

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.

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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, everybody,  
and welcome to Empowering

Homeschool Conversations.

Today,

we are going to talk about parenting

with patients,

expert advice on managing

challenging child behavior.

Sorry, I had myself in my ear.

I was open on another thing.

Let me redo that.

Today,

we are going to talk about parenting

with patients,

expert advice on managing

challenging child behavior.

And my special guest today

is Jane Schuller.

I forgot to ask you,

is that the correct way to say your name?

Yeah, actually Schuller.

Yeah.

Okay.

Awesome.

Well,

Jane is the author and co-author of

eight books in the field of child welfare,

including Wounded Children,

Healing Homes,

How Traumatized Children

Impact Adoptive and Foster  
Families and Parenting in  
Transactional Adoption,  
Real Questions and Real Answers.  
David Shuler, her husband,  
served as a pastor and  
counselor for over 40 years  
until his passing in January of 2024.  
Much of his work focused on  
ministering to adults who  
have been impacted by early  
childhood trauma.

David and Jane,  
served full time with back  
to back ministries and  
regularly visited countries  
around the world to train  
and support organizations  
and ministries by creating  
trauma informed programs.

Jane lives in Dayton, Ohio,  
and she and David are  
parents of both birth and  
adoption children,  
as well as grandparents of four.

Welcome to the show, Jane.

I'm so excited to have you here.

We got to kick off some some  
discussion before we started, and I

I'm just excited to have you  
share with our audience  
because I know that this is  
a place where a lot of them  
are very confused and  
And it's so, so hard.

As I told Jane ahead of the show,  
I have 10 adopted siblings  
from the foster care system.

So a lot of times when I talk to parents,  
they're like,  
you are the only person who  
truly understands what I go through.

And there's just a lot of  
things that people just  
don't understand and how  
trauma truly affects a life.

And yet there are  
I'm so excited that there  
are people like you that  
have invested time and  
really learned some ways that we can,  
in a godly manner,  
just approach this topic  
and to really help people  
to heal and connect.

So thank you.

Thank you.

And I look forward to this discussion.

Peggy, thank you.

Yes, absolutely.

So Jane has a new book, too,  
that we'll be referencing  
and talking about.

But it is, I can pull up my banner here.

It's called Caring for Kids  
from Hard Places.

And that's available right now on Amazon,  
right?

And I think on your website, too.

Yeah, [schoolerinstitute.org](http://schoolerinstitute.org).

So we'll have you definitely  
talk about that.

But but I just the first  
question I always ask my guests is,  
you know,  
why are you so passionate about  
this topic?

And and a lot of times it  
has something to do with some background,  
too.

So we would love as I'd love  
for my audience to get to  
know you a little better.

Um, and just know, you know,  
you aren't just a person  
who did tons of research

and then you wrote a book  
out of your research, you know, um,  
oftentimes my guests,  
they have some life story  
that's connected with why,  
why they do what they do  
and why they're passionate about it.

Well,

I think God gives you a life story  
and how he directed it.

Just real briefly,  
my husband and I were living in Branson,  
Missouri.

He's a pastor, was a pastor.

And there was a foster  
family in our church that  
had five teenage foster sons.

They were in a car accident  
and the mother said they  
could no longer care for the kids.

So Jeff, who was 14 at the time,  
asked us to become his foster parents.

We hadn't even thought about doing,  
we had an 18 month old  
little girl at home.

But I used to say that  
changed the trajectory of our life,  
but it put us on the

trajectory God wanted us to be on.

So it became part of our family.

Then I began to work professionally,  
and I saw the huge gap in  
understanding the behavior of these kids.

So that's been a lifelong  
journey for both of us.

I've worked with children,  
and David has with adults.

So that's how it kind of all began.

Yeah.

Wow.

And so do you,  
you took care of all of them  
or one of them or?

We just took in Ray and then  
we were moved to a new  
pastorate in Lebanon, Ohio.

We even literally unpacked  
Peggy when the local  
children's services called and said,  
we heard you're in town and  
we'll take boys because of  
the interstate compact arrangement.

Right.

So anyway, we took in Ray and he was 14,  
adopted at 16.

And this is so hard to say.

He just turned 57.

Wow.

So I have a 57-year-old.

I say, how could I be?

I'm 49.

How could I have such a many life?

We just never age, right?

God just began planting one

book idea and one more

passion after another, after another.

So you know how that goes.

Exactly.

Yeah, definitely do.

And yes,

there's such a need for people to

care about

for kids who are in the

foster care system that a

lot of those agencies are very desperate.

My parents used to get calls

like that too.

They were one of the only

homes that would take

medically fragile children.

And that was even in the state.

So yeah, the demands are high.

Yeah.

It's interesting.

There are over,



and I probably need to have  
my statistics updated,  
but these are pretty close.

550,000 children.

in foster care with only  
about 130 to 135 000  
families caring for those  
500 so it's an incredible  
need yes absolutely yes and  
so we just um commend all  
of you that are listening that um have  
have done that you've taken  
kids into your home that um  
are not your birth children  
by just god's will and um  
and just knowing that you  
can serve a need so and  
jane and I also know it's  
not not easy and so we want  
to encourage you in this and um  
And so, yes.

So if you have questions or  
comments as you're watching  
that you would like us to  
address during this hour,  
please do put those in the feed,  
whether you're watching on Facebook,  
YouTube, Instagram.

And we would love to be able

to get those in front of us  
and answered for you.

So in your book.

Caring for Kids from Hard Places,  
you write about attachment  
and orientation among being  
the biggest needs in a child's life.

What can happen to a person  
when those needs are not met?

Well, it's very interesting.

When you think about  
attachment and orientation,

We were meant to connect.

God created us to connect.

And his design was to be a healthy,  
secure attachment.

But oftentimes,

our kids who come through the foster care,  
not just foster care,

when there's been parenting issues,  
don't have good, strong attachment.

So I attach to a person who  
then is to give me orientation,  
how to live my life.

And just a really quick example,  
we've had the opportunity  
to do a lot of traveling.

And when we get off the

airplane in a country where  
I don't know the language,  
the translator is my  
immediate attachment.

Right.

And then she or he will tell  
us how to navigate,  
how orient us to the country.  
So without a strong  
attachment and orientation,  
our kids will go looking  
outside the adults in their life.

And oftentimes that is gangs  
in some cases.

It's most often the wrong  
crowd because they are  
looking for some kind of connection,  
even though it's not a good one.

Right.

And have somebody help steer their life.

That makes sense.

Like you said, God made us for community.

We feel like we're complete  
when we're navigating with others.

Absolutely.

Absolutely.

Yeah.

Yeah.

Yeah.

I, I,

we had a show a couple of weeks ago  
on attachment, but you know,  
that whole orientation  
thing that that's something  
new to our show.

But it makes a lot of sense.

I love your analogy of, you know, going,  
you feel hopeless when  
you're in that situation  
and you can't navigate life on your own.

And a lot of times, you know,  
kids,

that's part of life is you're thrown  
into situations that are new.

And of course you're  
supposed to be learning in them,  
but I'm assuming there's  
not much learning going on  
if you can't get your  
orientation correct.

No,

there's cause you're living in your  
fear break and you can't operate.

You can't think clearly.

So it's a real,

and my daughter works for  
hospice because this is a

lifelong need of all of us.

And a person who moves into  
a hospice facility or into  
that stage of life,  
they need attachment to  
someone who's going to  
guide them through it.

That's a lifelong need.

Yeah.

Beginning to end.

We do.

We need that.

That.

So true.

Yep.

So your book also provides  
readers with questions to  
assist in important  
discussions with young  
people who've experienced  
abuse or neglect.

Can you share a few of those  
questions and also why  
these types of discussions  
are so important to have?

Yeah.

And Peg,  
you're talking about the questions  
at the end of each chapter?

Yes.

And actually,

when we wrote those questions,

I viewed them as support

group kind of questions or

church ministry questions.

But David used to say

questions are like doorknobs.

And doorknobs open us to the

inside of another person if

we learn to ask good questions.

And so that's why every

chapter hopefully will lead

folks to examine where they

are in relationship to that

particular chapter.

I just talked to...

another person this morning

kim and she works with

children's ministries and

very familiar with

homeschooling things and

she wrote a chapter in the

book on well I wrote the

chapter interviewed her

like you're interviewing me

on how to welcome in the

messian church and so that

particular chapter the  
questions are helping us to  
examine for example uh  
If we want to work with kids  
to be trauma-informed,  
it helps when we all  
approach the task together.

Why do you think it's  
important and how you do it?

So this is for people working with kids.

It's also obviously for parents too,  
but they just,  
questions just are  
doorknobs that open to another.

Right.

Yeah.

Yeah, you're right.

The times when we're not  
thinking about what we're  
doing as a parent,  
we're just kind of going  
through the motions or  
copying what our parents had, you know,  
kind of set the tone for.

And then,

we get involved in a  
situation where we have a  
child going through  
something we've never

experienced and we don't

know how to navigate that.

And so taking those steps back,

asking ourselves the hard questions,

why am I doing these things

the way I'm doing it?

Why am I expecting this out of this child?

It does help us to change

our own approach and our own responses.

And so that's important.

Yeah.

There's a lot of change.

I know I have a son who went

through some trauma.

three years ago as an adult.

And we've been having to

rechange our entire way of

parenting because we can't

relate to him the same way

we can our other two children.

Yep.

Absolutely.

Right.

Yeah.

Mm hmm.

Yeah.

It's difficult,

but it does puts you as a



parent in check a lot.

And I think we just think at some point,  
so it's going to be easy sailing or yeah,  
it's hard work as a parent  
because it changes you too.

And that's a good, just a good reminder.

And when you think about  
what you just said,  
the whole family structure,  
the whole family system can be changed.

And that is something that  
people are unnecessarily aware of.

When you bring in a child  
with a trauma or your child  
experiences trauma, things do change.

Yeah, they do.

Yeah.

And for a lot of our families,  
I had told Jane this ahead of time.

We find a lot of families  
come into homeschooling  
having their child have  
gone through trauma in  
school and the special education system.

And, you know,  
we try not to make it look  
like a place that's awful.

A lot of special education  
teachers are wonderful.

But unfortunately,  
it is true that some  
children come out of that  
system very hurt and and unable to learn.

And and so trauma can come  
in a variety of different forms.

And yet it's all still trauma.

And then the PTSD,  
which we know very  
intimately well at our home,  
it is difficult and it is real.

You know,

I think sometimes we downplay that,  
but it is truly a mental trauma.

condition and disorder

mental health issue the

brain changes the brain

actually the construction

the chemical everything

changes in the brain and

that's why it's I'm so

thankful you're doing these

kind of broadcasts because

people don't understand

what the what that means how it

Dr. Karen Purvis from Texas

Christian University

created one of the most

powerful programs called

Trust-Based Relational Intervention.

It's been evidence-based.

It's absolutely incredible.

But, and Peggy,

it slipped my mind what I

was going to tell you about that.

I bet you have.

Oh, no.

It'll come back.

It'll come back.

Boy, shoot.

I forgot where I was going with that one.

It was one of her great quotes.

So it'll have to come back.

Yes, definitely.

Yeah.

But, but yeah, it's good to remember.

And then we have parents who are trying to

pull their kids out from

that traumatic event or

after they have gone

through something that, you know,

just changes their thinking

and then to try to recreate

an environment.

And they've done everything

followed what everybody else told them.

And it's not working.

And it's because we miss  
this piece that we have a  
child that has way deeper  
issues than just they need  
to be schooled at home.

Right.

And Peggy,

I remembered my quote because  
it's exactly what you said.

Dr. Purvis in her work talks  
about trauma infecting the body.

It does.

Yes.

With a lot of physical illnesses,  
potentially the brain,  
we know it changes.

We now know that trauma goes  
down to the cellular level.

And that is incredible.

You can see trauma in blood and cells.

It's incredible.

And so it also impacts the  
belief system changes and  
then also the behavior.

So she calls it the five B's.

But when we understand this  
is a holistic impact that  
we're going to have to

start thinking differently

with this child.

Yeah.

Yeah.

So yeah, that's, that's a good,

just a good understanding

or a beginning of an

understanding because I

think so many parents want an easy fix.

They're like, well, you know,

and trauma happens so fast

sometimes and we just

expect we're going to just

bounce back just as fast.

But I'm assuming that that is,

as I've seen, it is not the case.

no and could I give a

definition of trauma yes

would that be okay so

oftentimes I'll get talking

with the foster and

adoptive parents or and

talking about trauma and

they finally stop and say

could you define that for

me because this is the

percent trauma is a

perception that what has

happened to me is life-threatening

So it may not be, but it's, it's,  
there's that perception there.

And if that gets locked in your brain,  
that impacts everything.

Yeah.

Yeah.

Wow.

And it's just,  
it's so overwhelmingly sad  
that there's so many people  
that experienced that in their lifetime.

And, um,

And it's scary and it can change you.

So you discuss techniques in  
your book like behavioral matching,  
self-regulating activities,  
which are geared towards  
helping adults connect well  
with trauma survivors.

Can you briefly explain  
these activities and give  
examples of how they can help?

Sure.

When we think of all the  
strategies that work with  
these kids and I'm jumping  
back into the book a little  
bit because they're all there.

Listen, of course, I would not have lists,  
but there's two primary  
foundations that two  
foundational principles.

Let me put it like that.

that I believe if we grab on  
as a foundational strategy,  
we're going to do better as  
homeschool parents, teachers,  
wherever we are.

And the first is that  
there's always meaning behind behavior.

Our kids don't get up every  
morning and say,  
how can I ruin my parents' day?

I could do that.

No, there's always many behind behavior.

Behavior is often a survival  
strategy for our kids in  
foster care adoption.

And the other one is this, again,  
comes from Dr. Purvis,  
but behavior is the  
language of children who  
have lost their voice.

And so when you think about  
our kids who have learned  
in the environments where they've been,  
don't speak.

It'll cost you.

They've lost their voice.

And David shortened it to  
behavior as vocabulary.

So if I see this behavior,  
then he's not using his words,  
but he's going to use his behavior.  
So that goes back to the strategies.

And several of the  
strategies that you just  
mentioned are connecting  
strategies that before we  
can ever really connect with a child,  
we have to connect.

before we can ever correct a child,  
we have to connect.

And so when you talk about  
such things as behavioral matching,  
whatever the child is doing,  
the parent follows suit.

I don't know if you ever remember  
playing mirroring games in school,  
like you would put your  
hand in one direction,  
they're supposed to follow you.

Oh, yes.

Mirroring games.

These are games to help kids



retrain their way of thinking.

It retrains the neuropathways,  
new pathways.

Right.

Self-regulation is probably  
one of the greatest  
challenges for parents or  
teachers working with kids  
with a traumatic past.

Because that,  
if you don't have a connection,  
to a meaningful adult who  
comforts you as a baby,  
regulates you as a baby,  
and then you step into  
learning self-regulation,  
it never happens.

So parents might be taking  
in older kids and thinking, well,  
because you are eight or nine,  
you need to behave like this.

The kids' statistics tell us  
that these kids can be as  
much as half their chronological age.

And so when you are taking  
in a child into foster care  
and you're going to end up  
homeschooling that child,  
probably an adoption

wouldn't be necessary in foster care.

But adoption,

that's so important to

understand where that child is.

Right.

Yes, absolutely.

And yeah.

And

And yeah,

that's why I see when I like

speak at conferences,

a lot of parents come into

my my classes that are

usually around special

education types of things.

And they don't have a specific diagnosis,

but they say,

but we have adopted children

or foster children.

And I was like, yeah,

you're you're dealing with.

with attachment issues and trauma.

And, um,

and you need to be here because

they need to hear the same thing.

You know, a parent with a child with, um,

autism needs to hear, um,

because a lot of times it's

the same thing.

They may,

they're not functioning at their  
age level.

You have to meet them where they're at.

Um, you have to teach towards mastery.

And a lot of times it takes

a long time in that relationship.

And I tell this to parents of kids.

I actually,

I've written many articles about it too,

is that if you don't have,

if your child doesn't trust you,

they're not going to listen

to you and they're not

going to learn from you.

Right.

So that that's the

foundational piece of teaching.

And relationship is far more

important than that curriculum.

It is.

And because the curriculum,

it's not going to do any

good if you don't have this

healthy relationship with kids,

or at least working toward one.

And it's hard.

Sometimes it's very, very hard.

Yeah.

Yeah.

So do you have any suggestions for parents who have children who are nonverbal?

Because I think establishing those relationships are even more difficult because we've lost the ability to converse back and forth.

Right.

Right.

You know, Peggy, I knew you're going to ask me that question.

That's why I had conversation with my friend, Kim Bato, who lives in Cincinnati because she's a real expert in this whole topic.

And, um, one of the things that question related to was this child has experienced trauma at school in some way, and they're not able to communicate it, communicate it.

Right.

And, um,

I think one of the very  
first things you need to do  
is understand what that  
trauma experience was.

What happened?

Because you can't  
necessarily deal with it in  
your own mind until you know what it is.

And also I think learning  
your own self-regulation  
when these things happen.

Because it's like a mother  
bear and her cub.

And we can really  
really hurt things by our words,  
if we're not very careful  
with the professionals that are involved.

But I think this goes back  
to the trauma principles I  
just talked about in that  
behavior has meaning.

And Kim gave or Yeah,  
Kim gave the example.

She has a grandson,  
with cerebral palsy and some  
other developmental delays.

He was born at 24 weeks.

I won't share his name, but anyway,

they know, and this was a new word that I,  
and you would probably know this word.

I know, you know,

this word better not stemming.

Oh yeah.

It's a way to,

to regulate that is usually.

Yep.

And so, um,

recognizing behavioral cues for our kids.

And a lot of our kids have sensory issues,  
paying attention to the environment.

They cannot tell you,

but their behavior is

telling you there's a problem.

So working with that problem.

And one of the,

an acquaintance of Kim had a  
child with the same kind of thing.

And the school was telling

him he couldn't do his coping mechanisms.

He couldn't do the STEMI

that he needed to do.

And there was one other area

she talked about.

So just like with anything,

you've got to get to the

source of what's going on,

information from other people.

But working on the same kind of connection

One of the things Kim mentioned, she said,

we have to assume our

children are competent.

They hear and understand.

We don't think they hear and understand,

although they were not able

to verbalize that.

So be very careful about

talking about this

situation when the child is around,

for sure, when we think about that.

So I don't know if that's helpful or not.

I've never worked with a

nonverbal child in any kind

of educational setting.

We've had them in our church.

But so I hope that was helpful, Peggy,

at some level.

Yeah, yeah, definitely.

And so I'm assuming, you know,

like mirroring their

responses works the same

because they're able to

often see you unless they're blind,

but even just even holding

their hands if they

If they can't see you to

just know that you're you're seeing them,  
they're being heard there, you know,  
that you have your eyes on  
them instead of, you know,  
I'm just ignoring you and  
I'm ignoring this behavior  
because I think it goes  
back to what you were  
talking about earlier.

It's then we are we're failing to listen.

Right.

If we're not into that.

Yeah.

Yeah.

And that nearing Peggy says to that child,  
like what you just said, I'm heard,  
I'm seen and gives that  
child a voice in some way,  
even though they can't use words,  
they can use that.

So.

Right.

Yeah.

Yeah.

So we had a question from  
one of our viewers and I  
would love to address that right now.

It's a little bit related to



everything we've been talking to.

But she said,

often when my son is having

challenging behaviors,

it seems like I'm being manipulated.

How do I hold a demand when

it is reasonable and I've

taken into account primary

needs being met without

feeling like I'm being

manipulated to ease the demand

or mean in holding the demand.

I can't tell what he's

thinking or feeling.

He can't usually express or

explain the resistance.

Autistic PDA, just learned about the PDA,

but nothing has been

validated as that description.

Okay.

Well,

when you're dealing with a child with

autism, it is...

Not the same way in terms

that you can communicate

with a child that would be understanding.

Does that make sense?

So you've experienced a lot of that.

That's a huge question to try to answer.

Because I don't know much history.

Has he been in foster care?

Those kind of things.

Our kids learn survival

strategies to the

developmental level that

they're able to do that in a sense.

If you have a child with

some delayed development,

their survival strategies

may not be as good,

if you want to say that,

as kids without those disabilities.

But they all learn survival.

Manipulation is the number one.

Um, and for a lot of our parents,

not particularly in this case,

necessarily,

I don't know enough about it

to really respond to it.

Um,

lying is a huge factor of manipulation.

Yes.

And I used to, um, with our foster kids,

I looked at it as a moral issue.

I made big deal out of the

moral issue when I have

come to believe that lying is fear-based.

It is a form of fear.

It's a form of manipulation.

And I was training a group

of foster parents and adoptive parents.

There were probably 120-some in the room.

And I asked the question,

this might have even been in Minnesota,

and you just got back from there.

But I asked the question,

why do we lie to the group?

And one lady in the back of

the room stood up and said,

I resent that.

I have never lied, even in my childhood.

I thought,

Oops.

But we lie out of fear consequences.

All so do our kids.

But I would approach it far

differently today.

as a fear-based behavior and

back it off the moral,

because the kid's in his

fear brain anyway,

you can't teach a moral

lesson when the kids are in

their fear brain, doesn't happen.

So I would bet for an example,

I don't think Ray would mind,

Anyway, I know he doesn't mind.

That's not a big deal.

But he had come home from  
school and told me there  
was a problem in school and  
told me the story.

Well, a little bit later,

I got a call from his teacher.

And what he told me was  
nowhere close to the truth that happened.

So I went out to him.

Now I know better now.

This is not good, Peggy.

This is don't do this.

This is the bad example.

I went out and he was mowing the lawn.

I said, could you turn the mower off?

And I said, after all we've done for you,  
you just lied to me.

He didn't care.

It didn't matter.

So today, now that I studied this,  
that was a long time ago.

Cause he, I told you his age.

I don't want to repeat that age anyway.

Yeah.

Today I would have gone out  
to him and said,

I just talked to the  
teacher and I would like to  
redo this conversation in 30 minutes.

We're going to restart this conversation.

Hopefully not always that.

They all come out of their  
fear brain if you give them  
some time to redo the conversation.

Yes,

because they're not feeling like  
they're being attacked and on the spot.

Right, right, right.

um I heard a man at a  
conference say to us he was  
sharing about these kind of  
things and he said I got to  
the point where I'd always  
say to my son you're not in  
trouble would be the first  
thing out of his mouth and  
then he would proceed with  
whatever they needed to  
proceed with they had to  
bring down his fear level  
and so part of manipulation i  
can't tell you how many  
languages I've heard the  
word lie in from other  
foster adoptive parents.

Oh, yes.

That's been a common thing  
in my household.

My parents all the time.

And it's so frustrating  
because you can't get ahold  
of the kids in a sense that you connect,  
connect, you feel a sense of connection.  
It's very hard.

Yeah.

Absolutely.

And, but that I'm,  
glad you put it in that  
framework because I think  
it makes it a whole lot  
easier to not get upset  
with the child or to get to react.

I think that's usually our first.

And as Jodi said,

I feel like I'm being  
manipulated and you almost  
feel trapped on the other  
side because you know that the child's  
is not telling the truth,  
but then you also know that  
you've got to stand your  
ground too as a parent.

You do.

And there's ways to do that  
depending on the  
developmental level of kids.

There's a number of ways you can do that.

Learning to offer choices is  
huge with these kind of  
kids who control is a very big thing.

So learning what Dr. Purvis  
called the power of yes.

I love this principle  
because this works really for everybody,  
but learning to when a  
child wants to do something, saying yes.

For example,  
ask me if you can go to the park, Peggy.

Okay.

Can I go to the park?

In the past, I would say, no,  
we can't go to the park right now.

So you're going to get upset.

So you say, can we go to the park?

And I say, yes,  
after you've cleaned your room.

I answer you because there's  
something that happens in the brain.

For some of our kids who  
have been in traumatic  
long-term situations before foster care,  
they stop learning how to receive no.

It's something in the brain.

What they've done is do a

lot of research in POWs.

And it's related to being trapped.

These kids are trapped in circumstances.

So they don't hear no,

they hear never because

they're in this hopeless trap situation.

So if we learn to rephrase

how we are still in control.

Right.

I'm the parent here.

They were not giving

anything away with the

understanding that our kids

can't receive no very well

at some at all.

Mm hmm.

Yeah, absolutely.

Yes.

I, I, three of my foster, uh, um,

adopted siblings were in a

meth house for three years and, um, it,

the situation was so bad, um, that it,

they were, they have been the toughest.

because really that they

never had any options.

They felt trapped from the beginning.



Right.

And that just forms who you  
are as a person,  
those crucial years of your life.

Oh, yeah.

Your whole belief system is created.

Attachment,

and your guest a couple of  
weeks ago probably addressed this,  
but we form our attachment  
within the first year of life.

And of course, if it's an unhealthy one,

can be worked on you can

work on it you're not stuck

in that attachment style

right so yeah yeah but it's

a lot to to to work in the

other direction from right

yeah right that's it yeah

um I would love to know how

you would encourage

families who are home

educating children with

past traumas and neglect

to utilize the extra time

that they have at home with

their kids every day as

they home educate and

mentor and love and live

with their kids because  
they're not sending them to school.

They've got all these extra hours.

How can they really take  
advantage of that time?

Well, obviously,  
depending on the age of kid,  
but this would be across the board.

They may already, and I'm sure doing this,  
and I'm not talking about  
planning a recess where the  
kids go out and play.

I'm talking about playtime  
that's scheduled every day with the adult,  
that the adult is involved.

So play is the love language of kids.

So that is really, really important.

And a lot of things people  
would already be doing in  
these extra hours.

We had a family, actually,  
they were an adoptive  
family that I work with,  
and their biological kids  
were all homeschooled.

Because the family wanted  
them to develop an interest  
in their life and had the time to do it.

And one of the young ladies'

interest was swimming.

So part of the extra hours,

they were at the swimming pool.

She entered in the Junior Olympics.

She didn't go any further than that.

So looking at those

interests of our kids and

using that extra time to develop that.

I think would be really, really important.

Yeah.

It goes back to that relationship and that,

that time spent in there.

I think, you know,

homeschool parents alike,

they're not spending as

much time with their kids,

even though they are at home.

People just tend to get busy.

And, and we have,

we tell parents that a lot.

So it's good to hear from

you that this is also a good strategy.

Yes.

Oh, yes.

Yeah.

Peggy, they, they,

We didn't get it into the book,

but I don't think we did.

But there is a whole new phenomenon that's being researched and it's called distracted parenting.

Oh, yes.

And it's really something researchers are looking at.

If you Google that,

And they are seeing cognitive and emotional deficits in children, toddlers, whose parents are on the phone all the time.

And so this is a huge problem.

And I think a lot, most cultures now, is that they're too busy on the phone.

Yep, exactly.

Yeah, I said to my guest yesterday, I think it was last week or a couple of weeks ago that, um, we went by the park and there was a guy pushing his kid in a swing and looking at his phone and not interacting.

No,

I remember when we would go to the park, I'd be running underneath it, you know, and the kids would be squealing and,

you know,

it's the back and forth and the  
interaction and, um, yeah, but.

Yeah, I can.

My saddest picture was a  
woman who was breastfeeding her newborn.

And she held the baby in one  
arm and her phone in the other.

She was looking at the phone,  
not the baby's eyes.

So we don't know how important that is.

We had a local pastor here.

We went one Sunday just to visit,  
and his message was on for children,  
presence matters.

Whoa.

It does.

Yeah.

Yeah.

Yeah, it is.

You have to turn around,  
face them in the eyes and  
realize that you've got  
enough time to get everything done.

And really what you're  
looking at on your phone is  
you'll forget what you were  
looking at in five minutes anyways.

Right.

Absolutely.

Absolutely.

Yeah.

So what if a parent has a child that struggles with behavior that they don't think is related to traumatic or neglectful past.

Do you have any insights on how what we've been talking about might even be helpful for still creating, you know, a stronger parent-child bond?

For say, you know, parents who have been maybe just a little less connected to their kids.

Sure.

Yeah.

Well, the principles of in the book and I call them connected parenting principles.

A friend of mine just published a book, The Connected Parent.

But and it's a and it's a great book.

But the principles are the same, whether they are foster care, adoption, biological

That the key to the child's

heart is that we have to  
connect before we correct.

That I'm not,

I would say that we were kind of,

it was a time era that our

daughter was growing up and

she's forgiven us,

but real punitive times.

And when you're in the church,

you tend to really be

strict with your kids because, well,

we fell under that lie and

got out of that lie, so to speak.

But connected principles,

looking at ways to connect.

And a lot of them are in our book that we,

they work for biologic, they work for,

they are human,

every human principles principles.

whether you're adult or a

little one or whatever,

those connecting principles and what,

what they can do to change a family.

Yeah.

So true.

And I'm, you know, is,

is it ever too late to

start working on this?

No, no, it's not.

If you have adult children  
that you feel that perhaps  
you didn't parent well,  
because you believed one,  
what you didn't connect, it's fine.

Start over, say, start over.

I'm sorry,  
this is how we should have done it.

And hoping they'll pick up  
the message with their own kids.

Right.

Yes.

That they'll stop the  
negative cycle that perhaps,  
and we were passed down from that.

My generation was punitive.

We didn't, yeah, my,  
my dad didn't use any  
connecting principles when  
he was disciplining.

He just went right to discipline,  
which was the culture.

Right.

Exactly.

Yeah.

And it's, it's nice to see, you know, that,  
that we're coming around,  
but it's a necessity for



what's been going on in our  
society and how  
disconnected families really are now.  
Um, so really these principles,  
whether you pulled a child  
out of a traumatic  
situation or they've gone  
through some sort of trauma, um,  
while, you know,  
and we're connected or attached early on.

But there's just so much stuff or,  
you know,  
the likelihood of any of us  
going through trauma, unfortunately,  
is rather high in our society too.

Right.

Absolutely.

Absolutely.

And one of the reasons, Peggy,  
I wrote this,  
Dave and I wrote this book  
is because of the great need of church  
people working with really  
children or adults to  
understand that many are  
coming with a traumatized history,  
many times unresolved,  
and you're going to see it  
in their behavior.

Right.

Yes.

And yeah, we should love before we judge.

Right.

Absolutely.

We just love and not judge at all.

That's right.

That would be good.

Yes.

Yes.

So are there any other things that you talk about in your book that would be of interest to our viewers?

Well, I think this book, the last two chapters, really, I think would be, it almost be better if folks started with the last two chapters if they've got a traumatic history.

And because this is dealing with adults with a traumatic history.

And what happens if you don't deal with it and the ramifications of that.

So I think when we're looking at, when I look at the whole book,

thinking about the last two chapters,  
I would encourage anybody  
that's going to be a foster  
adoptive parent.

Well, to read the whole book, of course,  
but look at those last two  
chapters as you're reading,  
because you may bring to  
your foster care adoptions experience,  
your own stuff.

Right.

And when you're trauma,  
when you are triggered,  
which is very easy,  
you're going to respond out  
of your own woundedness, not out of.

Yes.

Being taught or trained to  
respond differently.

Yeah.

Yeah.

I think, you know,  
I just remember being a young parent and,  
you know,  
trying to find those books that  
showed me the easy steps, you know.

And it wasn't until I  
started coming upon books  
that were teaching me how

to be more relational.

because I was brought up in

that that same day and age

where it was very, you know, disciplinary,

motivated, not relationship motivated.

And I knew it didn't work.

And so now, you know,

having used a lot of those

principles with my own kids,

it feels like that that

that often is the thing

when I'm speaking out to

audiences that people are like, oh,

you know,

it catches them because they

want those easy steps.

But it's not so easy always.

to build those relationships,

but it's so worth it.

Right.

And Dr. Purvis, I love her works.

That's why I quote her all the,

all the time says this particularly,

obviously in foster care and adoption,

it's not a sprint, it's a marathon.

And I think that's true for

any kind of parenting.

We can't do this in a quick way.

It is a really a lifelong marathon.

It is for sure.

Absolutely.

Yeah.

Yeah.

A lot of my adopted siblings  
that are now adults are,  
it's when they they're finally kind of,  
you know, life,  
they're finally getting  
their life together and  
realizing people they can  
trust and leaning into those,  
those people that help them navigate,  
like you talked about at  
the very beginning.

And that's when they start  
seeing things finally come  
together for them.

They've realized that the  
people they pushed away  
that were the closest were  
the ones that they could really trust.

It,  
just takes, you know,  
sometimes just being there  
and being available when  
they come back and say, oh,  
I probably shouldn't have

pushed you away.

Yeah.

Let me rethink this one.

Yeah, exactly.

And being willing to say, yes,

I'm available still.

Yeah, absolutely.

Well,

thank you so much for talking to us  
about your book.

And what can our... So your  
book is Caring for Kids from Hard Places.

And I know that the link  
from your website goes  
right to the book on Amazon.

So is that...

where you send people mostly.

I just send them.

Yes.

Yeah.

Yeah.

Awesome.

And then your website, um,  
Schuller Institute or  
[schullerinstitutione.org](http://schullerinstitutione.org).

I'm saying it wrong.

Right.

Yeah.

Yes.

So what can people find there?

Because I saw that you have  
some things for individuals as well.

right what we are develop

and this is brand new um

actually peggy the original

name was something else and

uh we had to change the

name uh uh community impact

center is what it was

because there was another

one in dayton but um the

board insisted that we

change it to school or

institute in october

We had no idea David would

not be here any longer than January.

It was such an honoring thing.

We voted against it, David and I did.

They said, no, no, no, no, no.

So what you're going to see,

and I'm just kind of

waiting for the right

timing as I walk through

this stage of my life.

But we have book clubs.

I will be doing a book club

probably in September.

We have people from all over  
the United States on our book clubs.

They're anywhere from six to six.

Yeah.

So we'll be doing Caring for Kids,  
other books we've done as a  
whole brain child, Connecting Parents.

So all of those books.

And it's a really a great  
way to get ministry staff  
together or parents  
together that are talking  
the same language.

And you're together over six  
weeks and they form friendships.

And it's kind of cool.

Yeah.

Yeah.

Oh, that's really cool.

Yes.

So definitely check that out.

Um, we'll put the link in the show notes.

Um, so you can just click on it,  
whether you're watching live right now,  
um,

just come back to the YouTube channel  
or wherever you're watching.

And those links will be on YouTube,



Facebook, as well as, um,  
on the podcast when this  
comes out on that as well.

So thank you so much, Jane.

I appreciate your time and  
your willingness to share  
with our audience.

Next week will be a  
prerecorded session that I  
did with Dr. Jan Bedell.

She is the chairman of the  
board of SPED Homeschool,  
but she is also a neurodevelopmentalist.

And we spent an hour talking  
a while ago about dyslexia  
and how to approach it from  
a neurodevelopmental approach,  
which is very different  
than probably a lot of  
approaches that you're familiar with.

So if you have a child that  
struggles with reading or  
dyslexia and has a diagnosis,  
you'll definitely want to  
tune in for that next week on our show.

But I just want to thank you, Jane.

I'm so sorry for your loss  
of your husband.

You both had

an amazing work together and  
I'm so glad that you're  
continuing it on in his absence.

You have a lot of things  
that your life work has  
made an impact in and I'm  
glad that people can  
continue learning from you.

Thank you so very much.

Absolutely.

And thank you all for  
joining us here on

Empowering Homeschool Conversations.

Definitely check out [spedhomeschool.com](http://spedhomeschool.com),  
our website.

We have a brand new platform  
that launched on June 1st  
where you can actually  
create an account and it's  
like a private Facebook.

So you can tell us your stories,  
share resources and connect  
with other parents,  
even create a local group  
so you can connect with  
parents right near you.

So definitely dive into that  
and check out our website

at [spedhomeschool.com](http://spedhomeschool.com).

Otherwise,

I will see you here next week

right on Empowering

Homeschool Conversations.

Bye, everybody.

This has been Empowering

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