

Mary Miele:

Hello. My name is Mary Miele. I am a tutor, a teacher, a parent, and the founder of Evolved Education Company. We are a full service tutoring and advisement company for all of your educational solutions. On this podcast we'll explore ideas, techniques, and resources that you can use to support your school-aged child to conquer any learning issue. I'm so glad you're here.

Mary Miele:

Hello and welcome to the June edition of the Evolved Education podcast. We're going to do things a little bit differently this month in that I am not going to have a guest on. We are going to release the narration of the first part of the book that I just published, called Disability or ABILITY, actually. And the cover is worth looking at because it really kind of explains the whole entire concept. But if you haven't already picked up your copy, if you haven't already really engaged with it, I want to explain a little bit of it before we dive into the tape of that first part. So, ability is my vision for a paradigm for special education. I started to wonder what if, when we received a diagnosis for our child, we believe in the abilities that diagnoses provides. And, I believed that this was something important to explore because I found in my conversation with Mark and Amy Alter in January on this very podcast, that we still hadn't really actualized our absolute potential within what's possible for kids in the special education systems.

Mary Miele:

And I think a large part of that is because we don't believe that kids with diagnoses have the abilities that they have, and it really prevents us from moving more quickly through the treatments that are available to those students. It also limits the treatments that are available to those students by not engaging with those students in a belief forward manner. Meaning if a student has ADHD, we're not asking that student, "Hey, what's working for you? What can we learn from you as a field in order to serve you better as a learner?" And the reason that that's not always coming about is because we're not believing so strongly that when a child is diagnosed with ADHD, that they have something to contribute. In fact, our belief system is usually that we need to help them. We need to support them. And, I'm just simply giving you a different way of thinking about this to say, "Hmm, what if it wasn't that?"

Mary Miele:

What if it's that the student with the ADHD is here to show us a way forward, is here to tell us how to do something. What about if a student has autism? Do we need them to assimilate into our world and have the skills and everything that needs to happen in our world? Yes. Also, what do they have to offer with their brains that will allow us into the way they are also thinking about and really actualizing in their learning lives? So, it's so interesting to explore this notion. And in the book I get into a little bit more detail as to what's possible. And just that once we start to believe things, we really can find evidence of it to happen. So, I hope you do get to pick up a copy. I'm doing some book talks. If you want me to have your group in to talk a little bit more about this book, I'm so happy to do so.

Mary Miele:

And, I hope it does cause lots of lots and lots of kids with special needs to begin to think about themselves as having amazing abilities. And I'm looking forward to learning what they can accomplish with this paradigm that's presented here. So without further ado, I am going to go ahead and present the narration of the section of the book called Existing Paradigms. This is the first couple of pages of the book. And if you're interested in reading more after that, you can go over to Amazon, and there you will find a print copy of the book as well as Kindle. And eventually, hopefully by the time this is being

dropped or just thereafter, we will have an audible version as well. I hope you enjoy. Have a great month. I'll see you in July.

Mary Miele:

Existing paradigms. Let's say your child is diagnosed with ADHD, autism, dyslexia, slow processing speed, language disorder, or otherwise. What feelings will you have upon hearing this news? Will you feel happy, excited, or hopeful? Or will you feel sad, disappointed, and overwhelmed? Will you immediately begin to work through a plan that enables your child to develop and learn. Or, will you mourn the child you wish to have and, or only half-heartedly follow the recommendations provided by the neuropsychologist? When you receive the diagnosis, do you view it as an ability or as a disability? If you answered the latter, I am writing this book for you. If you answered the former, you are simply going to love what comes next. My purpose in writing this book is to frame our modern understanding of people with learning disabilities as able learners. A person with ADHD can focus, can regulate, can attend the top school you always dreamed about.

Mary Miele:

Similarly, a student with dyslexia can learn to read, spell and write. The term disability, when it is applied to learning, is an antiquated mindset. Not only can most people with a classification of a disability do the very activity they're said not to be able to perform, due to modern advancements in our education and medical fields. But they also have civic strengths and gifts because they have the condition. For most of us, the way we view our children with a disability causes pain. I see it every day. In how students feel when they have a learning difference, in how parents feel when they have a child with a learning disability, in how schools work so hard to support students with all of the deficits, and in how children are excluded from opportunities.

Mary Miele:

I created this book to explore a paradigm shift. This notion will challenge the way we think about kids with disabilities. If you do not have time to go one step further in reading or listening to this book, the idea is simple. Write down the word disability, or get it into your mind. Take the biggest boldest marker you have, and cross out the letters, DIS. You are left with ability. And this is how I want you to think about your child.

Mary Miele:

This one small shift, I believe, has the power to change lives. It could eliminate pain, shame, fear, overwhelm, anger, sadness, marginalization, and more. It also has the power to invite love, value, innovation, learning, development, excitement, and joy. It allows students with diagnoses to get help sooner. It has the impetus for parents to move more quickly through the recommendations stated on a neuropsychological evaluation. It restructures the way we support students with diagnoses by changing the approach from a deficits based model to a well rounded one. However, I also understand that changing minds, while initially intriguing, involve some real work. And so, in the rest of this book, I will explain some information that will help you truly believe me. If your child has a diagnosed learning disability, your child has an ability, not a disability.

Mary Miele:

Thank you so much for listening to Evolved Education. If you like what you hear, please subscribe and write a review. You can send us any and all educational questions to [hello@evolveded.com](mailto:hello@evolveded.com), and we'll try

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Mary Miele:

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