

1

00:00:00,340 --> 00:00:15,040

[Music]

2

00:00:12,639 --> 00:00:17,279

this file comes from the blue orchard b

3

00:00:15,040 --> 00:00:19,199

we ask you to respect the copyright of

4

00:00:17,279 --> 00:00:20,640

this file which belongs to the charlotte

5

00:00:19,199 --> 00:00:22,720

mason institute

6

00:00:20,640 --> 00:00:23,840

andrew smith and danielle merritt's and

7

00:00:22,720 --> 00:00:26,560

sarri

8

00:00:23,840 --> 00:00:27,840

the file is for personal use only you

9

00:00:26,560 --> 00:00:29,519

may share with family

10

00:00:27,840 --> 00:00:32,160

friends and colleagues but do not

11

00:00:29,519 --> 00:00:35,200

publish the material in any format

12

00:00:32,160 --> 00:00:37,920

including in any electronic format

13

00:00:35,200 --> 00:00:39,600

such as website blogs or otherwise

14

00:00:37,920 --> 00:00:40,800

without permission from the charlotte

15

00:00:39,600 --> 00:00:43,600
mason institute

16

00:00:40,800 --> 00:00:44,719
andra smith or danielle merritz and

17

00:00:43,600 --> 00:00:46,719
sarri

18

00:00:44,719 --> 00:00:48,719
please note the views expressed in these

19

00:00:46,719 --> 00:00:51,360
files do not necessarily reflect the

20

00:00:48,719 --> 00:00:54,559
views of the charlotte mason institute

21

00:00:51,360 --> 00:00:56,800
under smith or danielle merritt sinceri

22

00:00:54,559 --> 00:00:58,000
it is important that you remember that

23

00:00:56,800 --> 00:01:00,079
information provided

24

00:00:58,000 --> 00:01:01,199
on this file is not intended to

25

00:01:00,079 --> 00:01:03,600
represent

26

00:01:01,199 --> 00:01:06,000
or to be construed or received as

27

00:01:03,600 --> 00:01:06,720
professional advice in matters of mental

28

00:01:06,000 --> 00:01:08,880
health

29

00:01:06,720 --> 00:01:10,400
you are encouraged to work closely with

30

00:01:08,880 --> 00:01:27,740
a licensed mental health

31

00:01:10,400 --> 00:01:33,200
provider that fits your needs

32

00:01:27,740 --> 00:01:35,920
[Music]

33

00:01:33,200 --> 00:01:38,400
welcome back to the blue orchard bee for

34

00:01:35,920 --> 00:01:40,960
winter 2021

35

00:01:38,400 --> 00:01:41,759
we hope you had a wonderful holiday

36

00:01:40,960 --> 00:01:44,560
season

37

00:01:41,759 --> 00:01:45,759
and we wish you the very best in the new

38

00:01:44,560 --> 00:01:49,280
year

39

00:01:45,759 --> 00:01:50,720
just a reminder that cmi will hold an

40

00:01:49,280 --> 00:01:54,000
online conference

41

00:01:50,720 --> 00:01:56,880

in june watch for details in the coming

42

00:01:54,000 --> 00:01:59,439
days danielle has lined up some

43

00:01:56,880 --> 00:02:02,320
interesting speakers for this winter

44

00:01:59,439 --> 00:02:03,439
and spring you will not want to miss

45

00:02:02,320 --> 00:02:06,479
them

46

00:02:03,439 --> 00:02:07,439
in this week's session danielle speaks

47

00:02:06,479 --> 00:02:12,160
with jennifer

48

00:02:07,439 --> 00:02:16,080
tausma our very good canadian friend

49

00:02:12,160 --> 00:02:19,760
jennifer became a teacher in 1992

50

00:02:16,080 --> 00:02:22,319
and a mason educator in 2000

51

00:02:19,760 --> 00:02:24,239
after finishing her career as a

52

00:02:22,319 --> 00:02:26,640
homeschooler

53

00:02:24,239 --> 00:02:27,599
she followed her passion for coming

54

00:02:26,640 --> 00:02:31,200
alongside

55

00:02:27,599 --> 00:02:34,400
people in challenging situations

56

00:02:31,200 --> 00:02:37,599
and is working in private practice

57

00:02:34,400 --> 00:02:38,640
as a national institute for learning

58

00:02:37,599 --> 00:02:41,760
development

59

00:02:38,640 --> 00:02:42,800
educational therapist she provides

60

00:02:41,760 --> 00:02:46,000
interventions

61

00:02:42,800 --> 00:02:48,800
and therapy for students of all ages

62

00:02:46,000 --> 00:02:50,959
who have learning challenges we welcome

63

00:02:48,800 --> 00:02:54,160
jennifer to today's session

64

00:02:50,959 --> 00:03:04,150
on the blue orchard b let's listen

65

00:02:54,160 --> 00:03:07,920
as danielle speaks with jennifer

66

00:03:04,150 --> 00:03:09,280
[Music]

67

00:03:07,920 --> 00:03:11,280
welcome to this session of the blue

68

00:03:09,280 --> 00:03:12,959

orchard b i have the pleasure of sharing

69

00:03:11,280 --> 00:03:14,959

jennifer talsma with you today

70

00:03:12,959 --> 00:03:16,640

jennifer is an educational therapist

71

00:03:14,959 --> 00:03:18,159

that has knowledge and experience

72

00:03:16,640 --> 00:03:19,680

in working with students that have a

73

00:03:18,159 --> 00:03:21,440

variety of learning challenges

74

00:03:19,680 --> 00:03:23,040

processing differences specific learning

75

00:03:21,440 --> 00:03:25,760

disabilities

76

00:03:23,040 --> 00:03:26,959

and i learned in working with these

77

00:03:25,760 --> 00:03:29,120

students across many

78

00:03:26,959 --> 00:03:30,879

areas of the curriculum previously i

79

00:03:29,120 --> 00:03:32,560

thought that educational therapists

80

00:03:30,879 --> 00:03:33,200

primarily worked with reading challenges

81

00:03:32,560 --> 00:03:35,120

so

82

00:03:33,200 --> 00:03:37,280

jennifer i'm going to assume that most

83

00:03:35,120 --> 00:03:39,120

people out there are like me

84

00:03:37,280 --> 00:03:41,200

and that they may not know what an

85

00:03:39,120 --> 00:03:42,319

educational therapist does exactly so

86

00:03:41,200 --> 00:03:44,319

would you start there

87

00:03:42,319 --> 00:03:47,200

and just give us a little primer on what

88

00:03:44,319 --> 00:03:49,840

an educational therapist is

89

00:03:47,200 --> 00:03:51,200

sure well danielle there are a couple of

90

00:03:49,840 --> 00:03:54,000

different things that i'd want to say

91

00:03:51,200 --> 00:03:54,000

first and that

92

00:03:55,200 --> 00:03:59,760

in general there are there are different

93

00:03:57,680 --> 00:04:01,439

facets to educational therapy

94

00:03:59,760 --> 00:04:02,799

so there are some educational therapists

95

00:04:01,439 --> 00:04:04,720

who work with

96

00:04:02,799 --> 00:04:06,319

students helping them with executive

97

00:04:04,720 --> 00:04:07,920

function things helping them organize

98

00:04:06,319 --> 00:04:11,439

their school day

99

00:04:07,920 --> 00:04:13,200

planning study skills

100

00:04:11,439 --> 00:04:15,280

more than a tutor because they're

101

00:04:13,200 --> 00:04:16,000

looking at specific underlying skills

102

00:04:15,280 --> 00:04:18,479

that will

103

00:04:16,000 --> 00:04:19,440

support their learning in general but

104

00:04:18,479 --> 00:04:20,880

then there are

105

00:04:19,440 --> 00:04:23,120

educational therapists who are in the

106

00:04:20,880 --> 00:04:24,479

field that i'm in i'm trained by the

107

00:04:23,120 --> 00:04:25,360

national institutes for learning

108

00:04:24,479 --> 00:04:27,280

disabilities

109
00:04:25,360 --> 00:04:29,680
no it's been renamed as national

110
00:04:27,280 --> 00:04:32,800
institute for learning development

111
00:04:29,680 --> 00:04:33,120
and we specifically work with children

112
00:04:32,800 --> 00:04:34,800
with

113
00:04:33,120 --> 00:04:36,800
learning disabilities in a

114
00:04:34,800 --> 00:04:38,960
language-based program

115
00:04:36,800 --> 00:04:41,360
to strengthen the cognitive processes

116
00:04:38,960 --> 00:04:44,800
that are interfering with their learning

117
00:04:41,360 --> 00:04:47,520
okay okay so that

118
00:04:44,800 --> 00:04:49,680
is that's really helpful to know i think

119
00:04:47,520 --> 00:04:52,880
just that there's a diversity of help

120
00:04:49,680 --> 00:04:54,880
out there um so what

121
00:04:52,880 --> 00:04:56,639
can a caregiver expect from their

122
00:04:54,880 --> 00:04:58,400

therapist when they

123

00:04:56,639 --> 00:05:00,639

decide that this is something that their

124

00:04:58,400 --> 00:05:02,160

child might need

125

00:05:00,639 --> 00:05:04,800

if a parent were to approach an

126

00:05:02,160 --> 00:05:06,800

educational therapist directly

127

00:05:04,800 --> 00:05:08,639

the therapist would probably first ask

128

00:05:06,800 --> 00:05:10,479

if they've had a psycho-educational

129

00:05:08,639 --> 00:05:13,199

analysis done with their

130

00:05:10,479 --> 00:05:14,160

student if they've had an intelligence

131

00:05:13,199 --> 00:05:16,639

test done

132

00:05:14,160 --> 00:05:17,360

an academic achievement test a battery

133

00:05:16,639 --> 00:05:20,479

of

134

00:05:17,360 --> 00:05:21,680

other tests to determine what's going on

135

00:05:20,479 --> 00:05:24,800

and from there they would get a

136
00:05:21,680 --> 00:05:26,240
diagnosis if that hasn't been done it's

137
00:05:24,800 --> 00:05:26,880
a lot harder for an educational

138
00:05:26,240 --> 00:05:29,360
therapist

139
00:05:26,880 --> 00:05:30,880
to step in and work we don't work as

140
00:05:29,360 --> 00:05:34,000
diagnosticians

141
00:05:30,880 --> 00:05:36,240
we work as therapists so

142
00:05:34,000 --> 00:05:38,639
that would be the initial thing but then

143
00:05:36,240 --> 00:05:41,199
once you are set up with a therapist

144
00:05:38,639 --> 00:05:43,600
they would look at that battery of tests

145
00:05:41,199 --> 00:05:45,759
and the report produced by the

146
00:05:43,600 --> 00:05:47,840
psychologist and they would determine

147
00:05:45,759 --> 00:05:51,039
what are the cognitive processes

148
00:05:47,840 --> 00:05:53,440
that are needing to be built up

149
00:05:51,039 --> 00:05:54,479

and strengthened in order for that child

150

00:05:53,440 --> 00:05:57,840
to achieve

151

00:05:54,479 --> 00:06:00,960
their actual intellectual capacity

152

00:05:57,840 --> 00:06:00,960
in their academic work

153

00:06:02,080 --> 00:06:05,600
okay so this would mainly be on a

154

00:06:04,560 --> 00:06:08,319
referral

155

00:06:05,600 --> 00:06:10,880
parents should expect to get a to to

156

00:06:08,319 --> 00:06:13,440
need a referral from their psychologist

157

00:06:10,880 --> 00:06:14,479
um very few psychologists will actually

158

00:06:13,440 --> 00:06:16,800
refer

159

00:06:14,479 --> 00:06:18,880
to an educational therapist but they

160

00:06:16,800 --> 00:06:21,440
will in their recommendations

161

00:06:18,880 --> 00:06:22,880
section of their report say this student

162

00:06:21,440 --> 00:06:27,360
would benefit from

163
00:06:22,880 --> 00:06:30,400
a structured literacy or phonics based

164
00:06:27,360 --> 00:06:34,560
learning to read program they might

165
00:06:30,400 --> 00:06:36,720
need resources to help with

166
00:06:34,560 --> 00:06:38,080
auditory processing development and

167
00:06:36,720 --> 00:06:40,080
those are all things then that an

168
00:06:38,080 --> 00:06:43,199
educational therapist would do

169
00:06:40,080 --> 00:06:44,639
okay um yeah so sometimes

170
00:06:43,199 --> 00:06:46,800
sometimes you'll find a psychologist who

171
00:06:44,639 --> 00:06:48,960
will actually refer you to a therapist

172
00:06:46,800 --> 00:06:50,880
but often the parent is the one who on

173
00:06:48,960 --> 00:06:52,080
their own approaches a therapist after

174
00:06:50,880 --> 00:06:54,000
having looked for

175
00:06:52,080 --> 00:06:55,599
now i've got this report where do i get

176
00:06:54,000 --> 00:06:58,800

the help

177

00:06:55,599 --> 00:07:00,720

okay so then how

178

00:06:58,800 --> 00:07:02,000

to then going back a step further how

179

00:07:00,720 --> 00:07:05,360

does the parent then go about

180

00:07:02,000 --> 00:07:07,039

getting that diagnosis there

181

00:07:05,360 --> 00:07:09,520

are a couple of different ways you can

182

00:07:07,039 --> 00:07:12,400

go if you are as i'm guessing

183

00:07:09,520 --> 00:07:13,120

many people who are part of the blue

184

00:07:12,400 --> 00:07:17,360

orchard

185

00:07:13,120 --> 00:07:20,400

community um homeschooling

186

00:07:17,360 --> 00:07:23,440

then your your first line

187

00:07:20,400 --> 00:07:25,599

would be to go and start

188

00:07:23,440 --> 00:07:26,720

calling psychologists in your area and

189

00:07:25,599 --> 00:07:30,080

find out whether they do

190

00:07:26,720 --> 00:07:32,000
educational assessments for

191

00:07:30,080 --> 00:07:33,120
children of whatever age yours are in so

192

00:07:32,000 --> 00:07:36,479
some specialize

193

00:07:33,120 --> 00:07:38,720
quite quite tightly in elementary

194

00:07:36,479 --> 00:07:40,000
or high school some actually branch off

195

00:07:38,720 --> 00:07:43,120
into

196

00:07:40,000 --> 00:07:44,800
college aged kids or even adults

197

00:07:43,120 --> 00:07:46,560
so you want to know that this

198

00:07:44,800 --> 00:07:47,919
psychologist does educational

199

00:07:46,560 --> 00:07:51,599
assessments

200

00:07:47,919 --> 00:07:53,759
and works with children

201

00:07:51,599 --> 00:07:55,759
often you can find those by kind of

202

00:07:53,759 --> 00:07:59,120
checking around in your own community

203

00:07:55,759 --> 00:08:00,400

of other parents who have kids with

204

00:07:59,120 --> 00:08:02,879
learning challenges

205

00:08:00,400 --> 00:08:04,479
who've gone that route already and i

206

00:08:02,879 --> 00:08:07,199
really recommend that you find

207

00:08:04,479 --> 00:08:08,800
someone who comes recommended to you by

208

00:08:07,199 --> 00:08:12,400
someone else someone who's going to

209

00:08:08,800 --> 00:08:15,440
write you a really clear report give you

210

00:08:12,400 --> 00:08:17,759
very clear goals and steps that you can

211

00:08:15,440 --> 00:08:21,039
take

212

00:08:17,759 --> 00:08:23,280
so you can head down that road

213

00:08:21,039 --> 00:08:24,479
yourself just essentially you know do

214

00:08:23,280 --> 00:08:26,160
what we would have done before go

215

00:08:24,479 --> 00:08:28,400
through the yellow pages now we google

216

00:08:26,160 --> 00:08:30,400
search it

217

00:08:28,400 --> 00:08:31,440
or get a referral from your family

218

00:08:30,400 --> 00:08:33,519
doctor

219

00:08:31,440 --> 00:08:35,680
or if you're seeing your child is seeing

220

00:08:33,519 --> 00:08:36,320
a counselor because of trauma issues or

221

00:08:35,680 --> 00:08:38,320
whatever

222

00:08:36,320 --> 00:08:39,519
they often have very close connections

223

00:08:38,320 --> 00:08:42,159
within that

224

00:08:39,519 --> 00:08:44,399
community to a psychologist who they

225

00:08:42,159 --> 00:08:46,000
would refer

226

00:08:44,399 --> 00:08:48,800
if you are connected to a school

227

00:08:46,000 --> 00:08:52,000
community you can sometimes go through

228

00:08:48,800 --> 00:08:55,040
their system of referral and

229

00:08:52,000 --> 00:08:57,680
i'm in canada and in canada

230

00:08:55,040 --> 00:08:58,560

homeschool students are supposed to have

231

00:08:57,680 --> 00:09:01,760
access to

232

00:08:58,560 --> 00:09:03,040
those resources as well but those

233

00:09:01,760 --> 00:09:06,320
resources are in

234

00:09:03,040 --> 00:09:10,000
high demand and the waitlists are

235

00:09:06,320 --> 00:09:11,360
tremendous so most homeschool families

236

00:09:10,000 --> 00:09:14,320
that i'm familiar with

237

00:09:11,360 --> 00:09:16,640
have gone the find our own pay for it

238

00:09:14,320 --> 00:09:19,519
out of our own

239

00:09:16,640 --> 00:09:19,839
out of our own bank account and get it

240

00:09:19,519 --> 00:09:21,279
done

241

00:09:19,839 --> 00:09:23,920
because otherwise they could be looking

242

00:09:21,279 --> 00:09:26,240
at waitlists of over a year

243

00:09:23,920 --> 00:09:27,760
as it is going privately you're still

244
00:09:26,240 --> 00:09:29,519
probably looking at several months here

245
00:09:27,760 --> 00:09:32,800
in canada

246
00:09:29,519 --> 00:09:34,720
here as well so what are some

247
00:09:32,800 --> 00:09:36,000
common reasons that a diagnosis might be

248
00:09:34,720 --> 00:09:40,640
missed or you know might be

249
00:09:36,000 --> 00:09:42,480
kind of confusing in certain situations

250
00:09:40,640 --> 00:09:44,320
that's that's an interesting question

251
00:09:42,480 --> 00:09:48,080
danielle because

252
00:09:44,320 --> 00:09:50,000
um i think especially as homeschool

253
00:09:48,080 --> 00:09:52,240
parents we are so familiar with

254
00:09:50,000 --> 00:09:53,839
our children that a lot of the things

255
00:09:52,240 --> 00:09:56,720
that they do

256
00:09:53,839 --> 00:09:58,000
um their their learning strategies that

257
00:09:56,720 --> 00:09:59,839

we watch when they're

258

00:09:58,000 --> 00:10:01,279

learning to read when they're writing

259

00:09:59,839 --> 00:10:03,279

when they're doing their math

260

00:10:01,279 --> 00:10:04,880

they've become so familiar to us that we

261

00:10:03,279 --> 00:10:08,320

don't know

262

00:10:04,880 --> 00:10:11,600

that they are atypical

263

00:10:08,320 --> 00:10:14,720

until we see them in

264

00:10:11,600 --> 00:10:16,240

conjunction with other students so some

265

00:10:14,720 --> 00:10:18,720

of it is simply

266

00:10:16,240 --> 00:10:20,560

not being aware that there's something

267

00:10:18,720 --> 00:10:24,480

unusual going on

268

00:10:20,560 --> 00:10:26,320

and as a parent you often

269

00:10:24,480 --> 00:10:28,560

want to think oh it's all going to come

270

00:10:26,320 --> 00:10:31,680

together it'll all be fine they're just

271

00:10:28,560 --> 00:10:34,160
immature they're growing up

272

00:10:31,680 --> 00:10:36,399
and sometimes that's true but sometimes

273

00:10:34,160 --> 00:10:40,000
there is an underlying

274

00:10:36,399 --> 00:10:41,760
cognitive deficit that needs to be um

275

00:10:40,000 --> 00:10:44,839
that needs to be looked at so

276

00:10:41,760 --> 00:10:47,600
familiarity is one thing

277

00:10:44,839 --> 00:10:48,360
um kids with learning disabilities are

278

00:10:47,600 --> 00:10:51,680
often

279

00:10:48,360 --> 00:10:54,480
incredibly bright

280

00:10:51,680 --> 00:10:56,000
they just have these challenges with the

281

00:10:54,480 --> 00:10:58,320
actual

282

00:10:56,000 --> 00:11:00,000
brain processes of putting the things

283

00:10:58,320 --> 00:11:03,120
that they

284

00:11:00,000 --> 00:11:04,079

are learning together so it could be a

285

00:11:03,120 --> 00:11:07,200
challenge in

286

00:11:04,079 --> 00:11:07,680
intake with reading or listening it

287

00:11:07,200 --> 00:11:10,160
could be

288

00:11:07,680 --> 00:11:11,200
a challenge with processing so that's

289

00:11:10,160 --> 00:11:14,240
the thinking

290

00:11:11,200 --> 00:11:16,880
and making connections or it could be a

291

00:11:14,240 --> 00:11:18,240
difficulty with output so if they're

292

00:11:16,880 --> 00:11:21,040
really strong

293

00:11:18,240 --> 00:11:22,959
with the actual processing internally of

294

00:11:21,040 --> 00:11:25,920
material

295

00:11:22,959 --> 00:11:27,680
and output you might not notice that

296

00:11:25,920 --> 00:11:30,720
they're actually having such a hard time

297

00:11:27,680 --> 00:11:32,320
getting it in in the first place so

298

00:11:30,720 --> 00:11:35,600
their strong areas

299

00:11:32,320 --> 00:11:37,440
will mask their weak areas and as long

300

00:11:35,600 --> 00:11:41,680
as they've got those strong areas

301

00:11:37,440 --> 00:11:43,440
sufficiently built up

302

00:11:41,680 --> 00:11:46,160
they can kind of compensate for those

303

00:11:43,440 --> 00:11:49,600
weaker areas but once they hit

304

00:11:46,160 --> 00:11:53,680
a an academic level where

305

00:11:49,600 --> 00:11:57,120
this this strength is no longer enough

306

00:11:53,680 --> 00:11:59,120
to to compensate suddenly you'll see

307

00:11:57,120 --> 00:12:01,120
things all just fall apart

308

00:11:59,120 --> 00:12:02,800
so there's that masking that happens

309

00:12:01,120 --> 00:12:06,639
because of

310

00:12:02,800 --> 00:12:06,639
legitimate strengths in other areas

311

00:12:07,680 --> 00:12:14,000

um you mentioned um trauma

312

00:12:10,880 --> 00:12:14,880
previously um is that something that you

313

00:12:14,000 --> 00:12:17,279
find too can

314

00:12:14,880 --> 00:12:18,639
that can be um you know a little bit

315

00:12:17,279 --> 00:12:22,079
difficult and can present

316

00:12:18,639 --> 00:12:23,760
um a bit of a confusing situation i

317

00:12:22,079 --> 00:12:25,440
imagine with some kids i know

318

00:12:23,760 --> 00:12:26,959
we struggle a lot with anxiety in our

319

00:12:25,440 --> 00:12:29,839
family and i know sometimes that can

320

00:12:26,959 --> 00:12:32,959
look like so many different things

321

00:12:29,839 --> 00:12:35,040
sure you see that much yeah and i'm sure

322

00:12:32,959 --> 00:12:36,639
daniella in your family you sometimes

323

00:12:35,040 --> 00:12:40,720
have had to look and say

324

00:12:36,639 --> 00:12:42,480
is this is this just just the anxiety

325
00:12:40,720 --> 00:12:43,920
presenting itself and getting in the way

326
00:12:42,480 --> 00:12:46,639
of learning kind of you know

327
00:12:43,920 --> 00:12:48,560
a little roadblock that once the anxiety

328
00:12:46,639 --> 00:12:52,240
clears will be cleared away

329
00:12:48,560 --> 00:12:55,120
or is this a learning challenge

330
00:12:52,240 --> 00:12:55,680
that is actually bringing on the anxiety

331
00:12:55,120 --> 00:12:57,920
and

332
00:12:55,680 --> 00:12:59,440
so sometimes teasing out which is cause

333
00:12:57,920 --> 00:13:03,360
and which is effect

334
00:12:59,440 --> 00:13:06,399
can be a problem um trauma

335
00:13:03,360 --> 00:13:08,560
um being an uh

336
00:13:06,399 --> 00:13:10,720
a second language learner so if you if

337
00:13:08,560 --> 00:13:12,880
you've got a child who's been

338
00:13:10,720 --> 00:13:15,680

brought to canada in an adoption

339

00:13:12,880 --> 00:13:17,920

situation for example or moved to canada

340

00:13:15,680 --> 00:13:19,200

with their family and they're now

341

00:13:17,920 --> 00:13:22,160

learning

342

00:13:19,200 --> 00:13:23,600

a new language it can be hard to tease

343

00:13:22,160 --> 00:13:25,839

out

344

00:13:23,600 --> 00:13:27,600

if they're not achieving at what would

345

00:13:25,839 --> 00:13:31,040

be expected

346

00:13:27,600 --> 00:13:33,839

for their grade level whether it is

347

00:13:31,040 --> 00:13:35,279

language learning issues or whether it's

348

00:13:33,839 --> 00:13:38,560

actually a language

349

00:13:35,279 --> 00:13:41,120

disability that's interfering and that

350

00:13:38,560 --> 00:13:42,800

that really is a hard thing to to

351

00:13:41,120 --> 00:13:45,839

isolate

352

00:13:42,800 --> 00:13:48,240

and and it can be both sometimes it's

353

00:13:45,839 --> 00:13:50,079

not necessarily a one or the other

354

00:13:48,240 --> 00:13:52,880

yeah yeah i imagine that's a challenging

355

00:13:50,079 --> 00:13:54,160

situation where you've got multiple

356

00:13:52,880 --> 00:13:56,800

multiple you know issues that you're

357

00:13:54,160 --> 00:14:00,000

trying to balance there and tease apart

358

00:13:56,800 --> 00:14:01,839

um is do you feel that um

359

00:14:00,000 --> 00:14:05,040

[Music]

360

00:14:01,839 --> 00:14:08,240

therapy is compatible with a mason

361

00:14:05,040 --> 00:14:10,959

paradigm i

362

00:14:08,240 --> 00:14:12,000

am convinced that educational therapy is

363

00:14:10,959 --> 00:14:14,240

compatible

364

00:14:12,000 --> 00:14:14,240

um

365

00:14:15,040 --> 00:14:19,600

there there is well for for one thing

366

00:14:18,240 --> 00:14:21,839
educational therapy

367

00:14:19,600 --> 00:14:22,959
is not the same as education right it's

368

00:14:21,839 --> 00:14:25,360
part of your life

369

00:14:22,959 --> 00:14:26,880
if you have a learning disability that

370

00:14:25,360 --> 00:14:29,839
needs therapy

371

00:14:26,880 --> 00:14:31,440
but it's not a replacement for the rest

372

00:14:29,839 --> 00:14:34,800
of your education

373

00:14:31,440 --> 00:14:38,000
um but by offering

374

00:14:34,800 --> 00:14:38,639
a child the interventions of educational

375

00:14:38,000 --> 00:14:40,800
therapy

376

00:14:38,639 --> 00:14:42,160
you're actually allowing them to access

377

00:14:40,800 --> 00:14:44,000
more of the feast

378

00:14:42,160 --> 00:14:45,519
that mason would want presented to the

379

00:14:44,000 --> 00:14:48,560
children and

380

00:14:45,519 --> 00:14:49,920
i think that is always valuable

381

00:14:48,560 --> 00:14:51,600
but there are several other things

382

00:14:49,920 --> 00:14:52,560
actually within the context of a mason

383

00:14:51,600 --> 00:14:55,839
education that

384

00:14:52,560 --> 00:14:57,360
are quite significant for children with

385

00:14:55,839 --> 00:15:00,399
learning disabilities

386

00:14:57,360 --> 00:15:03,600
so if you have a child who has

387

00:15:00,399 --> 00:15:05,760
auditory perception problems difficulty

388

00:15:03,600 --> 00:15:09,279
with auditory discrimination

389

00:15:05,760 --> 00:15:13,199
um that's differentiating between

390

00:15:09,279 --> 00:15:16,560
specific sounds really being able to

391

00:15:13,199 --> 00:15:19,600
isolate sounds within words

392

00:15:16,560 --> 00:15:19,839

or even words within sentences if you

393

00:15:19,600 --> 00:15:24,399

are

394

00:15:19,839 --> 00:15:27,680

always lecturing at this child in school

395

00:15:24,399 --> 00:15:30,480

that auditory processing would be so

396

00:15:27,680 --> 00:15:31,440

burdened that they would completely burn

397

00:15:30,480 --> 00:15:34,800

out

398

00:15:31,440 --> 00:15:35,440

but in a mason education she always has

399

00:15:34,800 --> 00:15:38,720

you

400

00:15:35,440 --> 00:15:40,800

working in short lessons from changing

401

00:15:38,720 --> 00:15:41,519

modalities so sometimes you'll be doing

402

00:15:40,800 --> 00:15:43,600

something

403

00:15:41,519 --> 00:15:45,120

physical sometimes you'll be doing

404

00:15:43,600 --> 00:15:46,720

something

405

00:15:45,120 --> 00:15:48,399

visual sometimes you'll be doing

406

00:15:46,720 --> 00:15:50,800
something that involves a lot of

407

00:15:48,399 --> 00:15:52,079
thinking and questioning other times

408

00:15:50,800 --> 00:15:53,759
you'll be doing something that involves

409

00:15:52,079 --> 00:15:57,360
a lot of

410

00:15:53,759 --> 00:16:00,880
cognitive observation and so

411

00:15:57,360 --> 00:16:03,600
each time you shift you give

412

00:16:00,880 --> 00:16:04,720
the other modalities a bit of a rest

413

00:16:03,600 --> 00:16:07,279
rather than putting

414

00:16:04,720 --> 00:16:08,399
all the pressure on one or two

415

00:16:07,279 --> 00:16:10,320
modalities

416

00:16:08,399 --> 00:16:12,399
and i think that's really valuable for

417

00:16:10,320 --> 00:16:16,800
kids with learning difficulties

418

00:16:12,399 --> 00:16:17,600
because their their cognitive processes

419

00:16:16,800 --> 00:16:21,279

are already

420

00:16:17,600 --> 00:16:22,000
so challenged they get way more tired

421

00:16:21,279 --> 00:16:24,959
than a typical

422

00:16:22,000 --> 00:16:25,600
child would when working in an area that

423

00:16:24,959 --> 00:16:28,639
is

424

00:16:25,600 --> 00:16:28,639
a weakness for them

425

00:16:29,040 --> 00:16:32,560
um okay do you have you jumped ahead in

426

00:16:31,920 --> 00:16:36,480
my question

427

00:16:32,560 --> 00:16:37,600
sorry but it what else is it about a

428

00:16:36,480 --> 00:16:39,360
mason paradigm

429

00:16:37,600 --> 00:16:40,800
do you think that works really well and

430

00:16:39,360 --> 00:16:43,199
really feeds these kids i mean that's

431

00:16:40,800 --> 00:16:45,199
ultimately what you really want yeah

432

00:16:43,199 --> 00:16:46,880
yeah

433
00:16:45,199 --> 00:16:48,240
i'm really excited to have both of these

434
00:16:46,880 --> 00:16:51,519
perspectives come together

435
00:16:48,240 --> 00:16:52,160
um and yeah so what what what are your

436
00:16:51,519 --> 00:16:55,040
other thoughts

437
00:16:52,160 --> 00:16:56,240
additional thoughts there about how well

438
00:16:55,040 --> 00:17:00,240
mason

439
00:16:56,240 --> 00:17:04,319
values the child as a person mason says

440
00:17:00,240 --> 00:17:07,039
we have to we have to treasure them

441
00:17:04,319 --> 00:17:07,760
and honor who they are and how they are

442
00:17:07,039 --> 00:17:09,120
made

443
00:17:07,760 --> 00:17:11,039
and the fact that they are not just

444
00:17:09,120 --> 00:17:11,839
little clones of their parent or their

445
00:17:11,039 --> 00:17:14,319
teacher

446
00:17:11,839 --> 00:17:15,760

but we have to address each of them as

447

00:17:14,319 --> 00:17:18,160
individuals

448

00:17:15,760 --> 00:17:19,919
and so within a family where you have a

449

00:17:18,160 --> 00:17:23,600
spectrum of children

450

00:17:19,919 --> 00:17:25,679
some of them quite typical some of them

451

00:17:23,600 --> 00:17:28,400
atypical in one area others with

452

00:17:25,679 --> 00:17:32,440
challenges in a different area

453

00:17:28,400 --> 00:17:35,919
mason acknowledges that those are all

454

00:17:32,440 --> 00:17:39,280
possibilities for whole personhood still

455

00:17:35,919 --> 00:17:40,960
and they're not less because of it

456

00:17:39,280 --> 00:17:42,720
it's just a different expression of

457

00:17:40,960 --> 00:17:46,000
personhood and i think

458

00:17:42,720 --> 00:17:49,600
that's huge to say that there this child

459

00:17:46,000 --> 00:17:51,679
is not worth less education

460
00:17:49,600 --> 00:17:53,600
because they have this challenge they

461
00:17:51,679 --> 00:17:54,400
are worth just as much we just have to

462
00:17:53,600 --> 00:17:57,840
approach it

463
00:17:54,400 --> 00:17:58,720
with some other foundational things in

464
00:17:57,840 --> 00:18:02,400
mind

465
00:17:58,720 --> 00:18:02,400
to make sure that they can access it

466
00:18:02,720 --> 00:18:05,930
um are there aspects that you find i

467
00:18:05,120 --> 00:18:07,440
know um

468
00:18:05,930 --> 00:18:09,760
[Music]

469
00:18:07,440 --> 00:18:10,960
remember we talked about this already um

470
00:18:09,760 --> 00:18:12,720
are there aspects that you find that

471
00:18:10,960 --> 00:18:15,039
don't work well or that parents

472
00:18:12,720 --> 00:18:16,960
or educators in a mason environment

473
00:18:15,039 --> 00:18:20,320

should be kind of aware of and

474

00:18:16,960 --> 00:18:21,360
and paying attention to um what if they

475

00:18:20,320 --> 00:18:23,840
have a child

476

00:18:21,360 --> 00:18:25,360
in their classroom with some challenges

477

00:18:23,840 --> 00:18:26,400
sure i think there are a couple of

478

00:18:25,360 --> 00:18:29,360
things that

479

00:18:26,400 --> 00:18:31,200
in general um so it's probably not

480

00:18:29,360 --> 00:18:33,120
specific to a mason education

481

00:18:31,200 --> 00:18:34,799
that that would be challenges just for

482

00:18:33,120 --> 00:18:37,760
any kind of education

483

00:18:34,799 --> 00:18:39,760
and that's where um you're presenting

484

00:18:37,760 --> 00:18:40,559
material in a way that is inaccessible

485

00:18:39,760 --> 00:18:42,640
to the children

486

00:18:40,559 --> 00:18:43,840
or you're expecting them to respond to

487

00:18:42,640 --> 00:18:46,720
it in a way that is

488

00:18:43,840 --> 00:18:48,080
inaccessible to them so if a child has

489

00:18:46,720 --> 00:18:50,240
dysgraphia

490

00:18:48,080 --> 00:18:52,080
expecting them to do written narrations

491

00:18:50,240 --> 00:18:53,840
beginning at grade four

492

00:18:52,080 --> 00:18:56,640
when their dysgraphia has not been

493

00:18:53,840 --> 00:19:00,320
addressed is unrealistic

494

00:18:56,640 --> 00:19:01,039
so they might need to do oral narrations

495

00:19:00,320 --> 00:19:06,000
longer

496

00:19:01,039 --> 00:19:08,480
while you work on building up the

497

00:19:06,000 --> 00:19:11,919
cognitive processes involved in writing

498

00:19:08,480 --> 00:19:15,120
and getting your ideas out onto paper

499

00:19:11,919 --> 00:19:19,360
it doesn't mean stop narrations it means

500

00:19:15,120 --> 00:19:19,360

adapt for that child um

501

00:19:19,600 --> 00:19:23,440

i think you know from from my personal

502

00:19:22,640 --> 00:19:25,600

experience

503

00:19:23,440 --> 00:19:27,440

and from some stories i've heard from

504

00:19:25,600 --> 00:19:30,480

other parents with kids with

505

00:19:27,440 --> 00:19:30,480

learning disabilities

506

00:19:30,960 --> 00:19:38,240

we know mason puts a big emphasis on

507

00:19:34,000 --> 00:19:41,039

habit training and if you imagine

508

00:19:38,240 --> 00:19:41,760

trying to develop in a child the ability

509

00:19:41,039 --> 00:19:45,039

of

510

00:19:41,760 --> 00:19:49,440

the habit of attention when they have

511

00:19:45,039 --> 00:19:51,919

an auditory reception challenge

512

00:19:49,440 --> 00:19:54,000

if you haven't helped them to separate

513

00:19:51,919 --> 00:19:54,480

so figure ground so that's the ability

514

00:19:54,000 --> 00:19:57,600
to

515

00:19:54,480 --> 00:19:58,960
identify the important information and

516

00:19:57,600 --> 00:20:02,480
leave the background stuff

517

00:19:58,960 --> 00:20:04,000
out so if you're giving verbal

518

00:20:02,480 --> 00:20:05,679
instructions to your children

519

00:20:04,000 --> 00:20:07,760
and you're expecting them to listen the

520

00:20:05,679 --> 00:20:11,200
first time and respond

521

00:20:07,760 --> 00:20:13,440
which is a reasonable expectation

522

00:20:11,200 --> 00:20:14,480
it's not necessarily reasonable for a

523

00:20:13,440 --> 00:20:16,880
child

524

00:20:14,480 --> 00:20:17,760
who you've not already called their

525

00:20:16,880 --> 00:20:20,880
attention

526

00:20:17,760 --> 00:20:23,039
cued that so that they know oh this is

527

00:20:20,880 --> 00:20:25,360

where i need to focus my attention

528

00:20:23,039 --> 00:20:27,760

now and i can leave that other thing

529

00:20:25,360 --> 00:20:30,880

that i was doing behind

530

00:20:27,760 --> 00:20:32,720

so it's being able to say these habits

531

00:20:30,880 --> 00:20:35,360

are important

532

00:20:32,720 --> 00:20:36,960

but they will need special attention in

533

00:20:35,360 --> 00:20:37,600

how they're developed for kids with

534

00:20:36,960 --> 00:20:40,799

learning

535

00:20:37,600 --> 00:20:43,760

difficulties and

536

00:20:40,799 --> 00:20:45,440

to know that a child who's having

537

00:20:43,760 --> 00:20:48,480

trouble developing certain

538

00:20:45,440 --> 00:20:51,600

habits isn't necessarily

539

00:20:48,480 --> 00:20:53,840

a child of poor character or poor

540

00:20:51,600 --> 00:20:54,799

moral these are not character issues

541
00:20:53,840 --> 00:20:57,360
this is

542
00:20:54,799 --> 00:20:58,080
a neurological challenge within their

543
00:20:57,360 --> 00:21:00,480
brain

544
00:20:58,080 --> 00:21:01,200
that doesn't allow certain processes to

545
00:21:00,480 --> 00:21:05,360
happen

546
00:21:01,200 --> 00:21:07,039
the way we expect that's not something

547
00:21:05,360 --> 00:21:09,520
that is part of their heart or their

548
00:21:07,039 --> 00:21:11,520
character and so

549
00:21:09,520 --> 00:21:13,039
take that pressure off of your child and

550
00:21:11,520 --> 00:21:14,840
take that pressure off of yourself

551
00:21:13,039 --> 00:21:18,080
you've not been a bad parent

552
00:21:14,840 --> 00:21:19,280
because these things aren't all coming

553
00:21:18,080 --> 00:21:22,799
together smoothly

554
00:21:19,280 --> 00:21:22,799

it just needs a different approach

555

00:21:23,840 --> 00:21:28,799

um we've had a few questions come up

556

00:21:26,880 --> 00:21:30,080

on the blue orchard be about math so i

557

00:21:28,799 --> 00:21:32,080

was wondering if you could share a

558

00:21:30,080 --> 00:21:34,480

little bit about what kinds

559

00:21:32,080 --> 00:21:36,080

um kind of help can a therapist and

560

00:21:34,480 --> 00:21:38,080

educational therapist provide

561

00:21:36,080 --> 00:21:39,840

in that area of math and and do you have

562

00:21:38,080 --> 00:21:41,760

any tips for a parent

563

00:21:39,840 --> 00:21:43,039

possibly you know even if they are in

564

00:21:41,760 --> 00:21:44,400

therapy or not how can

565

00:21:43,039 --> 00:21:45,840

how can they support their kid at home

566

00:21:44,400 --> 00:21:47,360

most of us i feel like that's the one

567

00:21:45,840 --> 00:21:48,640

subject where we're usually

568
00:21:47,360 --> 00:21:50,559
you know we're buying someone else's

569
00:21:48,640 --> 00:21:51,280
curriculum and we're trying to implement

570
00:21:50,559 --> 00:21:54,559
that

571
00:21:51,280 --> 00:21:58,400
um yeah yeah

572
00:21:54,559 --> 00:22:01,600
so as mild educational therapists

573
00:21:58,400 --> 00:22:04,960
we are trained to incorporate a portion

574
00:22:01,600 --> 00:22:07,440
of a section of math in each

575
00:22:04,960 --> 00:22:08,880
of our sessions with our students and in

576
00:22:07,440 --> 00:22:14,240
our math block

577
00:22:08,880 --> 00:22:17,840
we look at foundational skills such as

578
00:22:14,240 --> 00:22:21,120
number sense basic computation

579
00:22:17,840 --> 00:22:25,120
arithmetic grouping

580
00:22:21,120 --> 00:22:28,000
the fraction concepts

581
00:22:25,120 --> 00:22:28,240

money concepts the terminology involved

582

00:22:28,000 --> 00:22:31,360
in

583

00:22:28,240 --> 00:22:33,200
money um the names of the coins right so

584

00:22:31,360 --> 00:22:35,200
all those basics that are put in

585

00:22:33,200 --> 00:22:37,360
how do you manipulate them how can you

586

00:22:35,200 --> 00:22:40,720
represent the same amount of money

587

00:22:37,360 --> 00:22:42,320
in four different ways um

588

00:22:40,720 --> 00:22:43,919
by different combinations so what we're

589

00:22:42,320 --> 00:22:47,520
doing is we build

590

00:22:43,919 --> 00:22:51,039
um the skill in

591

00:22:47,520 --> 00:22:53,760
the concept but then we try to help them

592

00:22:51,039 --> 00:22:54,080
grow in their flexible thinking about

593

00:22:53,760 --> 00:22:56,640
how

594

00:22:54,080 --> 00:22:58,080
to approach it so that it doesn't have

595

00:22:56,640 --> 00:22:59,919
to always come

596

00:22:58,080 --> 00:23:01,679
in the problem doesn't always have to

597

00:22:59,919 --> 00:23:04,080
come in the same form

598

00:23:01,679 --> 00:23:05,120
but they can see the essence of the

599

00:23:04,080 --> 00:23:08,880
problem and

600

00:23:05,120 --> 00:23:12,159
and still get to a reasonable response

601

00:23:08,880 --> 00:23:15,440
so we work with um

602

00:23:12,159 --> 00:23:16,799
developing vocabulary specific language

603

00:23:15,440 --> 00:23:18,640
making sure that when we're talking

604

00:23:16,799 --> 00:23:20,559
about geo

605

00:23:18,640 --> 00:23:22,720
geometric shapes that we're using the

606

00:23:20,559 --> 00:23:25,679
proper terminology so that

607

00:23:22,720 --> 00:23:26,480
that will transfer into their math

608

00:23:25,679 --> 00:23:30,000

studies

609

00:23:26,480 --> 00:23:33,280
as they get older as well um

610

00:23:30,000 --> 00:23:34,400
and it is a significant it is a

611

00:23:33,280 --> 00:23:38,159
significant

612

00:23:34,400 --> 00:23:39,679
we have 80 minute sessions and 15 to 20

613

00:23:38,159 --> 00:23:42,720
minutes of each session

614

00:23:39,679 --> 00:23:45,840
is intended to be dedicated to math work

615

00:23:42,720 --> 00:23:48,960
so it is a lot of conceptual stuff um

616

00:23:45,840 --> 00:23:51,600
very often it's heavily game-based

617

00:23:48,960 --> 00:23:53,440
lots of you know making change how much

618

00:23:51,600 --> 00:23:56,320
money can you do this with

619

00:23:53,440 --> 00:23:57,360
um word problems about time time is a

620

00:23:56,320 --> 00:24:00,480
huge one

621

00:23:57,360 --> 00:24:03,600
because it's it's

622

00:24:00,480 --> 00:24:07,760
so very abstract um

623

00:24:03,600 --> 00:24:10,240
so lots of work with time um yeah

624

00:24:07,760 --> 00:24:11,360
it's it's it's a very rewarding part and

625

00:24:10,240 --> 00:24:13,360
a lot of children

626

00:24:11,360 --> 00:24:14,480
struggle with it even if they're not

627

00:24:13,360 --> 00:24:16,559
struggling with math

628

00:24:14,480 --> 00:24:17,919
we still incorporate a math component

629

00:24:16,559 --> 00:24:19,600
because it allows them to build

630

00:24:17,919 --> 00:24:21,440
vocabulary and it involve

631

00:24:19,600 --> 00:24:22,799
allows them to build their strategic

632

00:24:21,440 --> 00:24:26,799
thinking skills

633

00:24:22,799 --> 00:24:30,720
so it's there too so as parents

634

00:24:26,799 --> 00:24:33,919
um if your child is struggling

635

00:24:30,720 --> 00:24:34,720

with math it's helpful to know whether

636

00:24:33,919 --> 00:24:37,840

it's

637

00:24:34,720 --> 00:24:39,840

um it's just a little bump you know it's

638

00:24:37,840 --> 00:24:41,840

all been going smoothly and now they've

639

00:24:39,840 --> 00:24:43,600

just hit this block because we've

640

00:24:41,840 --> 00:24:45,200

introduced fractions and they don't know

641

00:24:43,600 --> 00:24:47,919

what to do with fractions

642

00:24:45,200 --> 00:24:49,039

or has it been like a growing problem

643

00:24:47,919 --> 00:24:52,080

all along

644

00:24:49,039 --> 00:24:53,919

and now we're just stuck and if it's

645

00:24:52,080 --> 00:24:57,440

been a growing problem ball at all

646

00:24:53,919 --> 00:24:58,640

it may be helpful to back up and just

647

00:24:57,440 --> 00:25:01,440

make sure that

648

00:24:58,640 --> 00:25:02,400

that child has a really good number

649

00:25:01,440 --> 00:25:04,559
sense

650

00:25:02,400 --> 00:25:06,559
being able to think about groups of

651

00:25:04,559 --> 00:25:11,279
things manipulate groups

652

00:25:06,559 --> 00:25:14,400
move them around identify

653

00:25:11,279 --> 00:25:16,799
characteristics within groups um how can

654

00:25:14,400 --> 00:25:20,240
you shift them from one to another

655

00:25:16,799 --> 00:25:24,080
um there are there's basic

656

00:25:20,240 --> 00:25:25,760
addition facts and

657

00:25:24,080 --> 00:25:28,080
as a therapist you know there's a

658

00:25:25,760 --> 00:25:30,400
certain amount of

659

00:25:28,080 --> 00:25:31,279
drill that we do in order to build

660

00:25:30,400 --> 00:25:34,400
fluency

661

00:25:31,279 --> 00:25:36,559
so they can retrieve these facts quickly

662

00:25:34,400 --> 00:25:38,240

but those are based on understanding the

663

00:25:36,559 --> 00:25:41,679
concept first

664

00:25:38,240 --> 00:25:44,000
so what's one more what's one less

665

00:25:41,679 --> 00:25:45,440
what about 10 more 10 less looking at

666

00:25:44,000 --> 00:25:47,679
place value

667

00:25:45,440 --> 00:25:49,360
all those things that need to be pulled

668

00:25:47,679 --> 00:25:51,200
into place

669

00:25:49,360 --> 00:25:52,799
it really depends on where the struggle

670

00:25:51,200 --> 00:25:54,960
is for your child how you're going to

671

00:25:52,799 --> 00:25:56,799
tackle it at home

672

00:25:54,960 --> 00:25:58,880
a therapist would help you with that

673

00:25:56,799 --> 00:26:02,159
sometimes if the problem is

674

00:25:58,880 --> 00:26:05,360
only math finding a math tutor who has

675

00:26:02,159 --> 00:26:06,000
familiarity with dyscalculia rather than

676

00:26:05,360 --> 00:26:08,960

just

677

00:26:06,000 --> 00:26:11,760

i'm going to teach the subjects so that

678

00:26:08,960 --> 00:26:14,080

they're getting at those foundational

679

00:26:11,760 --> 00:26:15,760

concepts and not just i'm going to teach

680

00:26:14,080 --> 00:26:18,720

this content

681

00:26:15,760 --> 00:26:18,720

that would be important

682

00:26:19,120 --> 00:26:22,640

um is there anything else that you want

683

00:26:21,520 --> 00:26:24,240

people to know

684

00:26:22,640 --> 00:26:26,720

what are your words of wisdom from your

685

00:26:24,240 --> 00:26:29,760

you have this this dual perspective of

686

00:26:26,720 --> 00:26:32,480

you know a mason educator and um

687

00:26:29,760 --> 00:26:33,840

educational therapy

688

00:26:32,480 --> 00:26:35,679

i think one of the things that i would

689

00:26:33,840 --> 00:26:39,360

encourage parents with is

690

00:26:35,679 --> 00:26:41,360
um to

691

00:26:39,360 --> 00:26:42,880
take a moment and if you think your

692

00:26:41,360 --> 00:26:45,200
child may

693

00:26:42,880 --> 00:26:46,720
be experiencing challenges because of a

694

00:26:45,200 --> 00:26:49,360
learning disability

695

00:26:46,720 --> 00:26:51,600
to at least pursue checking it out it

696

00:26:49,360 --> 00:26:53,760
can be expensive

697

00:26:51,600 --> 00:26:56,320
but the answers that would come from

698

00:26:53,760 --> 00:26:59,520
that either a confirmation of it

699

00:26:56,320 --> 00:27:00,000
or uh you know what it's they've just

700

00:26:59,520 --> 00:27:01,760
hit a

701

00:27:00,000 --> 00:27:03,360
they've just hit a roadblock and they

702

00:27:01,760 --> 00:27:05,279
need to get through it

703

00:27:03,360 --> 00:27:07,039
um but it takes away a lot of the

704

00:27:05,279 --> 00:27:09,360
question and a lot of the wondering

705

00:27:07,039 --> 00:27:10,559
and if you do it earlier the

706

00:27:09,360 --> 00:27:13,279
interventions

707

00:27:10,559 --> 00:27:13,679
happen much more easily and your child

708

00:27:13,279 --> 00:27:17,120
won't

709

00:27:13,679 --> 00:27:20,480
yet get stuck in that cycle of

710

00:27:17,120 --> 00:27:22,320
i'm unable to do this i'm lost

711

00:27:20,480 --> 00:27:24,720
and now they start struggling with a

712

00:27:22,320 --> 00:27:27,919
sense of failure

713

00:27:24,720 --> 00:27:28,240
um so at nild we we like to talk about

714

00:27:27,919 --> 00:27:32,000
the

715

00:27:28,240 --> 00:27:34,799
cycle of confidence and competence

716

00:27:32,000 --> 00:27:36,320

so they come to us and often they're

717

00:27:34,799 --> 00:27:37,840
already pretty broken

718

00:27:36,320 --> 00:27:39,679
and they're so discouraged and they feel

719

00:27:37,840 --> 00:27:42,399
like they're stupid

720

00:27:39,679 --> 00:27:44,080
um they've either been the brunt of

721

00:27:42,399 --> 00:27:45,840
teasing at school

722

00:27:44,080 --> 00:27:48,480
or they've become the class clown

723

00:27:45,840 --> 00:27:52,080
because it's a lot better to look like

724

00:27:48,480 --> 00:27:53,600
the clown than to look like the dummy

725

00:27:52,080 --> 00:27:55,679
or they've started having aggressive

726

00:27:53,600 --> 00:27:57,039
behavior issues right so they come to us

727

00:27:55,679 --> 00:27:58,480
already pretty broken

728

00:27:57,039 --> 00:28:01,520
when they come at like grade five and

729

00:27:58,480 --> 00:28:04,320
six and we start helping them build

730
00:28:01,520 --> 00:28:05,120
competence and when that competence

731
00:28:04,320 --> 00:28:08,399
starts to come

732
00:28:05,120 --> 00:28:11,200
in these tiny little increments

733
00:28:08,399 --> 00:28:12,799
they then start to gain confidence and

734
00:28:11,200 --> 00:28:13,520
they're able to tackle the next

735
00:28:12,799 --> 00:28:15,440
challenge

736
00:28:13,520 --> 00:28:16,880
and gain more confidence and it just

737
00:28:15,440 --> 00:28:20,480
becomes this upward

738
00:28:16,880 --> 00:28:24,240
spiral sometimes very slow of confidence

739
00:28:20,480 --> 00:28:26,399
building competence and so on and it's

740
00:28:24,240 --> 00:28:28,159
it's a real honor to walk alongside

741
00:28:26,399 --> 00:28:31,520
these kids and their parents

742
00:28:28,159 --> 00:28:31,919
as they do this that's really great

743
00:28:31,520 --> 00:28:33,919

advice

744

00:28:31,919 --> 00:28:35,600
all of the advice that you shared with

745

00:28:33,919 --> 00:28:36,720
us actually and all the information is

746

00:28:35,600 --> 00:28:38,640
really helpful

747

00:28:36,720 --> 00:28:40,159
um i really appreciate you taking the

748

00:28:38,640 --> 00:28:44,159
time and the energy to spend

749

00:28:40,159 --> 00:28:45,679
with us um so thank you so much well

750

00:28:44,159 --> 00:28:48,320
thank you danielle i

751

00:28:45,679 --> 00:28:49,279
it is such an honor to be asked and to

752

00:28:48,320 --> 00:28:52,000
be part of this

753

00:28:49,279 --> 00:28:52,559
and i just have such a heart for for

754

00:28:52,000 --> 00:28:56,240
other

755

00:28:52,559 --> 00:29:00,159
moms and dads who's whose kids are

756

00:28:56,240 --> 00:29:03,360
kind of floundering and yeah just

757

00:29:00,159 --> 00:29:12,399

it's there is hope there's hope for them

758

00:29:03,360 --> 00:29:14,960

yeah thank you sam thanks danielle

759

00:29:12,399 --> 00:29:17,120

thank you for joining us today and a big

760

00:29:14,960 --> 00:29:20,399

thank you to jennifer tausma

761

00:29:17,120 --> 00:29:23,279

for joining danielle today next week

762

00:29:20,399 --> 00:29:25,120

danielle begins to explore how

763

00:29:23,279 --> 00:29:28,880

processing differences can

764

00:29:25,120 --> 00:29:29,200

impact a child's ability to interact

765

00:29:28,880 --> 00:29:32,480

with

766

00:29:29,200 --> 00:29:41,840

books and take from the feast

767

00:29:32,480 --> 00:29:41,840

we look forward to seeing you next week