

00:00.92

Sasha Long

Welcome back to the Autism Helper podcast. I am so excited to be here with Dr. Destiny Hough to talk about IEPs and advocacy and everything under that umbrella. um Dr. Hough, thank you so much for joining us.

00:13.72

Dr. Destiny Huff

Thank you for having me.

00:15.19

Sasha Long

So I'd love for you to share a little bit about your professional background and how this informs the way that you look at IEPs.

00:23.00

Dr. Destiny Huff

Yeah, so I'm late diagnosed autistic in ADHD. I got my diagnosis after my oldest son entered the public school system undiagnosed in Louisiana. um because we are a military family.

00:36.44

Dr. Destiny Huff

And so my background before that was mental health. So I'm mental health therapist, I'm a certified trauma therapist for children and adolescents. And then upon navigating, you know, really ableism um and some racism, in Louisiana, we finally got my son the support he needed. And the advocate that supported us at the time was on the base, the army base. And she was like, you could be an advocate.

01:04.25

Dr. Destiny Huff

And so I was like, okay. And I already knew I was going to have to support my son when we moved. um And my youngest son is ADHD with a speech delay. And so um that's what led to me becoming an advocate. And so mental health therapy and trauma, that all shapes how I support my learners as well as being a parent of neurodivergent learners, as well as being autistic and ADHD myself.

01:30.74

Sasha Long

You bring such a valuable expertise. I feel like we don't normally hear, i don't meet that many advocates that have that background, which is so valuable for parents and families.

01:42.01

Dr. Destiny Huff

Yeah, it's, I mean, it definitely brings the unique insight for sure of not just like learning about like special education law and civil rights and ADA also you know understanding the impact that compliance-

based systems can have on neurodivergent learners' mental health.

02:01.88

Sasha Long

Yeah. So we hear this phrase a lot recently, neuroaffirming IEPs. And I think sometimes the phrase is used correctly and sometimes the phrase is not used correctly. What does that mean to you and what does it not mean to you?

02:15.79

Dr. Destiny Huff

Yeah, so neuroaffirming to me means, you know, recognizing intersectionality and honoring autonomy and agency and presuming confidence.

02:27.26

Dr. Destiny Huff

I mean, it's important that we recognize that you know, we don't need to speak for disabled individuals. We need to listen and support them. And so that's what it means to me. What it doesn't mean to me is that a lot of times um people will kind of use it as this Some people that first of all don't care for it will use it as a lens of like, oh, it means letting the learner do whatever they want, not take accountability for anything.

02:55.82

Dr. Destiny Huff

um And it's like, no, it's not what that means.

02:56.70

Sasha Long

Yes. ah

03:01.30

Dr. Destiny Huff

um On the other side, they'll also use it as in, you know, oh, I don't make goals for eye contact. Right. But they'll subsequently make a goal where the learner is focused.

03:13.59

Dr. Destiny Huff

forced to engage socially for a certain amount of time and so it's like you're still missing the mark and I think it's now become one of those buzzwords that a lot of people just use

03:17.34

Sasha Long

Yeah.

03:23.58

Sasha Long

Yeah, that's kind of what I think too. And yeah, there's like, there's new eye contacts now. Like there's new, like sit and wait arbitrarily. I'm like, well, that's kind of the same thing as like, you know, similar root issue as eye contact.

03:35.37

Sasha Long

It's, it's someone that doesn't get the, the core.

03:35.81

Dr. Destiny Huff

mm-hmm mm-hmm

03:40.41

Sasha Long

I see a lot of IEPs that I think technically meet legal requirements, but families aren't happy with it. Maybe it doesn't feel supportive to students. Do you see that? And where do you see this disconnect happening between like technically it's legally correct, but at the same time, are we giving the student everything that they deserve?

04:00.58

Dr. Destiny Huff

Yeah, so I see that often and I really see that when it comes to most schools will recognize, okay, we did this evaluation and so we need to address all the things in the evaluation.

04:11.83

Dr. Destiny Huff

One of the disconnects is often that we know that especially for like insurance purposes and for school-based service purposes, a lot of the information comes through a deficit lens.

04:23.67

Dr. Destiny Huff

And so because of that, they don't often see that by using a strength-based approach, And looking at the strengths of the learner, we can actually remove more barriers that way. So I'll see a lot of IEPs that really focus on you know, this learner is doing these not typical, not socially appropriate things. And we want them to do these typical and socially appropriate things instead of this learner is having a hard time and needs support. And this is how we could remedy.

04:56.44

Sasha Long

Yeah. And like that shift in mindset can create very different goals and accommodations.

05:04.28

Dr. Destiny Huff

Absolutely. I mean, you know, like I had, I use this example now ever since I was in an IEP meeting and the speech therapist, we were talking about the importance of, you know, acknowledging that autistics have social skills. They just have different types of social skills and different views of social situations. And she noted where there was a goal for this high school autistic learner. And the goal was like, he had to ask two questions and she was doing a social group. And he asked the question, the person answered it and he felt like ah another question would be too private or personal and dive into too much and so he just told her he's like I'm actually i can ask another question I'm not comfortable doing that because I feel like that would not be comfortable for them and she said that was when she realized like oh it's you know again it goes back to that presuming confidence it's not that he isn't capable of asking the question it's that

05:54.10

Dr. Destiny Huff

He feels like I wouldn't want someone to ask me a second question about that. And so I think like having that perception and understanding really would shape how you do goals and accommodations and how you approach the services that you provide.

05:58.20

Sasha Long

Yeah.

06:09.98

Sasha Long

I love that example because that, you know, that teenagers very self-aware and very socially aware too, as opposed to just like arbitrarily drilling questions that do feel then we get that like robotic, this isn't within social norms either.

06:25.84

Dr. Destiny Huff

Mm-hmm. Mm-hmm. Mm-hmm.

06:27.29

Sasha Long

So a big trigger word for me is compliance, which I feel like maybe for you as well. And I feel like especially behavior plans are very compliance focused and that can like bleed into the IEP within the social, emotional, and independent functioning goals. What are some common ways that this over-focus on compliance within an IEP can unintentionally harm a student and in regards to their mental health as well? Because that's your area of expertise.

06:53.08

Dr. Destiny Huff

um I think the biggest piece is, and and I always say this when it comes to IEP meetings, is it can tell the neurodivergent learner, the autistic learner to disregard their own cues, right?

07:07.86

Sasha Long

Mm-hmm.

07:08.57

Dr. Destiny Huff

So if something makes me feel uncomfortable, something makes me upset, even if something, I'm excited about something and you tell me like, that's not how I'm supposed to react or how I'm supposed to respond or what I'm supposed to say or what I'm supposed to do, you're missing the point of that, this is how I'm internally feeling this and connecting to this, if I'm connecting to it, right? Sometimes we know some autistics Don't always connect to the emotion or have a name for the emotion or recognize the feeling is tied to the emotion. And so you're telling them disregard that because I want you to do this.

07:42.45

Sasha Long

Mm-hmm.

07:42.81

Dr. Destiny Huff

And so what that does is though that forces them to question one, whether they're feeling what they're feeling. It also forces them to where we're already scanning and assessing a social situation, right? Because we recognize that we may be responding differently to our peers, right?

08:00.12

Dr. Destiny Huff

It forces us to say, okay, how are my peers responding and subsequently how do I respond? um And then it forces us to search for often not pre-taught, but just told strategies to implement. And that takes a toll on capacity. That takes a toll on your nervous system.

08:18.68

Dr. Destiny Huff

It takes a toll on your window of tolerance and your ability to navigate stress. um And so that subsequently is where we start getting learners that are just like, I can't make to school today. I can't go to school today. Or like, I can only do half a day or like, I can't get out of bed or I can't do the basic things like brush my teeth or take a bath because I'm exerting so much energy into doing the thing that you want me to do.

08:43.77

Dr. Destiny Huff

And you're also disregarding what I may need in getting my perceptions.

08:50.58

Sasha Long

Yeah, that's a really, really good way to put it. And gosh, how like hard would that feel to like not be able to trust your gut and to be able to question everything you're feeling?

09:02.26

Dr. Destiny Huff

Yeah, absolutely. And that's that's the biggest piece that i I find when I mostly find myself rewriting social emotional goals for my learners because I do sit at the IEP table for some of my family's I find myself always rewriting like the social emotional goals and it's because there's just a disregard for what they're feeling and their perception and it's like imagine and how I always frame it to adults is imagine constantly being told like you're wrong what you're thinking is wrong how you handle that is wrong.

09:32.75

Sasha Long

I know.

09:32.77

Dr. Destiny Huff

Like that's exhausting. Nobody wants to do that.

09:35.35

Sasha Long

So it's like exhausting to even think about.

09:37.59

Dr. Destiny Huff

Exactly. Like, I'm like, just talking about it, thinking about it. I'm like, oh my gosh, I'm so drained. And it's like, but we do that to autistic learners every single day.

09:42.04

Sasha Long

Yeah.

09:48.50

Sasha Long

And we're just really not building emotional regulation skills at all then. And we're actually like punishing any emotional regulation skills that they had.

09:57.72

Dr. Destiny Huff

Absolutely. And I'll see, um, when we go back to that compliance piece that you mentioned, I'll see where it's like, they'll control their mood. They'll control their anger. I remember when my son was in kindergarten and he told me, he's like, mommy, I'm trying so hard to, um, to not be angry.

10:13.26

Dr. Destiny Huff

And I was like, first of all, you can be angry. And I don't know told you that.

10:15.67

Sasha Long

yeah Exactly.

10:17.50

Dr. Destiny Huff

And I was like, and shame on them. And, you know, i'm a whole mental health professional over here. So I was like, who told you that?

10:22.84

Sasha Long

yeah

10:23.67

Dr. Destiny Huff

Um, of

10:24.34

Sasha Long

Let me find them.

10:25.78

Dr. Destiny Huff

And of course we get in the building and then they're like, we don't know who told him that. I'm like, you you all know who told him that.

10:30.94

Sasha Long

Yeah.

10:31.45

Dr. Destiny Huff

um But it's just like you, that's a lot of times the language I'll see too. It's just like when it comes down that compliance lens. And I always go back to, you you really just want the learner to be safe and how better of a world it would be if we just said that.

10:45.75

Dr. Destiny Huff

So instead of that, I'll see things like, we'll control anger, we'll not get upset.

10:46.33

Sasha Long

Yeah.

10:51.96

Dr. Destiny Huff

And I'm like, how are they supposed to control that? So I'm like i' like, why don't you just say, we'll use safe coping skills.

10:55.70

Sasha Long

Yeah.

10:59.85

Dr. Destiny Huff

And I'm like, but then you also subsequently have to teach them those coping skills.

11:00.22

Sasha Long

Yeah.

11:03.76

Sasha Long

Mm-hmm.

11:04.31

Dr. Destiny Huff

That's the other layer that gets left is that we just often teach compliance and we don't actually teach a skill that's actually usable later in life.

11:13.69

Sasha Long

Yes. And I think similar to how you said, you know, this like concept of, you know, a neuro-affirming IEP or neuro-affirming goal is misunderstood. i think similar like this with compliance and with big emotions, hard emotions, emotional regulation, asking someone to not be angry, not be frustrated is not realistic. Instead, it's, yeah, it's okay to be angry and jealous and worried and stressed. Those are all normal human emotions.

11:41.14

Sasha Long

And if we're not teaching what to do and how to sit with those hard

emotions, we're just going to be like compressing them forever and never learn. And like you said, half day school and now we can't do anything because we're struggling so much.

11:55.03

Dr. Destiny Huff

Absolutely. I mean, it's just that we don't ever teach, you know, often and rarely, I should say, you know, we rarely teach. It's okay to fill those emotions. It's the way in which they're displayed that we have to talk about.

12:10.58

Dr. Destiny Huff

Right. And that's what I have to often say when I go to an IEP p meeting because they're like, well, you're saying that.

12:11.35

Sasha Long

Yeah.

12:15.55

Dr. Destiny Huff

And I'm like, no, it's not okay that he kicked the teacher and the classmate.

12:18.17

Sasha Long

Yes.

12:19.62

Dr. Destiny Huff

Like, it's absolutely not okay.

12:20.06

Sasha Long

Yeah.

12:22.17

Dr. Destiny Huff

But nobody in this room can tell me from his perception why he did it.

12:22.52

Sasha Long

Yes.

12:26.97

Sasha Long

Yeah. I think people like jump to the next step.

12:28.02

Dr. Destiny Huff
You can always say.

12:30.08
Sasha Long
They're like, oh, what? I'm just going allow him to rip up the class.
No.

12:32.90
Dr. Destiny Huff
Exactly.

12:33.75
Sasha Long
Just because you're angry doesn't mean you get to throw a desk, but
you could still be angry.

12:33.88
Dr. Destiny Huff
Exactly.

12:38.20
Dr. Destiny Huff
Exactly. And that's the point that they forget is like is like, you're
telling them not to be something that you subsequently are.

12:44.15
Sasha Long
Yeah.

12:44.37
Dr. Destiny Huff
Don't get upset, but you're upset at how they handle that situation.

12:47.90
Sasha Long
Yeah, exactly.

12:48.12
Dr. Destiny Huff
How does that work?

12:49.47
Sasha Long
oh that's a really good point. Why do you think this conversation
about mental health and and honestly even emotional regulation is
often left out of the IEP when it's often very clearly impacting
learning?

13:02.87

Dr. Destiny Huff

Because of the compliance framework because schools are very you come here you do the thing we tell you to do and you go home and That keeps that ignores many factors, which is that one you can't control a person To each person is individual they have their own thoughts feelings they come with their own backgrounds emotions stories actions and Some way in which you might see someone handle a situation, maybe how they were taught to handle the situation from what they've seen in the home.

13:18.64

Sasha Long

Mm-hmm. Mm-hmm.

13:34.65

Dr. Destiny Huff

um

13:34.84

Sasha Long

oh

13:36.02

Dr. Destiny Huff

The other side of that, though, is just that children are people and we don't see children as people. And so it's this that very old school mindset of just like you do what you're told when you're told to do it and you're not allowed to have any feelings about it.

13:49.43

Dr. Destiny Huff

And so that just translates over into that setting. And so a lot of times, even though they'll identify, like they're, they'll be able to even say like they're dysregulated, like they don't have coping skills. Like I will hear that so many times and then they will turn around and the goal will not be based on developing coping skills um due to the dysregulation. It won't be based on recognizing triggers. It won't be based on having the skills modeled and taught to them. It won't be based on helping them collaboratively problem solve.

14:21.17

Dr. Destiny Huff

It'll be they're doing this and they need to stop it.

14:26.49

Sasha Long

And that's not how learning works. but just Just read.

14:28.70

Dr. Destiny Huff

Yeah, that's great. Like, it's like, okay, all right. and And I think what you just said is like a, is a great way to frame that for people is that, you know, like, okay, I'm going to teach you to read now. Here's a paper.

14:43.13

Sasha Long

yeah yeah, exactly. Edition, do it. Like, come on.

14:47.54

Dr. Destiny Huff

Yeah, its like, I don't, what, I don't, what?

14:50.81

Sasha Long

yeah Do you think ever teachers feel uncomfortable or like nervous that it's not in their like umbrella or like role or role of or area of expertise on discussing mental health, especially with families? I feel like everyone's kind of sometimes worried to stay in their lane, that they stay too much in their lane and then don't talk about other things that maybe they should be having conversations with parents and the rest of the team on.

15:17.91

Dr. Destiny Huff

Absolutely. And I think one of the one i will hear educators talk all the time. My mother and sister are educators and i' my friends that are educators. And I always hear educators and even on my like social media platforms and stuff talking about how like I just don't get this training.

15:30.95

Dr. Destiny Huff

I don't get training and supporting disabled individuals, neurodivergent individuals, learners with anxiety, all these things.

15:31.38

Sasha Long

Yeah.

15:38.65

Dr. Destiny Huff

The other side of it though, is that often they recognize it's not in their wheelhouse, but the person that they go to whose wheelhouse it should be in is not doing their own professional development to support the members.

15:50.58

Sasha Long

Yes, that's a good point.

15:51.03

Dr. Destiny Huff

And say that as a mental health professional. So I can say it to other mental health professionals. A lot of, a lot, and and what people don't recognize too, is that school counselors often get placed to support mental health when they actually don't have mental health background.

15:58.84

Sasha Long

Yeah.

16:08.22

Sasha Long

Mm-hmm.

16:08.54

Dr. Destiny Huff

So in the United States, school counselors, now there's many dual programs. When I first got my degree many years ago, um there wasn't a lot of dual programs. So if you wanted to become a licensed professional counselor or mental health professional and work in the schools, you had to take courses and meet requirements for both programs.

16:33.24

Dr. Destiny Huff

Now I have a lot of peers that are school counselors that are also licensed mental health professionals because they were when they went to do their program. That was an option like this. You take these classes and this so also sets you up for that. You have to remember a lot of school counselors are not actually mental health professionals.

16:53.20

Dr. Destiny Huff

They're school counseling professionals.

16:55.61

Sasha Long

Which is crazy because you're right. Teachers are then going to them being like, I need help with Johnny. And they're like, actually, I don't, I'm not sure what to do here.

17:03.95

Dr. Destiny Huff

Mm-hmm. Mm-hmm. And what they'll often say is like, so they'll often get taught how to teach coping skills, right? So they'll be able to say, oh, I can help with coping skills, but they're not actually trained in like mental health diagnoses.

17:16.85
Sasha Long
Yeah.

17:17.05
Dr. Destiny Huff
And so, and how to connect that with subsequent coping skills. And they're definitely not trained on disabilities. And so a lot of times what will then happen is they will then go to the school psychologist and school psychologists are often trained in testing.

17:24.25
Sasha Long
yeah

17:32.70
Sasha Long
yeah

17:33.08
Dr. Destiny Huff
and So you see how there's this disconnect between what they're accessing. Now, again, i never want to generalize. There are a lot of individuals. So, for example, I'm a licensed professional counselor, but all of my degrees are in psychology.

17:46.66
Sasha Long
Mm-hmm.

17:46.78
Dr. Destiny Huff
And so i actually had to learn how to do testing, even though I don't do testing as a mental health professional. And so... It's that thing where it's like you never know really their background and the pieces to it, but I often more than not come in with that. Same with social work.

18:06.07
Dr. Destiny Huff
When you get your bachelor's in social work, you're trained to be a case manager. You manage cases. You are not trained in mental health. It's not until you become a licensed clinical social worker and a licensed master social worker that you're actually trained in mental health. And so because people don't know that, they come to these individuals and these individuals don't often have the ability to say or feel comfortable saying, that's not my wheelhouse because technically that's supposed to be my wheelhouse by the state of education, but by training, it's actually not.

18:35.67

Sasha Long

You know, honestly, it's similar to me. It sounds like in hearing this this is super interesting. As the degree for a special ed teacher, like as my my licensure as a special ed teacher, I could teach preschool self-contained all high needs students all the way through high school resource room, students with a learning disability pre ah pre-cal, which I have no business being in that class. But that I mean, it's so wide of a span. Like, how could you possibly teach a child who's medically fragile and then teach a high schooler with a learning disability under one licensure and one degree? And that's, it's so broad. And there's so many areas that you have to, like, seek out your own training or next certifications for to be specialized and and really meet the needs of your kids.

19:19.61

Dr. Destiny Huff

Absolutely.

19:19.77

Sasha Long

And

19:19.89

Dr. Destiny Huff

and then and we're And being in a you know social and community service field, like mental health is and education is, you're really seeking that out at your own dime.

19:29.46

Sasha Long

Yeah, yeah, yeah. No one's paying for that. And like also what I was thinking not to throw another detour in here, but also throw trauma on top top of this. I have been and like the last five, 10 years, like hungry for any training and workshop and literature get my hands on in regards to trauma because I felt so wildly unprepared.

19:38.12

Dr. Destiny Huff

Mm-hmm. Mm-hmm. Mm-hmm.

19:49.46

Sasha Long

for working with any child that has a history of trauma and most of my clients probably had. and And I was like, I no longer even need to know if it is or isn't. I just want to make sure all of my practices are trauma informed. And as a teacher, as a BCBA, that's just not talked about. And we're not talking about it with school communities as a whole, with teachers, paraprofessionals, assistants, bus aides,

all these people that spend a lot of time with kids and, know,

20:18.76

Sasha Long

that's a whole other just like black hole where we're just not acknowledging it.

20:23.51

Dr. Destiny Huff

Absolutely. And I actually like just created a post that going put out that's about trauma. And that's it gets into that, is that like there's a difference between actually being trauma-informed and you know actually implementing trauma-informed practices.

20:37.71

Dr. Destiny Huff

But also, in order to truly be trauma-informed, you have to be trauma-informed about the population that you're supporting. And most educators and school staff

20:44.36

Sasha Long

Mm-hmm.

20:47.19

Dr. Destiny Huff

are not trauma-informed on how to support neurodivergent or Black and Brown and marginalized learners.

20:54.10

Sasha Long

Yeah. And then for yeah maybe using strategies that are exacerbating the trauma they have, which is scary.

21:00.41

Dr. Destiny Huff

Absolutely, because they're compliance-based and trauma-informed not compliance-based.

21:02.30

Sasha Long

Yes. Yes. Exactly. So besides anything related to compliance, like when I see a behavior goal that says learner will be compliant, it's like, ugh. What other specific language on an IEP raises red flags for you?

21:17.23

Dr. Destiny Huff

Um, yeah, I, I always say like, i always start with ah my, my least favorite that I still have seen in 2026 is that learner will make eye

contact.

21:26.20

Sasha Long
Ugh.

21:26.58

Dr. Destiny Huff

Um, whenever I see, um, the learner will comply with adult directives at all times. I've seen, um, whenever I see that the learner will, you know, say yes and follow directions, um,

21:46.50

Dr. Destiny Huff

I've had where my own son's IEP initially, they had it where he would not say no. And i was like, I'm sorry, excuse me run that round again.

21:53.85

Sasha Long
full nu ah

21:57.72

Dr. Destiny Huff

And I was like, what is what is the point of this? And so they were saying like they got ready to transition and he was not ready to transition until he had said no.

21:59.86

Sasha Long
Yeah.

22:04.84

Dr. Destiny Huff

And I said, so he struggles with transitions. And they were like, yes, but there was, i think there was like a fire alarm or something. they were we needed him to transition. And then I was like, so you need him to transition at certain times due to safety.

22:18.58

Dr. Destiny Huff

I was like, that's not the same thing as teaching him. He can't say no.

22:21.66

Sasha Long
yeah

22:22.84

Dr. Destiny Huff

Like, what what are we doing here? And so, and I would tell them when

you do that and i come from that compliance mindset, you are setting up the learner. to be victimized later on because a lot of autistic learners are very black and white. And so we put that in the category of like, you know, so I'll see something like won't say no to adults, will comply with all her adult requests.

22:45.42

Dr. Destiny Huff

I'm like, no, absolutely not.

22:47.19

Sasha Long

Yeah. Yeah.

22:47.86

Dr. Destiny Huff

Because everyone does not have the learner's best interest at heart. You don't have to like that. You don't have to want to think about it.

22:52.22

Sasha Long

yeah

22:53.26

Dr. Destiny Huff

But as somebody who's autistic and ADHD and a trauma therapist for children, I know that that happens more often than people would like to talk about.

23:01.37

Sasha Long

Yes. And thinking about that IEP, even if you're envisioning that goal differently, that IEP is now a legal document. What if that child moves in three months and they go to a different school with a different teacher that's like, oh, this is what I got to do.

23:13.41

Sasha Long

Like, that's that's not how we're going to phrase it.

23:14.55

Dr. Destiny Huff

Mm-hmm. Mm-hmm. Mm-hmm.

23:17.27

Sasha Long

You know, the kind so you talked about goals related to following directions and and kind of that cooperation slash compliance, whatever you want to call it, piece. So a teacher listening that's like, okay, but we do need to work on, you know, being cooperative in the class,

following directions. How can we get to the root of what that core skill is and create a goal that isn't compliance-based but does look at, like, yes, within the structure of the day, we do have to, you know, follow directions from the teacher and things like that.

23:49.83

Dr. Destiny Huff

Right, so I always go back to when aren't they following directions?

23:52.77

Sasha Long

Yeah.

23:53.43

Dr. Destiny Huff

I rarely find, I've rarely found that it's all the time.

23:58.97

Sasha Long

yeah

23:59.38

Dr. Destiny Huff

A lot of times it'll be time to transition. It'll be times where they're not prompted or prepped. It'll be times where they're doing something that they enjoy. It'll be times where they didn't get to finish a task.

24:10.74

Dr. Destiny Huff

um And so then I go back to like, they'll say, okay, whenever it's time to transition from if they're younger, free play to back to the academic activity. And I'm like, okay, so are they getting prepped? Is there a timer? Are you letting them know ahead of time? If they're not finishing, are you letting them know that they can finish it later? Are you giving them a designated time to do that? A lot of times it's more about that accommodation piece.

24:39.38

Sasha Long

Mm-hmm.

24:39.61

Dr. Destiny Huff

Now, it's other times it'll be that they are not finishing because they needed chunking, which goes back to accommodations too. or it'll be that underlying skill. That's the piece that that we come back to where the goal should actually be written for, right? So if a learner is struggling

