

Let's Talk Learning Disabilities

EPISODE 29

Welcome to Let's Talk Learning Disabilities with Laurie Peterson and Abbey Weinstein. Laurie & Abbey spend their days talking about dyslexia, dysgraphia, dyscalculia, & 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. This is Laurie!

Abbey: and this is Abbey.

Laurie: And welcome to episode number 29 of Let's talk Learning Disabilities. Abbey, I can't believe we're 29, we're 29 today!

Abbey: I know, I can't believe it either. We've been doing this now for 29 episodes.

Laurie: I know when I was trying to think of when we started and, I honestly don't remember. Has it been the whole year? Did we start in the spring?

Abbey: I think we did start in the spring. January, I was out of town and that was like episode two or three. Yeah, it's been almost a year.

Laurie: O my gosh we've been doing this a whole year.

Abbey: Thank you everybody for sticking with us.

Laurie: Yeah, thank you! Um, so today we have a really, really special episode because I have a very special friend here today. Who's going to share her experiences of what it's been like growing up with dyslexia. And so today my friend Emily is here. Hi Emily.

Emily: Hello. Thanks for having me.

Laurie: Oh, well thank you for being here. We happened to catch her on her break from home from school. We're very excited that she would step in with us today to join us. So, first things first, why don't you just tell us a little bit about you, tell us about kind of where you're at and who you are.

Emily: Yeah, well, I'm Emily. I just turned 20 in September. I go to the university of Arkansas at Fayetteville. Um, let's see, I'm a sophomore, I'm a DG up there. So a Delta gamma, um, I don't know, I am a history major with an international relations minor.

Laurie: And so what do you want to do with that?

Emily: Law School or Non-profit.

Laurie When you say non-profit though, what does that, what is that?

Emily: The goal, if I do go into that would be to travel the world, kind of working with different nonprofits, seeing where I can help the most.

Laurie: My goal is to travel the world.

Abbey: Me too. Maybe we need to go into international relations. That would be really cool.

Laurie: Um, okay. So Emily and I go way back, we've known each other for. The track of how many years, but I met you when you were in about the fifth grade. Does that sound right?

Emily: Yeah, that sounds about right.

Laurie: So when I met Emily, I was helping out at her school with their, um, she was at a private school and I was there to help out with their learning lab. I was kind of a consultant of sorts and, um, Emily and I met and, um, I just started working with her just as a tutor. Right. Um, we did some testing

a couple of times, but, um, when I met Emily, she had already been diagnosed with. And you had already gone through a dyslexia program, right?

Emily: Yes. I believe that was the year that I was finishing up with that program.

Laurie: I think you might be right. So your school was unique in that most private schools don't have a dyslexia therapist on staff.

Emily: Yeah, that's right. I was really lucky to do that. That was not something that was offered most places.

Laurie: No. Normally kids, we were in a private school. I have to get that outside. Yeah. So do you remember when you were diagnosed the first time with dyslexia?

Emily: I remember the testing. I never was like really told what I had, that came from a lot of testing. Um, and then after the, all the testing one day, my parents were like, you're going to this class instead of English. Okay. So that's kind of like, when it really hit me, like something was up.

Laurie: When did you, did you figure out that it was dyslexia or when did you really start to understand what dyslexia was?

Emily: Probably about the same time that you came around? Okay. Um, you were the one that kind of like told me, I think you were the first person that really told me what had, and like what was going on. Um, you were like definitely the best mentor that I had when it came to that, because no one had told me what was going on.

Laurie: Do you do, which that is terrible. But do you remember when you went to dyslexia therapy, do you remember the kinds of things you worked on?

Emily: Yeah, I remember the binder. It was like a blue binder. It had like a bird on it.

Laurie: Isn't it funny, the things you remember.

Emily: It was the blue bird and there were three of us in there and we all kind of hated going into there because like, why would you want to go into a small classroom instead of hanging out with your friends in class? But we would work on like phonetics and, um, spelling. That's why I remember hating the most. So that's why I stuck with me.

Abbey: It seemed boring and probably silly at the time. Right?

Emily: Yeah. I didn't understand it. I didn't know what was going on. I didn't really like it.

Laurie: You didn't know why you were there.

Emily: I didn't know why I was there and I didn't like it because I felt so singled out.

Abbey: Right! Being pulled out of your regular class.

Emily: Yeah.

Laurie: So you probably don't remember if you noticed it helped or do you remember?

Emily: Today, I think it did. Back then, I definitely don't think so.

Laurie: It was hard for you to see the application of it.

Emily: Yeah, I think it was still with you when, still figuring out, like what had helped me with so much. Um, but especially when I started that program, I had no idea why I was there. I didn't like it. I didn't want to be there. Today, I kind of look back at it. I'm like, oh wait, I actually did do something.

Laurie: That really helped.

Abbey: Do you remember what types of struggles you experienced before you went through that dyslexia therapy program?

Emily: I was really young when it happened, so definitely not because I think I got diagnosed in the first grade.

Abbey: That's really early.

Laurie: Do you remember being frustrated with school or not liking school?

Emily: Yeah, that first grade is when I think all my frustrations kind of started with schools. Um, just kindergarten. You're still like learning the basics.

Laurie: And it's still fun.

Abbey: There's lots of playtime.

Emily: Exactly. And then in the first grade you kind of have to get down to cracking and you have to start reading books. And I couldn't read some of the books and I'm like, why can't I read the books?

Laurie: And noticing your friends are reading them. Right?

Emily: Yeah. Like my friends were reading very much higher level than I was.

Laurie: So I think that speaks to why early intervention and early identification is so important because you didn't have time to really build up a lot of, you know, frustrations and, and dislike for school. You know, whereas if I think you had been left to struggle. I think you would have hated school a lot more.

Abbey: And it would have affected your self esteem so much more too. You would have started to have some negative self-talk like, why am I so slow or stupid? Maybe I'm not smart though.

Laurie: So middle-school right. So you finished the program fifth grade. You're still getting some, some additional support, you know, getting to go to the learning lab to have tests read or whatever. Do you feel like that support you got in middle school was helpful?

Emily: Yeah. I feel like that. The stuff. I remember the most in it helping the most, I don't really remember like the actual dyslexia program. Like I remember the basics, but I just remember being pulled out of class and questioning why, but when I got to middle school and it was like actually helping me and I was being read tests and I was being. Like truly helped. It was a lot better.

Laurie: Yeah, because it was, it was, it was applicable. Like I have, I have a history test. You're going to help me read this. So it made sense it wasn't learning phonics and then not using how that applies. That makes sense. That makes sense.

Abbey: They were helping you with your actual work that you had to do and your tests you had to take.

Emily: For sure.

Laurie: So when you finished eighth grade, you transferred to a public high school, which was just a grade 9 through 12 school. And so if I remember correctly, Uh, 504 plan.

Emily: I do have one or I did have one.

Laurie: And so tell me about that. Did you tell me what you had? And I know you are very stuck on you didn't want to use any of it.

Emily: I fought you and my parents.

Laurie: We had to tire down and make her use it.

Emily: But I did have it. Um, I didn't use it.

Laurie: Any of it?

Emily: No, no, I really didn't.

Laurie: What did you have? What did they give you?

Emily: I think it was the same about the same things I had in middle school. So the reading of tests, a learning center where I could go, if I needed for quietness, um, extra time on tests, like kind of the basics of what someone with dyslexia and needs of just like extra time, extra help. And at the time I've really fought it because I really thought I had like I had overcome it. Like I'd been through the program. I had gone to help in middle school and then I was at this point and I had flipped to a completely new world. And I just didn't want to feel the same way that I did in middle school and elementary school, just being singled out of needing extra help. Like, it kind of felt like a weakness at the time.

Laurie: Do you think looking back now, do you still feel that way?

Emily: Um, yes and no. Like it was very beneficial. I had it in case I needed it. But at the same time, I also didn't use it.

Laurie: You worked really hard not to use it.

Emily: I, I, I worked my butt off, so I didn't have to use it because I didn't want to. Cause this is kind of the idea of like, if you tell me that I need to use it, why do I want to? I'm that person that's gonna prove you wrong and be like, I don't need it.

Abbey: Right. You were determined to show everyone you didn't need those accommodations. Yeah. You want it to be like everyone else. Right?

Emily: Exactly.

Laurie: And to be quite honest, you didn't need them. I mean, you killed it, right?

Emily: Yeah. I got through high school with a 3.78.

Laurie: And you took some hard classes too. You didn't take all just...

Emily: Yep, AP classes. Yeah.

Abbey: That's excellent. So you, and you didn't get your tests read to you or use the extra time on that?

Emily: Not very often. I would for the AP classes most of the time, just because it's a little bit more time-constrained and they're a little bit differently set up. They honestly remind me of like a lot of the college essays that I'm writing right now. Um, which is really good. Yeah. So I did hear some in my AP classes, but that was about it.

Abbey: What about for the SAT or ACT?

Emily: I did get it for the SAT, um, and the ACT, because I mostly took the ACT.

Abbey: So you had that extra time?

Emily: Yes! And I did feel like it helped. I'm very happy. That was the one thing that my mom really pushed for and I actually thought it helped. I don't think I would have gotten the scholarship that I'm on today without it. So...

Laurie: Tell us about your scholarship that you got because of your ACT.

Emily: So I got a 24 on my ACT. And because of that, um, at the University of Arkansas, they give out scholarships for out of state residents. If you get a 24 and you have a 3.5 GPA in high school and you get 70%, um, in state tuition.

Abbey: Wow. That is huge. That's awesome. Congratulations.

Emily: I'm getting basically in-state tuition, living out of state.

Laurie: Wow. That's a humongous difference in price too.

Emily: Yeah, I know. Definitely the only reason I'm up there.

Laurie: Well, great job on the ACT and your GPA and you have to maintain a certain GPA, is that right?

Emily: Yes. I have to maintain a 2.7 GPA to stay. That's the only requirement. And I also have to take 12 hours, which is standard.

Laurie: So when you went to college, you have not visited disability services, correct?

Emily: I have not.

Laurie: Despite recommendations to visit disability services.

Emily: Very true, I have not. However, I do work with them. I am a note taker for the kids that do need them.

Laurie: That is amazing to me that you're actually providing an accommodation for somebody.

Abbey: Right.

Emily: So I really flipped it.

Abbey: So you have good writing skills then to be able to be a note writer.

Emily: Yeah, I also go to class. So that also helps a lot.

Laurie: Which is just an amazing thing that you would think most people would understand that, but really going to class does make a big difference.

Emily: It does make a big difference. Which, if anyone is listening, go to class, just go to class.

Abbey: Do you think that part of the reason that you didn't want accommodations is that you thought you would be treated differently or viewed differently?

Emily: Definitely in high school. That's how it felt. I went through high school without really using it. So I kind of like, if I need it, I can always go back and be like, Hey, actually I need help. Okay. But especially in high school, that's how it was.

Laurie: But you don't see that in college, you don't see the people that you're helping treated any different do you?

Emily: Um, yes and no. I think it's also on a different scale because it's a little bit more quiet. Like not as many people care. There's not as many eyes that really, like your professors care and that's about it.

Laurie: Nobody notices.

Abbey: Nobody knows you're getting accommodations really.

Laurie: So it's not, it's definitely less of a stigma. Right. So, and I think the people that really need it benefit from it.

Emily: For sure. The people that I'm helping, um, do, like they are doing well on their tests and they're like actually doing what they need to do.

Laurie: They're appreciative.

Emily: Yeah.

Abbey: And you, you did well in high school without the accommodation. So you knew you were capable of doing that in college.

Emily: Yeah. I did really well in high school for what I was taking. I used it for the AP classes, but I feel like that's pretty understandable. And then now

that I don't have any of it, I'm doing just fine. And if I ever need help, I'd always go back to ask for it.

Abbey: Okay, good.

Laurie: So, I want to go back a little bit, cause we kind of skipped over a part that I want to talk about. So when you were getting ready for, I think is when we were doing your re-evaluation, we were doing your new testing for SAT and ACT accommodations, or for high school, I can't remember which one it was. But we redid your testing and we realize that all that stuff you had learned in the dyslexia program, a lot of it didn't stick.

Emily: No, none of it stuck.

Laurie: So what we figured out is that you actually also had an auditory processing disorder, your brain was not processing the sounds. So when you went through that program and relearned, all those phonic skills,

Emily: It didn't really stick because I didn't really hear what it actually was.

Laurie: So you ended up going through some therapy as a, like a 9th and 10th grader for auditory processing, which again, not a fan. You are not a fan of that.

Emily: No, I fought that every single week.

Laurie: But in hindsight?

Emily: I'm happy I went, I kind of probably need to go back.

Laurie: Oh you think so?

Emily: I think so.

Laurie: Why?

Emily: My, like, I can't pronounce things as much anymore. I don't know. It kind of like, I did the motions of it because I had to, and I didn't appreciate what it was and I didn't really know what was going on once again, my parents never told me what it was. And so I went through the motions fighting, kicking. Um, and then when I got out after a couple of years, especially last year, I really noticed it. I was like, oh yeah, I probably could use that. My pronunciation needs to be better.

Laurie: Right. So the way you articulate words. And there's just exactly what that is. I feel like when I was working with you, I saw a difference from before. Therapy to after therapy. Like even though you didn't want to be there and you probably didn't give it your whole heart, I still think you've definitely benefited from it.

Emily: Oh, for sure. Um, I don't think I would be saying that I want to go back if I didn't think that it helped anything.

Laurie: And I thought it was interesting because I do think your spelling really improved.

Emily: Oh, it has. I'm always impressed, there are only a couple of words I'm just like, I don't know how to spell that. I'll find a different word. Right?

Abbey: That's great.

Laurie: Problem solver!

Abbey: You get much more out of listening in class during lectures and instruction. And then you can understand, you can process all that auditory information and take notes, and take notes for other people, which is great. Yeah.

Laurie: I think the lesson is that like, while, while you're going through that therapy, it seems silly and, um, irrelevant.

Abbey: Or a waste of time.

Laurie: But really it definitely serves a purpose.

Emily: Oh, it does everything I did for the most part, that you and my parents made me do, did help as much as I kicked and screamed doing it, it definitely did stuff. It helped in the long run.

Laurie: Good. Well, and I think, interestingly, looking back to, you know, a lot of your struggles were in math.

Emily: Yes, I'm actually better at math. I also don't take any math classes anymore.

Laurie: So you're done, but you know, most, I mean, for a dyslexic student, sometimes other than just word problems, right. Math isn't as hard, but you definitely, and I'm wondering now, looking back in hindsight, if some of that was just the auditory processing and hearing and understanding the.

Emily: I would bet it is.

Abbey: Even if there are pieces of instruction probably. You have gaps.

Laurie: Cause we did a lot of stuff on the whiteboard and we did lots of visuals and I think that really not even knowing at the time we were doing it, how much, that really helped.

Emily: Yeah, I remember that giant whiteboard that you had in your office.

Laurie: And we would do, we did everything on it. Didn't we? So, yeah, I mean, and I think that's speaks to like learning how a student learns and working towards that because you were able to fill a lot of gaps that way. Even still struggling with auditory processing because we did everything so visually.

Abbey: Being able to present the material in the way that she's going to learn it best and interpret it and take it in best, which at the time with your auditory processing difficulties, you were more of a visual learner and you learned based on pictures.

Emily: And some of that was just the public school setting of just not accommodating to every student. Especially when I dig into high school, that was the bigger issue. Just because teachers and public schools aren't able to accommodate as much.

Laurie: They teach one way.

Emily: They teach one way and the only way that they're going to teach. So whenever I came to you after school and being able to visualize it, it helped a lot during high school.

Laurie: And I think that's when, when we talk a lot about students that maybe need some tutoring...You know, tutoring is important to be taught it in a different way. Like don't just reteach exactly the same way. Going to the, going to your classroom teacher for tutoring isn't always the best.

Emily: Yeah. That's why I really always fought it. My parents would always want me to I'm like, they're just going to teach me the same way. It's not going to help.

Abbey: You needed it explained in different ways or simplified language and visuals and demonstrations.

Emily: And a whiteboard.

Abbey: You needed Laurie's whiteboard.

Emily: Yes.

Laurie: So, okay. So other than some articulation, you know, kind of things today, is there anything else you feel like that, you know, your dyslexia or auditory processing still impacts, or do you feel like you've really sort of, um, you're on the other side of it?

Emily: I feel like I'm on the other side of it. I do know that if I ever need help, like I will always go and get it. I'm not fighting as much anymore.

Cause like, if I feel like if I need help, I'm just going to give up and just go.

Laurie: You know what that's called?

Emily: Growth.

Laurie: Maturity! Exactly. We're there finally there.

Abbey: And being ready to advocate for your own needs.

Emily: Yeah, I mean, I learned that a lot in high school just because when I got to those AP classes, I quickly learned. I need help and I quickly went and got it. So I do feel like I've learned a lot through it, just because I was kind of forced to see what I needed help with and no one was really telling me.

Laurie: You had to figure it out.

Emily: Yeah. Because I had you and my parents and everyone else around me, but I had to figure out for myself.

Laurie: Do you meet with your professors?

Emily: Every once in a while.

Laurie: But you don't meet with them at the beginning of the semester and say, Hey, I'm Emily, I have a dyslexia?

Emily: Usually not. Um, freshman year I had a speech class. That was the only professor that I told because I was struggling in a couple of speeches and she's like, Hey, email me, like, let's talk. What's going on?

Laurie: Oh good.

Emily: Yeah, she, she was a really, really good professor, I loved her. She was awesome. Um, And she noticed a couple of my articulations in the speeches

and she was like, talk to me, tell me what's coming on. Like, do you need help? You seem like you do. And so I told her, I was like, I have dyslexia. I kind of keep it on the down low just because I don't usually need that kind of help, but you are right. Like, my speeches have been failing a little bit because of my articulation and all that good stuff of public speeches. And so she really helped me and she didn't give me a break, but she was able to kind of look inside my brain, like, see. What was going on inside of there and she could judge it based off that.

Laurie: Which is nice, that's what you want.

Abbey: Was it weird for you? Did you ever feel uncomfortable reading aloud in class?

Emily: Yes. I hate it.

Abbey: You hated it? Even still?

Emily: Yeah. I just like, because of my articulations and like, a lot of times, especially when I'm reading aloud, my brain will just like skip over words. And so I just, I don't really trust it to like, do a good job.

Laurie: Well, and I think, yeah, I think you've created some habits just that have been more strategies that you've used while you've read silently, that don't tend to really translate when you read out loud.

Emily: Right. I mean, I'm reading lots of books for all my history classes and they kind of teach you like different ways of reading all these books because, um, I just read a book with a thousand plus personal stories in it. And they're like, just skip over really.

Abbey: They're teaching you to scan?

Emily: Yeah to skim it. Just skim, because it's like a 500 page book and you have to read it in a week and write a book report. You don't want to be wasting your time reading over things that are repetitive and that don't actually help you come to the point. So, yeah.

Laurie: That's a good strategy.

Abbey: That is a good strategy.

Laurie: So, if you could go back and give your fifth grade Emily some advice, what advice would you give her?

Emily: Don't fight it as much. I fought it to the nail.

Laurie: I won't tell your mom, you said.

Emily: I told her!

Laurie: Okay, good.

Emily: I fought it tooth and nail. And like, I'm very proud of myself because it did make me grow and like kind of have my own standing and it made me fight for what I liked and what I wanted, but at the same time, if I had just not fought it. I probably would've been a lot better off. I probably would've been in a slightly better off position just with more support. But at the same time, like I did fight it and I am here today just doing as well.

Abbey: Partially because of the interventions you received.

Emily: Yeah, for sure. Because of all those people that cared and didn't let me fight it.

Laurie: Right. Because in some of the, but I do think you fighting it though, and kind of finding your own way has helped you get to where you are. I mean, now you've really, you've pushed.

Emily: Yeah, a lot of those goals. Cause like a lot of people told me that we never get to college. Like that was a big issue in my house. "You're never gonna get to college." Um, And I've proved them wrong. Like every time someone told me that I can't do it, I just proved them wrong because that was the thing I hated the most. And that's probably why I fought it so much is because

I had so many people around me telling me you can't do X, Y, and Z. And it was like, watch me.

Laurie: Right? Or like you can't do without this help. There's no way you'll make it without this help.

Emily: Exactly. And it was like, watch me.

Laurie: So you're just stubborn. It's paid off. It's paid off because you have an excellent work ethic.

Abbey: Yeah. It's helped you Excel for sure.

Laurie: And the fact that you're now a note taker for the office of disability services is crazy. Like that is such a great story, you know, because now you have such empathy for the people you're helping.

Emily: I know what their brain is thinking. So it's really helpful for them because I know exactly where their brain is missing things. I know what they aren't really understanding, and if they ever need help, like. I'm in a very basic level history class right now, it's a requirement. And I am able to help them cause I'm like, oh yeah, I know history. This really makes sense to me. Let me help you. And I can help you in ways that I understand and that you will understand.

Laurie: I'm so excited to see where you go from here. Cause a little bit of me thinks that you're going to end up helping people with learning differences or, I mean, I really do because you have such a great story and you have so much empathy for it.

Abbey: Um, maybe if you go into law, you can do like special education law or human rights law. Yeah.

Laurie: Yeah. I'm excited. I was excited in high school to see where you ended up and I did. I'm still like, I can't wait to see where this goes and, um, yeah, I'm so proud of you!

Emily: It's been a journey. I'm very proud of myself.

Abbey: It sounds like you've come a long way and you're doing awesome. You're excelling in everything you put your hands on, which is great.

Laurie: And what a success story. You know, especially for parents that are listening that have a student with dyslexia or auditory processing, or really any learning disability. It's absolutely. You know, the sky is the limit. It doesn't limit what you're capable of. You may have to work a little bit harder.

Emily: Oh yeah. You have to work a lot harder, but like, let them work that hard. It's going to be good for them in the long run. Like fight it obviously. Cause you want to help your kid. But at the same time, like if they're fighting you back, that's just because they want to do it themselves and it's going to be better off.

Laurie: And those accommodations that you did receive when you received them, didn't make life any easier. It didn't water things down for you. It didn't change what you're able to do the next year. Like they were just there as a support. And I think that's important too.

Emily: Yeah. They were there as a safety net, that in case if I fell it was there.

Abbey: And when you needed it, you knew you needed it and you went and asked for that help. That's great.

Emily: Yeah. I mean, I was scared to ask for help when I was in high school, just because I went through four years of fighting it so hard.

Laurie: If I asked for it, what are they going to think?

Emily: Yeah.

Abbey: So encourage other students to go ahead and let that support be in place, but then you could decline in or say, no, thank you.

Emily: Yeah. I think one of the biggest reasons I just haven't done it in college or don't plan on doing it in college so far is because, like, I know when I need help at this point, I have been through this for almost 20 years. Um, and so I know my limits and you have to learn those limits as you go through all of the stages of life, but I am in college. So I know when I need help in when I can do it on my own.

Laurie: And there are supports available for kids without disabilities too. I mean, you can still go to tutoring. You can still go to the writing center.

Emily: Especially at big universities.

Laurie: Yeah, well really everywhere, there is some level of support, so it doesn't always have to be through disability services. Just ask.

Emily: There's someone always willing to help, like your professors want you to succeed, or the good ones do.

Abbey: That's true.

Emily: They're going to be the ones arguing to, like those professors are going to help you because they want to see you succeed and they want to see you graduate and do what you want. And if it's a basic level, You can't go far without those basic level classes and they want to see you go on.

Laurie: Right. They're there to help.

Emily: Yeah, your professors are there to help let them help you.

Abbey: Yeah, they have office hours & tutoring.

Laurie: And TAs are the best.

Emily: They're so nice, I love my TAs.

Laurie: They're very helpful. Yeah. Well, thank you for being here today. And thank you for taking time out of your short trip home to spend it with us. We really appreciate it.

Emily: Thank you for sharing your story and being so open and transparent with us. We appreciate it.

Laurie: I love hearing, um, you know, I that's, I think that's what sometimes we talk about we're frustrated at times when we don't get to hear about after we've worked with a family. We don't know what happened.

Abbey: What happens next? Right.

Laurie: So, this has been like such a gift for me because I've been able to watch and keep up for a long time.

Emily: Oh yeah, she's been keeping up.

Abbey: Yeah. I would love to know how so many different individuals are doing. So it's exciting to get to hear success stories.

Laurie: I know! So we'll get to see Emily through the rest of college and wherever she goes and thank you, thank you, thank you for sharing with us today.

Emily: Of course, thank you for having me.

Abbey: And also I think that in some upcoming episodes we'll have more of, um, that are just different individuals living with various types of learning disabilities, because I think it's great to hear those success stories, those struggles, those overcoming those triumphs of overcoming struggles.

Laurie: Or still trying to get over it.

Abbey: Yeah, absolutely. It is nice to hear.

Laurie: Yeah, I think those are great to see because you just do, especially as a parent or somebody who's newly diagnosed, it's like, well, where is this going? You know, So what now? Yeah. I'm excited about that. Well, thank you guys for being here today. Thank you. Um, if you have any questions or suggestions about upcoming episodes, you can reach us at letstalklearningdisabilities@gmail.com. Abbey, have a great rest of your day.

Abbey: Laurie you too!

Laurie: And it's the, it's the Wednesday before Thanksgiving.

Abbey: Thanksgiving Eve. So happy Thanksgiving to everybody!

Laurie: Happy holidays. Thanks guys. Have a great rest of your day.

Abbey: 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.

Length of episode 29:35