**Tiana Buzz Ready**

[00:00:00] welcome back to the access to education podcast, where we talk about everything having to do with learning challenges and learning disability. On today's episode, I'm talking to Tiana, a mother of three educator, lifelong learner, and owner of the part-time jungle, helping mothers connect in a world that can sometimes be overwhelming and isolating.

As well as all this Tana has navigated her eldest son's diagnosis of ADHD and anxiety. She has also come to understand her own diagnosis of ADHD as an adult prior to starting the part-time jungle. Tianna worked as a teacher in junior and high school, and now works as an instructor at the university of Calgary in the Rockland school of education.

Her career has also taken her to work as an early learning coordinator, supporting home-based and school-based [00:01:00] programs in teams of specialized supporting children ages three to five with developmental delays, Tana. Welcome to the show. I am super excited for this conversation tonight. I know it's going to be full of interesting nuggets.

I'm so excited to be here. Thank you for having me. So let's kind of jump right into the nitty gritty because really as parents, what we want is that nitty-gritty information. And we just want to kind of get the information. So let's start right off the bat. Tell us a little bit about your oldest child.

And did you realize that he had ADHD or was it something that came through school? Did somebody do daycare mention it? Like how did you come to understand your eldest child? Well, so getting to know him better has definitely been a journey. And I would say that somethings became more evident in school, but I would say more for us as parents then specifically with teachers.

So even as a [00:02:00] little guy, like right from the very beginning, if we look back, he was a very sensitive kiddo. So a lot of loud noise or being around a really busy situation. Those types of things would result in him having a lot of emotions that needed to come out. And it seemed like he really needed to decompress.

He was also very sensitive to things like tags and seams and all those kinds of things. So I did seek advice from our family doctor and actually a couple of specialists when he was young, because. I was unsure if his like very extreme emotions were quote unquote normal. Cause he was our very first child.

Those sensitivities did continue, um, as he entered school, but they definitely lessened in terms of the [00:03:00] extreme nature of his reactions to things. But he just seemed to be actually, first of all, we, we sort of recognized his anxiety. So as, especially as he developed the ability to share verbally with us, what was going on for him, he was worrying about a lot of things as well.

So, uh, throughout school, in general, we seemed able to sort of talk to his teacher about the fact that he tended to worry about things. And times of transition were tough and he could be easily overwhelmed. And then when he got to grade five, we, uh, he was in a class with a teacher who didn't seem to be as on board with making accommodations for him.

And I, as a teacher myself, I can start. We appreciate all the being was that a teacher is dealing with and there's so many moving parts and pieces and children [00:04:00] that learn in so many different ways and come with such complex and interesting and different backgrounds and approaches to learning. But I think in that moment, especially with my educator hat, my husband is I'm an elementary school principal.

We just sort of felt like throughout his school career, our eldest would end up in situations where a teacher might not just naturally be accommodating, but if we sort of explore things further, um, and maybe looked at getting a diagnosis and in Alberta, it's called, um, an IPP, which would be like an IEP in Ontario.

That he would be, you know, sort of better ensure to get the support that he needed. So it started with a diagnosis of anxiety and that made sense to us, but as he carried on it with school, there seemed to be more to the picture. And it was just something that was really [00:05:00] eating at me. And I know. Um, typically we think of ADHD in terms of being hyperactive.

And I think even in my experience as a teacher, that was the way that it sort of presented itself most often with the kids that I worked with, but in doing a little bit of investigating myself, I realized that ADHD inattentive type is actually more common than I realized. So when our eldest was in junior high, where there are more teachers and different approaches and more things to keep track of, uh, we decided to circle back to the psychologist that we had seen before.

And talk to her about some of the things that we are noticing and inquiring and doing some further investigating, if there was more to this story. And in fact there what's. So, um, that ultimately I [00:06:00] think it more so came from my husband and I. And I think part of the reason why it maybe didn't come from the teachers is because at school, our eldest is very compliant and cooperative and always seems to be doing what he should be.

So when we would say things like, you know, he had had an incredibly emotional reaction at home and just absolutely fell apart or was really struggling and having a hard time. They were very surprised. So that was, that was sort of our journey and getting, getting to that diagnosis. I think that, that emotional piece that you're talking about where you go to the teacher and you say, okay, but he came home last night and there was this big explosion and there was all this emotion.

I think what I'm seeing more and more as I work with students as I work with clients, as I, you know, go through this advocacy work and work with other families, I'm hearing a lot of that. And really, I mean, [00:07:00] Listen, I'm not a doctor. I can't write any of those things. But what I can say is I think what happens is that as parents, we are the safe space.

We are the place where that emotion can be unleashed, whether we like it or not, whether it's a convenient time for the emotion to be unleashed, like, you know, cooking dinner and there's a child screaming and having a meltdown and, and as parents of these. Kind of, um, super feelers. Cause that's what they are.

They're super feelers. We have to kind of pivot and turn and be able to kind of support them through that. So it it's, it's hard and it masks, I think a lot of other things that are going on sometimes. Absolutely. It can be a tough time. So I'm also an educator much like yourself and your husband. Um, Which has its own difficulties when we have these little ones.

Um, but I wonder for your family, did your own background in the knowledge of education that you [00:08:00] have, did it help, or did it hinder your ability to see that there might be something? So I know you kind of touched on it very briefly, but I wonder if for you, so I know for myself. Self as a parent and a person with a learning disability, I was always kind of on high alert, always kind of looking.

And then to the point of one day, my husband was like, you need to stop looking for something that's not there, but, and so it, it, it helped. And it hindered a little bit. I wonder if you had an experience that was similar or different to that. Yeah, I think that because we weren't hearing things from the school, it made us question the knowledge that we have as educators and what we were seeing at home as parents, because it made us think.

Maybe it's more just, as you said, just that emotional release at home, you know, it is a long day being at school there's a lot going on. So that sort of made us question the questions [00:09:00] that we were at. I think the biggest thing that helped was our understanding that there is a process in place to support kiddos that might need.

To have things approached in a slightly different way, or might need some additional supports in place to help them be a successful as they can be. And when we were seeing that he wasn't being are demonstrating the success that we knew he was capable of. We knew that in exploring, um, the diagnosis process or sort of.

Uh, making sure that we could get those supports in place for him, that things would be a lot better. So we were really aware of the process and what we needed to do to ensure that he had those supports. So I think that was the helpful piece, but I would say that it [00:10:00] is tricky as a parent and an educator to approach another teacher.

And not have it feel maybe a bit uncomfortable because I, I sometimes felt like I was maybe stepping on people's toes in a way, and I didn't ever want to be telling anybody what to do, but at the same time, I really wanted to advocate and support our child and set him up for success. So that piece was a tricky one to navigate for us a little bit, but, um, at the end of the day, I think it was just really helpful to have those conversations with the teachers to share our insights and to take action and explore.

Like, I think it's always good just to trust that gut instinct that we have inside of us that. Maybe, as I said, like there's more to the [00:11:00] story and, and looking into it, there's no harm in asking those questions and looking into things a little bit more. I think it's a good thing to do. And that's that advocacy part that is hard.

And what I think I want parents who are listening to this particular episode, because here we are both educators saying it was hard for us to advocate. It was hard for us to ask the question. So even though we work in the industry, if you will. It didn't make it any more. Difficult or any easier for us to go in and say, Hey, we're not sure about this, or can somebody help us with this?

I think what maybe helped me was that much to your point, Tiana is knowing the steps in the processes and the things that needed to happen to get the help. And I think. That's maybe something, I don't know what it's like at where you are, but I think sometimes the steps in the process is the hard part for families to understand, because it's not well known.

I don't know if it's the same at where you are. [00:12:00] No, it's not well known. And I think that's one of the reasons. So when our eldest transitioned from elementary, so in Alberta, many students go from elementary school to junior high when they start grade seven, I, when he, when he started grade seven, we, you know, he started time went on and then we just received his IPP, um, from the school.

And there had been no conversation with our child and no conversation with, um, my husband or I, and not even a reach out or an ask, not a questionnaire, nothing at all. And it just made me feel so uncomfortable because I knew there should be a process in place and there wasn't. And so it was just so baffling and that created a bit of a difficult [00:13:00] situation because I wasn't sure how the school was looking for input or if they were looking for input at all.

And it just seemed like a box that had been checked off and not. Something that was going to be implemented in a meaningful way. And as you know, there's, there can be some, uh, financial investment involved in getting your child diagnosed. There's a lot of emotional investment and time for all those things to happen.

And to have that kind of. It felt like be pushed aside. That was very difficult. So I will say that things have changed and there is a process now in place and it just makes such a difference, I think, for, for everybody. So. And I think what's so important. And I really, when I, when I talk to families about advocating and how to advocate and when I work with clients and when I talked to other parents, who've been through it, that idea of the team collective between the [00:14:00] family and the school and when the child gets to a particular age, like your son, for example, in.

In, um, grade seven and middle school, he is able to be an active participant in deciding what his goals need to be and how to implement them. And I think that that's the piece that is so important. So that everybody is working towards the same goal. Like if mom and dad have one idea or parents or whoever, the adults in this child's life are, they have a goal.

They have an, a, they have a vision. The teachers have a goal, they have a vision. The child themselves probably has a goal and a vision. If you asked them, I, a lot of these little guys are very, very articulate. They are more aware than any of them give us credit for. So, um, it's so important to have that team and that input.

Yeah, I agree. So what's the hardest part. As a parent getting a diagnosis. I can tell you what I think the hardest part was, but I would be really curious Tana to hear what you felt the hardest part [00:15:00] was. Um, because I think that that's something that is hard for us as parents. When we get that official diagnosis, it does feel a little bit like a punch to the gut.

Um, My personally for me, because of my own background, it was a lot of guilt. I remember crying in the psychologist office and saying, it's my fault. I did this and her having to remind me, no, this is actually biology. This is not your fault. You didn't do it. But I'm curious to hear how it was for you. Yeah.

So I know later we're going to be talking about my own diagnosis, but at the time this wasn't on my radar, uh, in, well, it was starting to be on my radar, I would say. And I think the hardest thing was. It's sort of asking myself, why did I not pick up on this sooner? Or why didn't I do something about this sooner?

I just felt like I should have [00:16:00] known, especially with being an educator and having worked in education for so long. And I mean, hindsight's 2020 of course, but I felt a lot of guilt around that because maybe he wouldn't have had to struggle so hard for so long. Had we just looked into that other piece of the puzzle sooner.

So there is definitely that. And then the other thing that was tricky was. Just finding ways to support him with the idea of having a diagnosis. And I think, you know, especially, so in grade five he got the diagnosis of anxiety and then ADHD and attentive type in grade seven. And. Kids of course struggle with the fact that they just don't want to look different or be different, or stand out toward the, that kid or what, [00:17:00] whatever the case may be.

So just navigating how to work through that with him, especially in the beginning was really tough. But what I really like about that is that you emphasize just now the fact that you talked to him about his diagnosis, right? It's his, it's his to understand it's his to learn it's his to, to own in whatever way he wants to own it.

Um, personally, when I was younger, my dyslexia, I did not want to own it. I did not want it. I did not like it. It was not something I wanted to identify with. But as I grew up and my parents continued the conversation with me about what it is, what strengths it gives me, because it sure does. Um, I learned to own it in a way that was meaningful for me.

And I think that's so important in any diagnosis is that families can sit and have conversation and talk about it. It shouldn't [00:18:00] be. A secret. It shouldn't be something that you don't talk about. It's like the IEP, if your son or daughter or child has an IEP, it's so important to talk about why. I just think that that's something that sometimes is missing for some kids.

And obviously when they're in kindergarten, if they have one in kindergarten or grade one, maybe, maybe that's not the time to talk about it, but as they grow to understand themselves as a learner, because that I think transfers and we're going to get to this in a minute, Tiana, when we talk about you and your own ADHD, But I think it allows you as an adult when you're in the working world to advocate for the things that you need, because you've been doing it from the beginning and that's, I think really important.

Well, and that's just it like for our son, he now understands himself so much better as a learner. He knows the things that are challenging for him. He knows what his strengths are. And it's been so amazing to see him be able to draw on those strengths, to help himself out in those situations that are more difficult, but [00:19:00] also seeing him be able to advocate for himself.

So to have those conversations with his teacher, without needing my husband or I to kind of step in and, and help with that. So. As much, but he's, he's done really, really well. It's been great. So what's a piece of advice you'd give to a parent. We've talked about a lot of little nuggets of things that I think are great for families to use, but you having been through this yourself, what would, what is your piece of advice that you give to families when they go through these challenges?

Yeah, I think the biggest thing, and especially when I was working with young children with developmental delays, So I think that one piece of advice that I would give to parents is that. Information is really such an empowering tool for both you and your child, because it helps you to better understand how, what your child's strengths are as well as their areas of challenge.

And it also [00:20:00] helps your child understand those things for themselves. So in both cases, it's incredibly empowering and allows both you and your child to advocate. For your child, and to be able to communicate the things that are going to help your child to be as successful as possible. It's information is empowering.

So let's talk about Tana, the adults, she's just been through this with her child and something in all of that. Clearly, as you were going through with your son, triggered something for you. So tell me a little bit about your journey as an adult, because there are probably going to be people listening to this who maybe have kids with ADHD and are wondering about themselves, or maybe just somebody who's wondering whether or not as an adult, they might have ADHD.

So how did it come about for you? All right. So, uh, in going with our son to the appointments [00:21:00] with the psychologist, there were times when he was having conversations in testing where I wasn't in the room, but there was times that I was there and the questions that he was being asked really made me take pause and reflect and think, huh?

That's actually something that I have a hard time with that, so interesting. But I, that sort of started the ball rolling, but I think the biggest thing was I came across a documentary by, um, CBC called ADHD. It's not just for the kids. And some of the sections definitely didn't apply, but there were some sections of the documentary actually that focused specifically on women and it, and telling the story of some women and their experiences with ADHD and how they've managed to be successful.

And, you know, they'd gone through university and all [00:22:00] these things, but when I was listening to their stories, I really saw myself in those situations. And I always did well in school, but I struggled with picking up the key pieces of information. I had to go over things a million times. So I invested so much time and energy in studying.

I never felt when I was, when I left a class that had really got that much out of the class. So I would have to go over my notes and read the textbook and sort of try and teach myself what had happened in the lesson that day. And it just seemed really hard. And I know often we look around and we think, why is this so hard for me and nobody else?

And. I know everybody has their struggles, but it was really hard for me. And so that [00:23:00] was really the kicker for me that I think this could actually be me. I could have ADHD inattentive type as well. Um, so similar to our eldest, I struggle with auditory information. It's like in one ear out the other. But then I really reflected, and I could see that just like the women in this documentary, I haven't had to develop some coping strategies and skills that really helped me to do what I needed to do.

I decided though that it was worth it to go and have a conversation with my family doctor and just, you know, get some more information and see what happened. And I'll say too, that in having our eldest get his diagnosis, I was so truly inspired by his bravery, despite it [00:24:00] being difficult, he was so brave.

And how overall he was open to the experience and how he had to be vulnerable in such a huge way. Um, but it led to such amazing outcomes. I just so proud of him. And I thought, yeah, surely if our child can demonstrate that bravery and vulnerability, I to ask questions and investigate further. So I did go to my family doctor and have the conversation and.

She agreed that yes, that would definitely be the case for me. And it felt so refreshing. And to be honest, it's not a secret. It's not like I go just telling random people, but we've had some, I've had conversations with close friends in that. And it's interesting because there are others. [00:25:00] Of us. I have no idea.

It's so interesting to me share something about like that, about yourself and to have somebody else say so do so I thought that was really interesting. And, um, a couple of my female friends that were diagnosed as adults, it was similar in that in having, you know, one of their children diagnosed, they that's how they also sort of discovered that or realize that about themselves.

It's funny how, when we release a little piece of information, we find a huge collective of people who are already in our circle who can help us through these sort of strange times. I think we don't think that there are others. And then when we start asking or we start opening ourselves up to that, right.

Um, I think you attract like-minded people. Right. You know, as wooey, as that sounds, and I'm not a big movie person, but it is one of those things [00:26:00] where, you know, you do sometimes you really attract what, what is, what is what you need at the time. And that often is the case with these sorts of things. So let's talk about the relationship with him, your son now, because now you've got.

Eldest was diagnosed. And then later on there goes mom taking the plunge, doing the same thing and finding things out. Did it change your relationship to each other? Did it strengthen it? Did it make it more difficult or does it just in general help you understand him better and he to then understand you better?

I think it really helps us to understand one another better. Um, Yeah, it's been, it's been a good thing. You know, obviously it can be challenging at times. Um, engaging in deep conversations with our teenagers. Sometimes they don't want to talk to us about things, but I find. Those times when we're walking side by side or he's sitting [00:27:00] beside me and I'm driving him to hockey, we tend to have some good chats.

And I think, you know, when he's feeling overwhelmed about something that happened at school, I think, I think without him articulating it the way that we're able to have a conversation, I think he gets that I. Have been there as well. And that it's hard for me too. And you know, some of the strategies that have helped me aren't necessarily the same ones that, um, work well for him, but we're, we're able to talk about it.

And I think the fact that there's that open dialogue between us has been a big part of what's helped normalize. Things for him and, you know, in a way. We talk about in our family that you know, his diagnosis. And I guess mine too is like our super power, because it means that we're really [00:28:00] good at certain things.

So even everybody has their super powers and everybody has their things that are harder for them. But in going through the diagnosis process, for both of us, we're really aware of what our super powers are. And so we can talk about those things, especially during those stressful times. So I would say it's been a bonding experience for sure.

No, those strengths, those superpowers that we talk about, they're so important to remember, because I think both as parents and people with exceptionalities, I think we can get stuck on the negative side of it in terms of like, to be really specific, the things that you're not good at. So I am still a horrible speller.

I'm in my forties. I am a professional. I am working in an industry that it requires me to send gazillions of emails a day, and I've never been more thankful for, um, spellcheck. In my life. That is math is still not something that comes easily to me. I have tons of coping mechanisms to be able to [00:29:00] function.

But it's not my favorite subject. It's not something I'm comfortable with and it's not something I'm good at, but I have a lot of other really good strengths. I'm extremely organized. I am very detail oriented. I notice things happen almost before they have happened. I had somebody commented on it today.

I was out in yard duty and something was happening and I had spun and I was like, stop wait here. And the teacher was like, you saw that before it even happened. I was like, yeah, that's just my superpower. And so. Being able to play on those things that you're really good at it. Doesn't take away the things you're not good at, but it allows you to feel like you are confident in yourself and nobody's good at everything.

There isn't anybody on earth who is good at everything. Everybody has a weakness somewhere, some are more pronounced than others, but the things that you're good at, you need to play into. And I think as parents with kids who have exceptionalities. Allowing your child to explore their strengths and really use them, I think, is a huge, [00:30:00] or can, I don't think, I know it's a huge boost when they get those opportunities to do the things they're really good at, because sometimes to your point of, you know, some days are really hard when you can really just play into those, those things that they're good at to give them that that emotional boost I think is just so important.

So if there's an adult listening today and there probably are a couple, I'm hoping, I'm hoping there are some, um, and if they're wondering if they have an exceptionality, maybe it's ADHD, maybe it's something else. What's a piece of advice that you would give them. I would take the small step of going to talk to a professional of some sort.

So for me, for example, it was our family doctor. So I have. A good relationship with her. I feel comfortable with her and it wasn't a big, it wasn't a big deal. It was just a conversation. That's all it was. And I [00:31:00] think talking to someone, so, you know, maybe somebody isn't quite ready to go to their family doctor, talk to somebody that.

You know, love and trust. Maybe it's a good friend, just somebody who will listen and just be that year for you. But I would definitely talk about it and kind of get it out in the open because. You're going to feel better. It's it's going to take a bit of a weight off your shoulders, and it's just sort of a small step.

It's not a commitment. It's not needing to go and have testing or anything like that done, um, with a psychologist, but it's a small step just to have that initial conversation with somebody. That's what I'd recommend. It was a huge, a huge help for me. And it's a small step that can actually be a really big step.

And I would say. That also for those parents [00:32:00] who are wondering about their child, just like you had done with your son is to go and just have the conversation and you don't have to make a separate appointment to see the doctor, like if you're going in for your flu vaccine. Cause we all need to do that this year.

Right. And be while you're there, Hey, can we talk, talk about this? You know, it doesn't have to be a separate appointment that you booked specifically to talk about and it can just be a, Hey, I'm wondering. And allow it to just sit it doesn't I really like your point of it. Doesn't have to be a big, giant thing.

It doesn't have to be right to the psychologist. It can just be a teeny tiny conversation to start things off. Yeah, absolutely. And that any, and if you're going to your family doctor, for example, you might ask, is there. You know, a website that I could look at, or is there a book that I could read and maybe that's a sort of a next step.

If there is something that you wanted to do next. Cause sometimes just. You know that doctor or professional can point you in a direction, just so you can find out a [00:33:00] little bit more if you're ready or interested to do that. So that's a really good segue into my next question, Tiana. I'm wondering if you've got any good book recommendations.

So you've been through it on the educator side, in terms of supporting families with child, with children, with developmental delays. You've got your son. Who's been through it. You've got you. Who's gone through it. And if you're anything like me, you've picked up at least one to 10 different books to read.

So is there one that you really think, um, what I'm going to say in either side of things from the parent perspective for the child or from the adult perspective as the adults, and maybe you've got one for each, a book recommendation. So my favorite book is called smart, but scattered. So it's by peg Dawson and Richard.

I'm not sure how to pronounce this last name, but I think Guerra, G U a R E. And it is fantastic. So what I love about it is that [00:34:00] it has some little surveys in it. Where you do. So it's all about executive functioning and it really breaks down the executive functioning skills. Um, and so there's one for a younger child and then an older child, and then also for you yourself as the parent.

So based on the questions and the scores that you get. It really identifies the specific executive functioning skills that are a strength for your child and whether or not you have a diagnosis or think you may, you still do the survey as the parent, because you can see what executive functioning skills are, your strengths and your areas of challenge as well.

And what I really found this book did well for us is it showed us. Where and why. Sometimes it's hard for us to see eye to eye [00:35:00] and why, when we're trying to support our child, why that can be challenging because our brains work in different ways. So I found for our son and myself, For example, we both have strengths with working memory and organization.

So that's something we have in common. Um, and as for, as far as weaknesses or areas of challenge, go. Um, we both struggle with flexibility. So we like to know the plan and if things change at the last minute, that is a little bit choppy. Um, I'd say that's something I've gotten better at, as I've gotten older.

And I would say our son has as well, but as a little guy, especially if things changed or didn't follow the routine, it was very tough. But one area where he and I [00:36:00] differ is in metacognition. So just our ability, I would say for him, it comes out in his ability to read the crowd. That's how I would describe it.

And so when my husband and I get frustrated, if he's doing something and not appreciating how it's affecting other people, for example, more so in our family, um, Now I can better appreciate why that is the case, because that is not a strength of his, and it's actually a strength of mine, which is why I can see there's that frustration that can crop up.

So in the book, what it does is it talks about then how can you develop support and strengthen areas that are a challenge for yourself, for your child, and then also help to understand each other. Each other better and to navigate things during difficult times. So I really, really liked this [00:37:00] book and it is one that I come back to.

It's very practical. It gets one where, cause I've, I've, I've read it more than once cover to cover. I've got a few tabs on a few pages. Um, but I also feel like for anyone out there who's listening and you're in a couple. And, and the one partner doesn't maybe have ADHD and is just like, I don't understand why can't you just flip?

No, I changed the plan and we're going to do this. And if you go through that book and you look at those things, it will help you understand each other better. Um, it's sort of one of those, um, couple help books without meaning to be a couple help book, but it definitely can be for those when there's one partner who has ADHD or one of those things.

So it it's a good one. Yes, my husband did go through it and it was eyeopening. I think for both of us, we are, we are two compatible, but different people. Yeah. Yeah. What about, um, I know many of us these days have all [00:38:00] kinds of fun apps and things on our phones because we're constantly connected to things and there are some.

I mean, cause we have to give them credit for where they are. Right. I mean, there are some apps that are great. The calendar app for me is a lifesaver because dings and pings and reminders of, you know, this is coming and that is coming. But are there any apps that your son really likes or uses or ones that you like or use?

Yes. So I would say for our son, one that's been really helpful is Headspace. Now there is a, I revisited it, but so there is a one week free trial, but there is a cost for it. So it's 1299 a month or 69 99 for the year. So it is an investment for sure, but it's something that he uses every day. So as one of the tools in his toolbox, we really love it because it's effective.

Um, we started with the one-week trial. We tried it and paid for it for a [00:39:00] month and felt like it was going to be a good one, um, to, to really help them out. So there's things like articles and music and meditations and workouts, and they call them sleep tasks, but where we really find it most helpful for him and where a child finds it most helpful for himself is at bedtime.

So it's actually part of his bedtime routine. So he. First of all writes down a list of anything that's in his mind that is going to prevent him from going to sleep like what he has to remember to do tomorrow, or the thing you forgot to ask his teacher or just anything at all. And then, um, he uses the app.

So he uses basically it's like a nighttime meditation sort of guided meditation that he listens to. And so there's common, quiet music, and there is a calming, quiet voice. And. It really just helps him [00:40:00] to get his head in a space where he will be able to have a good night's sleep and get settled, because that is one thing for him is he really has that busy brain at night.

So he does take, um, medication as part of, uh, again, the tools that he uses to manage, um, his ADHD. But. At nighttime, he's thinking all the thoughts about all the things. And so that's been an incredibly helpful tool and part of his routine. So, um, it's working for the time being, we love it. He loves it. And so we'll continue to use it until it's not effective or not helpful anymore until the toolbox needs to change.

Right. We're always changing out the tools. We get a bunch of tools and we work through them and they're not working or that's working or you got to change it up. Yeah, but that's been a good one for us and Tiana. Thank you so much for this conversation. Um, it has been so [00:41:00] nice to have a conversation with another mom who's been down the road and has made it to the other side because we all do as parents, whether we're moms or grandparents or aunts or uncles or whatever it is you are to that child.

And I think what I really hope people take away from this is that, you know, the, the, the road to get to the end is. Can be not, is it can be scary. It can be overwhelming and it can be difficult, but the benefits of getting to the other side of the bridge or the road or the tracks or whatever you want to visualize in your brain, um, is so worth it because to your point of the knowledge and the information that you get is the power.

That you hold. Um, and so I just think that that message is a really good one. So thank you so much for helping us to hear a little bit about your story. I'm wondering where people can learn more about you and the part-time jungle and all of the things, because there are many things going on in the part-time [00:42:00] jungle.

I was on the website the other day and I thought, okay, there's more than one thing happening. So tell us a little bit about part-time jungle and kind of where people can learn more about you and what you do. All right. So the part-time jungle is a space in place to create conversation and community all about swinging motherhood and work in a way that works best for us in our families.

So for any moms out there who feel like they don't fit neatly in a box or a label, that's the place for you? And. So, um, my website is, uh, the part-time jungle.com. So that's one place to find me. I'm also the host of the part-time jungle podcast, which you can find anywhere you listen to podcasts. And the podcast is the same, uh, does the same type of thing.

So I have conversations with other moms and at times some personal reflections, all about. [00:43:00] The ways that we swing motherhood and work the strategies that are helpful to us, the challenges we have and really sharing stories about our experiences as a way to facilitate connection and to normalize the fact that motherhood and work can look so many different ways to so many people, there's no one right, best or only one way to be a mom and, and juggle that.

With work or to be a mom period. Um, you can also find me on Instagram at part-time jungle. I'm on Facebook, not as much, but at part-time jungle as well. And then coming in January, 2021, I'm launching a, an online course called mastering your motherhood jungle. So it's all about helping moms learn how to untangle the vines and swing through motherhood and work with flying colors.

So we're going to, [00:44:00] um, work through six modules over six weeks and really dig into the motherhood work juggle that works best for us. And there will also be. Some other guest experts, uh, sharing their expertise and zones of genius, um, with the mums and along the way as well. So I'm really excited about that.

That sounds like a really interesting one. I think I will have to read more about that one. Tiana. Thank you again. This was a great conversation. Thank you so much for having me. Thank you for that. Listening to today's episode. If you are looking for help and support in creating a roadmap to success for your child through challenging times, contact me@accesstoeducation.com.

I work with all families to help them build power and knowledge in understanding their child's needs and how to build success through advocacy. Follow me on [00:45:00] Facebook and Instagram at access to education Toronto, make sure to support to this podcast so together we can create your roadmap to success. .