

Let's Talk Learning Disabilities

EPISODE 18

Welcome to Let's Talk Learning Disabilities with Laurie Peterson and Abbey Weinstein. Laurie & Abbey spend their days talking about dyslexia, dysgraphia, dyscalculia, and ADHD. They talk to parents of struggling students and adults who have had a lifetime of academic challenges. They want to share those stories, along with their own insights with you. So, *let's talk learning disabilities*.

Laurie: Hey everybody. Welcome to episode 18. This is Laurie

Abbey: I'm Abbey. Today. We are very excited. We have Beth McGaw here with a Launchpad Consulting Group, and she is going to tell us all about her job as an independent educational consultant. Hi, Beth. Welcome.

Beth: Hello. Thank you for having me.

Laurie: Absolutely. Thanks for being here. So I think maybe first let's tell me a little bit about what an educational consultant does. And then I want to know a little bit about how you landed in this space.

Beth: Okay. Um, well, an independent edge occasional consultant, works to help families and students in particular find that next best fit in the post-secondary world. So, uh, after high school, so it could be college 4 year college 2 year college trade school. Um, some consulting. We specialize just in 4 year colleges and specialty, select colleges, um, others specialize in saying learning disabilities, and then there's others that just do everything that comes to them.

Laurie: So do you have a specialty?

Beth: My specialty is learning disabilities, ADHD, and spectrum.

Laurie: And so tell, tell us how you landed there. What brought you to that place?

Beth: Well, um, it's kind of a, a long story and I'll try and keep it short, but, um, I actually started out as an engineer. I graduated as an engineer and, uh, worked in that field for awhile and, um, then I started a family and, um, Did quit work after that because we moved around a lot. My husband's job moved, helped us move around a lot. And so then I had my third son and he was diagnosed with some, uh, developmental delays at an early age, six months. But then as he went into the school setting, he was diagnosed with learning disabilities and ADHD. Um, mainly auditory processing, um, and language processing disorders. So yeah, I had to find a way to help him. He went to the public schools that were very good where we were, but it got to a point in third grade, I read that I had to, um, find other therapies outside of school because the school system wasn't reacting fast enough. Um, and they had a large caseload. Um, so that's when I started investigating more, um, types of therapies for him. And while I was doing that, I said, you know, I need to help other parents while I'm doing this. I mean, I'm gathering all this information. Um, I need to share it. So I actually started a publication in Atlanta is where we lived at that time. It was called Kids Enabled and, um, yeah, it was a great resource and I loved the publication industry. It was so much fun creating this magazine and then it became a nonprofit, um, But then we moved to Dallas. Um, so it got a little difficult to do the magazine back in. Uh, in Atlanta. So, um, I got one very involved in the learning disability association of America. Uh, a lot of volunteer work for them and to eventually I became the president of the organization. And so I did that from 2018 to 2020. Um, and so the last year I have, um, been taking a break and I decided I'm going to go back and, um, dive a little deeper into the college admissions process. And so I just finished up my coursework for college admissions counseling from UC Riverside.

Abbey: That's so great.

Beth: Yeah, it was, it's been a lot of fun and I learned a lot more than I did before, but this is all to say that. It was through my son when he, my youngest son. And that's the way, it happens for a lot of parents, you know,

um, we have kids who have issues and then we want to help other parents who have kids with issues. And so, um, I decided I had to go through that search with my son as well. I'm proud to say that he has graduated from college. It took Peter A. Little longer than most to have to hop around a little bit, but I learned a lot from that experience. And so did he, um, but he graduated and he's networking. Um, so I guess I can say it worked.

Laurie: Was he your first client?

Beth: He was my first client. Yes. And I have helped quite a few of his friends and their families along the way. Um, and now, you know, have other clients of my own, um, I don't work just in Dallas. I, now that we can work virtually, you know, if I have a client in Massachusetts, so I, we can do it anywhere. I assume that's the best.

Abbey: You sound like you're a great resource for parents and for students with a lot of experience and knowledge. That's exciting.

Laurie: So, who would you say your target client is then? Like, who is your, who is your perfect client?

Beth: One of my perfect client would pay well, there's really no perfect client because students are different. Right. I mean, so, um, and everybody learns differently whether they have diagnosed learning disabilities or not. Um, so I would say it would be a student who's motivated to, um, To do more after high school, you know, that once to, uh, pursue, uh, either a college degree or go to trade school, um, they have to, they have to be a willing participant in the process. And so that would be my ideal client. Um, I, you can say that I don't always get that. And so I have to find ways to, to get them motivated. And then, you know, we worked through the process and then it happens. But that would be my ideal client. Right.

Abbey: We sometimes even see adults that are wanting to go back to school, you know, later in life that aren't necessarily just out of high school. So do you work with adults as well? Or what all ages do you work with?

Beth: Sure. It's the same process. Um, so. Ideally, it's good to catch students in say eighth grade going into ninth, because then you can start with that career assessment side. Um, but normally I work with students that are juniors, um, through, you know, until they get to college. Um, I had worked with adults, um, who are working through a career change. And we go through the same sort of process because we do career assessments, personality, assessment. Um, like a career, uh, interview, if you will, where we kind of dive into their past and what they like to do. And it's very important to, to look at their strengths.

Laurie: Um, is that what you call the strength based approach to coaching is by looking at their strengths?

Beth: Yes, I do feel that's really important for everyone. Um, especially for people who, well, for those who have, um, any kind of like learning disability, um, ADHD, uh, on, even on the spectrum. It's really important. I think to look at the strengths and not just, um, strengths in particular, um, like I'm good at it's their aptitudes, you know, their interests, those two to get those two go together. And I, by looking at your aptitudes and combining it with your interest. You can, um, kind of determine what that path will be. And I use a career assessment called You Science, and it does that. And it, it comes back with this wonderful report that lays out what, what the client or the student has, you know, is all about. And it's really interesting to see the light turn on. You know, after giving these assessments, of course, personality assessments are good. Um, I use one called 16 personalities. It's a free assessment. Anybody can do that. Um, and then of course there's Gallup strengths and Myers-Briggs and all of them too.

Laurie: So I'm curious if you start with a student going into ninth grade at that level, what are you looking at? Because they're not really ready to make a career decision or even maybe, um, can they make a decision about what they want to major in at that age? Or are you just trying to lay the groundwork? So to speak.

Beth: Some kids know exactly what they want to do. Right. Um, but most don't. So what you want to do is you, you do the career assessments, um, You find out, you know, get them to know a little bit more about themselves. So you lay that groundwork, which then helps them determine what curriculum to take.

Right! There's elective courses that are going to build skills for them. Exactly. So, uh, for say a student who wants to study engineering, it's really important that they take the math, the math classes, and then, and, and really AP classes along the way. It's amazing. How many students out there? Uh, how many AP classes they're taking now. And when I went to school, we didn't really have that at my school. Um, but it's very, very competitive. And if you want to go to a competitive school, then you need to have the AP classes. You need to have the right rigor. They call that rigorous curriculum. Um, and. And be able to accomplish that in order to get into the right school.

Laurie: So as far as helping them navigate the whole admissions process, you know, it's going to rely on, I guess, several things. What, how do you help them get through that process of the applications and knowing what schools are gonna be best for them?

Beth: Well, we, we talk a lot about what they want out of a college, you know, where do they want to be the location? Um, what, you know, how big a school do they want to go to? They want to go to a, uh, a big school with 25,000 students. Or do I want to go to a smaller school with a thousand or did they want to go somewhere in between 6,000? Um, that makes a big difference on the type of school, um, that you're going to lead them to.

Laurie: For kids with learning differences. Do you help them seek out the schools that have better support services? Well, I, I try to, um, I, some, some families aren't quite as receptive to that because their learning disabilities do not go away. After you leave high school. Um, it is, it's a lifelong disability and we, and, and really people don't like the term disability, but we kind of have to say it in order to get the services. So yes, we, I do try and guide them to the schools that have the, the right services. And, um, all colleges are required to have disability sports services. They're required to have that bylaw. So when you're in high school, if you have a diagnosed learning disability, then you're going to have an IEP or a 504. Um, That you don't have that in college, you are now covered under ADA, Americans with disabilities act. Now you can use the information from the IEP and the 504 to get accommodations, because that is normally based on the evaluation and documentation, which you guys do. And so you need that in order to get those comments.

Um, but once you're in a university, you go to display support services. Now, from there, it's up to the student to, to make, to make sure they get the accommodations that they need. And that's where

Abbey: Right. They're no longer organizing an IEP meeting or a 504 meeting for you.

Beth: Right. That's where sometimes the ball. And, um, they don't have the executive functioning skills they're not developed yet. Normally that happens like, you know, 25, 26, 27. So they need those supports in place in order to be able to get the, um, to get the services that they need.

Laurie: So many of those kids though, haven't been, um, taught how to advocate for them. You know, because the meetings have always been scheduled for them, or mom's always called or dad to get things, you know, when they're not receiving the right accommodation, someone's chasing that down. So do you work with those students, those younger students on how to start laying that groundwork of you know, advocating and knowing when it's okay to ask for it?

Beth: Sure. I'd say the earlier the better, I think I'm a firm believer that that student needs to know what their, what their learning disabilities or what their issues are they diagnostician, or the parents maybe sit down with the diagnostician and decide at what age? Depends on the age and of what they can process, but, you know, to teach them kind of what they have and how to navigate that, um, how to ask for the accommodations that they need do so the earlier the better, but if they haven't then, um, it is good. I will sit down or I will ask if we can talk about that. Um, because. It's so important for these students to know this information before they get to college and accept it, right. Um, is what it is. Yeah. So there are different levels of support in colleges. There's the regular disability support services. You go to XYZ university and that's all they are. That means that you have to be a very proactive student and you have to know yourself.

Laurie: And at that level, some of the most common accommodations that they're getting are what?

Beth: They're getting, um, possibly at tutor. Uh, well they, all, most campuses do have tutoring and a writing center and possibly a math center for everybody, for everyone. And that's normally peer tutoring. Um, and then from there, um, The student needs to know, you know, how to get themselves out of bed, you know, um, to go to class, you know, where to find the information on, you know, on the syllabus. Um, and there's a lot of organizational information that they need to go into college, um, understanding and the neuro-typical student may not always know that, but they can catch on pretty quickly. Right. Um, because our LD students, ADHD students and students on the spectrum have another level of support that they need. Sometimes it's overwhelming and they crash. So then they need that next level.

Laurie: So at the most basic level, that's where they're getting things like extra time on their tests, or really just kind of is that kind of where.

Beth: Yeah. And then the next level would be more like a quiet distraction-free testing around, um, copies of notes, although that's, sometimes that's hard, hard, um, but if you go to the next level, then they have, um, Um, mentoring. So they have some mentoring programs. A lot of colleges are starting to offer these mentoring programs.

Laurie: Just through disability services or for everybody?

Beth: Um, it's no, it's through mainly, um, well, it's it? Well, it depends on the diversity. Yeah. I think it could be for anybody. Um, some of them offer them for every student. They're smaller universities. So you have to do your research is what I'm saying. Then the next level is those comprehensive services where it's a fee-based program and you meet with the coordinator either daily or three days a week, and they look at your syllabuses for all your classes and make sure you have all your tests scheduled, you go to see them when you need their need to take a task, they help you determine, um, they may even help you with, um, uh, meeting a professor. Um, and normally these coordinators have very good relationships with professors on, um, on campus. And that's another very important thing to look at is how, um, how are the faculty, um, friendly to students with learning disabilities or ADHD or anybody who needs support. Um, that is, that's a very important piece in that.

Laurie: How do you find that out?

Beth: Well, sometimes it's through trial and error, um, but it's asking, you have to, you know, you do your, you do your research, you meet with other students that go to that school. Um, Um, you know, once I have a student who wants to commit to, you know, several schools, um, they have interests they're interested in, then I might try and reach out to other students to go to those schools and say, you know, um, you know, what is it like, you know, how do you do it? You know, is the faculty friendly, um, to the support site, your supports? Yeah.

Laurie: So I have a question. So you've got a student that's getting that level of support where they're meeting with someone three times a week and they're really. Um, it sounds pretty. It sounds amazing, but at the same time, do they try to get that student as the, through those four to five years to become more and more independent and to try to pull some of that away? I just think about when you finish school and you've had that level of support, then are you really ready to go?

Abbey: In the real world. Right. Do they fade out that support? That's a good question.

Beth: Yeah. That's a great question. That is the goal. The goal is to faded out some students, most students can do it, some can. Sure. Um, I will tell you that I do know students that have needed it through senior year and it wasn't until the last semester that that actually was pulled, pulled back. Um, Yeah, they made it through and that was the goal, you know, and this, these students where we're very aware of their needs. So that, that was, um, you know, that was an accomplishment. Um, but they had a little bit more academic, uh, needs. So that's why they had to meet with the coordinator, you know, more often.

Laurie: Are there, so not every school offers all of those levels of support. Right, right. Um, every school has to offer some. Level of support some go above and beyond off the top of your head, like the top four or five schools that you feel like go above and beyond. What would those be?

Beth: Well, um, there are some LD, only schools. I know of, Landmark College in Vermont, Beacon College in Florida. Um, those are two off the top of my head that are only LD ADHD, you know, disability schools. And then there are

other schools that have comprehensive programs. My son went to the university Ozarks that has the Jones learning center that was the reason why you graduated from college. Um, but there are others. Um, the, um, There's a University of Denver has a program there, and there are some in the Northeast, Curry College, Dean college, Mitchell college. There's Marshall. I mean, there's, there's quite a few of them around you, but, um, I have many of them listed on my website.

Laurie: Okay, good. We'll put that in the show notes. So people can access that. Is that the same level that you would seek? Sounded like Texas Tech has a really good disability program. Is that, that same level kind of as their top tier?

Beth: Yeah. Texas Tech, has a great program too, Abilene Christian and Schreiner those are the three here in Texas.

Laurie: I didn't know about Abilene Christian. That's good to know.

Beth: And Schreiner, Schreiner is great LD program.

Laurie: Where's that? Why don't I know...

Beth: Kerville, I'm promoting them because I just visited them in March. And, um, uh, it's a great little campus.

Abbey: Does university of Arizona still have their, they had, uh, the salt program, which was for

Beth: Another great program. Now that's a very large school. It does alert so that student would need to be able to navigate that large a university setting. But the salt center is an excellent program, if your student can handle the large university, do you have to be accepted into these programs at the schools or is it just, if you get accepted to the school, then you're into the program?

Beth: Yeah. So normally you need to get accepted into the school first. Okay. And then you, um, You? Yes. Do you, uh, what's the, I don't know if it's

accepted is the word, but you go through their process to, um, to get the accommodations through them.

Abbey: So like showing documentation of a diagnosed learning disability, applying for support services and accommodations.

Beth: Yes. Yes. And they w many of these centers help you through that disability support services practice. Oh, really? So that's another service that they offer.

Abbey: Oh, that's great.

Laurie: So I have a lot of parents that will ask, I'm not sure if you've heard this savvy, that they are afraid by, um, that if one, they're applying to colleges, if the college knows in the application process that they might have a learning disability that that might hinder their acceptance. Can you speak to that? I don't think it's true, but I, I guess I need to, you would know more than me, so please, can you kind of answer that?

Beth: Well, that's, that's a tricky question because they don't really need to know that you have a learning disability when you apply.

Laurie: There's nowhere that you have to check a box or anything?

Beth: Yeah. Don't um, you know, what you're doing is you're, you're giving your basic information. You're filling, you're completing your essays. Like everybody else you're providing your sat act scores. A school that accepts them where, um, many, many schools are doing tests optional. Now we're going test blind. I mean, they won't look at them at all. Um, which has really turned the admissions process upside down this past year. Um, that's another podcast, right. But, um, no, you don't need to say it, but a lot of times what you may, that may be something you want. You want to point out in the essay, how you've had these challenges and how you've overcome them?

Um, rather than just, you know, saying I have a learning disability, this is, I might have a learning disability, but I have become a better person because of it. Um, And of course, they're going to look at your transcripts. So they're basing their admission on more of that, your performance and her performance and your rigor and high school, then, you know, whether you have a learning disability.

Abbey: So do you, is that part of your, your coaching with your students throughout high school and navigating the admission process? Do you help them with those essays and the applications? Is that something that's part of your services?

Beth: Yes, I help them complete their applications. And then we work on the essays, um, that go with the application because, um, there are different ways to apply to college. You can do the common app. You can do apply Texas. You can or some of these universities have their own application. And so they'll have their own essay. So each of these applications come with essay prompts and so, you know, I help the student choose the prompt that they, they want to speak to. And then we work on the essay.

Laurie: Yes. And once those kids get to college, I think we kind of touched on this, but just cause I think this is such an important point too, that those services, um, are only there. If they take advantage of them, no, one's going to come chasing them down and say, Hey, don't forget. You get to take your test in here today. You know, it's you got to show up for it.

Beth: That's where the self advocacy comes in. And so that's why we need to try and help our kids learn those skills before they get to school. So, you know, setting that alarm clock, um, getting themselves up out of bed by themselves in high school. Um, if they don't have those skills, then I'm worried. And let's just say their first year is going to be a lot more difficult. Um, so, um, yeah, so that's where, um, you might want to think about some other options.

Laurie: Right? So, which is, we've talked a lot about college admissions, but a couple of things I want to make sure we touch on are, um, I wanna talk a little bit about a gap year and then also what the options are for kiddos that

maybe college isn't a good fit for them. So first, once again, How would you define it?

Beth: Oh, the gap here is just taking time off to explore who you are. I would say that there are lots of kids who take gap years. I mean, even like, uh, Harvard university, sometimes we, you know, they look, um, favorably on kids who take gap years and those kids are going to go abroad or they're going to be doing internships or something along that line.

Laurie: Um, so taking a year to stay at home and play X-Box all three. Okay. Just to clarify.

Beth: A gap year is improving yourself in some form or fashion. So, um, like I've known, uh, students who have, like I said, gone abroad and they have, um, following mission work or volunteered, or even just studied another language. Um, and then have come back and either started, well, it could be even just a gap semester, you know, it start in, uh, January or. Um, start the next year, um, a gap year for, um, an LD ADHD, autism spectrum kid might be a little different. Um, that gap year could be a special program. That's going to help that student with their social, emotional learning. It's going to help them with their independent skills, living skills, um, their time management skills, um, and for several years, That I have worked with, I have, I have offered that as an option. Um, and it has been a good thing.

Abbey: And that's good to know that schools don't look down or look unfavorably against students that have taken that gap year.

Beth: You can apply to college. You can get in and then take a gap year so you can get in and say, you know what, I'm going to defer. I really. And then take that gap year. Um, but others really need to take the gap year before they decide what they're going to do afterwards. Right. Um, so there are some really good ones out there. Um, uh, there's you could look under the gap year. So I think it's called the gap year association.

Laurie: There's an association. That's awesome. Can I take a gap year to do that? Vacation for a year.

Abbey: That's true. Um, the gap year association, you said?

Beth: Yeah. Gap year, so or can, so you can go on there and you can look at all the various options and they have some specific for kids with our new differences or they have those too. I know of a few as well. Um, the, um, CLE college living experience has various locations. They do have one in Austin when you're in Texas. So they won, lost in Denver. I think they have California, DC. They have one in Florida. Um, but you can look on their sites CLE, um, and then their CIP, which is college internship program, same type of thing. Um, and then there's another one that's really good for kids who have ADHD and on the spectrum called soar. Um, and they're, they're an experiential type of, um, gap year where you go to Wyoming. And they do a lot of outdoor type of activities, but they also have internships within the little town there. Um, I went and visited and they had some pretty unique internships, like, you know, fish hatchery.

Laurie: Okay. That's pretty cool.

Beth: Yeah. It's just a small town in Wyoming. Right, right. Um, but they also, um, help them. With those independent living skills. And they, um, they do, I think at least once, if not twice a year, they put their kids in a man and they have to go on a trip themselves and they have to plan this trip themselves and they have to visit colleges along the way. So it's a great experience.

Laurie: Great. There are other ones like soar. So we'll put those in the show notes for everybody. So then if you've got a kid of that, um, Just college is not good fit for whatever reason, there's lots of reasons. College isn't going to be a good fit. How do you navigate that process for them?

Beth: Um, well, in that case then it's, um, probably a good time to think about work career and, um, at least for a year or two. And try out various, um, types of various experiences. It's still, we still want to play to their strengths. We still want to get a job that's going to play to their strengths. And, and hopefully through that experience, they will figure out what the next step is for them. Um, cause it could be, um, they could take a class or two at the community college. They could take a. Um, like a credential type certification ramp certification, um, you know, cause there's always trade

schools, welding, and then there's, you know, cosmetology and then there's a lot of, lot of programs out there, veterinary, you know, right assistance. Um, But you can go towards, uh, let, I encourage some type of post-test secondary education, because research shows that you will, um, have higher salaries if you had some type of education, something, some certifications, some kind of something. Yeah. So the higher up in high, the more education you have. The higher salary. I'm not saying that everybody who has a college degree is going to be out getting a high salary up to gate, but, um, it ended up they have to work for it. And actually, you know, right now in this, in this, uh, employment, um, environment that we have, our kids are having a hard time getting out of college and finding jobs that make enough money to support themselves. But, you know, they just need to be resilient and, um, just getting that experience and then they'll start, they'll start moving up.

Laurie: Do you have some kids that show up and they're not sure which route they want to go, you know, they don't know they're there. They just know they've got to do something they're gonna graduate. Right? Something's going to have to happen. Yeah. And so do those, do the inventories help you make those decisions? Is it just the, just kind of talking it through, giving them their options and letting them know. Marinade in that and make a decision. I think that would be very hard to do when you've got parents that maybe have these expectations, a student only has expectations over here. How do you marry those and make everybody happy? Which is really impossible. But yeah.

Beth: It can be very stressful. For the student for the parents, it's a stressful time.

Laurie: Do you find they do a little counseling in there?

Beth: Yes. Um, I mean, I think it's all about finding who you are, you know, that student needs to find, to find out a little bit more, or take a little bit more about who they are and what they want to do. You know, what are, what are their short-term goals, where their long-term goals, you know, many students, um, in the environment want to be entrepreneurs. Um, which is fine, but, um, you need some type of education, um, to be successful in that. Um, or you need some mentors, right? So we look for mentors that can help guide you. Um, so that's nice.

Abbey: That's great.

Laurie: What, um, when you, so when you're working, are you mostly working with the student or combo student parent? Like how does it?

Beth: I work mainly with school. But I keep the parents informed. Okay. Um, some cases I work both with the student and the parent. Um, it really depends on the student, you know, um, you know, there's some students who say mom leave, and then there's some students that mom's sitting is for them and that's okay. Right. Whatever, you know, the student feels this, I'm working with the student, that's my client. Um, the parent. Is also my client because they have another part of the process. Right. Because, you know, paying the bill. Right. Um, so they need to have some say in this too, but in the end, the student needs to be the one to decide what they want to do with their life.

Laurie: Sure. Can you help with scholarship opportunities? Uh, yes. And, and financial aid?

Beth: Yeah.

Laurie: And are there some specific for kids with learning disabilities?

Beth: There, there are, but not as much as you would lie. I would love to see more scholarship opportunities for kids with learning disabilities. Um, sometimes we can get some through the university. Um, but the first thing you need to do though, is fill out the FAFSA. That's done October 1st and that's a process so I can help the parents complete that FAFSA, uh, fasa.org and that's another thing that we need that, that we look at when we're looking at colleges. Not only is it, you know, what the student wants and location and in their majors and all of that, it's also, you know, how much is this going to cost? So the parents need to be involved in that. And there's something called a net price calculator that they can go on and, uh, kind of get a feel for how much aide they're going to get. Um, and then there's also merit aid that you can get from specific colleges.

Laurie: Are you doing everything virtually or are you doing any in-person meetings or a little bit of both?

Beth: Right now it's all virtual. Um, but, um, as everybody gets vaccinated uncomfortable, since I am vaccinated, I'm comfortable doing in person as well.

Laurie: But you're working with kids across the country. So at that point then it's obviously.

Beth: Yeah, since we're doing zoom, they're used to doing zoom. Uh, you know, I mean, I meet siblings, yeah. Um, you know, see what the room looks like. Um, it kinda gives me an idea of who they are and that way it's actually very helpful to me as a consultant. Yeah.

Abbey: How would somebody find you and reach you if they were interested in your services?

Beth: Uh, well, they can email me at, um, BethMcGaw@gmail.com or they can call me 404-401-9400 and I'm sure you'll have that. Or they can go to my website, which is launchpadconsultinggroup.com. And I have a, um, You know, I can fill out a form, a contact form.

Abbey: Awesome.

Laurie: Great, awesome. Well, thank you. This has been really helpful. I know we get lots of questions about how to navigate this process once kids graduate high school, and especially for kids with learning differences or learning challenges, it can be anxiety inducing to start thinking about that. So to know that you've got the resources. It is over. We explain to the parents and to the students.

Abbey: It is overwhelming.

Beth: Yeah. Well, thank you for what you guys do too, because you are that first step, you know, we gotta have a diagnosis before we can do anything. And before they can get those accommodations, you have to have that diagnosis. So, um, I'm glad you're here to do that for them.

Abbey: Well, thanks.

Laurie: Well, thanks for being here. We'll have everything in the show notes. Remember if you guys have any specific questions you can always reach us at letstalklearningdisabilities@gmail.com or if you have suggestions about future episodes, stuff you'd like to hear. Um, we are very, uh, thankful that you're here today. You guys, everybody have a great day and stay tuned for, um, Our next episode, which will be episode 19 out in about two weeks. Thanks so much. Thanks, bye.

Thank you so much for joining us today. In our show notes you can find information about today's talk, as well as links to the resources and other episodes. If you have questions about today's talk, have ideas for future episodes or just want to stay connected, you can contact us through Diagnostic Learning Services on Facebook, Twitter, LinkedIn and Instagram. So, Let's Keep Talking Learning Disabilities. This podcast is sponsored by E Diagnostic Learning. You can find more information at www.ediagnosticlearning.com.

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