

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 seventy-five years
of combined homeschooling expertise,
experiences, and perspectives,
this group is eager to
share their wealth of
wisdom to empower your
homeschooling journey.

So grab your favorite mug, settle in,
and get ready for insightful discussions,
valuable insights, and practical tips.

Give your homeschool the
power boost it needs to
successfully educate the
unique learners in your home.

Hi, everyone,
and welcome to Empowering
Homeschool Conversations.

Today,
we are going to talk about building
strong voices,
speech strategies for social skills,
self-regulation, and learning success.

And my guest today is Christy Anderson.

She is a speech-language
pathologist with over
twenty years of experience
supporting children, adolescents,
and the elderly.

Christy has worked with
individuals from ages two to twenty-one,
as well as adults
recovering from strokes and illnesses,
helping them overcome

communication and feeding

swallowing issues.

She's passionate about

making a difference in the

lives of her clients,

working closely with

families to maximize their impact.

Christy also provides

professional development

for both parents and professionals,

helping them to carry over

therapy skills throughout their day.

Her areas of expertise

include articulation, language delays,

AAC devices, fluency, social thinking,

cognitive communication in

the elderly and more.

And she also offers support for parents

in IEP meetings and therapy collaborations,

both online and in person.

And she holds a master's

degree from the University

of Nebraska-Lincoln and has

spent twenty-one years as a
school-based SLP,
fifteen years in private therapy,
and ten years working with
seniors in skilled nursing facilities.

Outside of her professional work,

Christy is a mother of two

adult children and loves

spending time outdoors,

whether it's gardening, paddle boarding,

hiking, or even driving a tractor.

Her faith plays a

significant role in her life,

guiding her commitment to compassion,

integrity,

and excellence in everything she does.

Welcome to the show, Christy.

I'm super excited to have you here.

Thank you so much.

I'm so honored to be here

and excited for our conversations.

Yeah, yeah.

I think this is an area that

a lot of parents have a lot of questions.

And a lot of our community
find themselves coming out
of a public school
situation and maybe have a
different view of a speech therapist.

And I'm hoping that for
those of you that do, they're like,
oh yeah, we tried that, done that.

Listen in onto this
conversation because
there's a reason that parents
speech and and language and
all of that can still be
helped even if you've had a
bad experience because it
may not have been what
we're gonna talk today it
may not have been in your
experience and so I want
you to just hang on through
this conversation for that

And also, if you're watching live,

we're live right now on Facebook,
Instagram, and YouTube.

So feel free to put your comments,
your questions in the feed.

Let us know where you're from.

We'd love to be able to chat with you.

And

And to go on from there.

And also,

if you're listening to the

podcast or watching the video later,

just know that somewhere in

the description,

you will find a link also

for the transcript for this broadcast.

We we know a lot of you

sometimes have hearing

impairment issues or you

want to take notes.

And so we make that

available for you as well.

So look for that link in there.

And that'll also take you to

the link for the podcast as well.

So

Well, without further ado, Christy,

I always ask this question

to my guests when we first get started,

but why are you passionate

about this topic?

Usually there's a story or

something that is in your

background that just

ignited this passion that you have,

and especially since you've

been in this field for so

long to stay there.

What is that?

Yeah.

You know, I feel like I probably have,

like, four different reasons.

I'll try to summarize them together.

I started out in college

thinking I would keep my

major as a communications major,

and I worked at an after-school program,

and there were two children there,
one who stuttered fairly
significantly and another
one who just did not say
certain sounds correctly.

And something put in my soul told me,
that it would be a better
life spent helping children communicate.

Clearly, um,
one of the children was made
fun of and bullied, um,
that that would serve my
soul better than to work
for some corporation, um,
in marketing or whatever.

Um,
And so I changed majors and, um,
when my son was born and he
started talking at ten
months and he didn't,
he's still not stopped.

He's twenty six and he talks
more than I know.

He was so extremely
difficult to understand.

And so I was going through
undergrad and grad school
part of the time when he
was learning to talk and, um,
I know that he would have
required a considerable
amount of therapy outside
of home if I had not known
what I had known.

And to be able to
incorporate that in our
daily routines from waking
up until we went to bed,
he went to kindergarten
without any concerns in
speech and language.

And language was his strongest strength.
standpoint, um, still is,
he can out talk anyone, um, debate or not,
but, um, I've also had, um,
some families that, um,

I was connected with that
had school-based services
for their children and were
not satisfied with, um,
the connection with school,
the frequency of what was
happening in school.
They weren't seeing the
progress that they thought they could,
um,
And at that point,
I decided that I would
start seeing some students
privately to build that
connection between home and
school and really found
such an incredible
connection when I could
work with the families and
build that bridge between
what we were doing and what
they saw at home to be able to help them,
whether their children were

in public school,
if they were homeschooled,
just to be that bridge for them.

So I...

And I just want everyone to
be able to communicate clearly.

And we'll talk more about
what that means because there are,

I feel like,

a hundred different areas

that as speech pathologists

that we reach and touch.

And it means so much to me.

Yeah.

Yeah.

I think the top thing that
most people think about is articulation,

you know,

and I know that it's a big issue

that kids deal with.

I had one similar to yours.

I couldn't understand a word he said.

I mean, things that came out of his mouth.

He was pretty certain that, you know,
this was how it was said
and you'd say it and they were like, ah.

His vocabulary grew because
he was able to say it with
three different words
before we finally got it.

And I think that led to his
talking a lot as well.

Absolutely.

But yeah, that's awesome.

That's a great story.

And so many connections.

Yeah, our heart strings, you know,
they get connected a certain way.

God works that way, you know,
in and out of our lives to
pull us in the directions we need to go.
that he created for us to go.

So I love that.

I love that story.

Yeah.

So when I opened, you know,

I talked about how some parents may not have a full picture of what a speech language pathologist does, or maybe they've had an experience where it hasn't worked out that well.

Can you tell us a little bit about explaining the role of an SLP and just how you know, beyond, you know, just what maybe a lot of people realize and how you can support development and communication and learning and so many other things.

And just give us a large view scope of how somebody with your expertise can really help families like we serve.

Sure.

So I feel like it's going to take me a minute to unpack all of that.

So

Like we mentioned,

the articulation component.

And when we say articulation,

we're really talking about speech sounds.

When children are making

words and we know that a

sound is incorrect,

a lot of times there's S's

and L's and R's.

And sometimes it's much more

involved and significant

where we might have even

vowels that are incorrect,

that we don't even mark the

beginning of sound words

and ends of words.

And really a majority of

what's said is not understood.

So it can be very mild and

it can be very severe.

And I would say then,

being able to figure out

what is happening there,
a speech pathologist can
really go through,
dive into the sound errors,
find out the best method and strategy,
whether they're targeting
the therapy themselves,
helping the parents at home
know how to support.

What cues do we use?

What instruction?

How do we teach our kids to start
even like break the ice to
start to say some words
that are a little bit more clear.

So SLP, the second one would be language.

Sometimes our kids say all
of their sounds absolutely perfectly fine,
but they struggle to answer questions,
to ask questions,
finding the right words to
be descriptive enough,
just kind of the tip of the

iceberg as far as language is concerned.

Sometimes our vocabulary isn't

big enough we struggle to remember words.

Sometimes our grammar and

our sentence is difficult.

Pronouns or verbs are incorrect.

So that's another area that we work on.

One area that I personally

love working with is that

social communication, social interaction.

I love to call it social thinking.

Yeah.

And how that interacts with

other people and impacts friendships

interactions in grocery

stores with people at our

church in the community.

And I would love to talk

more about that one,

but I'm going to keep going.

Fluency, we have a lot of students who,

children who stutter and

there are normal times

during development when
children stutter and they
grow out of it and other
times where we kind of get stuck.

So when is it a cause for concern?

That's when a speech
pathologist can really kind of step in,
provide some strategies for you.

That's another one that we
come across a lot,
especially in our younger children.

Voice disorders.

Sometimes we have vocal
nodules and things like that.

We like to pair with doctors for those.

Literacy development.

I know Peggy,
you and I kind of emailed a
little bit about that and
how literacy kind of
relates to speech and language.

And I always come from the
standpoint that language is

your foundation for learning.

If we don't have strong language,

we're going to struggle

learning and we're going to

struggle learning with reading.

Absolutely.

Phonological development,

understanding sounds and

being able to manipulate

sounds for reading and

decoding and with our work

with articulation and everything,

those go hand in hand and

how that functions in our brain.

Those I think would be kind

of a broad overview of what, um,

speech pathologists do,

especially with our, you know,

when our kids are in that

school age setting, um, above and beyond,

we work with feeding and

swallowing and stuff in a

more medical setting.

You kind of mentioned a
little bit how we support, um,
especially our families who
are homeschooling in that community.

Um,

so as a school-based speech
pathologist I have had
families come to me in my
school buildings and you
know we have that weekly
session sometimes my
parents will sit in the
sessions with me and
sometimes they go run
errands and sometimes they
have other children with
them and that's absolutely
fun so um under that school-based um
what do we want to call it?

Guidelines for service,
school-based and private therapy.

We have different rules for
qualification and when you

can be seen by a speech

pathologist and not.

So school-based,

I love when my parents get

to come in and be a part of the session.

I want them to see what I'm doing,

how I'm modeling, how I'm teaching and

Because then you go home and

then you're doing school

and you can incorporate

those things and make it a

part of the day and make it natural.

It can seem unnatural in the

therapy setting,

whether it's that school or clinic.

But I kid you not,

the same things that I do

with my kids that I work with.

in the clinic or at school,

exactly what I did when my

kids were little in my home.

And it works so well in the home,

in your natural environment.

Right.

That everyday communication exchange.

Yeah.

So a lot of parents don't
realize they can ask to be
involved like that.

And then I've heard from
other parents say that,
especially in those
school-based situations,
not so much in private practice,
but that some therapists
they've worked with,
they don't know what to do
with them because they're
they don't have that
interaction with parents
and it's mostly just a
child being released from a
class and then put, you know,
sent back to class.

And so they, yeah.

So I've, I've heard it from both sides.

But,

but if you do have a therapist and you,

you are getting, you know,

funding through your school

district for speech and language therapy,

So utilize that therapist,

at least try to see if

they're going to be friendly to you.

Hopefully you get one like Christy.

So, but, but yes, what that, you know,

I think, you know, the list that you, you,

you gave out is incredible.

I think broader than I think

most parents would think because we,

you know, I just remember when my son,

my other son struggled with social skills,

I wouldn't have even

thought that he would need speech,

you know, or could benefit from that.

Or if a child had a reading issue,

that could go back to that as well.

So, yeah.

And maybe even the interchange,

because I know seeing that
my one who did struggle
with articulation later
struggled with reading.

And those connections that
could be there and the insight,
it would have been very
helpful to have known about that.

If, um,
if I had been working with somebody to,
to help point those things
out versus years and years
of struggle of why is this
child not understanding and
I don't get this.

So yeah, absolutely.

Absolutely.

Um, so, you know,
there's one thing that I
was just thinking of, um,
one huge component of what I do, um,
that I did not include in here,
and I currently have

several students that
homeschool that are in this boat,
augmentative and
alternative communication.

The communication devices.

Yes.

That's another huge area,
especially when we're
looking at the raising
rates of autism and
nonverbal learning disorders.
your speech pathologist will
be your best friend.

That is an area,

I probably fund at least
five communication devices
a year and there is not just one company.

So that is one thing I want
families to know.

There's so many different
types of devices and you
can trial as many devices
as you want with your speech pathologist.

A lot of times we are
creatures of habit and comfort too.

So a lot of times we get
really comfortable
with a certain type of
device or software on those,
but they are numerous and varied.

And what works for one
student might not work for
another student.

So when we're talking about
literacy and language,
sometimes we have our
children who are really
struggling with articulation or language,
and we need another mode in
there to communicate those ideas.

So that was another one I
was just thinking of as you
were going through.

I'm like,

I did not mention the one area
that I spend so much time

on anymore is AAC.

And then how that helps

later with writing.

And it's a good bridge.

Yeah, absolutely.

Yeah, when I was asked,

I can remember what panel

this was on at a conference I was at,

and the parents said, well,

what's the first thing you

need to do when you start homeschooling?

I'm like, well,

on top of the parent-child

relationship that needs to be healed,

because a lot of times that isn't,

but communication,

because you cannot teach if

you cannot communicate.

And I think we rush right

ahead to all of the teaching stuff.

And we forget the

fundamentals that communication is key.

You have your child has to

understand what you're
saying and you have to
understand what they're
giving back to you.

If that's not there,
there's no learning happening.

No, you're absolutely right.

It's the foundation of everything we do.

Yeah, absolutely.

And, and so, so important.

Um,

So can you talk a little bit

more about social skills

and just how that all can

incorporate into improving

areas where a child

struggles that speech and

language are involved?

Sure.

I struggled to know where to

start on this one because as we all know,

if we have one student

who's going to struggle in

social language,
they're going to look so
different from the next
child who struggles in
social language and communication.

So we liked,
it's always labeled as social language,
social communication, social skills.

I know that a lot of us,
we've heard those terms.
Thinking of it as social thinking,
kind of broadens the concept
when we have social interactions as
neurotypical learners and people,
meaning that we process the
world fairly similarly to everybody else,
we understand that someone
else is having a thought
about us as we're talking.

If I'm talking with you, Peggy,
I know that you're listening.
I know that you're thinking
about what I'm saying.

And you're formulating a question.

I know that if my hair looks goofy,

you're going to think,

Christy's hair looks a

little goofy today.

And if we do something

socially inappropriate,

that might give you a weird thought,

right?

So that's one thing that I

love teaching our children, even my kids.

If we're interacting with someone,

they're having a thought about us.

And a lot of our kids don't

understand that.

Whether we're on the spectrum, if there's,

for a variety of reasons,

just starting to expand the

idea in our mind that

people are having a thought,

whether they're thinking

about us or they're not

thinking about us.

That's another one.

Sometimes we really get
inside our head thinking
that people are thinking
about us all the time and
they're just really worried
about themselves and what they are doing.

so the whole idea of social
thinking it's called um
that's called theory of
mind when we start to
understand that people have
thoughts and when we're
interacting with them we're
making them have thoughts
about us um so I love
calling that to attention
and start to really
directly teach that when
we're talking about social
language um right
I think that's one component
that's not really addressed quite enough.

When we start talking about that,
you can talk about
interactions with siblings.

When you say blah, blah, blah to Johnny,
your brother, in this way,
he is going to think and
feel like you are, insert the blank,
angry, mad, frustrated.

But if we say it like this...
look at his face.

He looks more relaxed.

He looks more calm.

So really explicitly

teaching the fact that

other people are having a thought,

how did your voice sound?

What was their reaction?

What does their body look like?

And really kind of

practicing through what

that looks like in your environment, um,

I take a lot of time.

I know a lot of people do

not like role-playing and I
did not personally like role-playing,
especially as an adult in meetings,
but with skills and practicing,
I think it could be one of
the best things that you can do.

It's so much fun.

I know it sounds corny and I know it,

but it is one of the

favorite parts of my week

when I get to teach social

skills and start to talk

about this social thinking

and that someone's having a

thought and let's like, let's,

let's role play that,

say that in an angry voice

and then have someone act

angry and looking at that face.

And when our eyebrows go down,

that means that we're

probably upset or eyebrows

go up and really

step-by-step teaching what
that looks like.

Because a lot of times those
cues are not read.

Right.

Yeah, that's that's really good.

Yeah,

I do like how you approach that with
social thinking, because, yeah,
we did a lot of like social skills.

And I mean, when my oldest was diagnosed,
like the very first like
social skills bookstore.
started coming out.

I mean, it was like brand new.

Um, nobody had even talked about that.

And so, um,

but we did some role playing and, and it,
it, it did make a huge difference for,
for him to understand.

Yeah.

That's that he wasn't the
only one involved and cause

his mind was so closed to only himself,
you know,
and to be able to open up their
world to what other people were
is going on with them that it makes a huge,
huge difference that, that they,
they're able to think
outside themselves and be,
be led on that journey.
And, and it, you know,
they develop it over time and, but,
but yeah, it's, it's a,
it's a teaching process
that we have to be able to,
to go through with them.
So, so when you,
I know I wanted to address this,
the difference between
working with an in-school
speech and language
pathologist and a private practice SLP.
Because a lot of families will have said,
well,

we tried that when our child was in school and then we didn't see any results.

Or, you know, they may have just had a bad experience and they just don't see the benefit of it.

Can you explain the differences between those two?

Because it's huge.

I know I've been talking about it for years at conferences, on our show.

But it's always good to go through this again because it's been a while since we've talked about it.

And what are the benefits of a family working with somebody in a private practice and really how it can boost their homeschooling as well?

So the first thing I will

say is that I have met
families who have been told
by school-based and private clinicians to
they don't do that,
whether it's teaching in
our sound or social skills.

And that really breaks my
heart because my code of
ethics that I adhere to
professionally doesn't
really allow me to say that.

We all have our areas of
expertise and specialty.

In the school setting, we are

We are required to work with
child with a disability.

And if it's an R sound,

I'm required to figure that out.

And if I don't have the resources,

I need to figure those

resources out to serve my student.

So I know and I've heard

families tell me this and

it breaks my heart because

I know that you're not

getting the services that you deserve.

Yeah.

So school-based versus private,

I do provide both.

So it's kind of fun because I can play,

you know,

I can pro and con both sides of

the line there, which is great.

So school-based,

you had mentioned before

that our funds come,

they're funneled through the government.

And so we do have guidelines

that we have to follow and

in a school-based setting

where it has to apply to our academics.

If we cannot show that

there's no impact on the

academic performance,

then we don't qualify.

And we are very much...

depending on your state that you're in,
your guidelines for
qualifying articulation or
language might look
different from another state as well.

So in some states,
students cannot receive
services for our sounds
until they're eight or nine years old.

But research also tells us
that by eight or nine years old,
we need at least double the
amount of practice now to
correct that sound error.

So the benefits then of school-based,
cause I'll throw this out
is while we sometimes are a
little bit more restricted
in what we're able to work
on is that it is free and
that if you are in the
school setting that can
flow throughout your day

and hopefully you have a
speech pathologist that's
willing to provide you
information about what's
happening and what they're
teaching and how to carry
that over at home.

I know that caseloads are
also absolutely ridiculous
across our nation.

And I know a lot of speech
pathologists are struggling
to find the time to make that happen.

So then we're going to
transfer over to our private setting.

And this can be your clinics.

Sometimes these are in hospitals.

Sometimes they're private clinics.

And then you have some
people who do speech
privately through their home.

We still very much look at
what is age appropriate.

However,

our funds aren't necessarily

determined by what the

education setting says.

So we can work on sounds a

little bit sooner than what

they're able to in the school setting.

In a clinic,

sometimes you can be a part of

small groups,

which is also nice for some

peer modeling or interaction.

And then I know that it is

nice for parents to build

some relationships with

other parents who have students.

Sometimes just that shared

burden of what have you

been doing at home?

What works?

And just knowing that

someone else is going

through what you're going

through is important.

you know,

it's nice to go through life with

people that are

understanding where you are.

What I find

incredibly beneficial

private practice is when

the clinician and the

parents are able to connect

about what's going on in therapy.

Um,

either they're able to be part of the

session or communication afterwards.

Like this worked really,

really well today.

We did this strategy.

I would love to see you

carry that over at home and

potentially have some practice at home.

When I have my private

speech clients currently, um,

I always have the parents

with me and then they're
seeing what I'm modeling
and having them teach.

And sometimes I have them do
that and I watch them,
whether it's language or
modeling on our assistive
communication devices,
and then the articulation component,
because it really does feel
awkward sometimes when you
are doing that.

And I know it's not always
fun having someone watch you do your job,
however,

It is great when a parent
can see what you're doing
and then take that and do it at home,
kind of fumble through it a little bit.

Sometimes the first time
doesn't feel natural.

Sometimes when your speech
pathologist tells you to

use wait time and to count to ten,
ten can seem like ten hours
and not ten seconds.

But to feel it and to see it
and to know that some of
those strategies really work.

And then

personally, what I like to do, um,
is sending off a quick
email afterwards about what
worked really well in some
recommendations for the week.

I think that one is huge.

Um, you know,

we've talked a lot about how
our families are so
important and what I want
to see no matter what
setting I'm working in is
for my families to be able
to carry over what I'm
doing into their home, um,
where it's comfortable,

where communication happens
and everyone hopefully has
some guards down and it can
just become a part of what we do.

I think in clinics, in school settings,
a lot of times our guards are up.

We want to
look like we have it all together.

And I don't care if that's
the child or the parent.

Right.

Our guards can come down and
we can practice and we can
mess up and we can do those
things together.

I think it builds a
beautiful relationship too
between the parent and the
child when they're working
on it together.

Yes.

Yeah.

Yeah.

And it's that,
that also that consistency because you're,
you're not only applying it once,
once a week usually,
but you're applying it
multiple times a day.

And yes.

And,
and then you can apply it across more
subjects as well.

I know that was a hard thing for a
was translating one thing
that they were doing to
another subject or topic or
even situation.

Um,
and the more you can expose them to
those things outside an
office or a classroom,
then the more they realize, oh,
these are things that I can
use on a regular basis and
they kind of integrate better as well.

Um, and so it's, it's really a,
a win-win all around, uh,
You nailed it.

I cannot tell you how many
times I will work with
children and they'll see my
face and all of a sudden
they say all of their sounds correctly.

Or they use all the language
strategies and I don't even
have to teach them or remind them.

They know that I have the
expectation and they know how to do it,
but then they leave my
setting and they're
then they relax and they go
back into the communication
strategies that they were using before.

So to have that expectation
and to integrate it across
their day and really build that.

And that's where a lot of
times simply private

settings or in school
services start to struggle
when we don't have that
connection across settings
is that it takes so long to
generalize those skills.

when we already have them.

I would agree.

That was a really good point.

I'm glad you brought that up.

Oh, yeah.

I just know in talking to
parents in the past who
have opted for a private setting,
that that's one thing that
they said that too, for them,
has made huge successes for
their kids because they've
seen the benefit.

And I know I even have one
person who had been on my staff for a

And she's like,

I use my speech pathologist

for everything.

She's like, we write goals together.

We write our homeschool IEPs together.

She's like,

I utilize my therapist to the

extent that I can

because... And she even was

trained as a special education teacher,

but she saw the value in...

in working with people who

could see her kids and

their struggles from

different perspectives to

really become part of her

team to help educate her

child the best way that she could learn.

And sometimes, you know, it's a struggle.

There's just so many unknowns.

And the more people that you

can have speaking wisdom

into your schooling and your teaching,

it's just going to keep you from,

From going, yeah,

beating your head against the wall, going,

I don't know why this isn't working.

It's so true.

We all have a different lens that we come,

you know,

we come and look at the world

through and look at students through.

And as parents,

we we want so much for our children.

And then you overlay parent and educator,

and then to have that

outside view and to have

some other people with a

different lens and experiences.

And they've seen how many

students and they can bring

so many other experiences

and circumstances to yours to broaden it.

It makes a huge difference

when you have a team like

that that can work together.

Yeah, yeah, absolutely.

It's so beneficial.

And yeah, I want to point out too,
if you're going homeschool IEP,
what is that?

Go to spedhomeschool.com.

We have a free download on
our website that you can
write your own homeschool IEP.

We'll walk you step by step through that.

So you can learn more about that there.

But so one of the other
things in our title is self-regulation.

I know probably some parents
were just tuned in for that.

So I don't want I want to
make sure we don't miss
that because that's a huge thing.

I know as I was talking just
this last week,

I had a meeting with the
people from Rainbow Resource,
which homeschoolers know
they're they're like like
the mega resource place to go to.

And they're like,
give us the biggest thing
that kids are dealing with.

And I'm like,
so many kids are dysregulated.

um they are their brains are
so scrambled um they don't
even you know executive
functioning that's that's
something like high on the
list of what parents are
trying to get help with so
um so how can um somebody
with your expertise help a
parent whose child really
has trouble with self-regulation

This one is a really big question,
and it ranges with age.

So your self-regulation for
five-year-olds versus your teenagers.

And what does that look like?

It looks a hundred different ways.

One thing I would say is self-regulation.

Struggling with that is communication.

When we're struggling to self-regulate,

our bodies are

communicating something to

us and we're trying to

communicate something,

whether we know it or not.

If you look simply at

someone who is going to

bounce their leg over and over repeatedly,

really fast,

that typically communicates something.

Whether it's a physical,

whether it's emotional.

I'm nervous.

There's something not regulated in me,

but it's communicating to us.

So being able to look at

what is not regulated in

our children and starting

to put a word to that, a sentence to that,

talking with your child

about what is not regulated.

I see...

and then name it,

and then find out the

function of that self-regulation.

And the more communication

you can put with it,

then you can start putting

different strategies in

place to bring some regulation to it.

So expressing emotional needs,

that's one that we look at.

A lot of times self-regulation,

frustrations.

Frustrations are one that's

huge for sadness, excitement.

We're gonna put those three

in there because I think

they're three really big

hitters and they're high on

that emotional scale a lot of times.

And they can create big

behaviors is the thing that

I was learning about that.

And sometimes, sometimes let's be honest,
sometimes those behaviors are.

very difficult to deal with.

And sometimes they can be dangerous.

Um, right.

Especially as our children get older.

Um, I know that, um, as a professional,

I have been hit, kicked, slapped, bit all,

all of the things I've had

things at me and why,

because we're not regulated

and we need a way to communicate that.

Sometimes I have found, um,

The more language verbally I

put at someone who is not regulated,

the more dysregulated they become.

So finding ways to speak

less and sometimes having

visual communication is huge.

I know that we a lot of

times think that visual

cues and communication kind

of looks like a step backwards.

However,

when I'm not regulated as an adult,

I do not want people

talking too much at me.

I will tell you that.

And I feel like I have a

pretty good toolbox for

handling all of that.

So if I can tell someone, yes, I'm mad.

you know, give me a minute, like,

let me calm down.

Our children who are

dysregulated might not have

the ability to say that calmly,

but if you can, are you, are you,

are you angry right now?

Do you need a minute?

Honor it, you know,

and just giving them that time.

I think that's one that's really hard.

Um,

And even being sad,

sadness is another one in

what I can value as sad

versus what a child can

value as sad can be very different.

I might be sad when a friend moves away,

but a child might be sad

when they didn't get to eat

what they wanted for breakfast.

That can also relate into frustration.

And that's going to spill

over to what you're doing

when you're going to start learning.

Right.

Kind of giving that, honoring it,

putting some communication

to it and then finding steps beyond that.

You know,

we're not always going to give

our children exactly what

they want so that they're regulated.

It doesn't really work that way.

But having conversations

later about when that would

be appropriate or what

we're going to do instead.

You know,

we're not always going to tell them no,

no forever,

but having that conversation

when they're regulated,

let them calm down and then

you can have a conversation.

And again,

I know that looks very

differently from a student

who's verbal to one who's

maybe not as verbal and

really struggles with self-regulation.

Yeah.

Yeah.

That's,

I think something that we posted

for years on our social

media and talked about on our,

our blogs too,

is behavior is communication.

It may not be the way you

wanted it communicated,

but somebody is trying to say something.

And if your child doesn't

have those communication skills,

it often comes out in behavior.

And yeah,

And so I love, you know, you talking about,

you know, being able to simplify that,

being able to put those

things into words for them

or for them to be able to

communicate some way.

I know when my kids were younger, you know,

I realized that they weren't able to say,

you know,

this conversation or this

disagreement with my

sibling has gone too far.

Now we need to, you know.

Separate for a while and think about this.

So I basically said, OK,

if it gets like this, you know,

in those times when they

weren't all worked up,

you've got to do this.

Put your hand up and say stop rule.

And and so they knew that

that was the point where

things were getting out of

hand and they wanted out.

And that was their out.

And it worked really well.

That's when I started to

become alert and go, okay,

there's something brewing here.

If the other child doesn't walk away,

that's when I can say, okay,

now you two sit on other

sides of the room.

And and we will deescalate

and take care of this.

But but giving those

strategies and a lot of times as parents,

you know,

we're in the midst of it and the

chaos is just so much.

But to have somebody come in and say, well,
here's a simple way.

For you to be able and then
to be able to communicate
with the situation that you
have going on.

And I know because we can
get so frustrated and so
tired and just worked.

You know,
it just works you down and and
there's you feel like
there's I just can't do this anymore.

I think it's a really easy
way for parents to get
dysregulated themselves.

Yeah.

And to be honest, it can wear on you,
especially when it happens
constantly throughout the day.

As a parent,
there was a moment when I was
having a quiet time.

And it was talking about
disciplining our children.

And it really occurred to me.

in this discipline

regulation going hand in hand,

but it really doesn't.

It was what touched my heart

is what mattered to me in

this is that the whole

purpose of teaching our children,

whether we are teaching

them something constructive

or they have done something

that we think is probably

not in their best interest.

And so we're disciplining them,

whether it's a conversation,

a timeout or whatever is that,

my desire for you as a child

is to grow up and be a

successful independent adult.

What does that look like?

Successful is a hundred

different definitions and
that's not even important,
but it's my heart of love
for you that I want to teach you this.

And so it really helped me
with that personal
self-regulation and not
feeling so frustrated and
so angry because you get
so tired as a parent and
it's so easy to kind of
fall in that cycle when
things are not going well
and when it's really not going well.

Yeah.

It's really hard,
but to be able to kind of
find yourself in your soul and go,
I can stay calm because I
know that my longterm goal
is this for my child and
I'm coming from a place of love and
for them and I want their best.

I want their absolute best here.

And so even still as a speech pathologist,

I look at that with the
children that I work with
is that I want their best.

And I see what that
long-term road can look like,
whether it's just an R
sound or I have students
that are on the autism
spectrum that are nonverbal.

My goal is for you to have a
very full life and staying
calm in that moment,
providing you those strategies.

Like, you look mad.

How can I help you?

You know,
and just being calm and having
those visuals for them.

And it might not be a visual
for every student.

Let me be clear about that.

I liked your stop rule.

Because that is fast and easy.

It's very clear.

Right.

Really just our heart for

why we're teaching our kids

and how we're interacting

and that calmness inside

that we can have when the

world is upside down in our home.

Right.

Yes.

And and I think that causes

us to step back when we

start thinking of these

strategies about what our bigger goal is,

because a lot of times

we're just going through

the day and we're like,

I just got to get through

this day and and having that bigger plan.

allows you, again,

not to get so sucked in to

all that can suck you in

and drag you down.

But on top of it,

it can allow you to see

beyond just the daily

struggles into the bigger

things that are happening in your home.

And we often lose sight of that.

Because it gets so chaotic sometimes.

And, you know,

looking back at my nineteen

years of homeschooling, it wasn't it.

It was the little things,

but they added up to big things.

And I had to be purposeful

about what my big things

were to make those little things happen.

first of all,

not be so impactful on myself

and how I was teaching,

but also on the direction

we were going and not

giving up on that as well.

It all really adds together.

And I think it's a good

reminder that that all happens.

So yeah,

do you have a couple of stories to

share with us of...

Or one,

I know we've got about ten minutes

left of just differences

you've seen in working with

a family and a difference in, you know,

whatever, I guess,

God lays on your heart as

far as like a child.

We're focusing on learning success, too.

And I know there's probably

so much impact that you've

made on so many families over the years.

you know,

you had that in the email and I

could not tell you hundreds

of faces went through my mind, um,

in different families.

And, um, hopefully I'll share a couple.

There's one that, um, I'll share first.

And, um,

there's one child that I worked with and,

um,

when you find a therapist,

find someone who's willing

to teach your child to blow their nose,

tie their shoes and say

their speech sounds

correctly because they all

have a hand in hand.

Um, but that was, this was, um,

this child that I worked with, um,

very definitely was, um,

just a whole plethora of

things that we worked on over the years.

We started out with some L's

and some R sounds,

but we also had some disfluency.

So we were stuttering too.

And that part did not go, it did not,

it wasn't one of those

typical times where we have
some disfluencies, it was persistent.

we addressed the

articulation we learned how

to tie shoes in the speech

room and um we targeted

fluency strategies and um

if anyone out there has a

child who stutters um that

can be really a very big

struggle for the child and

for the parents um

So we learned strategies to

get us out of being stuck.

We learned strategies how to

prevent being stuck in our speech.

And I serve, like I said,

a variety of ages that you read off.

And so when I got him in high school again,

I was like, what are you doing?

How was life with him?

Because I had worked with

him all through elementary

and then we had a little
break from each other in
middle school and he was amazing.
And he still had an IEP,
but he was on the debate
team and he was on the speech team.
And he still received some
supports for reading and math,
but he had learned how to
accommodate his
disfluencies to be able to
be on the debate team.
And he, I mean, he will still...
message me on facebook or
make posts and I think
that's one of my favorite
because while um a lot of
people who stutter will
always you know have that
and and have to monitor
that their entire life he
never let it stop him and
um I think that was one of

my favorite because whereas
articulation we can fix
sounds a lot of times and
just be done and don't
think about it a whole lot
The fluency one tends to be
ongoing for a lot of our children.

Let's see.

I would share my very first
child that I had come into
my home for private speech.

They were ones who had...
school-based, um,
speech therapy and they were not happy.

They did not feel like she
was meeting with him as
often as she was supposed to.

He was not making progress, um,
but had excellent grades
with everything else.

Um, so I, I said, sure, let's,
let's do this.

And, um,

We worked for about two and a half years,
and he is currently graduated,
getting his
doctorate.

He's going to be a family doctor.

And our sounds, that makes me feel old.

You know, we read stories that he loved.

We picked books that he liked.

We played games and really
worked on those R sounds
and had feedback.

And we

would record him when we
were working and then play
it back for his mom and his
dad so they could hear him
when he was at his best and
then provided strategies for at home,
they had sticky notes by
their refrigerator to remind him,
like he made them and stuck
them there during breakfast.

He would remember to use his

good R sounds.

And then one of the times he
chose to practice was when
he was online playing games
with his friends.

And I was like, don't you want,
don't you want them to like
understand what you're
saying when you're online
playing video games?

And he was like, yeah.

And I'm like,
put a sticky note on your screen.

And he did.

So really finding those fun
ways to incorporate that generalization,
like you were talking about before,
through our whole day.

Not all families love video games.

Some families love video games.

It doesn't matter so much if
you do or you don't,
but if you're incorporating

those strategies and it's
flowing over into your life,
that's the part that makes me happy.

Yeah.

And it's where he was going
to see a change in how
people reacted to him too,
or related to him based on
their understanding of him.

So, so yeah,
so it incorporated it into his
own interest too, which is so big.

Motivation.

Yeah.

Yeah, absolutely.

Well, awesome.

Well,

can you talk a little bit about your
website and your practice
and how our families can
connect with you?

Sure.

So it's, my website is beyond speech TX.

And I know Peggy, you're out of Texas,

but TX does not stand for Texas.

We think everything's about Texas.

TX actually stands for

therapy in the medical,

in the medical setting and

beyond speech therapy

seemed really long to put

on for a website.

So.

is my website and I am still

working on really adding

more resources on there.

Um, but you can reach me at beyond speech,

um, TX at Gmail,

if you want to reach out to

me and I know that's on the

website as well.

Um, so that would be one way to reach out.

Um,

and I seriously would encourage anyone

that has questions, um,

about any therapy you're

currently receiving.

If you have questions about anything,

just reach out.

I, I do not know everything at all.

I do have a lot of

experience and I know

someone who knows something.

So that's one thing I like

about what we do is that we

create networks and there's

always an answer out there somewhere.

So if you really are

struggling or have

questions or aren't satisfied,

I promise you there's

someone out there that can help you.

So never let that stop you.

I know that, you know,

it sounds like Peggy,

you've been through a lot

with your kids and it's

just a constant searching

and finding what works for

you and your family.

It really is.

Yeah.

Yeah,

and I always like to reassure parents,

you know,

people who are trained in

special education, who are therapists,

they still try things.

I mean,

they don't know the instant perfect

answer every time either.

So we just do the best we can.

And sometimes we miss the boat,

but God didn't, you know,

he knew we were going to miss the boat.

Yeah.

And I have to give myself a

lot of grace because I

didn't know a whole lot

when I homeschooled my kids.

And now, you know,

I learned stuff like just talking to you,

Christy, today.

I learned something new and

I can't beat myself up

about it that I didn't

learn it when I probably

could have applied it better.

But it's going to help other

parents out there that need it right now.

And I'm still asking the

questions and still learning.

And that's what it's all about.

And my kids will catch up

with the things that they

need help with when they do.

So yeah,

I'll put the link for your website

in the show notes.

And so parents can connect

directly with you and your resources.

So, so yeah, that's, um, awesome.

And if, um,

I'm not sure where all you found, um,

the show, but, um,

if you go to our website,

it's [bedhomeschool.com slash calendar](http://bedhomeschool.com/calendar).

Um,

it will tell you all of our upcoming

events, um, broadcast we have, um,

training, everything on there.

And so, um,

definitely check out that link

on our website.

And, um, next week, um,

We have a pre-recording, actually,

that was done this past week called,

and the title of the show is Being Brave,

Lessons Learned from a Guide Dog.

And my co-host, Stephanie Buckwalter,

sat down with Michael Hinkson.

He's a New York Times

bestselling author of Thunderdog.

And Michael actually lived

an incredible true story of how,

and his book talks about

how he and his guide dog, Rosalie,

escaped Tower One on

and the bravery and that he
learned and just how to
trust his guide dog um so
they're going to have a
conversation on the show
next week about that so
definitely tune in maybe
tune in with your kids um
for that show to to learn
just um some things and
wisdom that he has to share
on that but that those
links will also be um on
that page on our website so
um so tune in for that but
Thanks again, Christy.

This was an amazing conversation.

I'm glad it worked out.

I know we had to reschedule.

And so I had told my podcast guest,

just wait another week.

We're coming.

So I'm glad it worked out to

reschedule and to have you

back on the show.

And just for all that you had to share.

Thank you so much for the

work that you do and the

families that you bless.

Thank you so much.

Absolutely.

And thank you all for joining us.

We'll see you again here

next time on Empowering

Homeschool Conversations.

Until then, God bless and take care.

Bye, everybody.

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