

Let's Talk Learning Disabilities

EPISODE 41

Welcome to Let's Talk Learning Disabilities with Laurie Peterson and Abby 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: Welcome to episode 41 of let's talk, learning disabilities. How are you today, Abbey?

Abbey: I'm great. How are you?

Laurie: I'm good. Thank you. I'm good. So today we have a very interesting guest, Ann Kaplan is with us and is a parenting coach. We're going to talk about all kinds of things. Parenting coaching, all that good stuff. So I think this is going to be a really exciting episode. I think we've got a lot of information people enjoy, so, absolutely. Ann thanks for being here.

Ann: Absolutely. Thanks for having me.

Laurie: Absolutely.

Ann: So can you just start off by telling us just a little bit more specifically about, um, I was very general about what you do and kind of what a coach, a parent coach. Yeah, I love that you actually included that in your questions, because I think a lot of people have no idea what coaching is,

which why w why would they, right. Exactly. Yeah. So coaching is really, um, really just about helping you figure out what's right for you and holding you accountable and helping you strategize, finding, tapping into your own creative, um, problem solving skills and alignment, and. Inner knowing and all of those things. So I think a lot of times people think I'm going to hire a coach and she'll just tell me what to do about my kid or about this. And actually, I totally can do that, but that it wouldn't actually be considered coaching. And it probably wouldn't help you a whole lot because you would just be kind of sort of trying a one size fits all approach to a problem. That's very unique, especially parenting, especially parenting kids who are neuro atypical. And so what's most important is really helping you feel super aligned and kind of “eyes on the prize” for your own situation and aligned with your own kid and all of us as parenting professional professionals know the most important thing. The gold standard in parenting is attunement with our children, not attunement with a coach that you're paying.

Laurie: This is true. This is true. So when you have a parent that reaches out to you and we're going to talk about some of the more common things you probably hear, but kind of, how do you get things started? Like how do you get the ball rolling with them?

Ann: Yeah. So when I very first meet with someone, we do a discovery call. That's really just a chance for me to get to know everything and anything about this parent. So I like to say that the first half of that call is really just me listening and answering questions. And until I feel like I have a really comprehensive picture of what's going on, then I kind of turn the tables and give my honest feedback and paint a picture of what's possible and how we can get there and what that looks like and all of that stuff. Um, but really it's, it's getting the ball rolling, involves us getting to know each other and creating, um, an attachment with each other so that we can have trust and confidence in each other and, um, and really discover whatever, whatever solution is waiting for for this parent.

Laurie: So, if you're not telling them what to do, how do they get to the place where they have happy, healthy.

Abbey: Yeah, where they learn from you?

Ann: In the coaching world, I would be considered what's called a coach/consultant. So part of my job is educating my clients. So I will almost never tell my client like, well, you need to do X, Y, and Z, but I absolutely raise awareness about, well, these are considered to be the best approaches to this kind of situation. What are your thoughts on that? What of that feels most aligned to you? How could that apply in this situation? What does boundaries and consequences look like in terms of homework, for example, or in terms of getting ready for school on time? What consequence fits this situation? What thoughts and feelings and maybe reservations do you have about even giving a consequence and things like that? So, Um, you know, I'm not there to support you and starting to use like corporal punishment on your kids. Cause that's the solution you come up with. Like we're not going there together, but we're learning about like, what does authoritative parenting look like? And how can you have a high degree of connection and attunement with your child while you were also having a high level of leadership and control in your family and what are the ways that we move the arrow up in the control world and what are the ways we move the arrow up in the attunement world. Um, but yeah, the, all those little nuts and bolts and things like that are things that I help you figure out versus telling you what to do. Like, oh, you should take their phone away or you should, you know, tell them they can't have screen time tonight or whatever. That's probably not going to work if I'm just like throwing consequences at you.

Abbey: And so do a lot of parents come to you and not really even understand the idea of consequences and how, what a consequence is or how to implement consequences?

Ann: I think that happens. I think also a lot of times we, while all of us come to parenting with, um, kind of like a little bit of a grab bag of experiences and messages that we've gotten as we were growing up and things like that. And so, you know, it could happen where a client comes to me or it's like, well, my parents spanked me and that worked out great. So, you know, what's the problem here, or my parents spanked me, and that was extremely awful to me. And now I have like fear and anxiety. Having any sort of, um, consequences for my children, because I don't ever want my kids to see me the way that I saw my parents or my parent was super, super permissive and let me do whatever I wanted. And that was really not okay for me because I

felt out of control. So now I'm going to like micromanage every aspect of my child's life. So it's not necessarily that people don't know what a consequence is, but we all have our own like thoughts and emotions. Feelings, um, and beliefs about parenting, um, and about using consequences. And then it definitely does happen where people think the biggest thing that I see happening is people confusing consequences and punishments. And so they don't want a consequence because they're trying to be non-punitive or they think they're consequencing, but they're actually punishing their children.

Laurie: That's interesting.

Abbey: That is interesting.

Laurie: So how many, and we've got some real specifics, but I'm still, I have a couple more general questions and one of those being, because it sounds like a lot of the parents that come to you, their concerns have a real emotional piece to it. So how many, or are there many of your clients that are already working with a counselor and how many do you then say it might be a good idea to also be working with a counselor while we're working together?

Ann: Yeah. So part of my job as a coach is to have a very clear line between what is coaching, what is therapy, and really, um, stick to my, um, wheelhouse and my scope of practice. So it could happen. And it certainly does happen sometimes where as I'm working with a client, we realize that, you know, There's an, um, an emotional component that is beyond the scope of, um, of coaching. And so I certainly do have clients who either already are working with a therapist or decide to start working with therapists while we're working together. And that's really not a problem, you know, coaching and therapy. I would say that the Venn diagram of the two definitely overlap. But they are very different, you know, therapy is really about looking to the past and understanding the past and really healing wounds from the past. Um, and coaching. We absolutely acknowledge and understand and talk about the past. And then it's really about asking the question like, okay, now we understand why we're where we are. What do we want to do about it. So it's a much more forward focused and action oriented approach to creating a healthy life for yourself or a healthy relationship or whatever it is that you're working on. And so there's a place for both of those things. And depending on how easily

you're able to move through your emotions and have a kind of clear vision on what you're doing, what you want to do and what you want to accomplish. That's really what determines whether you need like additional um, support and that emotional landscape.

Laurie: No, that makes sense.

Abbey: Makes sense. So what would you say are the most common you had mentioned coaching talking about maybe homework or getting ready for school in the morning. What would you say are the most common reasons parents seek you out for parent coaching?

Ann: Um, well, it just kind of depends on the age of the kids. Cause I work with people all the way from toddlers to teens. So usually with toddlers, we're talking about tantrums, power struggles, the classics, like no phase of life, um, all of that stuff. And I think depending on my clients, sometimes that kind of veers into questions of like body autonomy and things like that. Because for different people have different comfort level of saying, you know, it's not okay for you to behave this way. It looks like you need to be by yourself and pick their kid up and put them in their room for some time by themselves or whatever. And other parents don't feel good about that. Or how about like, you know, wrestling your kid into a car seat? Or trying to force them to get dressed in the morning and stuff like that. There's a lot of like physicality that goes into the mix with toddlers, even if we're just talking about the physicality of like chasing after them and the playground and stuff like that. So it's a very physical job, mothering or fathering or parenting a, um, a toddler. But then with my older, uh, my clients who have older kids, we talk, um, a lot more about, um, You know, smart choices and emancipation and autonomy and relationships and things like that. And then behavior challenges are often about, like you said, schoolwork, um, friend choices, chores, responsibilities, respect, sometimes. I would say. Um, and then there's a lot of times where parents think that what the problem is is respect, but it really is not.

Abbey: Yeah.

Laurie: I was just going to say, I bet there's probably a common theme through a lot of those why you're struggling with why you may be struggling with these five things with your child. They're all kind of related to this thing, whatever it is.

Ann: Yep. Absolutely. I would say like, that's why it's so easy for me to work with parents who have kids of any age, because the principles of fun, of like effective parenting, never change. You know, we get hung up as parents on trying to control things that are out of our control, trying to like manage, um, the outcomes for our kids or the emotions of our kids. We wind up, um, kind of overpowering them, which creates power struggles. And we also get super emotionally invested in our children's behavior, which leads us to behave in extremely, emotionally intense ways that sabotage any hope of us ever improving our kids' behavior, whether it's super-intense positive emotion, like, oh my gosh. You're amazing. Look what you did. You're like the Sunshine's out of you, all this stuff or negative on the other hand looks like you're disrespectful to me. How dare you talk to me that way, you know, all of the yelling and anger and stuff like that. And so. Like I've, I've talked to my clients. The four, I talked about all the time, the four fundamentals of effective parenting are that you can't control anyone but yourself and nor do you have the right to, number two is all human beings, desire control, and autonomy in their lives, including toddlers and children like outside of infancy, every human being wants agency. Number three is experiences are the best teachers so like that Ted talk that you give your kid is not going to change their behavior at all. The more you're talking, the less you're teaching. And four is intensity negates. Everything. You have to be neutral all the time, as much as you pass. That is hard.

Laurie: That's awesome. I mean, that is so that's really does. And so what we wanted to do is maybe just get you to talk a little bit about. The things that we hear most, you know, maybe we can share with our parents, you know, like the homework struggles and hearing you say those things, I'm like, you can, you know, I want you to walk through what I'm thinking, then you can apply those four things just to homework. So I love that. That is awesome. So, okay. So homework struggles we see, we hear about homework struggles from first graders who don't want to sit down because it's hard, it's boring, there's more fun things to do all the way up to highschool kids who just don't even

know how to organize their time and would rather be on their phones or their, you know, whatever. So how do you help. Navigate the muddy, muddy waters of homework?

Ann: Yeah, totally. So, um, well you definitely can apply all four of those principles here. So the first, uh, the first one is really the fourth one, which is don't get upset. You can not get upset. You can not be caring more about your kid's outcome than they care, because as soon as you have created that emotional investment, two things are going to happen. Your kid is really super amazing attitude into your emotions. And as soon as they know that you've taken ownership of this, they won't take ownership of it. Whether you say that out loud, or it's just an energetic thing that they pick up on, it's definitely going to happen where it's kind of like, why would I care? My mom's got this right? So, and the other thing that happens when you get too emotionally invested is you're definitely going to end up yelling and bargaining and bribing and negotiating and all of these parenting strategies that totally never work. They only make things worse. And that happens because you care so deeply that they do their homework. You have to, um, I won't swear on this podcast, but I have a very big potty mouth anyone's considering working with me. You need to tell them because I will say we need to give less craps about this, you really need to give zero craps. Okay. So, because once you don't care and I'm using that in this, you know, obviously tongue in cheek way, but once you care less than your kid does about their outcome becomes a lot easier for you to actually give them that experience of learning. Well, what happens when you make a poor decision? What happens when you don't do your homework? Well, in this family, For example, screens are for kids who have finished their homework or on the weekends, you know, XYZ privileges for kids who have no missing assignments. That one came really in handy during the pandemic, because now really go look and see all the missing assignments. Right? So, and you can actually follow through with that without getting upset. Oh, you chose not to do well. You do you, like choice and agency, right? Like that, that was your choice might not be what I would choose, but that's cool. And you are very well aware of how this family works. So you chose not to have screens. Whatever. Um, and if you're upset about it, I can totally understand that I can actually even be empathetic about how upset you are about the outcome, because I truly can feel sorry for you instead of being angry, like, well, if he didn't want to miss out on screens on your homework, I told you, right. That's not helpful. But to say like, I can totally

understand why. That right now, I'd be really bummed out too if I had to sit in my room while everyone's having family movie night, cause I don't have screens this weekend, like I'm feel the same way if I were you and next week you can make a different choice and I trust you to know what's right for you. And that's it. I love that.

Abbey: So saying no, no screen time you made the choice basically. Is that a consequence, you know, is that an expectation that you make sure they understand? They have to lay out in the beginning that if you do your homework, then you earn screen time.

Ann: So that's a question I get all the time, which is like, okay, so now I'm starting this new thing I need to like, have like family meeting, come to Jesus moment. Everyone needs to know, like, this is the new order. There's nothing wrong with doing that once. But it's important for us all to know that we're doing that for ourselves, not our kids, like your kid already knows he's supposed to do his homework. You're not telling him anything. He doesn't already know. And this new way of responding to the fact that he didn't do his homework is probably way less harsh than what's been happening up until now. So it's not like you're like setting him up unfairly, but if it's what you need to do for yourself to feel like a hundred percent confident and ready to like, go for it with this plan, then. Go for it. That's fine. If you continue to have these, like, no, for real, I we're really going to do this thing now. Maybe you didn't get the memo. That's not actually giving anyone a heads up. That's just giving them lots and lots of second chances, which isn't gonna help.

Laurie: Okay. So that, that, you know, you had said like the out of those four things that was kind of like the four, the number one. What else in there, what other tools do you give parents to help with that? I mean, that to me is I love the natural consequences and I like not, I like non-caring emotionless. I don't have the energy or the time to do your homework. So I'd rather just take it off my plate.

Ann: But so often, cause like most kids. They really do care at some level, if they're doing a good job in school or if they, you know, it's not fun to be in school the next day and everyone else was turning their homework in and you're

like, oh shoot. You know, that's, that stinks. Kids don't like that, but they also. Like, they almost can't even connect with how they feel about their homework and their work ethic and, you know, taking care of their to-do lists and stuff. They can't really connect with how they feel about it. If your emotions about it are overshadowing everything else. And it's hard to suss out for a kid. Like, am I upset about this? Cause my mom's upset with me. And I hate when my mom's upset or am I upset about this? Because it actually matters to me. And the whole point of all those four principles is to set up a world in which it matters to our children to make good choices, because it works out better for them to make good choices. And the more we can, like the whole point of discipline is really about helping kids connect the dots between the choice they made and the outcome they create and everything that comes from that connection of those dots, responsibility, accountability, empowerment, realizing that you're the agents in your own life. Like all of those things come from that. Um, and the more we step out of the way, the more the line between those two things becomes a straight line instead of a circuitous maze for our kids. And so like that. That neutrality is just so, so important. And I just think also of course, like this is a podcast that's about talking about, um, neuro-typical kids and challenges that kids have with learning and stuff like that. It's really easy to fall into the trap of believing like, well, my kid is different, which is true. Um, and therefore they can't...XYZ. Um, and so therefore these parenting strategies that are categorically ineffective, I should start using like giving lots and lots of, um, chances or making excuses or doing it for them or pressuring them. Sitting right next to them and like cramming it down their throat, like neuro atypical kids need structure and predictability and boundaries and consequences, even more than all the quote unquote "normies" out there. Because, the more we parent this way, the more linear that line becomes. And it's so important for these kids to be in a place where that line is as straight as possible.

Laurie: Well into not to interrupt, but don't you think those that are neuro atypical kids, they want the same things. They want to be independent. They want, you know, they want ownership. They want all the same things. It's just going about it...

Ann: A hundred percent because there's a whole. What do they need? It's also, what do they want? And also like, what is the world they live in? Well, it's

the same world that everybody isn't probably going to take. Um, you know, a neurodivergent kid longer to learn how to pack his backpack by himself in the morning, or be ready for school on time. Yeah. It's probably going to take away longer time and you're going to want to blow your brains out. It is what it is, like you don't, there's no way to make that faster necessarily, but you definitely can show up in ways that make it longer or never at all. But it's not a problem that all different kids have certain things in their lives that are going to be more of a challenge than others. And for a neurodivergent kid, it might be some of these life skill things. Well, that's no biggie. You know, it just means that they, we need to show up for a longer period of time. Like I have an eight year old who took a hot minute to remember to turn his homework in and, um, you know, We have a rule in our house, you know, screens are for kids who turn their homework in. So he would come home from school. I'd say, did you turn your homework in? He'd say, no, I forgot. And I'd be like, oh man, that stinks. No worries. You'll get another chance to turn it in tomorrow. But I really want to watch TV. I'm like, oh, I know. I really wanted to, we're in the middle of watching Harry Potter. And I really want to watch it with you, but I bet you're going to remember tomorrow. And at some point it took him like a full, like, I would say 10 days to actually learn this, which. I would say pretty typical. He is not a neuro divergent kiddo, but at some point during those 10 days, he came home and he was mad at himself. And I know the parents listening to this podcast, know what I'm talking about. Would it be like, I just, he said, I just can't learn it, mom. Hmm. It would have been really easy for me to be like, well, maybe he really can't learn it. Maybe I'm expecting too much of him. And, you know, and then like kind of almost betray myself and my parenting for me, my parenting is something that's very, very aligned with who I am and my beliefs and everything like that because I've worked. I make it that way for me to parent my son in a different way would be, would truly be for me to betray myself, but it would be really tempting. For me to do that. But instead, you know, because I've done all this work or whatever, I'm able to just show up and say, you know what, buddy? I know it feels like you can't learn it. You just haven't learned it yet. You're, you're learning it right now. And I know you're going to figure it out and, you know, and he forgot a couple more times.

Laurie: And how good you feel, right? Like when he did remember it?

Ann: Yeah, totally. And then when he remembers to turn it in, it's like big, high five. That's so great. And even then we talk a lot in our work about like, what's the difference between praise and observation, which is more important for me to say, I'm so proud of you, or I can see you feel so great right now. Um, 'cause I, we all want our kids to be doing things for the quote unquote "right reasons". And making me happy is not the right reason.

Abbey: Right.

Laurie: That's interesting. I heard that somewhere a long time ago, and that was one thing I always took with me. Like, you should be so proud of yourself like that, you know, instead of like, I'm so proud of you, you know, and I do think that's powerful.

Abbey: Kind of build in that intrinsic motivation and reward and praise for themselves. And I think it's important that you stayed consistent. You didn't give in and say, well, I'm gonna let it go this time, or I'm gonna remind you, or I'm gonna bring your homework up to the teacher and turn it in for you. And so you stuck to your guns and stayed consistent. It took them a little bit longer, but he eventually came to, he learned it.

Ann: Right. I think that's a lot for parents of younger kids. So my eight year old is my youngest. I have three older children, so I have gone through second grade now, many times. I know like it's different now than it was my older kids were younger. COVID was something that made that happen. Like parents aren't allowed to go into the school anymore. So like, there's nothing I can do to help him turn his homework in. And he simply has to learn to turn it in. And so, you know, that's maybe is almost a blessing in disguise and in a kind of a way, cause probably one of my older kids back in the day, I could have actually walked with them to the classroom and said, now don't you remember? You have something that you need to do right now. What is it? Right. That's not an option right now for me. And that's probably a good thing.

Laurie: Yeah, it is tempting isn't it?

Ann: I did toy around with the idea of like emailing the teacher, but I didn't, and I'm very glad that I didn't.

Laurie: So what about disciplin when kids do things, you know, not turning in homework is one thing and that's a lesson to learn, but like, I don't know when they make poor choices, they get in a fight at school or they, you know, talk back to a teacher or they get their clip moved or their whatever, like when there's discipline. Um, how do you, how do you help parents handle that appropriately? Yeah. So this is a great question because especially when it comes to school, we almost have like a three tiered approach. Like the first tier is basically, unless the school is telling you that you need to get involved. You don't need to get involved. The school should have a discipline plan in place and your child is not the first child who threw a shoe or bit somebody or threw a chair or even...I had a client and we dealt with that last year. Yeah. So your, they have, they should have aplan in place of what do we do with misbehavior. If you're getting calls from the school, the first question to ask. Thank you so much for letting me know what is your plan to deal with with misbehavior? And if they're like, our plan is to tell you about it, you can say, well, that's not enough. Um, I'm not there and I'm not going to be there. So, um, You know, I'm, I'm here to support you in whatever your discipline plan is, but I'm not a discipline plan for your school. And so that's kind of step one is to really, truly like hand the problem back to the school. Not in a way of like, not my problem, but in a way that's like, you need to take the lead on discipline in your facility and I will back you up however, that looks. And then give them a chance, give the school a chance to not need you to do anything more. If it, if the behavior still continues, that's when we need to have like a conversation that's about how am I going to back up the school at home. And here's where I really encourage you not to do the pickup conversation like right in front of your kid. Did we have a good day or a bad day? Thumbs up, thumbs down. You know, disappointed, look on the teacher's face or whatever, like, because then school and, and probably there's people listening to this who have actually experienced this. Cause it's really common school becomes this thing where there's like an ultimatum or like a come to Jesus moment at the end of the day or kids decide, I don't care. I'm bad. I that's who I am anyway in the car on the way home to be like, I was bad today, mom or I was good today, mom or whatever. And you can just tell like, this kid's whole identity is now wrapped up in like, whether they were good or bad today and it's not healthy. Right. So you might need to set a

boundary with the school that says, I want to know what's going on with my kid. I will not be discussing it with you even in facial expressions at pickup time, email me, text me. I want to know, but that's, this is not the forum for that. Um, and then you need to have some stuff in place at home to back up the school. So, and it's not like, what did you do in school today? Well, now you're just inviting your child to start lying to you, which is like a whole nother discipline problem that you've created for yourself. Like, don't do that. You can just say. Hey turns out that you threw a chair today at school buddy. Um, and that's a real bummer because when we have bad choices at school, this is what happens at home, whatever that consequence is. Um, but you know, confronting them with like, you know, confessed to what you did, like putting them on trial every day at pickup. It just, it just doesn't, it's not even like we don't even need to go down the rabbit hole about whether or not that's right or wrong. It just doesn't work. Not worth it to do it anyhow.

Laurie: You know, I think we've had some parents that I've talked to, even this recently that have said, you know, the school will call me when there's a problem and want me to fix it. And you know, we're like, well, no, that's there. You know, you weren't there. Like this is there. It was on under, in their classroom. It happened. They need to, if they want it to stop. Right. They're going to have to put some consequences in place.

Ann: Well and I think that what I'm seeing in a trend in schools right now is sometimes teachers do this really well, a nuance where they will reach out and say, Hey, I just want to know, is there something you're doing at home? Like what, what tends to work for your kiddo? Cause. You know, honor that, or that's really useful information for me. And that's great if I were the coach of the teacher, I would say like, it's your classroom. It is great information for you to have, but ultimately you need to decide like, what is your approach to discipline that honors, whatever the school's rules are and boundaries around, you know, obviously there's limitations to what a school's even allowed to do and stuff like that, but, you know, creating your own approach to discipline and I think there are legitimately, and I see this more with like preschools and daycare centers or private schools, because they don't have quite as like, they can kind of follow their own whatever, but I do see schools just not having a plan at all in place.

Laurie: And just crazy just calling the parents, right?

Abbey: Yeah. We've been having them come get the child from school and pick them up, which in my opinion is actually rewarding, the child for their behavior because they get to escape school.

Ann: Yeah. So there's obviously there's things we can do about that to make it less over Woolworth's reward. And in some cases like for safety reasons or something, it might be that you have to come pick your kiddo up and stuff like that. Um, you know, there's never like a one size fits all approach to this stuff, but it is, I think really, almost doesn't even occur to parents because we feel, we feel like we're the ones who are in the principal's office when we get that call or that email home, we forget that we actually have agency. And what I often see is parents either feeling so humiliated and ashamed and upset about what happened or just complete mama bear and start like raging at the school or the kid, um, because they feel like attacked or called out. But both of those behaviors are coming from the same place, which is that you feel ashamed and called out and judged. And so if you can get, talk about that emotional place we were talking about earlier, like if you need to, you need to have a conversation with yourself and realize like, this is just, you can look at those calls and emails home as just information. Johnny threw a chair today is the same as Johnny was wearing a yellow shirt today. It's just information for you. And you get to decide how you're going to respond to that. Um, and, and there will be things that happen in class that you can decide, like you actually don't think are a big deal at all. And the school can be upset about it if they want to, but it doesn't really violate any of your values. Like, for example, it's like saying like a body part name or something like that.

Laurie: Right. So do you feel like though, so I'm, I'm imagining all of this with like school-aged kids even up to middle school, but what happens when the kids are big kids and they're high school kids and they can get in the car and drive away or they can they're are bigger than you and they're, I don't know. I feel like the, the dynamic shift a little bit. Is your coaching. Techniques the same for all ages? Or do you, does it start to turn into adapt a little bit to something different as they get older?

Ann: I would say yes and...is short answer question. So, um, the principles are always the same with teenagers. There's some nuances that it's really important to understand, because not because it's going to change you. Those principles, but because it's going to almost like make them more nuanced. So for example, it's really common mistake people make with teenagers is like the kids are older, their mistakes are quote unquote "worse". Um, and also the stakes are higher. So my punished. Which I mean, right there that's a wrong-headed approach, but, or my consequence needs to be extreme because the behavior was extreme. The risk is extreme. So now it's like I'm taking your phone for a week or you're never going to see the light of day, or you can go out with that girl until you graduate or you can't get your license because until you, you know, do X, Y, and Z, like that really doesn't work for teenagers. It's not really a great approach for little kids either, but we just don't really see that approach being taken as much for little kids. But the problem is like teenagers brains are thinking about the immediacy. Like an eight year old or a nine-year-old is more capable of long-term planning than a 16 year old, trying to say like a month from now, I'll give you the keys back. And in the meantime you need to do like these lists of perfection that I'm going to give you, your child, like a month from now. It's like, doesn't even really even exist o them. And now it's like you have set an impossible task before them. First of all, that's super far away. That's a really long time that they have to be good. And also probably your standards for what will get them their keys back are really high. And especially over the course of a whole month, what is the likelihood that your kid's not going to screw up? Zero, right? Your child. Actually accurate and saying like, well, I'm never going to do it. So screw it. And then their behavior will often become worse. Like we all had in high school or maybe we were, the friend in high school that was like always grounded before they, before they even reached the week, the end of the week that they were grounded, they were grounded for another week. And did those stop misbehaving? No, they just got really good at sneaking out of their house and doing this or that like the, the consequences was completely meaningless to the child at that point, except for the fact that they would be having consistent interactions with their parents, where they got a lot of shame messages. But as far as like modifying their behavior, it's totally ineffective. So, so little subtleties like that, where it's like, okay, your kid is a teenager now. So we really need to keep these factors in mind that we probably didn't need to consider before when they were younger. And then also. Um, teenagers and tweens also like the relationship becomes so

much more important and I want to say it's more important, but it's more often neglected. So then it becomes something that we need to put more energy into. With your toddler like you might be fighting with your toddler all the time, but I guarantee you, there's probably just as much time where you're like snuggling and holding them, thinking about how cute they are and taking pictures for Instagram of them was like cake all over their faces and stuff like that. So your relationship doesn't get put on the back burner as easily as it does with older kids. So that's another difference with the older kids. You really, I really pay a lot of attention to like, how are you communicating? Um, and then also like older kids need to be more emancipated than younger kids. There's a big independent. Process that may be getting neglected. And what often happens with teenagers is because their behavior becomes heinous, you wind up actually becoming more controlling and battering down the hatches way more. So a 16 year old could be having way more restrictions than they did when they were 10. So those are kind of the little differences, but the principles never change.

Laurie: Hmm. That's awesome.

Abbey: What about, so talking about neuro atypical children or students, and do you use different strategies for, for example, a student with ADHD that has a lot of impulsivity that may be, ya know...I've seen a lot of parents in the past, use that as an excuse for behavior that, you know, he can't control it or she couldn't help it. She's impulsive. She has ADHD. Do your strategies for teaching and helping parents come to, you know, learn more about discipline. Do they differ for students with ADHD or learning disabilities?

Ann: I think the strategies don't differ, but I would say the nuts and bolts differ. So for example, with a kiddo, with ADHD, Versus a neuro-typical kid for a neuro-typical kid. You might just say like, you need to get your homework done before chore, uh, your homework and chores need to be done before you have screens. And that's all you need to say. And the kid immediately is like, okay, well, I guess I better do my homework now. And then I'll do my chores after. And they've like laid out their evening for our neuro atypical kids saying that to them might not be enough. So that doesn't mean that you swoop in and do it, figure it out for them and say, okay, so I've laid out your entire evening. So before we have to do this before you can get

screens the consequences the same, but you might say, Hey, you need to get your chores done and your homework done before you have screens. What can I do to help you feel like you're ready to take on that responsibility? Or what do you need to be able to do that? And so those kids that are coming home saying, like, I just can't do it, you know, then you, you can sit down and say, I'm here to help you. What do you think would help you remember to do things instead of how many of us like ADHD moms? Have we been given the advice like make lists, checklists have checklists all over your house. I was just talking to a client yesterday. Who's kiddo has ADHD and she's like, I realized he doesn't even use the checklist. I'm sitting here and making the checklist for him. I'm putting it in his backpack. I'm checking the checklist. He's literally doing nothing with the checklist. And, but, but if it, if a checklist was something that this kid on his own had said, you know, I think a checklist might really help me, mom. Oh, great. What should we put on the checklist? Would you like pictures or do you want to draw it out? Do you want to write it or do you want to type it? You know, like this kid is still in the driver's seat and always the consequence is still there. And that's the other piece of this puzzle. When you stay with consequences instead of punishing. You those two things can be true. Like what you were saying just now about, um, About like, well, but he can't help it? And that's why he's acting this way. Yes, that is a hundred percent true. And in this family, we don't get screens when we haven't done our homework and I have all the empathy in the world for why you didn't do your homework. It's totally understandable why you didn't do your homework. And then also in a, from a coaching perspective, I would be like kind of helping that mom chip away or that dad chip away at the idea that he can't do it. He can do it. It's probably gonna take him a longer time to figure it out. It's probably going to require a lot of patience and compassion on your part and consistency and diligence. And, um, and you might, yes, ha have to be there to help him implement tools that make it possible for him to do that. It might be true to say, just saying, this is the boundary, you know, good luck to you. It would set him up to fail. But saying, this is the boundary and I'm here to help you figure out what you need to reach that boundary or to comply with that boundary. What that means is every kid can do it. What, what the answer to that question? What do you need to be able to do? It is different for everyone. But it is possible.

Laurie: So, I mean, I feel like we could talk all day. Like this is so helpful. And I feel like so many of our parents, like we have these kinds of

conversations and oftentimes we're not sure, you know how to help, which is why we love to have people like you. So tell me how you, how do you serve parents? Like, what are the different ways that you work with.

Ann: So I work both in a group coaching program. I run a group coaching program and for moms, and then I also work with couples and non moms, um, privately. So, um, it's really up to whoever wants to work with me, we. We like in that discovery call, part of the work that we do is to figure out where do you belong? Where do you fit, where you're going to get the best results? What, what feels right for you? Um, and either way, no matter where you end up, you're going to get a full curriculum. For me, that is, I would say half parenting skills. Like, what are the consequences I want to use? And what do I do when we're not getting ready for school on time and all that stuff. And then the other half is that emotional? What is my job as a mom or a dad? What, um, what does a good parent even look like? And where did I come up with that idea? And how much of my parenting is coming from me, trying to prove something to myself or take care of my own emotions versus actually being attuned to an in-service of my child?

Laurie: I love it. And you, do you work, you work all virtually, right? Yup. All virtually. So clients in like Europe and I got a czechoslovakian client a couple months ago and yeah.

Abbey: Man you are, you are fabulous. I think I can think of so many different parents right now off the top of my head that could really, really benefit from your services and working with you.

Laurie: So, how do people find you? What's the best way? I would assume just your website, which is...

Ann: It's annkaplanparentcoach.com. Super easy. It's super easy. We'll put that in the show notes.

Laurie: Is there a place on their form they can fill out to reach out to you, then get my free workbook on getting kids to listen the first time from that website, you can set up a discovery call. You can. Send me a message. If you

want to, um, if you send me a message, I'll probably suggest that we have a discovery call, but that's fine. You can always reach out way. Um, yeah, you can find me find all of my stuff there. You could even just enroll in the group program full out without even talking to me if you want to.

Laurie: Oh really? Oh, that's awesome. And does that, is that just ongoing or are there start and stop times?

Ann: Nope, it's always, and it's a forever program. Once you're in the group, you're in it forever. Or at least until I retire. So I always give everyone six months. So like, even if I decided to retire today, which is not going to happen, I would still run the group for six more months.

Laurie: That's awesome.

Abbey: Awesome.

Laurie: Really! Because I think this is a benefit, like all the way through to when you send your kids off to college and even just teaching them how to be independent and staying out of, I mean, there's so many nuances all the way through to when they're married and have their own children.

Ann: Well, and at a certain point it's basically like almost like free coaching cause you don't pay forever once you pay your in and that's it. So a Costco run and then I'm just in your life forever.

Laurie: That is awesome.

Abbey: And about, about how often would a parent meet with you if they. We're taking you on as a coach. Yeah. So my group program, I do a weekly coaching calls and, and then we also have a private closed Facebook group where you can get coaching throughout the week for me. And I respond to stuff in that group within like an hour or so. Um, and then if you're working with me privately, we meet every other week for six weeks.

Abbey: Okay.

Laurie: Oh, that's great. That gives you lots of time to practice in between. Yeah. And when you're a private client of mine, you also have unlimited access to me. It's just not through a Facebook group, but it's through a video messenger I use called Marco Polo.

Laurie: Oh, that's cool.

Abbey: That is really cool. That's awesome.

Laurie: Well, thank you so much for being here today. This has been so informative, so helpful. I'm so excited to share this with everybody. Um, we very much appreciate you taking the time out of your schedule to share all your amazing information with us.

Ann: No, it was a great fun. Thanks so much for having me.

Laurie: Absolutely. If you guys have any questions, we'll put all of Ann's contact information in the show notes. Um, if you'd like to reach out to her, if you have any questions for us or suggestions for future episodes, do not hesitate to email us at letstalklearningdisabilities@gmail.com. Our website is fully functioning up and running for the podcast. But I can't remember what it is. We'll put it in the show notes because it's not, let's talk learning disabilities. I think it's LTLTD or something, I don't know. Well, I'll put it in the show notes. Anyway, you guys have, it's brand new and I'm like, I know we didn't put the whole name out there because it was way too long.

Both: We'll figure it out.

Abbey: Thank you everyone for listening. Thank you again, and for joining us and take care and have a great day.

Laurie: 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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