

THE **NeuroDiversity** **PODCAST**

with Emily Kircher-Morris

[Talking to Your Children](#)

EPISODE #150

Narrator 0:00

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Rebecca Rolland 0:10

Communication can be facilitated through technology in certain ways. But I do think it can also be a huge challenge to figure out how we can not do battle over technology, but actually use it to support communication to support understanding and relating.

Emily Kircher-Morris 0:25

Talking to kids, even when it's just small talk can be uncomfortable. It's a skill that every parent can probably improve, but whether it's what did you have for lunch or something way bigger, the basis of every conversation is trust and rapport. Knowing when is as important as knowing how there are times to avoid talking altogether. Also, is technology making it harder to talk to kids? Where might there be an opportunity to harness technology to your conversational advantage today, Rebecca Rolland, author of "The Art of Talking to Children" is here to talk about talking. That's straight ahead on episode 150. I'm Emily Kircher-Morris. And this is the Neurodiversity Podcast.

intro 1:14

This is the Neurodiversity Podcast.

Emily Kircher-Morris 1:36

Before our talk with Rebecca, if you're looking for a last minute holiday gift idea, and really aren't we all, let me just suggest our new selection of swag. We have t-shirts, water bottles, tote bags and more. And we'll put a link in the show notes to make it easy to make your order and get it onto a truck and headed your way before the holidays.

Speaking of holidays, we are scheduling our guest lineup for 2023. If you have guests' suggestions, there's a place to drop us a note on our website. Just go to neurodiversity.podcast.com. Rebecca Rolland is next.

Emily Kircher-Morris 3:12

Today, I'm welcoming Rebecca Rolland to the podcast. Rebecca is a speech pathologist and author of the book "The Art of Talking With Children." So Rebecca, thanks so much for taking the time to talk to me today.

Rebecca Rolland 3:23

Oh, yes. Thanks for having me.

Emily Kircher-Morris 3:25

So I'm a mental health counselor, and I specialize working with kids and teens. So I feel like I have a lot of experience and time that I spend talking to kids. But it's interesting, because as a parent of three kids, a lot of times I feel guilty that I spend an hour at a time talking to other people's kids, but feel so rushed and sometimes disconnected from my own kids, which I think is just a result of kind of how busy we get in all of our lives. So I'm curious, what are some of your thoughts about the feeling that many parents have that they just don't have enough time to have those real conversations with their kids? And the time just kind of slips away?

Rebecca Rolland 4:02

Yes, definitely, I definitely sympathize. So I'm the mom of two kids, myself, I have a five year old and I just turned 11 years old, and so we often are really busy ourselves. And I'm busy, you know, balancing work and school and for them and everything. I would say though, that it doesn't always take a ton of time. So sometimes we can really take a couple of moments, even a few times a day to check in with kids, and build that bond and that connection, and even sort of jumpstart conversations we can have later on. So it's not to say we have a full conversation every time. But even to just reflect on something we said before to think about what we might want to plan for the next day. These kinds of check-ins can really help us slow down and be a little bit more self aware of when we feel like we're in that rush.

Emily Kircher-Morris 4:50

Do you think that parents underestimate the impact of those short little interactions if they feel like they didn't have a long in depth conversation that just didn't mean anything?

Rebecca Rolland 5:00

Yes, I really think that's true. I think we so often think that kind of everyday talk is something that fades in the background, so we're sort of on autopilot in terms of let's get there, let's get here. And when I talk to parents about conversations, yes, the biggest thing they think is, you know, have a big conversation about x topic, we don't often think about kind of harnessing those everyday moments, and really thinking about the fact that we can have a really interesting conversation about a rock we found on the ground, or you know, something that's on their shirt, or whatever it is, it doesn't have to be a profound discussion to bring us closer and to help kids think deeply too.

Emily Kircher-Morris 5:38

What is it about those little conversations? How can we do that? How can we harness that? Like, what are some of the things that parents could do that would help with that?

Rebecca Rolland 5:47

Yeah, so I really in my work, I lay out three main principles, which I think about sort of the ABCs of this is more meaningful conversations. The A is just to be adaptive, so that means to really check in with the child's mood, their temperament, kind of how they are, and not just in general, but really at that moment. So taking that chance to see is this a time when they want to have a longer talk, is this a time when they need a little bit of quiet time first, so that is really important. The B is the back and forth. So oftentimes, I hear parents frustrated, because kids say, oh, you're not listening to me. But we often talk kind of at kids, you know, there's a sense of, we have an agenda, we want to get it across. And sometimes that's necessary, of course, but other times, we could have more of a back and forth when the child, their voice is equally important, and we really respond to them. And C is child driven. So actually thinking about starting with what's on a child's mind, if they're excited about something, if they're worried about something, and even if it seems minor, know, my son coming back with peanut butter on his shirt, you know, and he's really wants to talk about this, you know, you can get a really engaged conversation going so simply from something that's really, really minor if the child is interested about it.

Emily Kircher-Morris 7:05

So following their interests, and letting them have that active role in the conversation can be really a big benefit.

Rebecca Rolland 7:12

And one other thing I'd also add is just to realize that kids often even if they don't have a lot of language, they're thinking about a lot of big things, you know, so they want to understand, you know, what happens after we die, or what happens, you know, to this rock, when it goes off the mountain, you know, they have a lot of big questions. So taking just a few minutes to think with them about those questions is really important, too.

Emily Kircher-Morris 7:33

I think the expectation for parents has changed a lot since we were growing up, and what our relationship should look like with our kids. So I'm curious, what were the conversations like that your parents had with you when you were growing up?

Rebecca Rolland 7:50

Yeah, that's a good question. Yeah, I mean, I think that we also had a lot of these kinds of logistical conversations, they definitely ranged as well. But I think we were also really busy, so a lot of times, we had a lot of talk about where we needed to get to and kind of how quickly we could get things done and things like that, so we also had some of the richer conversations. So I think I took inspiration from some of the richer ones, and then I also thought about what the challenges were, when we do get into that more rushed pattern as well.

Emily Kircher-Morris 8:24

I'm assuming that those experiences as well as your experiences, as a speech pathologist kind of influenced your work in this area? What were some of the things that brought you to this work specifically about how parents can communicate with their kids?

Rebecca Rolland 8:38

Yeah so it's interesting, it's actually as a parent myself, I realized that I knew a lot of the research in communication, but that actually wasn't using it almost as if you were talking before in my own life. So I felt that we were actually on autopilot. And I remember talking to my husband at one point, and saying, you know, what, did we even talk about this weekend with our kids? And neither of us could really remember, so we just thought, oh, it's, you know, we did a lot of things, we were very busy. But what did we actually talk about? How do we actually relate in conversations? And that struck me as really interesting, and also something I felt a lot of other parents probably shared is that these moments kind of slipped by even though you know, we could have talked about interesting things, but they didn't feel particularly memorable. And so for me, I wanted to

take what I knew about the power of conversation from the research and think about, well, how can we actually make that happen in our lives?

Emily Kircher-Morris 9:36

What's something specific that stands out to you from the research that you felt like parents perhaps were not implementing or understanding?

Rebecca Rolland 9:44

I'd say one thing is what we call emotional reminiscing, which is really just talking about the past in detailed ways using emotion, language, and especially talking about coping strategies. So oftentimes, I found that we want to protect children, and so if we had something, you know, or they had something bad that happened to them or scary, like they went to the doctor, or they, you know, had a scary experience with someone, we don't often talk about it, we think, oh, it's better that we just kind of put that under the rug. And, you know, they'll forget about it, or they'll, you know, it'll sort of fade away. But the research really suggests that we can actually help them to improve their mental health to improve their coping strategies. And just to really support even though our experiences of pain actually, we can shift those, by the ways we talk about those past experiences. So kids really do need support and kind of processing those harder experiences, rather than just ignoring them and hoping they'll make sense of them.

Emily Kircher-Morris 10:44

What advice would you have for parents, maybe who attempt to have some of those conversations, but perhaps their kids prefer to avoid them or back away from those conversations?

Rebecca Rolland 10:54

Yeah, so I would really start in that case, with just modeling in your own life, especially talking about things that are, you know, can't be appropriate, but that may have been hard for you may have been slightly scary for you. And just making that a relaxed, but regular part of your daily talk, I usually really do emphasize not forcing anyone to talk as including kids who don't want to. I think conversation really should be something that's free flowing and engaged. So if a child doesn't want to talk, they can often really benefit just from hearing the way you talk, the way you verbalize and strategize, and even the way you talk about yourself. So really thinking about if something didn't go well, how are you talking about yourself? How are you talking about what you might do next? Are you giving yourself compassion, and all of that can be really helpful in helping kids move forward too.

Emily Kircher-Morris 11:44

One of the things that can be really helpful is having that level of self disclosure. I think it also really normalizes a sense of vulnerability a little bit, and so I feel like talking about those things and saying, oh, well, you know, I had this situation happen, but here's how I got through it. Or I think sometimes even just kind of narrating your internal self-talk, like any of those things can be helpful for kids to kind of see how we are handling them.

Rebecca Rolland 12:14

Definitely. Yeah, it's funny, because I actually had one experience, I still really remember with mistake making conversation. So my daughter said, you know, I never made mistakes when she was about four, and a preschool teacher said she was losing friends, because she would blame everything on other people, because she didn't make any mistakes. And so yes, we had sort of a luxury type conversation about how it wasn't good to, you know, blame other people and all this, but that obviously didn't have much effect. And one day, I had the idea that we were just going around the table at dinner, and we would all share something we did that was a mistake, and really normalize it. So I love that idea, something we did, and then also why we thought it happened and how we might change it in the future. So it was really simple things like forgetting an umbrella or pressing the wrong elevator button or something like that but it really did, I think normalize that feeling of we're all making mistakes, we're all strategizing and we can actually support each other. And I think that's a really important shift to make for a lot of families if you are in that mode where kids feel shut down.

Emily Kircher-Morris 13:19

Hmm. How did your daughter respond to that conversation?

Rebecca Rolland 13:22

It was actually really, really funny, because she was pretty adamant that she didn't make mistakes, and it was certainly not so not one of those flip a switch and you know, now she's fine for quite some time. So I'd say several days, we did this at dinner, and she continued to say that she didn't make mistakes, and she didn't have a mistake, she you know, she's very persistent. And actually, it was funny, I kind of dropped it after a while I just thought, you know, she's not really responding to it and, you know, I forced the issue. But actually, the next day at dinner after I had just stopped doing it, she stopped me and she said, wait, you forgot, you know, you didn't do your mistake. And I was like, oh, no, I'm okay, I forgot, and so I did it, and then my husband did one. She was like, oh, and I have one, too, and she actually added one. And it actually became for a little while sort of a tradition for all of us to do that. And so she did actually come around, but it was a process, and it was a few conversations. And I think it also was a matter of her not feeling forced to do so.

Emily Kircher-Morris 14:24

Right. Yes. Well, it's also interesting, I think in that particular situation, the time that she finally disclosed her own mistake was the time that she was in control of even initiating the conversation.

Rebecca Rolland 14:36

Exactly. Yes. And I think I also think because she got to remind me so there was a pattern, I dropped the pattern and so it's like, oh, you forgot. Yeah, so that was her reminding me of my other mistake.

Emily Kircher-Morris 14:47

We're keeping tally now.

Rebecca Rolland 14:49

Yeah, exactly.

Dave Morris 14:52

More than a minute.

Emily Kircher-Morris 14:55

The Belin Blank Center is a leader in talent development for students from elementary through university. Their academy for twice exceptionality and their assessment and counseling clinic feature leading psycho educational assessment, counseling services, resources and consultation for parents and their children from preschool all the way through college. One of the best options for neurodivergent students is early entrance and the Buxbaum early entrance Academy at Belin Blank is known around the globe as one of the best options for helping your child get an early head start on their education. Buxbaum enables high school juniors and seniors who are ready for university level work to skip their final years of high school and head straight to college. The Belin Blank Center Academy for twice exceptionality helps our neurodivergent college students to foster meaningful academic experiences and develop independence, social emotional maturity, communication skills and career readiness. The Belin Blank Center at belinblank.org, that's belinblank.org or look for a link in the show notes.

Emily Kircher-Morris 16:06

I know that one of the obstacles that a lot of parents face when having discussions with their own kids, and it kind of builds on what we were just talking about, but that they have trouble regulating their own emotions, especially if it's a difficult conversation. So another example from my work with my clients is, I noticed that it's always much easier

for me to have this calm and collected conversation with somebody else's child, where I'm objective and not involved in the situation. But I have to work a lot harder to both listen and not get frustrated when I'm talking to my own kids. Do you have any ideas about how parents can help to monitor and manage their own emotions to help facilitate difficult discussions?

Rebecca Rolland 16:45

Yes, definitely. And I definitely agree with that, I think it's so easy just not to recognize how often we're being triggered or sort of why we're being triggered by certain things. And just to kind of move forward and maybe only afterward have that sense of, oh, maybe I shouldn't have said that, or oh, that was, you know, didn't feel good at the time. So I think the first thing really is just to notice that just to allow yourself to take that pause and that moment to say, oh, I'm responding in a way that surprises me, you know, that I don't necessarily like that feeling out of proportion, maybe to the situation. And I think obviously, there's mindfulness techniques and things like breathing or stepping away for a minute. But I even emphasize to some of the parents I work with that, you can actually sometimes verbalize some of those emotions to your kids in a way that helps regulate yourself, and also helps your children understand kind of how you're processing things. So not to say, oh, I'm so frustrated now, I guess, you know, do whatever. But really, just to say, you know, I'm feeling myself, you know, tense up a bit, I'm starting to get a little bit frustrated, I think it might be better for me if I just take a break from this, and I'll come back in a few minutes, or I'm gonna go and just make a note for myself, because I'm feeling like I need a little bit of quiet before I can come back to this. And that actually helps children as they're trying to figure out and manage that world of emotional regulation, you know, how can I actually strategize and find things that work for me? So I think sometimes that verbalizing, it does bring us more to that rational brain, but it also does support kids and learning the strategies too.

Emily Kircher-Morris 18:19

You mentioned taking breaks, and I feel like sometimes, parents feel that their child is being disrespectful, if they ask for a break from a difficult conversation. What are your thoughts on that?

Rebecca Rolland 18:33

I think that is really challenging, because sometimes, especially if we think something's important, we can get really frustrated, or just wound up in the sense that our child doesn't think it's important, so there's a lot of projecting that can happen. But oftentimes, a child does really know themselves in that moment, you know, and, and consents, you know, I might do something I don't like if I have to continue this conversation. So in a way, it's similar, I know, my daughter, for example, is quite introverted, I would say, and

so you know, after a day of school, getting home from the bus, she really wants to go to a room, and it may be to for 10 minutes, and maybe for 20 minutes, you know, she might read, she might look at her iPad. And you know, for a while I was saying, oh, let's talk, let's hear about the day, let's do this let's do that, before realizing that if you do that, you know, you're going to get a conversation that's annoyed, that's frustrated, because it simply isn't the right time for her. So she recognizes in a way that she needs that decompression time. So I think if you can just simply ask yourself, you know, why might my child be doing this? Is there another reason other than just being disrespectful or not wanting to answer, and maybe there is a better time. So I often think about timing conversations at a time when it works for both the adult and the child.

Emily Kircher-Morris 19:49

Yeah, I think that it's really important to be intentional about that and recognize, like, when are we having those conversations? And I think also just rotating them in a way that is thoughtful, it feels like it should be automatic as a parent that we should just know how to do these things, but it doesn't come across that easily.

Rebecca Rolland 20:09

Yes, I think it's true, and oftentimes, we forget that our kids can be so different from us in terms of their own styles and their temperaments. I mean, I think a lot about what's called the goodness of fit between the adult temperament and the child's temperament. And sometimes we can really project you know, my child is trying to do X thing to me, you know, if say, you're not a morning person, and your child is a morning person, and they're, you know, talking, talking, talking at seven in the morning, you can feel like, oh, my child is trying to annoy me or my child is trying to do whatever, when really, it's just this difference in temperaments are in time to wake up. So I do think that as challenging as it can be, I think, just a moment of recognizing what that discrepancy might be, and then what kind of compromises can you make? If there are actual strategies, I think they always come out of just first that sense of self awareness.

Emily Kircher-Morris 21:00

So obviously, a lot of the people in our audience are parents of neurodivergent kids, and neurodivergent kids have talked about differences, both in personality, but also just in communication styles and needs that are very different than other kids. I know that there are people who listen, who sometimes are cautious that some parenting advice isn't necessarily going to work with their kids. So what considerations or suggestions do you feel might help parents handle those types of differences?

Rebecca Rolland 21:29

Yes, definitely. So I definitely think that sort of a in the ABC of the adaptive part is really critical because obviously, you know, your child best, and sometimes whatever tailored advice you get, will never work unless it really does fit your child at that moment. And I even think about the kind of the language you use, how much you're talking, how, what your volume is, even the length of your sentences. So as a speech pathologist, I think a lot about language input and language output, and especially for neurodivergent kids, sometimes they can feel like, oh, this is too much language coming at me, or I'm having trouble expressing myself, or this isn't the way I would want to express myself, you know, so really recognizing communication differences, both receptively, and how much children are understanding and expressively I think, is really important. So I've worked with some parents, for example, with kids who have had receptive language disorder, so it's really trouble understanding what they're hearing. And the family would say things like, I want you to go upstairs, put the clothes in the hangar, clean your room and come downstairs, and the child would have gone upstairs and put one shirt on one hanger and come downstairs. And the parents get really upset because they say you didn't follow the instructions at all, you didn't complete even one of those things, but for the child, that was actually a lot to keep in mind. And also, what sounds really simple in terms of cleaning your room, really wasn't very concrete for this child, so it actually was like, well, what do I do with that? You know, does it mean putting things in the drawers? Does it mean sweep the floor? So rather than kind of trying to figure that out, the child just became a bit overwhelmed and came downstairs for help. So I think to recognize that to say, well, what is it about our communication that might be getting in the way of our fluid relationship is really important, especially for parents of neurodivergent kids.

Emily Kircher-Morris 23:25

Yeah, I feel like we often tell kids what to do, but we forget to tell them how to do it. An example of cleaning your room, right? Or I often think neurodivergent kids like executive functioning skills, we say, well, you need to be organized, it's like, well, I don't know how to be organized. And sometimes I think even as an adult, trying to really break that down and figure out what are the steps? It's difficult, but I think when we're trying to communicate with kids, I think sometimes as a clinician, one of my main jobs is I act as a translator, between parents and kids because there's just this misunderstanding, and they think they understand what the other person is thinking but sometimes they don't. And if you just kind of break it down and really look at the individual pieces, you'll find that gap somewhere.

Rebecca Rolland 24:10

Yes, I've seen that a lot also, and I've even seen, it's so helpful sometimes to have visuals, to use visuals as sort of ways of making things concrete. So one student was

sort of working with, well, how do I make my locker clean, because I was supposed to have my locker organized and clean, and it was always a huge disaster, and nobody knew how to, you know, really help this child, except by re-explaining things. So actually, you know, we put a picture of we cleaned the locker, put a picture of the clean locker inside the locker, and so you have a model actually, of like, this is what the clean locker looks like, this is what your locker currently looks like. So in that sense, you can say, well, let's just compare these two, and strategies like that doesn't have to be that but we're kids are actually able to take some ownership also and say, oh, I have this concrete picture, literally picture of how this should look can be really helpful I think.

Emily Kircher-Morris 25:00

I did a similar thing one time with a client who was struggling with his chore was to load the dishwasher, but he wouldn't put the dishes in in the way that his parents wanted him to do that, and so that was the suggestions like, well, let's get a photograph and put it on the inside of the cabinet so no one's else is going to be able to see it, but those cabinets have to be open when you're unloading anyway. Societally, or whatever, we have this expectation that there are things that you should be able to do. But sometimes kids just need accommodations, and they're often really simple accommodations for communicating or whatever it might be, and there's nothing wrong with accessing those.

Rebecca Rolland 25:38

Exactly, I think that's what's so critical is that oftentimes, these also can help kids who aren't neurodivergent as well, which I think is also really important. So you know, who does not benefit from having a picture of a clean locker to compare with the non clean locker, for example, or the dishwasher, I think that can be really helpful. So whether a kid is developing skills and is not quite there yet, or whether you know, I think that should be the really important thing to work on. Because there is so much stigma about oh, my child shouldn't need this, or even kids thinking, oh, I shouldn't need this, and then not taking those steps that are often really simple.

Emily Kircher-Morris 26:13

I know that social media and technology, too, has had a really big impact on how we communicate, as a society. But I think the other thing that really strikes me is how much it impacts kids as far as what they're exposed to, and also what they expect from communication. How do you see technology really influencing the communication between parents and kids?

Rebecca Rolland 26:34

Yeah, so I think it can be helpful in time. So I think, obviously, communication can be facilitated through technology in certain ways. But I do think it can also be a huge challenge to figure out how we can not do battle over technology, but actually use it to support communication and to support understanding and relating. So I often make a big distinction between kind of active uses of technology and passive versus are we actually communicating with someone? And are we passively scrolling? And then also, is this interactive? Or is it something that's isolating? So if we're thinking about it, well, I have my child playing a video game with all of his friends, and they're all talking together, while sitting together, you know, that's very different from a child who's on Tik Tok scrolling through hundreds of images. So I think it's important to take kind of a nuanced view at some level, and not just say, well, here's my child using a phone, so that's bad, you know, but actually, well, what is the phone use looking like? Or what is the computer use looking like, and what's kind of the end result? I also think it's very important for kids to become a bit more self aware about how technology is making them feel. So sometimes, I think I see kids who feel so drained or so self disappointed after looking at social media. So helping them kind of take stock of it, and say, well, maybe I might want to pull back actually, can really help them in becoming more independent with that over the long term.

Emily Kircher-Morris 28:05

One of the things sometimes that I find can be really helpful is that often feels like, again, this might just be a generational thing, but sometimes, I think as adults, we feel like maybe communicating through technology is not the same as communicating in person. But I think it can even be a tool that we can use to connect with our kids to like, especially with some of those introverted or neurodivergent, or whatever kids who maybe have a harder time with that face to face conversation, maybe texting is better for them, or there might just be a different way to have some of those meaningful conversations.

Rebecca Rolland 28:35

For sure. I definitely think if we see it as kind of an adjunct to our real life relationships, it doesn't replace them, but we can use it in addition to in ways that are enriching, I think it can be really helpful. I think the challenge comes when kind of we feel we've lost control over it, or children have lost control over it and aren't being self aware or using it in kind of more autopilot ways. I think really how to help children be more self aware and think about, well, how is this helping? How is this benefiting us or detracting? But I definitely agree. I've seen it with my own children as well, but sometimes, they're just so excited to play a game with me online or to do something, you know, play the spelling bee with

the New York Times Online, we do as a family. I mean, there's so many things you can do that actually are just adjunct to real life, but do bring you closer.

Emily Kircher-Morris 29:24

Yeah. Well, Rebecca, I'm so grateful for your time today. As we wrap up our conversation, I want to ask you one last question. If you are talking to a parent who's feeling especially discouraged about how they are communicating with their child or not communicating with their child, and they're really struggling to improve that connection, what's one tip or suggestion you would give that would be a good place for them to start?

Rebecca Rolland 29:50

Yeah, so I would say really start small so you can take just say, two, five or 10 minute chunks per day. And think about actually starting with a little bit of silence, so actually might seem counterintuitive, but just sit beside your child whatever age they happen to be, and watch what they're doing. So are they playing? Are they reading? Are they working on a robot? Just take the time to sit with them and observe them and kind of wonder, are there silently or aloud you know what is interesting to them about what they're doing? Ask them just a few questions about it, you know, what excites them, or what's challenging for them about that, and then just really pull back and let them explain it to you. If they don't say much, then kind of let that be as well, and actually, that can be a really important opening for a lot of children. Because oftentimes, we do spend so much time asking questions and probing and so actually just having a couple of moments of silence, and a few questions can be really helpful as a start.

Emily Kircher-Morris 30:52

Oh, thank you so much, Rebecca Rolland, author of "The Art of Talking to Children." Thank you so much for talking to us today.

Rebecca Rolland 30:58

Oh, yes. Thanks so much for having me.

Emily Kircher-Morris 31:03

Sometimes, we all need a chance to think before we respond. This is particularly true for neurodivergent folks, perhaps because their processing speed requires a bit of additional time to work through how they want to respond. Or maybe they are trying to avoid responding impulsively, without considering their response fully. Or perhaps putting their thoughts into words when they're feeling dysregulated just takes a lot of effort. I tend to be a talker, surprise, and I tend to process my thoughts out loud. What this has meant for me as a clinician and a parent though, is that I have to really try to

keep myself in check and give space for the people I'm talking to, to respond in a way that is both authentic and unrushed. It's important that I don't try to fill in the blanks and make guesses about what they're thinking. Even if I feel like I already know when we allow other people to have a voice, and when we take the time to really listen to that voice. We offer an opportunity to learn self advocacy and independence that will carry forward to other important areas of life. I'm Emily Kircher-Morris. I'll see you next time on the Neurodiversity Podcast.

Dave Morris 32:49

Thanks again to Rebecca Rolland. Check out her book "The Art of Talking with Children." We'll include a link to it on the episode page at neurodiversity.podcast.com. Also, our new merch store is open for business. I'll give you a heads up that the "a little weird is good" T- shirt is a hot seller, and it might be the perfect gift for someone you know. There's a link to the swag store in the show notes. This episode has been brought to you by the Belin Blank Center at the University of Iowa at belinblank.org With programs and resources to support neurodiverse students and their families. Our host is Emily Kircher-Morris. Our production assistant and office manager is Krista Brown, the executive producer and studio engineer. Oh that's that's me, Dave Morris, for all of us here. Thanks for listening and we'll see you next time.

Dave Morris 34:43

This is a service of the Neurodiversity Alliance