Welcome to Empowering Homeschool Conversations, your authority in navigating the world of homeschooling diverse learners. Featuring Peggy Ployer from Sped Homeschool, Annie Yorty from Annie Yorty.com, Leilani Melendez from Living with Eve, Stephanie Buckwalter from ELARP Learning, and Dawn Jackson from Dawn Jackson Educational Consulting and Tutoring. With over seventy-five years of combined homeschooling expertise, experiences, and perspectives, this group is eager to share their wealth of wisdom to empower your homeschooling journey. So grab your favorite mug, settle in, and get ready for insightful discussions, valuable insights, and practical tips.

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

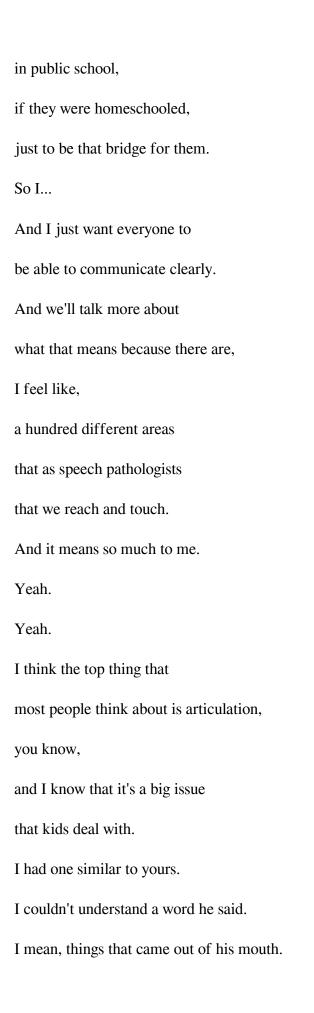
standpoint, um, still is,

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



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.

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

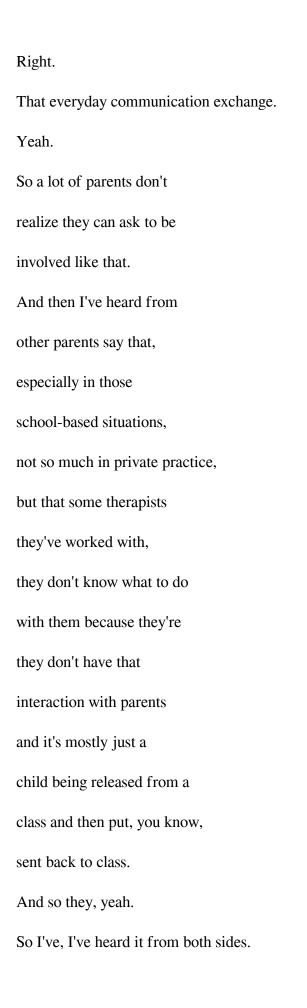
during development when children stutter and they grow out of it and other times where we kind of get stuck. So when is it a cause for concern? That's when a speech pathologist can really kind of step in, provide some strategies for you. That's another one that we come across a lot, especially in our 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.



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

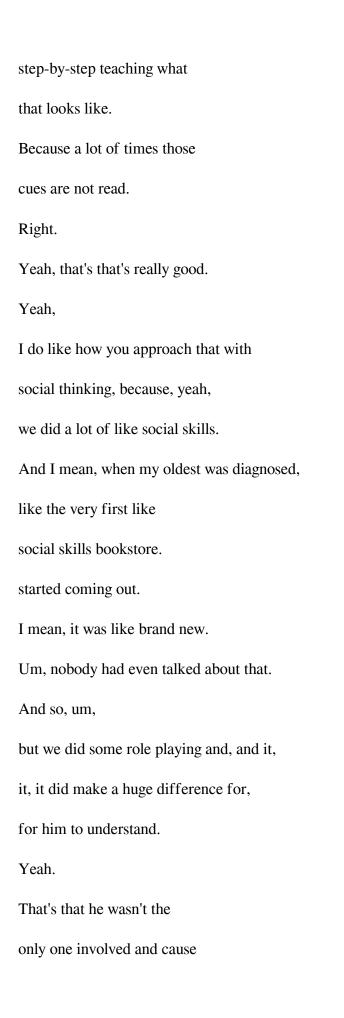
angry and looking at that face.

And when our eyebrows go down,

that means that we're

probably upset or eyebrows

go up and really

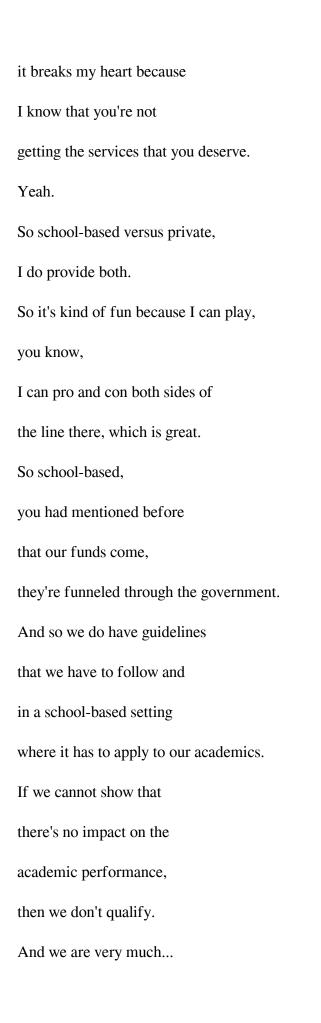


his mind was so closed to only himself, you know, and to be able to open up their world to what other people were is going on with them that it makes a huge, huge difference that, that they, they're able to think outside themselves and be, be led on that journey. And, and it, you know, they develop it 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



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.

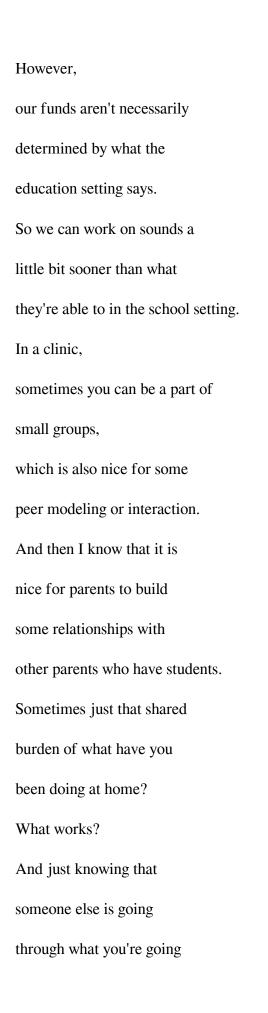
And then you have some

people who do speech

privately through their home.

We still very much look at

what is age appropriate.



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.

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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.
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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

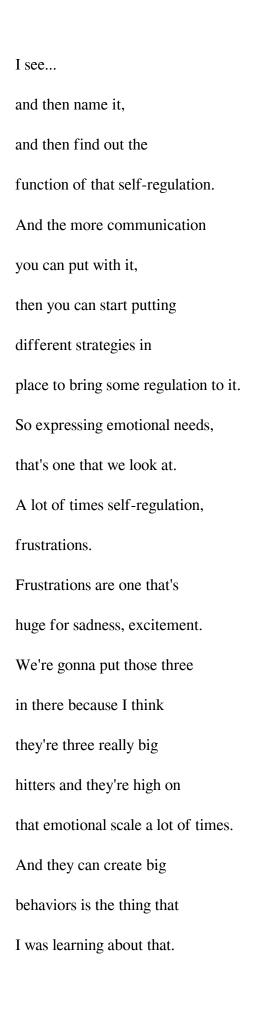
five-year-olds versus your teenagers.

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.



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

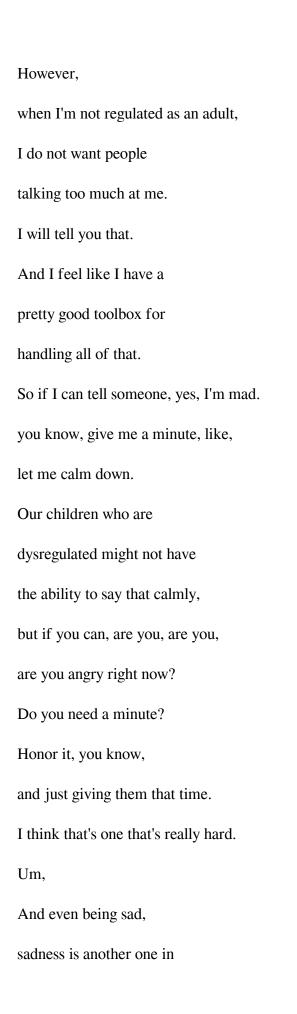
visual communication is huge.

I know that we a lot of

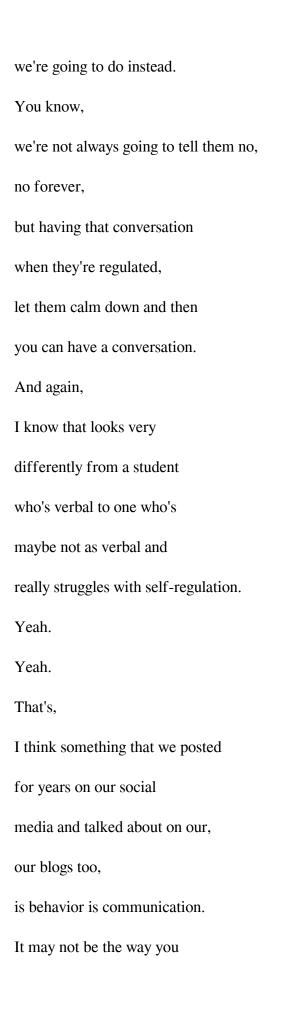
times think that visual

cues and communication kind

of looks like a step backwards.



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



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 them 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.

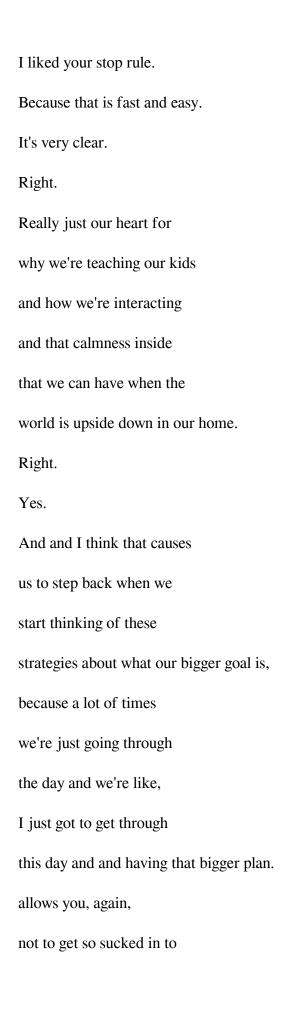
What does that look like?

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.



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

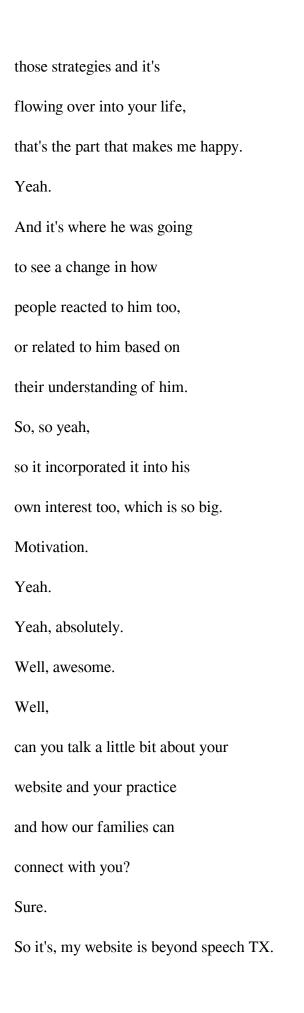
never let it stop him and

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,

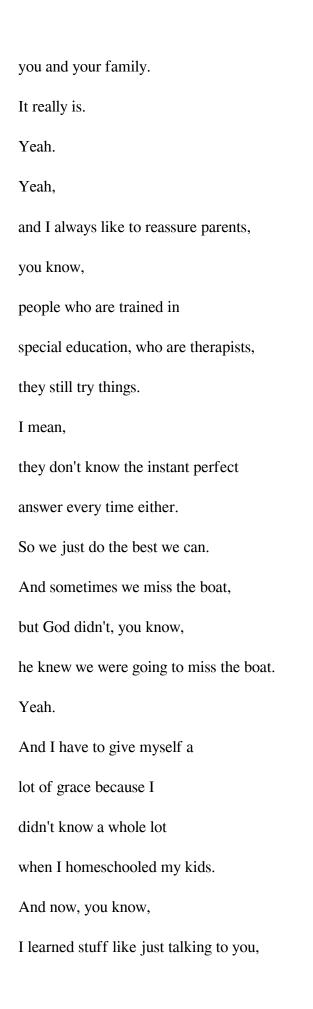
We worked for about two and a half years, and he is currently graduated, getting his doctorate. He's going to be a family doctor. And our sounds, that makes me feel old. You know, we read stories that he loved. We picked books that he liked. We played games and really worked on those R sounds and had 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



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



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 bed homeschool.com slash 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.
This has been Empowering
Homeschool Conversations
provided by Sped Homeschool,
a nonprofit that empowers
families to home educate
diverse learners.
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