place.
If you're homeschooling or
if you're thinking about it,
I want to really encourage you.
One statistic that I found that
That Texas, just in Texas,
the rate of children
entering special education
is like gone up 37 and a
half percent in just 10

years from 2011 to 2021.

It's just incredible how the increase.

And that's one reason that

they can't handle it

because they're sheer demand.

And then they have just, in my view,

a very narrow approach to

how to deal with dyslexia.

Right.

Right.

Yeah.

A lot of times I'll tell parents, I'm like,

the accommodations you're

going to get is extra time and one-on-one,

which you can automatically

get by taking your kid out

of school and homeschooling.

Those are the accommodations

that are given them.

And it's like, well, that's...

you're already one step

ahead if you can accommodate beyond that.

So take them out of school

and then listen to Jan.

So yeah, definitely.

So yeah,

I totally understand that narrow

approach and limited resources.

So why don't you dive in a
little bit more to that
narrow approach that the schools take?
OK, so, you know,
they typically do the two
year dyslexia program
that's been around since
Orton Gillingham.
And that's like ninety nine years.
So we're going to we're
going to talk about that a
little bit more.
But first,
I want to just go into why you
would want to look in a
different way than you're.
usually told, you know,
you get this dyslexia label, you say,
they say, well,
you need this two-year program.
And it's either expensive to
be trained to do that,
or if you need to do it yourself,
or to have someone do it for you.
And again, it's narrow.
It's mostly
working on genetic awareness.
But as a neurodeveloper,
that's someone that looks at the brain,

obviously neuro,

and how the brain develops.

And we've been finding that

it's really not a disease.

You know, some people think it's a disease,

it's a disorder.

It's even not a hereditary

Terry, oftentimes it runs in the families.

There are brain scans that

show that the brains are

different for dyslexic kids.

So technology is catching up

with us now and showing

different areas of the

brain or the brain's looking different.

But that brings me to my

major point of interest.

It's all about the brain and God's design.

So you can show that.

Yeah, that's the first slide.

Show that slide from.

Yeah.

So that's Orton Gillingham.

So Samuel Orton, like I said, in 1923,

Yes.

He's the one that first named dyslexia.

And he said,

I've seen these particular

kinds of symptoms in these people.
They don't all have these symptoms,
but a lot of them have a
lot of these symptoms.
So he said they have balance issues.
They have coordination issues.
They have eye issues.
Oftentimes their visual
sequential processing is
not working well and dominance issues.
This could be eye or hand or
ear dominance issues.
And then is somehow over the years,
all of these other symptoms
were either diminished or
just set aside and they do phonics.
So basically the
Orton-Gillingham method and
those that followed that
kind of did adaptations of those.
The main focus is phonetic awareness.
So maybe we should go a
little bit deeper into each
of these things and see how, in our view,
we have to just drill down.
We have to find the almost
peel the onion kind of
thing to find out what's going on here.
Right.

Because the bigger things.

Yeah, that's important.

So if you look at all of these things,

they're symptoms.

And if you have a symptomatic,

I call dyslexia a symptomatic label,

because if you have a

certain number of these things,

then they give you that label.

But really,

everything is controlled by the brain.

So if you look at each one

of these symptoms,

It causes different brain

pathways that are maybe

immature or inefficient.

And you wonder at a homeschool mom,

you know, they knew it yesterday.

We put it in.

We had this light come on.

And then you get it out the next day.

It's like your brain was a sieve.

It just poured right out.

You can't even find it.

So frustrating for the child,

for the mother.

You know,

you even doubt your abilities to

teach sometimes when you
have this happen.
But just going from the top, you know,
like the balance, for instance.
So people might say, well,
why does balance have
anything to do with reading?
Well,
it's very interesting because your
vestibular system, that's your inner ear.
That's where your balance is.
And it has a lot to do with your balance.
And it's right there with
your ocular nerves.
And it controls,
it can control or mess up your eyes.
So if you're, you know,
if you have this vestibular
issue and you move your
head and it's not helping
to control your eyes,
it can just make your eyes
go to another place.
Things can
appear when they shift or
like they're on top of each other.
It's really pretty,
pretty bad when that kind
of thing happens.

And we see this
developmentally a lot of
times from ear infections,
children that have
developed ear infections over time.
And the more ear infections they have,
the more it affects their
vestibular system.
So that instead of just
saying that's a symptom,
we have to work on their balance.
Right.
There's different activities
and things that you can do
for vestibular balance.
And one of the things that
is prevent ear infections
whenever possible.
And that's one thing.
We are not invasive in
anything that we do.
except for recommending ear tubes.
So if there's chronic ear infections,
it's really erasing some of
their development because
of those ear infections.
So it's important to be
proactive about ear infections.

So another thing like coordination,
you might wonder,
what does coordination have
to do with reading?
So in our view,
coordination or lack thereof
It comes from a disorganized brain.
So a lot of things are
happening in our society
over the last couple of
decades that have caused
developmental delays, you know,
innocently.
We don't even, we didn't even realize.
So can you guess what some
of those might be that
caused the developmental delay?
I would say video watching, probably.
Just keeping kids off the
playgrounds and they're sitting more,
they're not as active.
I can't wait to hear what you have to say.
Those are some very good things.
The other thing and all
these gadgets that we put
our children in from the
time that they're born.
The little infant seats that rock.
Where are they when they're

sitting in the infant seat?

They're on their back.

What about slings and backpacks?

They're not on the floor

going through those developmental steps.

And so their brain is not organized.

Then you go a step higher than that.

You've got the saucers and

the walkers and all the

things that that they just

seem happier in because

they're like upright.

But they're not going

through the steps being on their stomach,

lifting their head and and

building those muscles for

for sitting down.

for, you know,

and looking around using their neck,

they're not gonna skip the

developmental steps like

crawling on their stomach

and a creeping on their hand walk.

That's one thing that happened to me,

actually.

My parents lived in this

small little apartment

And I could just walk.

I could just crawl over to
something and stand up and
cruise around the room.
So I was walking at nine months old.
I did not those steps that I
needed to go through.
And I had, you know, like in third grade,
I'm I'm panicking because
it's about time for me to read.
And if I've counted the
wrong paragraph to where
that I've been practicing with,
then I'm in big trouble.
So just a little personal
experience from myself.
And so actually to do this work,
you have to do that at 40
years old with some of these things.
So the great thing is
It's never too late.
That's the great thing about that.
Absolutely.
So if, you know, some people might say,
well,
my child is 10 years old or 12 years old.
What do I do if they miss those steps?
Another thing,
it's never too late to build
those pathways.

And you would be amazed at
how much coordination there is.
your organization of your
thoughts gets better it's
just amazing when when your
brain gets organized at the
lower levels so it
definitely affects what
we're going to talk about
is eye issues and this is something that
A lot of people, you know,
the thing you do is go and
get their eyes checked, right?
Because they're not reading.
Maybe they can't see.
Well, most doctors look at,
can they see up close?
Can they see far away?
And that's acuity.
But there's much more to
what we call vision vision.
than just being able to see clearly.
So one thing I want to help
your listeners understand
is that you can actually
check at home to see if the
child's eyes are working together.
So you just take a little pencil topper,

something like this.
You're about 18 inches away
from the child.
It's about arm's length.
And you're going to point
the object right at their nose.
So you're going to start out
at eight inches,
go in to about two and a half inches.
Then you come back out
slowly and you do a little
bit of horizontal and vertical tracking.
So you have them go up and
down and then back in and
then you come back out.
OK,
so what you're wanting to do here is
look for how are their eyes moving?
Are they moving smoothly
across with that object or
are they jumping?
Do they go over here and then jump?
That's something that is
very obviously important as
you're reading.
So something like a phonetic
approach with Orton
Gillingham is not going to
take care of that situation.

So this is what I'm talking about,
drilling down to get the root.
Now, when you're coming close,
you want to see those eyes
moving together in.
Mm hmm.
And then smoothly out together.
So oftentimes what's
happening with the children,
their eyes are working
together for a little bit.
Then one eye goes off.
If you see this,
this means their
convergence is not working.
So the image from one eye is
not being put on top of the other eye.
And this can cause all kinds
of challenges when they're
looking at a word,
especially as the print gets smaller.
Now,
the good news about this is you can
actually work on this.
In our view, it's a muscle problem.
It's not necessarily a muscle problem.
It's a brain to muscle problem.
So as you increase and you

work on that and get closer
for them to converge their eyes,
they'll get better at that.
And then they'll see things
better and obviously be
able to read better.
So that's one thing about
the eyes that we've noticed.
Another is you may have
experienced this in your
school when the children
were very little is they
have trouble writing on a line.
So if their central vision
right in the center doesn't work well,
then even able to see the line correctly.
So the way that you
determine about this vision is
is you look at the symptoms mostly.
So a symptom might be they
push their words right
together when they're writing.
They need the proper space.
They make big letters,
small letters in the same word.
And they don't sit their
letters on the line.
Oftentimes,
another symptom of this is not

giving good eye contact.
you know just like looking
you right in the eye some
people are so frustrated
and you look and then they
look at you and then pretty
soon it's like they're
looking why aren't you
looking at me and the problem is
They can't really see in the center.
They turn their head so they can see.
It's really not a discipline problem.
It's a function problem.
That helps gain a lot more understanding.
Another thing with central
vision is... So another
thing with the eyes...
is sometimes they will skip
small words or they'll put, you know,
the end of one word on the
middle or the end of the
first or the other word.
You know,
they just are not seeing correctly.
So it's really not a phonics problem.
And it's so confusing because it's like,
you know,
that says A and you just read the.

And so confusing.

confusing to parents because

it's clearly a very small word.

It should be easy, right?

But because it's small,

it's hard when they have

this kind of issue.

So that again is a

developmental issue that can be helped.

So that's again what we're talking about,

getting to the root and

really working there.

Now,

another thing that said was visual

sequential processing.

Now, you may be wondering, what is that?

Actually,

there's something called a visual

digit span that this is

actually on an IQ test.

This test.

Really?

They'll hold up a random.

them series of numbers and

then take it away and then

ask just the whole process

here is sequentially

getting that series of numbers,

being able to hold it in

your short term memory and
bring it back out.
That is called visual
sequential processing.
So when you you can see how
that would be key when
you're reading words that are longer,
especially and holding on
to all that information.
Hmm.
Yeah, that's really important.
And so then we have
dominance issues after that.
OK, just maybe.
On to the next area of dominance.
Some people.
Then they're going to have a
lot of challenges with their brain.
being organized and finding
information that they need.
So once a child in their hand,
you have more of it can
make a lot of progress.
So the hand is key to dominance.
When your child is right hand,
the most efficient thing is
for them to be right-eyed.
You're taking in information

with both eyes,
but your brain chooses one
eye and ear to actually
store information.
So this can be, you know,
if you have a child that
remembers it one day and not the next,
It could be their filing
cabinet is not really working well.
And so they are finding that information.
Yeah, I can see where that would be.
These kind of kiddos don't test well,
typically.
I know, I know that.
But then...
When they're not tested and
the pressure is off,
they oftentimes remember.
And it's because of the stress factor.
So one way that you can
check your child for their
eye dominance is have them
look into a kaleidoscope or
a small little hole.
Yeah, like, take, take a pin apart,
and have them look through
a tiny little hole,
and just set it down on the table,
have them pick it up and

put it their eye.

So they will typically go to

one eye all the time.

And that is their dominant

eye at near point a close up.

So at far point,

You might use a paper towel tube.

Okay,

so they hold the paper towel tube

with two hands.

Their arms are straight and

they look through that hole.

Now you can just look right

down that tube and see

which eye they're using.

Oh, wow.

Yeah.

So this will tell you what

eye that they're using.

And oftentimes people will

find out about this,

but not do anything about it.

What our experience has been is that

When you do something about it,

the way you do that is tell the brain, oh,

this is not working too well.

I have to use this one.

So that is done like with a patch.

So you patch their eye

that's not dominant.

So if they're right-handed,

their right eye should be

seen all the time.

You do that for about, you know,

three or four hours a day.

And over time,

That will help that dominance to switch.

And you will see amazing

differences in their long-term memory.

Huh.

That's really cool.

Yeah.

That's all new.

Well,

it's personally new information for me.

So that's really cool.

Mm-hmm.

Well,

it's just one of those things that a

lot of people don't think about,

but it can be so profound.

It takes a long time to switch an eye.

So sometimes people do it

for a little bit and think, oh,

it's not working.

But over time,

it really will make the difference.

With the ear.
Well, while you were talking about that,
it made me think too about, you know,
how some people, when they get older,
we do a contact in one eye
that's close up and one far away.
And I was thinking,
I wonder if I just chose
the wrong eye and that's
why that never worked for me.
So just random thoughts that
goes through my head.
It's a really good point
because I actually,
had somebody that was a little older.
She was in her 60s, I think,
that I worked with.
And she said, you know,
I feel like things are
getting harder for me.
I can't remember things.
Sometimes words don't come to me.
Is there something I can do?
We actually traced that back
to when she got her monovision lenses.
It was just confusing her brain that much.
Oh, my goodness.
So don't do monolins.

Yeah, I know.

I went back to glasses.

I just couldn't.

I couldn't do it.

So good to know.

So the next one is ears, too.

And you were talking about

you were headed that direction.

So I'll not interrupt you again.

Okay.

No problem at all.

It's good to.

Right, did you?

You often just go to that side.

So one way you can test your

child with their with their

ear is you have somebody

whisper on the other side of a door.

You have them be about six

feet away from the door and say,

walk up to the door,

put your ear on it and see

if you can hear what they're saying.

And they'll usually, you know,

one ear or the other and do

that several times because

sometimes they might use

one ear and sometimes the other.

And it's basically the same

as far as correcting that is to tell the
the brain, this isn't working too well.
And the way you do that is
with an earplug.
So an earplug that takes about,
it's not going to take all the sound out,
probably about 22 decibels
or something like that.
And over time, the brain just keeps going,
oh, this isn't working too well.
I have to use the other one.
And that,
that ear dominance will switch as well.
Hmm.
That is really interesting.
So I have to agree with you.
The interest is very,
it just broadens your
thinking about what could
be causing these symptoms.
that are going on with my child.
And phonemic awareness is
definitely an issue oftentimes,
but that can also be
something we call tonal processing,
where the ear is hearing,
but the brain is not
interpreting those tones correctly.

So can you imagine trying to
sound out a word and you're
not hearing the right sounds?
obviously you can't produce
that and it's not going to
help you with your reading.
So there's an easy way to work on that.
It's not always everything
that's needed for, for a child,
but if you get really good
headphones that have ear
headphones and you play Mozart,
it's got the highest frequencies and
the different tones and it
really will stimulate that
auditory nerve to help that processing.
So that's really great as well.
That's cool.
Yeah.
My daughter and I were just
talking about Mozart every
day and how it helps with learning.
So yeah.
So it's nice to know kind of
a little bit more of the
scientific backing on why that, that is.
So that's really cool.
Yeah.
Well, to play it just in speakers,

it's very calming and
organizing for the brain.
But when you have those headphones on,
it even helps further with that, you know,
stimulation to the auditory nerve,
that direct stimulation.
Yeah.
You might, you know,
one thing that is very
interesting to me is how...
children can progress if we
take care of some of these
root causes and not just do
the phonemic awareness
kinds of activities.
Can you show that next slide?
Absolutely, yeah.
This is the young boy that I
worked with that he came
home from first grade and said,
I'm not a very smart little boy.
And it just crushed his mom
because she knew he was brilliant.
Yeah.
And so she pulled him out.
She had him tested.
Sure enough,
he had enough of those

symptoms that they labeled him dyslexic.
And they did the traditional therapy.
therapy for him and in a private school.
But his mom said, you know,
it's just having to work hard.
It just seems like it's
everything's too hard for him.
I know he's smarter than that.
And so when I saw him,
he was 10 years old.
That's fifth grade age, right?
So I had fifth grade third
month word Ricky.
So that Orton-Gillingham method,
whichever one that they used,
was working for him as far
as decoding words.
And then his comprehension
was actually sixth grade.
Because he was so smart.
He literally had 130 IQs.
Yes.
When they tested him for dyslexia,
they found he had like 130 IQs.
So what we did was put him
find out where some of the glitches were.
And he worked on that
program for about 16 months.
But results,

he's sixth grade age and he
scored ninth grade on his
word recognition and 10th
grade on his comprehension.
So this is what we're talking about,
releasing the full potential of a child.
Yeah.
Now, this is not everybody.
Not everybody has 130 IQ.
So, right.
Not just typical.
Yeah.
If you'll show that next slide.
Absolutely.
I can show you what we found
was in the first four
months of the
neurodevelopmental intervention.
They came up on average in
these different age grades.
So you've got ages 8 to 10
on the bottom and ages 11
to 15 on the top.
That top green one is their comprehension.
So we saw where they tested
when they came.
And then four months later,
they're coming up right at

a year or more.

in math and reading,

and this is with a dyslexic label.

So just to put it in perspective,

typically you come up in a year.

But they came up a year in four months.

So we can really accelerate,

get these kids to the grade

level they're supposed to

be in quickly if we find

out which of these things

are going on with them.

Now,

if there's just maybe one of these

inefficiencies talked about,

then they're not going to

They have much challenge, right?

It's going to be easy for

them to cope and compensate.

But if then it really throws a kink in it.

And one of the things that I

found that is so

predominant for all

learning struggles and

especially dyslexia is

auditory processing.

Yes.

Have you heard of that before?

Yes.

You taught me about it actually.
But maybe some of my listeners have not.
I would love for you to
explain that and tell them more.
As we saw in the visual
where you hold the visual
pieces of information together,
The auditory processing is
holding auditory information together.
So it's like you hold a
piece of information
together and then you hold
the next piece and the next
piece and the next piece.
Can you see how that is
viable for use of phonics?
Right.
Exactly.
They have to hold this phonogram,
this phonogram, this phonogram.
This is why the phonics
approach to reading is very
effective for some that
have good auditory
processing and almost
mind-bogglingly why aren't
they making progress for some
Yeah, absolutely.

And this is... You will see

a free test kit.

Yes,

and I have the website up on the bottom.

I'm going to give you instructions.

We'll put the link in the show notes too.

So I'll give you some ways to...

Okay.

Terrific.

Terrific.

So what else can we say here?

By getting to the root of all of these,

we can definitely bring the kiddos up.

Maybe we can show that last slide.

Yeah.

So we can see how significant

Yeah, I have a question for you, too.

You know,

as far as maybe this slide will

answer that question is, do you see that,

you know,

kids that you mentioned so many

different things?

Do do most kids have like a

lot of them or just a couple or more?

You know,

or is there a certain area where

is that they they really, you know,

parents can start because I'm thinking,

you know, as a parent is going, OK,
my child is dyslexia.
And these are the things now
that we have to test for and work on.
But where would they start?
What would be the first one
to start working on?
Or do you kind of do them all together?
Any of your questions?
Oh, he didn't hear my question.
I don't know if this is going to work.
Okay,
so I might put it in the private chat,
but why don't you talk about slide,
and then we'll see if you
answer my question.
Okay, so one thing I wanted to see...
Orton did was look at these
symptoms and say how many
of these are in common.
I kind of wanted to do that
with the one that came to me,
dyslexic labels, and almost all of
95% were using the wrong ear.
100% of them were low auditory processing.
97% that were low auditory
and visual processing was a
problem for both of them.

I guess what I...

to leave your viewers with,

it really does delve into

this a little bit more for themselves.

It is on our website.

We'll take them directly to

what we call a dyslexia bundle.

And in the bundle,

there's what I call a dyslexia screening.

So it'll give you some

information about

neurodevelopment and some

of the things that I've said.

And then also it will give you this,

what I call a dyslexia screening.

So it's got a list of things like,

does your child have

difficulty reading or

writing or spelling?

And then on the right,

there are going to be some

possible root causes of,

of that particular symptom.

So you can go down the list and say,

my child has problems with this.

Oh, it might be this, this, or this.

Now, um,

we have several resources that you can,

that, that you can use.

One is our brain coach tips,

YouTube channel.

I give a lot of training on there about,

um, about these things,

what to do about them.

And, um,

So there's resources there.

And then we also have, um,

free consultations.

So on our website, just brain sprints.com,

you can, um,

ask for a free consultation

because oftentimes parents

don't really know where to start,

what to do.

And the thing that we've

seen over the years is I've

taught all this stuff on

YouTube and then people try a little bit,

you know,

they do it for a week or two and

they don't see any difference.

What I want to make sure

that people understand is that,

the brain has what we call

brain plasticity.

Plasticity is the ability to

grow and change and make new pathways.

So it's like making new
roads in your brain for better function.
And it takes time.
It takes repetition, takes frequency.
So sometimes people try it
and they get a little help, but, um,
they don't know that,
that they're getting
someplace because like the telephone,
there's no evidence for a while.
I was getting closer and
closer to the phone back
when there was telephone
making that connection.
Yes, exactly.
No evidence.
So that's, that's where,
where we can help.
If,
If there's need, if there's need there,
sometimes you can just take
this information and deal
with that one that's going on with them.
That's that's holding their
full potential back and do
that on your own.
And we're glad that that
that's a possibility.
And then other times you

just want somebody to walk alongside you.
And that's that's what we've
been doing for 30 years.
And we're, you know,
willing to do that as well.
Yeah.
Yeah.
Those are great.
Did I answer your question?
yes actually you did um you
did because I wanted to
know about the the amount
of things that usually kids
come in with with having um
struggles and that list
that you went through and
that was exactly what you
answered and that I didn't
look at the slide before I
had pulled it up so um so
yeah that was a good good
way to to wrap that up
because I think a lot of
parents struggle they're
like well where do we start
and it looks like you kind of start
in everything because
there's lots of work to be done.

And so, so yeah, that's, that makes sense.
So, so yes, like you said, Jan,
your website for the free
auditory processing kit,
and then that dyslexia bundle,
I'll make sure to get links
in the show notes for all those things.
So you can get to Jan's YouTube channel,
her website,
as well as that dyslexia
bundle that she shared with us.
I'll get all those clickable
links for you.
So you can,
Click them from either if
you're listening on the podcast,
those show notes or
watching on YouTube or Facebook.
So we'll make sure we got
you taken care of.
So, yeah.
So any last things that you
just want to make sure our
parents know or hear as
they're kind of taking all
this information and digesting it?
Well,
I think that the main thing is to
never give up.

And I think that's already
built in to homeschoolers.
I know sometimes you get discouraged,
but God does have answers for us.
And, um, as you seek, you will find.
And I just want to encourage
you to keep on keeping on.
If something's not working, um,
look for the next thing,
but think differently.
That's what I'm encouraging
you here is think differently,
not just with the one
solution that has been
offered for 99 years,
but maybe there's some
other things that you need to delve into.
Absolutely, yes.
I love that.
And I've always loved, Jan,
how you look beyond, like you said,
those surface
issues and you dive deep
into what was really going on here.
And the neurodevelopmental
approach has always been so
intriguing to me for that.
You know,

I interview a lot of different
experts and it's always so
refreshing to talk to somebody who's like,
you know,
there's really nothing wrong
with the child,
but there may be some
rewiring that needs to happen.
And I see this all the time in my studio.
I actually test kids when
they come in to do aerial
classes because coordination is
and balance and all these
things are things they have to have.
And there are so many kids
that are wired very poorly.
Um,
and I see that all the time and I work
on that with them.
So, so you do what you can, but.
Yeah.
And I've thought of one more thing,
if I can, um, just to, to, uh,
And something else to
encourage the children,
because oftentimes they
have an idea that they're not very smart.
And that is so devastating
for a mom to hear.

It's devastating for them to

tell themselves.

So.

what I usually say is, Oh,

I just listened to a

neurodevelopmentalist and I

found out that you are really smart.

Your brain is just tricking

you at the moment, right?

So there's a way to fix that tricky brain.

So it doesn't trick you anymore.

So it kind of puts it all in

else instead of them and

something's wrong with me.

And so hopefully that

absolutely helps as well.

Yeah.

Yeah.

I love that.

And yeah, I've heard you say that before.

And I think that that is

exactly the point is, you know,

all of our kids are special.

And there's just things, you know,

we live in a sinful world

where things get in and mess things up.

And we sort through them,

we improve our character

and our children's
character through the
process of navigating all of that.
Um,
and if we can look at it from that
perspective versus there's
something wrong with you
and we have to fix you, um, then,
you know, we come out all the better.
So, yeah, love that.
Well, thank you so much, Jan.
Um, definitely go visit Jan's website,
brainsprints.com and, um,
the resources that we shared,
the additional links, um,
that she shared for, um,
some of the other resources that she has,
her YouTube channel and the
dyslexia bundle.
And, um,
And yeah, Jan's got lots of resources.
We're in the process of
copying them all over.
Our new website launches next Saturday.
So when you actually listen
to this recording,
that new website will be up.
And so we're in the process
of transferring all of

Jan's old content over to the new one.
So you'll see them as new
articles coming on over the next year.
And just so much great stuff
that you've written over the years, Jan.
And yeah.
Excited to get those re-edited, put up,
and introduced to more new
parents as they connect on
our new platform, Homeschool Heroes.
So yeah,
look forward to connecting with
you there.
So thanks again, Jan,
and for all the work you do.
And you just continue doing it.
So God bless you.
That's my call.
And thank you for all you do too, Peggy.
It's amazing what you've done.
And I know it's helped so many.
So thank you.
Absolutely.
And thank you all for joining us.
We just love having you part
of our Fed Homeschool community.
And like I said,
if you've been just joining

us on Empowering Homeschool Conversations,
we invite you to head over
to spedhomeschool.com.
to check out our new
Homeschool Heroes platform
where you can connect with
other homeschool heroes,
find people who are local,
connect on topics that
you're most interested in,
and get the support and
encouragement that you need
to keep going.
Just love you all and God bless.
And we'll see you next time
here on Empowering
Homeschool Conversations.
Bye, everybody.
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.