**[Start of transcript]**

**Interviewer**: Great we’re recording! I’ll be asking you questions about your perspective of your son’s transition to adulthood in relation to his sensory sensitivities and interests.

**Participant**: Ok.

**Interviewer**: We’ll be doing something called a semi-structured interview, which means I have a set of planned questions, but then I will also be following your lead based upon what you say and adapting the questions to follow our conversation to make sense for us. Do you have any questions before we begin?

**Participant**: No.

**Interviewer**: Ok awesome. And also, if you ever are uncomfortable by a question or don’t want to answer, you don’t have to, so please don’t feel any pressure if you’re not comfortable with anything.

**Participant**: Ok.

**Interviewer**: Ok awesome, great. So we’re going to get started. So could you please start off by telling me about your son’s sensory sensitivities and interests?

<0:58>

**Participant**: Ok, so he has severe auditory sensory problems. He doesn’t like loud noises, running water, the typical things. He covers his ears a lot and he stims quite a bit, things like this. He was naked until twelve years old. As he’s gotten older that is diminishing, which is great.

**Interviewer**: Ok.

**Participant**: Which is great.

**Interviewer**: Absolutely.

**Participant**: Yes, we’re a boxer-wearer now.

**Interviewer**: Excellent.

<1:53>

**Participant**: And on occasion a T-shirt.

**Interviewer**: Nice.

**Participant**: Very nice.

**Interviewer**: Yes, absolutely.

<2:01>

**Participant**: Yes. He likes to jump. We had a mini trampoline set up for him so whenever he felt the inclination he could jump. He likes to fall, not to hurt himself, but the sensation of... like jumping on a mini trampoline, he will jump really high to get that sensation and the impact of falling. He loves music, he likes to sing, he sings beautifully … I’ll probably think of more …

**Interviewer**: Yep no worries.

<2:42>

**Participant**: He really likes to be outdoors. He likes the woods, it seems to not only calm his sensory issues but he gains focus. I don’t know if it’s just the peace and serenity, the sound of the birds, the wind, the leaves, it’s really nice. It’s one of the reasons that we chose to move here actually. Our property is on forested land and he really digs it.

**Interviewer**: Oh that’s great. So you mentioned that he didn’t like clothes for a long time. What about that did he not like? Do you know?

<3:15>

**Participant**: The clothing that he liked was very binding. If it were looser he’d constantly mess with it, I guess it was brushing against his skin, the sensation.

**Interviewer**: Yeah.

<3:45>

**Participant**: Certain fabrics were a no.

**Interviewer**: Like what?

**Participant**: I found soft cottons, obviously he wore a uniform to school and so cottons, the tighter the better.

**Interviewer**: Interesting, ok. And then you also mentioned that he seemed to gain focus in the woods. What does that look like for him?

<4:04>

**Participant**: No stimming, a concentration level that’s perhaps not always there. Well I shouldn’t say that. He’s very focused much of the time, it just seems in the woods that he’s calmer.

**Interviewer**: Yeah.

**Participant**: Intellectually I guess.

**Interviewer**: That makes sense.

<4:36>

**Participant**: Also for many years he only ate three foods. At one point we were able to put him in a lot of classes, a lot of therapies, and it all happened at once. After that period he became very open to food.

**Interviewer**: That’s great.

**Participant**: It was fantastic and that was a notable change in that he was open to try anything, he added a lot of fruits and vegetables to his diet thankfully. Yeah and now he will try just about anything. He doesn’t always like it but he will try.

**Interviewer**: That’s great.

<5:20>

**Participant**: Yeah. Because he doesn’t talk, the smell thing, I associate smell a lot with taste, so that was a difficult question for me because I’m unsure, but for us sometimes, especially eating out, it seems that he won’t, he *won’t* try. And it seems like it’s the smell that’s off-putting to him more than the visual or the taste.

**Interviewer**: Ok, I mean you have to smell before you taste something so that makes sense.

**Participant**: Exactly, exactly. It just seems like for him smell is very acute. But I’m guessing once again, because we can’t really talk about it.

**Interviewer**: Yeah, absolutely. You mentioned once before that he only ate three foods. What were those three foods that he would only eat?

<6:08>

**Participant**: He would eat Hebrew National hotdogs.

**Interviewer**: Condiments?

**Participant**: No, no condiments. No other hot dog.

**Interviewer**: Ok.

**Participant**: Yes, he would eat Tyson chicken nuggets, only Tyson, and Stouffer’s mac and cheese, frozen.

**Interviewer**: Ok.

<6:38>

**Participant**: But when he was a baby we had the obligatory parent picture of him sitting in the highchair covered in spaghetti and stuff. He would eat anything and that was very sudden, the shift to these three foods only.

**Interviewer**: When did that happen? Or maybe did something happen around that time also?

<7:00>

**Participant**: I don’t think so.

**Interviewer**: Yeah.

**Participant**: The change in him was very sudden and it was I’m going to say a little after two years old. Maybe twenty-six months.

**Interviewer**: Sure.

**Participant**: I was watching him like a hawk because my older son had been diagnosed with autism and so, you know.

**Interviewer**: Yeah.

<7:26>

**Participant**: Yeah, that was really when his sensory seemed to get thrown.

**Interviewer**: Yeah, and then you mentioned you were also able to get him a lot of therapies and now he’s really open. When did that change happen?

**Participant**: Ok so that was when he was in school. That was probably when he was about eight or nine years old.

**Interviewer**: Ok. Did you notice any other changes in his sensory sensitivities or interests as he’s got older?

<7:54>

**Participant**: The more I expose him to running water that appears to be a little bit better. He still doesn’t like it. At least once a month I throw on my bathing suit and we do a shower. That’s tough. That’s really tough for him. But by the end of the shower he’s stopped covering his ears and he’s ok. Most of the time it’s a bath, which he takes by himself, but I run the bath for him because he can’t tolerate that sound and I check his crevices – it must be done! Yeah, I try to do that. He does like the sound of the rain. He doesn’t mind that really at all. But, you know.

**Interviewer**: What about when … sorry, go ahead.

**Participant**: No I just, I feel like the more I expose him to this the better it gets. Once again I’m guessing and obviously I don’t want to torture this kid you know [*laughs*].

**Interviewer**: Yeah.

**Participant**: But yeah we try to do that at least once a month. You know shower and … plus it’s a big guy thing to do and you know he’s a big guy. He wants to do all that stuff, so.

<9:22>

**Interviewer**: Yeah. Absolutely. This question may not be super applicable to your son, but do you think any of the changes that you’ve noticed in his sensory sensitivities and interests are related to any independence that he’s gained over time? You mentioned that he’s a big boy now and it’s a big boy thing to do.

<9:40>

**Participant**: Gosh, I’d have to think about that one … He’s exceptional, so we don’t even really think of him as disabled. If that makes sense.

**Interviewer**: Yeah, absolutely.

**Participant**: So, as he matures … I guess it was situation dependent. He spends a lot of time on the computer creating. And when he gets frustrated there is a lot of squeaking, there is a lot of stimming. But I guess it’s less now that he’s older.

**Interviewer**: No, absolutely.

**Participant**: He’s a little more in control.

**Interviewer**: No that makes sense, absolutely. So you mentioned exposure to the running water to help him, you mentioned him covering his ears. How else does he or you help manage and cope with some of these sensory sensitivities?

<10:53>

**Participant**: We actually have a really quiet house. My other son has a pragmatic language disorder and we’re not a bunch of talkers [*laughs*]. There’s not a lot of conversation going on. It’s a quiet household. It has twelve-foot ceilings and so there’s an echo problem. And so in his room – we’re redoing his room right now – but in his room it will be carpeted, there’ll be heavy drapes to minimize that echo. We’re also going to put ceiling tiles up on his ceiling to help kind of dull. He has multiple sets of headphones, both wireless and wired, that he can adjust the volume on and makes things comfortable for himself. We have a video-gaming chair that sits in front of the TV to watch movies, play video games and stuff, and you can adjust the speakers that are in the back of the chair and so you can adjust the volume yourself.

**Interviewer**: That’s great.

<12:12>

**Participant**: Yeah, he’s got us very well trained in knowing his favorites, knowing what’s going to bother him, yeah.

**Interviewer**: Yeah, absolutely. Sorry go ahead.

**Participant**: No that’s fine, we also try to make his room as sensory, as pleasant as it can be. I know his favorite colors, I know he likes a lot of different textures, like he’s got a fuzzy blanket. Everything is very touchable, but he doesn’t have to, if that makes sense.

**Interviewer**: Yeah.

**Participant**: It’s more an exploratory thing.

<12:59>

**Interviewer**: You mentioned his favorite color. Is he also sensitive to colors as well?

**Participant**: We were told that he had a sensitivity to green, early on. And I avoid dressing him in green. He’s always choosing clothes that are green, but in his art and stuff when green is applicable he utilizes it, so I’m unsure about that one. He loves the forest [*laughs*].

**Interviewer**: [*laughs*]

<13:32>

**Participant**: I’m looking out the window, it’s primordial forest, I mean it’s just a wall of green so I’m unsure about that one, but he loves purple, he loves a really loud kind of happy orange.

**Interviewer**: That’s great. And then also in the biographic form, which – thank you for filling out everything so fully, it’s really helpful – but I saw that he recently received occupational therapy and hypnotherapy for his sensory sensitivities? Did that help in any way?

<14:11>

**Participant**: Yes, that was during the period of time that my husband got a giant bonus and gave it to me and said put this towards whatever you want to do. So I spent every dime on the boys and my other son had speech therapy, Grayson had occupational therapy, they both did the hypnotherapy, and I had them in a social skills workshop on the weekends. Bam! Just threw them in. The opportunity just never presents itself for things that I’d always wanted to do for them and it was fantastic. It made a huge difference. I would say up until that point, as you can see from the things I filled out, he was getting six minutes of occupational therapy twice a week.

**Interviewer**: That’s not a lot.

<15:00>

**Participant**: Yeah, it’s not a lot is it.

**Interviewer**: That’s not a lot!

**Participant**: Not a lot. So the school district obviously put their money in the important things like a stadium and Astroturf.

**Interviewer**: [*laughs*]

**Participant**: And so they couldn’t afford to keep any of the therapists on staff. So they were all contracted and they would zip in and work with these kids and then zip out and zip to another school four times a week because the fifth day of course was reserved for paperwork and blah blah. They were extraordinary. They were just absolutely extraordinary. The teacher was ready, she knew when they were coming, and they would … I was actually present when the music therapist arrived one time and she dropped her stuff and was literally playing her guitar within a minute of walking in the door because she was going to get every single minute with these kids.

**Interviewer**: That’s great, that’s so great.

<16:07>

**Participant**: It was fantastic and music therapy I think was probably one of the most beneficial things that he ever got.

**Interviewer**: Yeah? How so?

**Participant**: Without knowing what day she would come, I knew when he had had it, and with my other son as well. They were once again focused, incredibly creative, the homework, everything was, there was activity, intellectual activity that was not usually present. And yeah, it was fantastic.

**Interviewer**: It’s so great that you had that.

**Participant**: Yeah. It was at elementary school for some reason, but yeah. It was great.

**Interviewer**: How wonderful, I’m so glad. Kind of switching topics slightly, his sensory sensitivities, do you think they cause anxiety for any reason? Or maybe increase?

**Participant**: No.

**Interviewer**: No?

<17:20>

**Participant**: No. Grayson’s not anxious at all. He’s fully, completely comfortable in any situation.

**Interviewer**: Even when he is exposed to running water and things that he doesn’t like?

**Participant**: No. Those things do set him off … when those things are not present he has a confidence.

**Interviewer**: Yeah? That’s great.

**Participant**: Yeah.

**Interviewer**: But when they are present you said they do kind of set him off. What does that look like for him?

<18:09>

**Participant**: It depends on how loud and maybe what frequency they are. I had Grayson tested. Our first inclination was that maybe he was deaf, partially deaf, the whole not talking thing. Plus when he would try he sounded like a deaf child. He had that kind of hollow sound and so we went to a specialist, tested his hearing, and she said, “*He’s absolutely hearing, but the thing is without him being verbal, I can’t tell you the quality of what he’s hearing*.”

**Interviewer**: Yeah.

**Participant**: Is he hearing everything like this, is he hearing everything like it’s underwater, is he sensitive to certain decibels … She said that without him communicating back to me, you know, we’d have to put him under, look at his eardrums, that kind of thing. But she said that he is hearing.

**Interviewer**: Yeah.

<19:14>

**Participant**: When he is exposed to the things that set him off, loud noises, the vacuum cleaner, yeah the vacuum cleaner makes him uncomfortable. He covers. But it’s not like standing next to the washing machine, you know, that’s ew! No he doesn’t like that. You know if he’s in the room and he happens to come in while I’m running the tub, you know there might be a, you know …

**Interviewer**: Yeah.

**Participant**: Yeah.

**Interviewer**: No absolutely. Has this changed over time as well?

<19:58>

**Participant**: Not really.

**Interviewer**: No?

**Participant**: Like I said, as he’s getting older maybe it’s a little less, maybe it’s a little less acute his reaction. But I’m not sure if he’s come to expect that reaction over time. I mean, she’s going to run the water.

**Interviewer**: Yeah.

**Participant**: Right. So, just judging from what I see from him, maybe a little better but again, tough to tell.

**Interviewer**: Absolutely. Now we’re going to shift gears a little bit again. So as Grayson has grown older how and aged a bit how has his and your community reacted to his sensory sensitivities?

<20:51>

**Participant**: We moved here three years ago from Houston and we really could go anywhere and do anything that we wanted to do. And they were able, my other sons, to rock and Grayson could stim and do what he needed to do to be ok in the environment that we were in.

**Interviewer**: Yeah.

**Participant**: Every once in a while we might get a look. But I think people thought, “*Oh, they’re autistic*,” and they would just go about their business. We had no issues and everyone was at a comfortable level.

**Interviewer**: That’s great.

**Participant**: Here, not so much. It’s ignorance I guess, about the disabled community. And again, I don’t really, I’m not sure I would even say it’s a disability. I took them to the store when we first moved here and people stopped, they pointed, they whispered, they stared, it was like a bad YouTube video. My other son was just crushed. He doesn’t want the spotlight, he wants to blend in. He just wants to … that everyone cared less. Somebody said, you know, “*What’s wrong with him*?”

**Interviewer**: I’m sorry.

<22:34>

**Participant**: Yeah. It was trippy. It was trippy and weird. And yeah, they got over it. I’ve never experienced something like that and it made me really, I don’t know, really uncomfortable.

**Interviewer**: Yeah. It’s upsetting. I’m really sorry you experienced that. It’s hard.

**Participant**: Thanks, yeah.

**Interviewer**: I’m so sorry. So you mentioned like, your community right now is less accepting it seems like. Are there different parts that are maybe more accepting? Or maybe unfortunately less accepting?

<23:15>

**Participant**: It’s all less.

**Interviewer**: Oh no! [*laughs*]

**Participant**: Yeah. From my questionnaire you see that he’s not in school. We enrolled him and he went and the teacher had a special education degree that she acquired twenty years ago and has never had any enrichment since then.

**Interviewer**: Oh.

**Participant**: There’s been no conventions, or seminars, or webinars, or article reading, or books, or, you know, workshops. They’re just, you know, “*It’s all done*.” It was the Lord that led her to go and work with these poor souls. So that lasted five months and we had to pull him out. It was like sometimes nothing is better than bad [*laughs*]. If that makes any sense.

**Interviewer**: Yeah, it does.

**Participant**: We attempt things here and have a curriculum from an app called Critical Thinking that we use. There’s some online classes and stuff that we do. It’s boring and they’re bored. So that’s where we’re at.

<24:52>

**Interviewer**: I’m so sorry, it’s hard.

**Participant**: It’s a bad situation and it’s such a waste. They’re both so bright and everything was so promising, so … yeah, we need to think about actions to take from this point on.

**Interviewer**: I hope you’re able to find that. At least now everything is all virtual so maybe that will give you some more answers [*laughs*].

**Participant**: It’s true, it’s true.

**Interviewer**: Maybe that’s a silver lining here, right? So what are your hopes or worries about how his community will react in the future and specifically to his sensory sensitivities?

<25:35>

**Participant**: Well I mean that’s a horror movie right? I mean because I’m a parent and I go straight to the worst-case scenario.

**Interviewer**: Yeah.

<25:48>

**Participant**: So a horrible dark dank institution where he’s rocking in some kind of cell every day because nobody understands him, I mean, as a parent that’s where you go. Is it that dark? No, I don’t think it probably is.

**Interviewer**: [*laughs*]

**Participant**: But without school, and I don’t mean school in a scholastic sense.

**Interviewer**: What do you mean?

**Participant**: I mean school for all of the other things that it offers. Yeah his future is really quite bleak. We are going to have to take action and make some kind of move to a community that is open to adult disabled people being part of that community, and finding that kind of situation is next to impossible. You hear things, you read things on the Internet – this community is doing this, this community is doing that – and that’s great, but you know these situations can change dramatically in a very short space of time. I’ve seen it in Houston as well. There was a school district called Spring Cyprus that was dumping tons and tons of money into special needs education in their school district. Parents walked.

**Interviewer**: Yeah.

<27:19>

**Participant**: Obviously. And after several years the board changed, the superintendent changed, and things changed dramatically, and they were stuck. So, even all the research in the world doesn’t promise a great outcome when it comes to this kind of thing. I know that the East Coast is quite good about this. There’s a lot of communities in New England that do a lot of programs for adult special needs people. I think California, I think Arizona is probably one of the best, and this is just from, you know, the small amount of research that I’ve done. We were actually considering leaving the country.

**Interviewer**: Oh really?

**Participant**: Yeah. I mean there are a lot of countries that do this so much better than we do and yeah, so we’ve been exploring that, actually looking at different countries. Just to get them into a situation, yeah that is really the ultimate goal. I think it’s the goal for any parent as I really just want them to be happy and self-realized. Given the opportunity to explore the gifts that they have.

**Interviewer**: Yeah, absolutely.

<28:58>

**Participant**: I think that’s any parent, I don’t think that that’s specific to a special needs child.

**Interviewer**: Absolutely. It makes complete sense. Also, now thinking about goals and hopes, what are your goals and hopes for Grayson in terms of his sensory sensitivities?

<29:19>

**Participant**: It’s difficult to look at them as a disability, like I said. He’s a brilliant kid.

**Interviewer**: Yeah.

**Participant**: It would be nice, when he’s in a great situation he’s relaxed and focused, and without the perceptory bugging him. I would love to see him in tons of occupational therapy. That’s really, that’s my dream for him is really to have intensive occupational therapy, maybe a little ABA [applied behavior analysis] thrown in.

**Interviewer**: [*laughs*]

**Participant**: Which he’s never had, which I think would be amazing for him. ABA has never been covered by our insurance.

**Interviewer**: Absolutely.

**Participant**: Now living where we do, the closest occupational therapist is about two and a half hours away.

**Interviewer**: That’s a hike! That’s a hard trip for probably not a very long session.

**Participant**: Right. So, but once again, we have the video.

**Interviewer**: Yes.

**Participant**: So we can explore that. I read about it all the time. There’s a myriad of books and things that can be done. Sometimes things don’t work and I’ll store them away and try them again later. Sometimes it’s a matter of maturity, sometimes it’s a matter of mood. The perfect example is I took a class when we were still … for many years the focus was to get him to talk. He’s nonverbal. *Let’s get him talking*.

**Interviewer**: Yeah.

<31:09>

**Participant**: So one of the things that I learned at one of these seminars was to sabotage his environment. He’s fully functional in the kitchen. So, he knows where everything is and by sabotaging his environment I would move some things around to where he would be forced to ask where they were. But it didn’t work at all, so I kind of stored that away and tried it about a year later and it did work to some degree.

**Interviewer**: Oh!

**Participant**: Yeah. He, you know, would take my hand and be like, “*Where is this*?” And I’m like, “*I don’t know what you’re talking about*,” you know.

**Interviewer**: [*laughs*].

**Participant**: Or he would write me a note and I was like, “*I can’t read this, what is this saying*?” And he’d be like “*What’s going on*?”

**Interviewer**: [*laughs*].

**Participant**: And I was like, “*Ha! It worked*!”

**Interviewer**: [*laughs*].

**Participant**: But in the same regard to the sensory thing, I think progress is slow. The books that I’m reading, some of them are older, some of them are, you know, brand-spanking new. I have a stack of books next to my bed and I read at night. Some of it works, some of it doesn’t. I mean, when you’ve met one autistic child you’ve met *one*.

**Interviewer**: Yeah [*laughs*].

**Participant**: Yeah. So, yeah, you know. Something that doesn’t work I just store it away, keep it in mind, maybe something we try later on. But in my experience I think exposure is not a bad way to go.

**Interviewer**: Makes sense. We’re going to segue a little bit again, but actually you just gave me a really nice transition. So, in the transition to adulthood, where do you see Grayson?

<33:12>

**Participant**: He’s fully functional. He can do everything himself, which is nice. He can drive, I don’t know if he’ll ever be licensed. He doesn’t forget anything and that was a big problem at our old home as we were a very short distance away from his favorite arcade. And so was the school. And so we’re pretty much on lockdown all the time. These are the keys because the house is locked. He will leave. And even here, he knows where town is, he knows where that playground that looks really enticing is.

**Interviewer**: Yeah.

**Participant**: It’s just a chance that we can’t take. He’s a runner and so … that’s becoming a lot more under control as he gets older.

**Interviewer**: That’s great.

<34:14>

**Participant**: I am able to not hang onto him in public spaces. Let’s say we go to Home Depot, I can actually let him go in the store and he will stay with me.

**Interviewer**: Fantastic.

**Participant**: Parking lots are a big problem. He’s really obsessive about cars. He wants to look at them and touch them and maybe get in them.

**Interviewer**: [*laughs*]

**Participant**: So, if he spots one across the parking lot that he wants to see then he’ll go. So that’s a problem. Less so as he gets older. There’s a little more control. It used to be that if I left a gigantic bag of chips in our snacking area he would devour them. There was no portion control, you know, I’d have to put those away somewhere.

**Interviewer**: Sure.

<35:12>

**Participant**: That’s better.

**Interviewer**: Great.

**Participant**: Yeah, so little-bitty things, little maturity things. He is neater. He’s one of these people that, you know, his room is a shambles but he knows where everything is – not so much anymore, it’s a little tidier. He wants things a little more just so. He’s a little more conscious of his appearance. You know, make sure that he’s all duded up for the day, his hair is combed and yeah, just the little things that come with, you know, being a teen, being a young man.

**Interviewer**: Yeah.

<36:02>

**Participant**: Yeah. Some of it, some of it is just particular to him. About a year after we moved here, we have these double French doors between our living room and our computer room and sitting there at the computer one day he throws them open and he has a hard-on! He’s so excited and he throws his arms open, like … !

**Interviewer**: [*laughs*]

**Participant**: It’s magnificent!

**Interviewer**: [*laughs*]

**Participant**: But, it’s private.

**Interviewer**: Yeah.

**Participant**: That’s something for just you, in your room, or the bathroom. And he was like I didn’t get it and he was kinda like … I was like, “*No, no, it’s great and it’s fine, you’re not in trouble, but that’s just for you. That’s not public, that’s for upstairs*.” And he understood. So, I think that was kind of a big thing.

**Interviewer**: Yeah.

<37:19>

**Participant**: And it was very exciting for him. Very exciting!

**Interviewer**: [*laughs*] I mean that’s exciting, it’s a new stage of life and that’s great [*laughs*].

**Participant**: Well, it’s also a sensory thing.

**Interviewer**: Absolutely.

**Participant**: So, yeah, but he grasped what I was saying and that hasn’t really been an issue. Every once in a while he’ll be at the computer and he’ll excuse himself and that’s fine and I think that’s kind of great because it’s normal.

**Interviewer**: Totally.

**Participant**: He’s a boy, my god! But yeah, and especially that also shows me he’s gaining some control because that is a huge sensory thing for a man, for a boy.

**Interviewer**: Absolutely.

**Participant**: Yeah, so that was a great thing. That was kind of a milestone.

**Interviewer**: Yeah, that’s fantastic. You mentioned a lot this control that he’s gaining over aspects of his life. Do you attribute that to anything?

<38:09>

**Participant**: I think he has a desire to grow up and be a big guy.

**Interviewer**: Yeah.

**Participant**: He’s got an older brother who is amazing and he sees this and you know, I’m sure that’s in the back of his mind to …

**Interviewer**: Totally.

**Participant**: To do that. I think he has goals, whether they’re verbalized or not. I think that he wants things. I can see him, like I said, he’s already independent in just about every way.

**Interviewer**: Yeah.

<39:05>

**Participant**: I don’t know if he imagines himself living independently. One of the reasons we bought this property is because it has another small house, a cottage, on the property. It’s a small house, it’s got a bedroom, living room, tiny kitchen.

**Interviewer**: Great.

**Participant**: It’s completely there and our idea was that as they get older, we’d set it up, make it really comfortable, and give them opportunities to exercise that and live independently right there where we can see them out of the kitchen window.

**Interviewer**: That’s perfect.

**Participant**: Wow! Right. It was really my husband’s idea. He latched onto that. It’s a fantastic idea and it allows them to practice making their bed and getting up every morning, and having a little discipline. Cooking themselves dinner, having us over for something they’ve cooked.

**Interviewer**: [*laughs*]

<40:09>

**Participant**: And just, maybe kind of taking turns. You know, allowing William maybe a couple of weeks or a month in there, throwing Grayson out there. You know, just letting them get the feel of what it’s like and what’s required to do that. I think Grayson, under the right circumstances, could navigate his way in the world. He would be driving illegally perhaps. There was a place in Houston that actually offered special needs driver’s ed., which was incredible, it wasn’t with the school or anything but it was really long sessions, really intensive. It got great reviews, so you know, that’s something to think about if something like that ever becomes available closer, or we could maybe get one of those monthly hotel rentals or something and get him down there.

**Interviewer**: Yeah.

**Participant**: I’m not sure, there’s things that we could do.

**Interviewer**: Yeah, sure.

<41:23>

**Participant**: Yeah. But under the wrong circumstances, if he were in a car accident that was very loud, if he was in traffic and someone kept laying on the horn, you know, if he got honked at while he was walking, if there was a water main open, if he had to cross a bridge and there was running water – I can see these things at this point throwing him a little bit, and maybe drawing unwanted attention to himself.

**Interviewer**: Yeah.

<42:05>

**Participant**: Otherwise he could just simply glide right through unnoticed. Does that answer your question?

**Interviewer**: Yeah, no you’re giving me fantastic segues. You’ve answered almost all of my questions for this section. Right, so you mentioned that under the right circumstances you think he could achieve more independence. What specifically do those circumstances look like in your mind and what types of independence do you think he could specifically achieve?

<42:32>

**Participant**: A large part of it would have to do with the community.

**Interviewer**: Yeah.

**Participant**: Having a community that was familiar with disabled people, looking for his interests if they saw that he might need some help or assistance or was trouble in some way, someone that he could walk up to and hand his card: “*Hi, I’m Grayson Schoolcraft, these are my problems, can you give my mom a call*.” You know, the community I think would be integral in achieving that. We don’t have that at this point. But would it be possible for him to conceivably do something online? Absolutely. There’s web creation, graphic art, things of that nature, somewhere where he could have a home studio, live in the cottage.

**Interviewer**: Yeah.

**Participant**: Get a small career, have his own little business. Absolutely I can see that. And the same for my other son as well. My other son was never officially diagnosed, but I have come to suspect that there might be a few things sensory-wise going on with him as well. Yeah, the conditions could be good.

**Interviewer**: Yeah.

**Participant**: I would love to see him in the community, but honestly I could see him caring less. People are just kind of a nuisance for him. He likes chicks. He’s got a type.

**Interviewer**: [*laughs*]

<44:28>

**Participant**: You know, brunettes, pretty, young.

**Interviewer**: [*laughs*] Thanks!

**Participant**: Oh yeah! No, if he came in right now, you’d get the whole thing. He gives people just a few seconds before, you know, he loses interest. They have about a ten-second window to capture his interest. It’s usually how they engage with him. Most people because he’s nonverbal talk to him like he’s a puppy. “Hi, how *are* you?” That’s a no. A big fat no. You have to be straight with him and talk to him like he’s a person and not dumb it down, and then you have chance.

**Interviewer**: Yeah.

**Participant**: And I think that he, I don’t know, I think that he would enjoy socializing perhaps with his own community in some way. He doesn’t really have friends, he didn’t really make friends at school. He was much more interested in the adults. But becoming an adult, that maybe different.

**Interviewer**: Yeah.

**Participant**: Maybe he might, you know, if they had a social skills environment available to him now, I can see that being different for him than it was before and that was really, that consisted of them sitting down, playing games, learning to take turns, talking to each other, in this kind of environment. Doing an activity together, building something together, building social skills. He wasn’t interested at all in the other people. But older, I can see things being different. Him being an adult and them being adults, that being a quite different experience today than when he was younger.

**Interviewer**: Absolutely. That would be great. And so you’ve mentioned a lot about community. Are there other things that could help him move into adulthood? Like maybe services, you mentioned your cottage?

<46:58>

**Participant**: You mean sensory-wise specific or just in general?

**Interviewer**: Both? We’ll go with both.

**Participant**: Ok. Obviously we’ve talked about the sensory issues. When we go to do the cottage it will have everything in place to keep his environment really calm. Low-flow toilets, because he’s going to be alone, there are going to be things in place like great lighting, not buzzy lighting, everything is going to be perfect. What was the second part of your question?

**Interviewer**: Sure, what do you think would help him move into adulthood, whether it’s specific to his sensory sensitivities, perhaps services? It’s up to you.

**Participant**: The services that were available to us in Houston were fantastic. At least in regard to the school, we hadn’t got to the point where we were talking about Grayson yet, but for my eldest son, someone came out to the house. We talked about him for a couple of hours, about his likes, dislikes, and she had an eye on this local pizza place that she was thinking might be a great opportunity for him to work in the kitchen and have a job in high school. So he and I began to frequent this place. Once a week we would go, he and I, and have dinner, and get a little exposure to the place, getting used to it, how it felt, how does he feel about it? I didn’t want to just throw him somewhere … He likes pizza. Would he like making them? He loved cooking.

**Interviewer**: Yeah.

**Participant**: You know, and I would say, “*That’s the guy that owns this place, you know. He looks really nice, what do you think?*” You know, that kind of thing. And I think that kind of service for Grayson to help him get some exposure, that would have been great. Now, the kind of job for Grayson, I would have no idea. It would have to be something that held his attention. He might have to have assistants there to keep him focused on his task if it was uninteresting. I don’t know if you’ve ever seen it but there’s this great thing called *Best Kept Secret*?

**Interviewer**: No.

**Participant**: It’s a small documentary point of view from PBS and it’s by a teacher in New Jersey and her whole class is graduating and one of her students gets a job as a janitor in a Burger King – it was his dream to work at Burger King and so she arranged it.

**Interviewer**: Right.

**Participant**: He had an assistant there with him to keep him focused on tasks and stuff. I think this would bore Grayson out of his mind, but at the same time I think that even temporarily, giving that kind of exposure, seeing what’s expected of him in a work function would be fantastic. So if he did transition to some kind of web design or something like that, he could have the understanding that I do have a deadline, I do have to check my tasks for the day. I think that that would really assist him moving forward into something that he would *enjoy* doing.

**Interviewer**: Yeah absolutely. That would give those kind of motivational skills so you could do the job.

**Participant**: Yes. And there are jobs, I think there are some menial jobs that he might like. He might like raking leaves with a lawn company. He might enjoy working outside as long as there is nothing around that will make noise. You know, working for the park service raking leaves, doing cleanup around the park and stuff. Something like that, I can see him being kind of happy doing.

**Interviewer**: Yeah, that would be great. So I guess, putting these two ideas together, sensory sensitivities and transitioning to adulthood, how do these two things intersect for Grayson? Or do they not? They could be parallel.

<51:41>

**Participant**: Progress would need to be made on his sensory for me to entirely let him go into a situation like that, again drawing unwanted attention to himself in a community that I’m uncertain about – our current situation I’m thinking of – that would be necessary.

**Interviewer**: Yeah, absolutely.

**Participant**: Having an assistant with him would be necessary if his sensory was not under control. Things can happen, things can happen out there that you haven’t anticipated noise-wise.

**Interviewer**: Yeah, that makes complete sense.

**Participant**: But that’s my comfort level, and I’m not sure if that’s what you’re asking. His comfort level, I’m not sure. Like I said, he’s very comfortable in his own skin and I think in his head he can handle anything.

**Interviewer**: That’s great.

**Participant**: But I’m not sure.

**Interviewer**: Yeah, absolutely.

**Participant**: That’s realistic.

**Interviewer**: Ok sure, and then thinking again about the sensory sensitivities, do you think of them as an obstacle, a vehicle, or both, in terms of his gaining independence or his current independence?

<53:15>

**Participant**: Both.

**Interviewer**: Yeah?

**Participant**: I feel like the things that set him off, the things that irritate him, are equal to the sensory that make him exceptional.

**Interviewer**: Ok, that’s great.

**Participant**: He does art.

**Interviewer**: Yeah you mentioned that.

<53:47>

**Participant**: On the computer, and I’m not sure if he would be as good or as prolific as he is without his sensory issues. So it’s a fine line. Would he be better if his sensory issues were ironed out? I’m not sure.

**Interviewer**: Yeah, how could you be.

**Participant**: I don’t know. Would he enjoy it as much? I don’t know. Because he gets a lot of pleasure from doing this, so it’s a tough call. I mean, I think my initial feeling is both.

**Interviewer**: Absolutely. You kind of mentioned this already, but what do you anticipate as being challenging for Grayson as he does gain independence in terms of his sensory sensitivities?

**Participant**: That’s a hard question. What would be his most challenging …

**Interviewer**: Yeah, so you mentioned certainty in the environment was something that concerned you.

**Participant**: Like a surprise, like say he is in the cottage and he has started a pot of water to make himself some spaghetti and it boils over.

**Interviewer**: Yeah.

**Participant**: That’s going to make a noise and is it something that’s going to take him too much by surprise that he forgets to use oven mitts? Something of that nature. What if there’s a knock at the door?

**Interviewer**: Yeah.

**Participant**: What do you do? I mean …

<55:38>

**Interviewer**: [*laughs*]

**Participant**: It is a separate little place. Will he even hear it? Will he be absorbed in what he’s doing? Will he respond to that, will he ignore it? I think of his sensory as … that his biggest obstacle would be him being out in the community and kicking off.

**Interviewer**: Yeah, that makes sense. And then what do you think will help him in this intersection? Maybe again community?

**Participant**: Community, definitely therapy. Therapy at this point isn’t really an option, maybe on video. The tact that I’m taking is really the only thing that I have available to me right at this moment and that is exposure. Giving him little doses, limited exposure to the things that will really kick him off. Trying to acclimate and get him accustomed to them and deal with his own discomfort. It’s easier as he gets more mature, but once again, I’m not a therapist, I’m not a specialist. I don’t really know.

**Interviewer**: Well it sounds like you’re doing great.

**Participant**: I think it’s helping.

**Interviewer**: Yeah, it sounds like you’re doing everything you can given the circumstances. So you mentioned therapy isn’t really an option right now. Is that because of how far it is, because of insurance, where does that gap form?

<57:48>

**Participant**: We had occupational therapy once a week for half an hour up until he was thirteen. And we only had it for about six months at a time, because insurance would be like, “*Ok that’s enough*” [*laughs*]. Our co-pay when he had it was about $60 and then when that six months ended it would become about $300.

**Interviewer**: That’s a big difference.

**Participant**: There’s a possibility another disabled child … it was just wow! So we did all that and then when he turned thirteen they said, “*Ok, well if he’s not fixed, he’s not going to be*.”

**Interviewer**: Oh god.

**Participant**: I think that the law has changed since then and they can’t do that anymore. I think that happened three or four years ago when we moved.

**Interviewer**: Yeah.

<58:45>

**Participant**: Yeah, I know, timing!

**Interviewer**: Yeah.

**Participant**: Here and now it’s a distance thing, but I think that it would be covered to some extent. I think, I’m not sure, and not covered all the way, but I think we’d be covered a little bit.

**Interviewer**: Yeah, absolutely.

**Participant**: [*laughs*]. No, I’m not sure.

Interview: No? That’s ok.

**Participant**: Everything changes pretty much instantly in regards to that and so that’s a lot to keep with.

**Interviewer**: Yeah.

**Participant**: That’s my dream for him. If I could put him in intensive occupational therapy and a little bit of ABA, I don’t know, maybe a little sprinkle of music therapy. Who cares how old he is, right?

**Interviewer**: Yeah.

**Participant**: If he enjoys it and gets something from it, yeah. But that’s my doing. Making that a reality, other than you know getting a degree in occupational therapy, I really …

**Interviewer**: You might, why not!

**Participant**: It’s true! Other than doing that, yeah, I’m really stuck with the resources online, the books that I read, and it’s a lot of information. There’s a lot out there, there’s a lot going on, there’s a lot of research being done. It’s just making it cohesive and applicable to this particular kid.

**Interviewer**: Absolutely.

**Participant**: But anything is worth trying in my experience. You never know what’s going to work.

**Interviewer**: Other than the kind of logistical gaps that you’re talking about are there gaps in services that you don’t even think exist but should exist that could help him?

<1:00:46>

**Participant**: I know in Great Britain, and I think they’re starting to do this in Australia, they do nature therapy. From what I’ve seen that has a great effect. In Britain they go as far as having – and they do this in small amounts here, but I think it largely depends on the school district and how much parents are willing to put into it – but having a garden handy, where they actually have a garden attached to the school. Not only is this a physical science laboratory, but you know you’re seeing the life cycle of the plants, it gives you an opportunity to talk about nutrition, you’re growing your own food, it might benefit your cafeteria. But in regards to special needs, this is really an opportunity to really get your hands dirty, to be outside.

**Interviewer**: Yeah.

**Participant**: It’s all so physical. The different leaves, the fuzzy leaves, the spiky leaves, the cactus – ouch! You know, holding the herb and smelling it, there are so many opportunities and I know that they are really getting into this in Great Britain. I think that would be extraordinary to see here. Just seeing the effects that him being outside have on him.

**Interviewer**: Absolutely.

**Participant**: Yeah, so if I had an idea that I could, you know, throw to the head of the Department of Education that would probably be it.

**Interviewer**: Absolutely.

**Participant**: Yeah and maybe federalize the public school system.

**Interviewer**: [*laughs*] We’ll call them up!

**Participant**: Crazy! Also I think that something that our old school district did, and I, just not knowing, I thought that this was something that every school district did. I thought maybe it was statewide, federalwide, I don’t know. It made so much sense. Every special needs classroom was equipped with a full kitchen.

**Interviewer**: Oh!

**Participant**: Every Friday they would have a cooking lab and they would learn kitchen safety. They would learn how to read a recipe, follow the directions, take turns at executing it, cooking it, and they would eat it. And they would talk about nutrition. They would talk about, you know, junk food versus really seeking out the healthy foods, and learn about knife safety, safety in the kitchen. I thought this was the norm. I thought every school had this. Like I said, they’re both completely and totally comfortable and competent in our kitchen because of this.

<1:03:49>

**Interviewer**: That’s amazing. It’s such a huge life skill.

**Participant**: Yeah. It sets them up for, you know, working in a kitchen later on possibly. Cleaning dishes, washing dishes, if nothing else it teaches them how to take care of their own area.

**Interviewer**: Yeah, it’s invaluable.

**Participant**: Neither the other parents or I thought anything of it, and then we moved and I learned that it’s not normal at all [*laughs*]. Yeah, it’s really an exceptional thing and I think that it should be everywhere.

**Interviewer**: It sounds so helpful. It’s great that he got that.

**Participant**: Yeah.

**Interviewer**: Now, taking a bit of a large picture, how do Grayson’s sensory sensitivities impact your goals, hopes, and expectations for his navigating adulthood?

**Participant**: Say that again?

**Interviewer**: Yeah, absolutely, it’s kind of a mouthful [*laughs*]. How do Grayson’s sensitivities impact your goals, hopes, and/or expectations for him as he navigates adulthood?

<1:04:58>

**Participant**: If Grayson had no sensory issues I think that his future would be much better. I think he could navigate society mute and go relatively unnoticed. I think that he would be able to do the things that we all do. Drive cars and you know get around town, walking or driving, taking the bus, whatever, however he wanted to get around. I see him being very independent. I’ve been told by several neurologists that if we could iron out his sensory issues he would probably speak, he would probably talk. I don’t know if that’s true or not. Would that enhance his life? I don’t know. With his personality type I can see him being a guy of very few words anyway, but it would be nice to allow him the opportunity.

**Interviewer**: Absolutely.

<1:07:27>

**Participant**: I don’t know if it would enhance his life, talking. For many years it was the most important thing and then I realized maybe that’s the wrong focus. Maybe we should all be working toward allowing him to do what he needs to do under the circumstances that he’s currently in and concentrate more on the sensory versus his talking.

**Interviewer**: Absolutely. We only have one last chunk of questions that I have to ask and that’s my shortest chunk, so hopefully we can get through them ok [*laughs*]. So again, looking at the bigger picture again, as a mom, as a parent of a child with autism spectrum disorder and sensory sensitivities, what does transitioning to adulthood mean to you?

<1:09:17>

**Participant**: If he never gets any more help ever again, I want to give him as many tools as I possibly can to enable him to do what he wants to do around his sensitivities.

**Interviewer**: Absolutely.

**Participant**: I try not to think about myself in this, as much as possible. It’s difficult to stay objective, obviously he’s my child and I want him to be as fulfilled and happy as possible, and when I think about his happiness, yeah I think that he would, I don’t think that he is as realized as he could be and I think he knows it.

**Interviewer**: Yeah.

**Participant**: So in regards to his sensory, does he know it’s a problem? Yeah, I think he does. Would he like to be rid of it? Yeah I think he would.

<1:11:09>

**Interviewer**: Absolutely. Has your perspective about this changed over time in any way?

**Participant**: Yeah. Like I said, in the beginning talking was really the hot issue and everything was kind of pushed to the wayside, his stimming, his sensitivities, the problems that came from having those, and when I shifted my focus to the sensitivities I realized … I’m not sure how much of a hindrance they actually are to him, how much they amplify him. I really don’t understand the mechanics of how it works. I don’t know, I’ve never known him without them. I don’t know what he would be like without them. I have to assume he would be happier.

**Interviewer**: Yeah, thank you for sharing that. What specifically do you see happening in your son’s future?

<1:12:38>

**Participant**: Well like I said we’re going to transition him out to the cottage. It’s not going to happen for a while, he’s only sixteen. My husband just bought a small electric cart, almost like a golf cart but not, and he’s allowed to drive it around our property.

**Interviewer**: Oh, that’s great.

**Participant**: It makes no noise because it’s electric.

**Interviewer**: That’s perfect.

**Participant**: Yeah, yeah. Having any kind of relationship with any autistic child is kind of difficult and my husband takes every opportunity to try and engage them, and give them, both of them, things that they need or want that are going to move them forward. And this is one of these things. It helps us around the property, obviously. This is just a little bonus thing that he gets to experience driving without any sensory issues going on. And it’s really cool. They took quite a few laps yesterday going around the property and he sings while he does it with my husband. We have yet to let him go alone because, you know, he’s in a vehicle. I can see him like, you know, leaving!

**Interviewer**: Yeah.

<1:14:12>

**Participant**: But yeah, he really, really enjoyed it.

**Interviewer**: That’s awesome.

**Participant**: He gets just very vocal, jabbering, excited, just really, you know.

**Interviewer**: Awesome, that’s so great.

**Participant**: And that is another thing, when he gets the sensory sensations that he enjoys, that’s very exciting to him. Like the music therapy. Like this experience driving the vehicle. The sensory is not all bad.

**Interviewer**: Yeah, absolutely. And it isn’t, it’s usually both.

**Participant**: Exactly, we haven’t talked about that, but yeah he gets very stimulated in a very great way when he has exposure to his positives.

**Interviewer**: Yeah. What else happens when he gets these like sensory interests that are positive for him?

**Participant**: He likes to create and do art. I’m sitting next to his table and it’s covered in all kinds of art stuff. He builds things, Lego, little machines, he’s got to do, he’s got to create when he’s like that.

**Interviewer**: That’s awesome. Does this also happen in nature, you said that was also a positive thing for him as well?

<1:15:37>

**Participant**: Exactly, and again, maybe without the excitement, but definitely eye contact, focus, he comes in and wants to specifically create something that’s in his mind. It’s not random, it’s not, “*Oh what are we going to do today*,” and this kind of thing, it’s very focused, he’s got to get it out, get it down on paper or on the screen.

**Interviewer**: That’s so wonderful, I’m glad he also has the opportunity to highlight all of his skills.

**Participant**: Exactly.

**Interviewer**: That’s wonderful. So thinking again about your perspective on your son’s transition to adulthood, and I think you’ve kind of answered this around other questions I’ve asked you, but …

**Participant**: Yeah, I answered you short term and those are short-term ideas. There’s a lot open to him online, we could set him up with a very simplistic business of web design or graphic art.

**Interviewer**: Totally.

**Participant**: I’m not sure. At this point we would have to move or make some dramatic change for him to graduate from high school. I know that there are some companies, there’s one in Dallas, that employs nothing but special needs individuals. It’s a computer place where they have high school graduates or GED [General Educational Development].

**Interviewer**: Got you.

**Participant**: I’m not sure if those are going to be in his future now. But that being said, yeah, I don’t see any reason that he couldn’t own his own small little company doing this kind of crafting work or even creating something as simple as maybe calendars, something of his own artwork. Just a little business where he could do and explore the things that he enjoys with a modicum of independence doing it. Those are definitely things that we are going to look at for his future.

**Interviewer**: That’s wonderful.

**Participant**: Yeah, it’s nice to have the avenue.

**Interviewer**: Absolutely. This question I think you’ve already answered, but it’s my last question so I have to ask it for consistency. How or did Grayson’s sensory sensitivities and interests, things that are also positive for him, impact this current perspective that you have?

<1:18:23>

**Participant**: That’s difficult. He … he’s amazing.

**Interviewer**: He sounds like it.

**Participant**: He’s fantastic to be around. He’s taught me so much. I’d like to see him realized and I keep using that word “realized,” but I would like him to be given the tools to fully go where he wants to go.

**Interviewer**: Yeah.

**Participant**: That has changed dramatically over his lifetime and in the beginning I was very protective and I experienced a little bit of that again when we moved here, but I guess for me that’s really my dream, my hope for him. And it has changed over the course of his life and probably will continue to do so. Yeah, he’s amazing.

**Interviewer**: He sounds like it. You also sound amazing too. You sound like you really do everything you can for them.

**Participant**: You’re very kind. We strive, you have to, but that’s parenthood. I think if you talk to any parent of any child they’re looking in the same direction, and it’s very kind of you to say, but yeah, they just happen to be fantastic.

**Interviewer**: Awesome. Well that’s actually it for all my formal questions. Is there anything else that you’d like to share or to add?

**Participant**: I think we’ve covered it. I feel like I didn’t answer your questions very well.

**Interviewer**: Oh no! You did great!

**Participant**: I could talk about Grayson for days. There’s a lot to talk about and I understand that this is very specific to his transition to adulthood. I don’t know [*laughs*].

**Interviewer**: That’s ok, that’s super ok too. I mean, who knows anything, especially right now.

**Participant**: Yeah, there’s a lot up in the air and much of it is circumstantial. It’s a we’ll see, things can change very dramatically. We have been looking at doing different things, going in different directions, moving, changing their environment dramatically, changing the community they’re in, that would have a huge effect. So, yeah, a lot of it’s up in the air and, you know, I’m hopeful, but I’m realistic.

**Interviewer**: Yeah, absolutely. You seem like that. Thank you so much, this has been so wonderful. We appreciate everything you have to say and you did answer my questions beautifully. That’s the beauty of qualitative data, anything you say is valuable. I’m learning so much from you, you did great. Thank you so much for your time. Do you know of anyone else who might want to participate in this study? It’s ok if you don’t, we just ask everyone.

<1:22:05>

**Participant**: In truth, I would be happy to do this again with my son William. Much of what the questionnaires covered, they were applicable to him as well. So if you would like to do kind of a repeat some time. They are polar opposites, my answers will not … if I knew then what I know now they would have been named Felix and Oscar!

**Interviewer**: [*laughs*]

**Participant**: So, this will give you a much different experience and his issues are very different to Grayson’s.

**Interviewer**: Yeah, that sounds great. I would love to learn about him. So if I just send you the screener and you fill it out then we’ll make another time for the consent, you know what you’re doing and we’ll just go through the whole thing. No, I would love to talk to you again, this has been so wonderful.

**Participant**: As far as other kids though, encountering these children is very rare. Especially to the severity and the degree that Grayson is. I see them on television, I see them on specials and everything, again that *Best Kept Secret* is really worth watching and will give you some insight about not only the teachers but the parents, and it’s very short. I think it’s on Amazon and Netflix.

**Interviewer**: I’ll look it up, that’s awesome.

**Participant**: Anyway, yeah, just email me and I’ll give it some thought. Like I said, he’s kind of a rarity.

**Interviewer**: Excellent, well I can’t wait. So also I’ll send you a gift card, I placed the order last week so they’ll be ready hopefully today so hopefully I can email you at the same time with both of them, but no matter what you’ll get a gift card and you’ll get a gift card for the second participation as well.

**Participant**: That’s really nice, it’s not a concern.

**Interviewer**: Oh yeah, just wanted to let you know though we appreciated the time, you seem like you have a lot going on, so we so appreciate the time you take to help us, this is so wonderful, so valuable, I learn so much.

**Participant**: Good, I’m glad. I think what you’re doing is really important.

**Interviewer**: Thank you, well you’re doing important stuff too. Have you thought about an Etsy shop for him? You talked about a small business, that might be a nice idea.

**Participant**: Yes, an Etsy shop would be great for him. My daughter makes websites as well so we were thinking about that as well, maybe having his own. But I think an Etsy shop, so many times I’ve gone on there looking for something in particular and then ended up somewhere completely different and I think that would be really cool. Plus I think the community would be really open to supporting someone like that. Yeah Etsy, absolutely.

**Interviewer**: Well if he ever does it, let me know, I’d love to shop there! Well this has been so wonderful, like I said, I will email you definitely with the other survey link for the screener and we will set some times up and also hopefully with the gift card but that will be soon no matter what.

**Participant**: Sure.

**Interviewer**: Cool, ok. Thank you so much, enjoy your day and enjoy your birthday celebrations if I don’t talk to you before next week.

**Participant**: Thank you so much – the end of the birthday cake season!

**Interviewer**: Yes. Awesome, thanks so much, have a lovely day.

**Participant**: Thanks, you too.

**Interviewer**: Bye.

**Participant**: Bye.