**[Start of transcript]**

**Interviewer:** I just want to make sure it works. We’re recording. Okay, there we go. And I will be asking you questions about your perspective about your child's transition to adulthood, in relation to his sensory sensitivities and interests. And we'll be doing something called a semi-structured interview, which means I have a set of planned questions - they're here, but I will also be following your lead based upon what you say and adopting my questions so that our conversation actually fits you and your family. Do you have any questions before we begin?

**Interviewee:** Nope, sounds good.

**Interviewer:** Okay, awesome. Yeah, if there are also any questions that you are uncomfortable answering, you don't have to, we don't want to make this be uncomfortable in anyway.

**Interviewee:** Okay, great. Thank you.

**Interviewer:** Yeah, of course. All right. Ready?

**Interviewee:** Yes.

**Interviewer:** Cool. Okay. Could you please start off by telling me about your child's sensory sensitivities and interests?

**Interviewee:** So Ryan is 16. He…you know, it's funny answering all the surveys and stuff. Sensory wise growing up, he really had a problem with loud noises, but not all loud noises. A fire truck, wouldn't be a problem. Thunder*,* never had a problem. But if any child was crying he had a problem. And usually…so it was more…so sort of an empathy *plus* the sound of the child crying. And this comes from when he was a baby, in the baby playgroup. That kid would get upset and he would get upset and then the other child would be better and Ryan wouldn't. We've had we had to leave play dates.

**Interviewer:** Yeah.

**Interviewee:** So over time we had…like it still bothers him. But instead of…obviously he’s not around kids crying but it sort of transitioned to when kids get yelled at, or in trouble or he knows they're upset in a different way, he now laughs.

**Interviewer:** Okay.

**Interviewee:** So it's not…so that's that one thing. And then he does have like typical, you know, a lot of sens… with his eating, you know, he does like spicy food, but then like he doesn't like yogurt. And you know, and that's all a texture kind of thingy stuff. And he never had a problem with clothes so that…that's not a problem, but I would say a sensory thing with him is that he doesn't really get hot or cold.

**Interviewer:** Interesting.

**Interviewee:** Which is a problem.

**Interviewer:** Yeah.

**Interviewee:** So we can go skiing and I'll be like “*Ryan*.” you know “*Aren't your hands cold?”* and he'll be like “*No.*”, but of course, you know, I'm freezing and so maybe he runs warmer, but like no we have to go inside. Like it always makes me nervous that he's either going to get frostbitten. Or like today he walked to a friend's house, I’m like “*Well, be careful because it's really hot out, make sure you have water and stuff like that*.” So you know, I mean, obviously we've never gotten to the point right now of him ever like getting heat exhaustion. But I'm not sure he would know like, *“I'm feeling hot, I need to go lay down,”* or something like that.

**Interviewer:** Interesting.

**Interviewee:** You know, which makes me a little nervous.

**Interviewer:** Yeah.

**Interviewee:** And same with the cold so that's definitely sensory thing **[03:00]**.

**Interviewer:** So he just like doesn't realize that he's going to like temperature extremes?

**Interviewee:** *Right*! Right. I don't think he feels it, like my fingers might be cold and maybe his are, but he just doesn't…*yeah*, he never complains.

**Interviewer:** Interesting.

**Interviewee:** Like, *“oh, I’m really cold,”* or *“my toes are cold”* or…and the same with the heat, like he'll be sweating but he won't say, you know, everyone's always complaining, right? We were just complaining before, it’s so hot.

**Interviewer:** Oh yeah, I’m warm right now **[chuckles].**

**Interviewee:** **[03:23 crosstalk]** I’m like “*Ryan, aren't you hot*?” “*No*,” you know. He will say it sometimes in his bed, like if he's like sweaty in his bed, you know, and I turn his fan on and stuff. But like he…I have to help him, like he won't be like, *“oh, I'm going to take my shirt off”* or *“I'm going to get some water,”* kind of thing.

**Interviewer:** Yeah, interesting. Does he notice other sensory things about his body? Like if he has a bruise, does he notice that it hurts if he touches it or something?

**Interviewee:** No, not really. In fact, like he gets really bad mosquito bites and then he'll scratch them and scratch them and then they're bleeding. And I'm like when we…last year when we picked him up from camp, his leg was all like filled with…and I'm like, *“Ryan, I gave you itch cream for that in your bag.” “Oh.”* Yeah. I know, you know he just…I mean, maybe that's a function of his autism and also being a boy like, you know, I don't know too lazy, maybe perhaps, I'm not sure. But it's a good point, like if he's injured. He's…so we're working on that actually. He actually the other day asked me for the itch cream for the very first time.

**Interviewer:** Oh, that's awesome! That's really, really great.

**Interviewee:** That's really good.

**Interviewer:** Yeah, absolutely. So you mentioned texture for food. Is that…’cause you mention yogurt. Is that only kind of these slimy things, or are there other texture preferences or dislikes?

**Interviewee:** No, I would say…I mean, he's pretty, he's a pretty picky eater, but then he’s not because he likes being adventurous, you know, he's more adventurous than I am. Like he and his dad like to go out and like have Indian food and whatnot. But then you know, it's a certain kind of peanut butter. He ate yogurt as a little kid, but he doesn't want to eat that anymore. What else won’t he eat? He doesn't drink milk, so it's like all dairy, he's not a cheese guy except on pizza. So, I don't know if it's more a *flavor* thing or in addition to the texture or a little bit of both. I mean, you know, food is hard because everybody's got things, like I hate olives, you know, and I'm not going to like olives no matter what you do. The taste, the texture but I love olive oil, I'll dip bread in olive oil.

**Interviewer:** Yeah

**Interviewee:** **[05:36 inaudible]** So that's weird, right? So.

**Interviewer:** We all have food preference. We all preferences in general food or not, you know.

**Interviewee:** Yes. Yeah.

**Interviewer:** Awesome.

**Interviewee:** So, sorry if I'm not that helpful about that **[05:48 crosstalk].**

**Interviewer:** Oh no, you're so helpful.

**Interviewee:** So I was even asking him, like Ryan about the food but he, you know, it’s like another survey **[laughing].**

**Interviewer:** Sorry **[chuckles]**. So you talked about noises, how it wasn't like **[06:00]** the fire trucks or like these really big noises. Is it just other people crying or being upset that upset him, or there’re other types of frequencies that bother him?

**Interviewee:** No, but one of your questions had to do with television and he does not watch TV. Now, he's on his iPad or his phone or his computer all the time. But like he never sits downstairs with us and watches TV, like ever, ever. And when he was little, you know, I always had him in front of the TV, I hate to say it. You know, like when I was working and Baby Einstein was big back then and all of that. So, I don't know if that…and when he was little, he didn't like movies, and then all of a sudden, he didn't mind movies. Now one of his cousins my brother’s son, like gets scared and then you know, that's a sensory thing for him. So you would think, oh Ryan, but he doesn't mind it if it’s loud and that surround sound.

And no, I always thought well geez, that fire truck must be bothering him. We always took him to see this singer who honestly does sensory friendly things but back in the beginning, you know, he was…he had an amplifier. So it was sort of that never bothered him. It was just…it was this, the crying, and so you know, maybe I'm saying it's a hearing thing, but maybe it was more than empathy thing. And now I know at school if someone gets in trouble, Ryan will notice, he'll laugh, you know, like this nervous laugh and then he talks about it. And he'll still talk about this kid Kevin from school who was always getting in trouble. Like it's just he gloms on…that's what he gloms onto. So, I don't know if you call that a sensory thing. It's sort of a combination of sensory and just a general autism thing.

**Interviewer:** Absolutely. Are there any sensory things that he has preferences for?

**Interviewee:** Oh, you mean like something he **[07:51 crosstalk].**

**Interviewer:** Something that he seeks out, you know. Some kids seek out particular noises, and if he doesn't that's okay too, just asking **[chuckles].**

**Interviewee:** Yeah, that's a good…that's…no, not that I can think of but…not that I can think of. That's interesting but I'll keep thinking about that.

**Interviewer:** Yeah

**Interviewee:** Because there probably is something and I'm just not.

**Interviewer:** No, if it comes to mind that'd be great. If not, no worries. And how does he like cope with or manage or handle these sensitivities? Or how do you help him perhaps.

**Interviewee:** Well, if he gets really frustrated, his thing – he flicks his ears. It's not...so…and he really does it a lot around me, because I think…because I'm the one who pushes his buttons the most. I mean we were just talking about it this morning and he's like, “*You're so hard on me*!” and stuff. But I just…that's you know, I know…I think I know what he's capable of and so I do tend to push him a little bit, maybe it's too hard, I don't know. But I mean, he should be able to make this bed, okay, he you can walk. But so, that's one way and I say “*Ryan, do you flick your ears at school?*” And he says “*No*.” **[09:00]** So, how does he have…you know, I mean if it's a food thing he's just not going to eat it, I mean he won't spit it out or whatever. And again, now if it's…so, you know, we're not around a lot of little kids crying anymore, but he's not really a fan of little kids. I think because of that he's nervous that they are going to cry and that they do unexpected stuff, they might scream out, so screaming sort of.

**Interviewer:** Mm-hmm.

**Interviewee:** And he's gone through a phase of not liking girls. Am I babbling too much?

**Interviewer:** No you're doing perfect.

**Interviewee:** Because **[09:28 crosstalk].**

**Interviewer:** Babble away, this is all awesome information.

**Interviewee:** Okay, because that’s…so I should go back. So that crying thing morphed into like I said, when kids got in trouble, but also he went through this phase of not liking girls, and in particular these…I'm very good friends…my best friend here in Stanford, they are from Italy. So like she doesn't have a lot of family around, so we do a lot of things together, we've travelled with them and her two daughters, one is Ryan's age, that's how we met. She…they like, they were always friends…I could see my gray hair. They were always friends and then, I don't remember exactly when, he decided he didn't like them, and like didn't like them enough for us to like never go over to their house again. And I think it's because they were girls. You know girls screech and scream and cry or you know. Because let’s say this was fourth or fifth grade, and so he…so that's another thing, because he'll find…now he loves girls, he wants a girlfriend. But like there was this few year thing where he's like, *“I'm not…I don't like girls,”* because of that. So that would be a sensory hearing thing. The screaming, the screeching, and not…you know, how girls are, so I mean we're girls, so we just **[screaming]**. So…and unfortunately, he likes all these, except for these two girls. He still won't like them. This morning I was like, *“why, why, why?”* We talk about it every day. That's our big thing.

**Interviewer:** Mm, got you.

**Interviewee:** So. Sorry, I’m babbling. **[11:03 crosstalk]** What was the question? Did I get it?

**Interviewer:** No, you're not babbling at all. Honestly babble is great, this is perfect. My question was how does he like cope with or manage his sensitivities?

**Interviewee:** Okay. So I mean, you know, for that, so if a girl is crying, he’ll leave, you know, he leaves the area. He's pretty good about that. You know, he's not really a huge big fan of what he calls “*kids* *hanging* *out*,” like he definitely prefers to be one-on-one. I think for a lot of reasons, right? You don't want to hang around in a group when you're not that socially with it, and there might be joking. And then I think seeing kids push and shove, that makes him uncomfortable. And they might be loud or goofing around. He's not a goofer-around, how about that, you know, so.

**Interviewer:** Absolutely, and has he received any particular like interventions or therapies to help him with the sensitivities and interests?

**Interviewee:** **[11:51]** He did OT from…so from birth to three. And then…and so always in school on his IEP he had OT time, you know pull out for you know, like…and then he also had access to the room, to the OT room for any sensory breaks that he needed. And he would go, like if he would get frustrated doing something and start flicking…because he always had a one-to-one until like the first few months of freshman year. So he would you know, she would take him out and they would walk or they'd go to the room. I took him to private OT for, I don't know five or six years. I was driving a half hour each way to take him, and where they worked on a lot of these things and giving him, you know, the sensory input that he needed. And you know, I mean we went through the stuff to chew on because he would always have his fingers in the mouth. But a lot of these things he has either outgrown or we were able to ABA them out of, you know. Because it works, you know, it really does.

**Interviewer:** Yeah, absolutely. And did you find the…so you mentioned that ABA helped him. Did you find the OT also helped him?

**Interviewee:** Yeah, I do. And I mean probably at the time driving up there I was like, *“what am I doing and why?”* You know, and I was…I would sit out in the waiting room and not know exactly what they're doing, but I really do. I mean, you know, at one point they're like, *“give me the brush to brush him”* and all that and I did it. I mean, you know, maybe I'm a bad mom, but there was only like **[13:21 crosstalk].**

**Interviewer:** You’re not a bad mom.

**Interviewee:** **[13:22 crosstalk]** point, but I do think…and I can see where that would benefit some kids, but he wasn't, you know…also, he didn't have a ton of sensory problems like some kids I know that they do. But like, he loves to swim, so we spent a ton of time doing swim lessons ever since he was a baby. And then we're lucky here…well actually, now I think they moved it up. They have it in Boston, but it's a program called Angelfish and it was two physical therapists who started this program in the water.

**Interviewer:** That’s awesome.

**Interviewee:** And so he started that…he should have started that when he was a little, younger, but maybe he started that in third grade, I guess. But we did that for a long time and so that helped. And now if he goes into a pool, he's always under the water. I know that's definitely a place that he loves, it’s under the water.

**Interviewer:** Yeah.

**Interviewee:** I mean, he looks like he's drowning **[laughing]** but it's just like sitting under the water, or floating in it with his face in, so.

**Interviewer:** It also dampens noise.

**Interviewee:** Yes, exactly, right, exactly. And also, since he does…because I…last week called into something from the, since I told her I lost my job, right? So and you know, now I love that everything is on Zoom because you can do all sorts of stuff that **[14:39 inaudible]** without leaving your house. So it was a children's hospital in Philadelphia, their autism program. Usually it was mostly Philadelphia based, but they have…a woman they had speaking, she reminded me that, now I can't even remember what you reminded me of again. But that you know, maybe I am too hard on him. Like maybe I think I can go…like he was in the drama club, that's his only actual activity, because he likes to sing and dance. But again, that's a group of kids and stuff. And I think you know, maybe I do push him that much, and maybe *it* *is* like overwhelming. I would love to know how, you know, all these kids. I'm sure you see them on…the researching all the time. Like you know how occasionally they’ve shown, I don't know if it's a video or whatever where it might be the, from the perspective of someone with autism and it's really loud and all that. So *maybe,* and he doesn't have the words to describe that to me.

**Interviewer:** Yeah, absolutely.

**Interviewee:** In which case that makes me feel bad, but whatever.

**Interviewer:** You’re doing your best

**Interviewee:** But I was like, “*we all have something, Ryan*”. Just get **[chuckles].**

**Interviewer:** We do and you're doing your best. You're not a bad mom. So you mentioned these things were more severe when he was younger. How else have his sensitivities changed or like could you talk a little bit more about how they were different when he was younger?

**Interviewee:** Yeah, I would say…well, I mean, like I said, I really, first of all I've lost a lot of time. So you know, and I've also buried a lot it, I think. But he…between the sensitivity…so his problem with crying like I mentioned, we’ve had to leave many play dates. And once we had two brothers downstairs in our basement and the one brother hit the one, you know, like brothers do, hit him in the head and so that brother was crying and then he stopped. But Ryan like…I had to have them leave because he…Ryan could not calm down. So you know, and as kids get older, they don't cry, as I've mentioned, but I would say he you know, he's just got…he just has some more. Oh god, what am I trying to say? I think he…since he knows what he can handle, so he won't put himself in those situations. Like for example, he doesn't have a lot of friends here in Stanford. So you know, he goes to the typical…he goes to a high school, he doesn't have an aide. He's in you know, he has a resource room and he's in some coach art classes but everything else, like his math class is a typical college prep class.

**Interviewer:** Yeah.

**Interviewee:** But you know, he doesn't have a lot of friends, he doesn't want to hang around with people from Stanford. And that's just a Ryan thing and I think that's partly sensory. And like I said, he doesn't want to be with a crowd of kids. I mean, I wish he would just have one friend, but he hasn't been able to find that. And maybe part of that's Ryan, he hasn't looked. You know, and so I think sensory related, but maybe it's just too much so that he knows he goes to school and then he comes home or if he has, you know, drama practice or whatever. He was in the band freshman year but he didn't like it, and I let him. I was like that's enough*,* because I could see that. Because that was probably the perfect example, the band kids were really a family and I think he felt like he didn't fit in and it wasn't because…I don't think they were not trying to include him, he just didn't really want to be included, you know, and so…and also those kids really liked band, which he really didn't. He played the trombone and he hasn't touched it since he dropped out, so that shows you how.

**Interviewer:** Yeah **[chuckles].**

**Interviewee:** **[18:24]** You know. So, I think it's more he has the wherewithal to avoid the *situation,* asensorything. You know, and if it's a food, he just won't eat it. And he's so mad about this quarantine, because evidently I guess we used to eat out a lot. But not go out, but we’d get a lot of takeout. And when I cook, he’s like…which is all the time, and I can't stand cooking but he’s like “*Another home-cooked meal!”* I'm like, *“sorry Ryan, that's just what we do now, it’s quarantine.”* So, is that helpful?

**Interviewer:** Yeah, so helpful. So that's actually really great segue to my next question. So these changes, like the less severe reactions perhaps, like do you think this is related to any independence that he's gained over time?

**Interviewee:** Yes, I would…d*efinitely*, *absolutely*, *100* *per* *cent*! Because he can…so he knows what's…you know what, it's funny because when, you know, for a long time like parents struggle, like, *“when are we going to tell him about autism?”* Like obviously when he was little he knew he was different, but then maybe not, you know. And so I don't even remember when we…we just started talking about it and what not. He must have still been in elementary school maybe, but I knew that if we told him, he would use it as an excuse and he does. You know, back a couple of years ago I’d be like “*Ryan, can you empty the dishwasher at?”* “*Oh, I can't I have autism*” I'm like, *“no, you can walk,”* do you know what I mean? And now he likes to tell people that a he has it. And now he's big thing is because he wants a girlfriend, he thinks that girls should be nice to him because he has autism. And I’m like well, *“of course…”* That's why I've always…when you were…this is what we were talking about this morning, “*Ryan when you didn't like girls, I said to you that you should”* because you know I don't mean to be sexist but girls tend to be you know, more open to people with differences. Not all girls, there’s plenty of mean girls, and there's plenty of nice boys and mean boys, but like in terms of teasing or bullying, perhaps it might be boys, especially with Ryan being a boy. You know, and that's why I always said you should be nice to girls, because they'll just be nice to you. And Ryan was a cute little boy, you know, so like, *“oh we'll take care of Ryan,”* but that was when he didn't like girls. But now that he wants a girlfriend, he thinks…oh crap! He's home now. He…you know he would be like, *“oh, they should like me and want to date me.”* And I’m like *“no. No, that would…no that has nothing to do with it.”* So he'll go upstairs in a minute.

**Interviewer:** Oh no worries **[chuckles]**.

**[Interviewee speaks to Ryan in the background]**

**Interviewee:** Hey Ryan.

**Ryan:** Hey

**Interviewee:** How's it going? I'm on an interview for that survey, so.

**Ryan:** Okay **[21:00].**

**Interviewee:** Do want to say hey to Rachel? Is that alright, can he do that?

**Interviewer:** Yeah, absolutely.

**Ryan:** Hi.

**Interviewer:** Hey, how are you?

**Ryan:** How are you?

**Interviewer:** I’m good, it nice to meet you.

**Interviewee:** She’s in Boston.

**Ryan:** Cool.

**Interviewee:** Cool, right?

**Ryan:** Yeah.

**Interviewee:** Okay, you're going to go upstairs.

**Ryan:** Yeah.

**Interviewee:** Turn on your air conditioner.

**Ryan:** I will.

**Interviewee:** Are you hot?

**Ryan:** A little.

**Interviewee:** A little, see? He just ran home.

**Interviewer:** I'd be hot too **[chuckles].**

**Interviewee:** A lot hot, not a little. So, I'm sorry. Yeah, so I guess definitely, the answer to that question is, yes definitely, he can remove himself

**Interviewer:** Mm-hmm.

**Interviewee:** So independence has played a big key in that.

**Interviewer:** Perfect. And then, do you feel like or do you witness these sensitivities cause or increase anxiety for him?

**Interviewee:** Yeah, definitely.

**Interviewer:** How so?

**Interviewee:** Well, agitation, that flicking, the, yeah yelling, the yes, yes, yeah, absolutely.

**Interviewer:** How does he manage these? Do you want to pause until he's totally upstairs? Is that?

**Interviewee:** Yeah, Ryan are you going upstairs.

**Ryan:** Yeah,

**Interviewee:** I'm talking about you. You don't want to listen, do you?

**Ryan:** I’m sorry mom.

**Interviewee:** No, it’s all right.

**[to Rachel]** Yeah, he's going. How…I'm sorry, say that again?

**Interviewer:** So question was, does it cause anxiety? You said, yes. The next question is how does he manage or handle these anxieties?

**Interviewee:** Well, I think number one is removing himself from that situation, for sure. If it's a situation with me, he'll yell at me and then take it out on me. I don't think he does it with other people, I really don't or I hope not anyway. And he does flick his ears, you know, and I think that's his coping, that's his, you know…he doesn't really rock back and forth. Maybe get on his phone and you know, look at something comforting maybe put his ear…he doesn't really wear headphones too much, just in his room and he doesn't really have those at school either. So yeah, that's what I'd say he does.

**Interviewer:** Has he used any interventions or therapies from or medications to help him cope with his anxiety?

**Interviewee:** Oh yes. Well he is on, yes. He's on two…so when we started seeing this…his current psychiatrist, which has probably been four or five years. She put them on Abilify. So that's how, I guess…because now it's been so long. I don't know like, you know. And then he's also on you know, the generic Zoloft to help with anxiety. So that's…we've sort of ratcheted that up as he's gotten older, but I think that helps, I think so. You know now it's one of those would have to take him off to see if he's worse kind of thing.

**Interviewer:** Absolutely. It's hard to tell after a period of time plus development, like what’s the driving forces **[24:00]**?

**Interviewee:** Exactly. And you know, I'll say what's making…and people always said that too, is you know, the puberty with this you know, and he's my only child so I have nothing to compare it to. And you know, puberty has all that stuff, and an only child, so that's you know spoiled and then autism, it's kind of a…and I always joke that you know, menopause, so menopause, puberty like something like that. You know, my husband now has been home, and he’s really…I’m like, *“do you see?”* Because they have a different relationship, Tony doesn't push him, or ask him uncomfortable things. So Ryan, you know, and then they go off and have fun and then I'm the bad guy. Which happens in a lot of families right? **[24:40 inaudible]** the bad guy, but I'm really the bad guy here.

**Interviewer:** Oh no, just familial balance.

**Interviewee:** Yes, exactly, exactly right.

**Interviewer:** And so maybe this is like my…one of my set questions, but has anxiety changed over time for him?

**Interviewee:** Oh, wow. How has it gotten? You know, part of me wants to say it's gotten better, but I wouldn't. I mean sometimes I would almost say it's gotten worse, but it's gotten worse with me, but that's because our relationship has changed, you know. He'll take things out on me. So maybe he has a bad day at school and he holds it together, and then he gets in the car. And I will be like, “*How was your day?”* And then he’ll start yelling and stuff.

**Interviewer:** Yeah.

**Interviewee:** Again it’s that puberty and whatever. And so I’m like, maybe these meds aren’t working, or maybe, you know. I mean today when I was getting angry at him, he's like, “*take two deep breaths*.” So like, you know, he's learned stuff like that, and so have I. We don't usually use them all the time. So, you know, it's definitely a different kind of anxiety. I mean, I think when he was younger, you know, he never really cried a lot or you know, unless another kid was crying. So sometimes you know, as a parent…do you have kids?

**Interviewer:** No, not yet. That's long time from now **[laughing]**.

**Interviewee:** Yeah, you're too young. But just is like, you know, you think whatever stage you're in you think, *“I'm never going to make it, this is so hard.”* But like this…and my friends says it too with their, you know about…teenage…this is hard, it's really a hard time and now with all this other stuff added on to it. And so, you know, yeah, I'd say it almost seems like his anxiety is worse now. Now we will meet with his therapist, you know, and it'll be over Zoom and she'll say, well I think his meds are fine. Because also I think when he's talking to her, he's answering the questions and saying I'm fine, I'm fine, I'm fine, because he really thinks that and then she sees that too. I mean…and then of course I talked her, and I could say, *“but I don't want to increase the meds,”* because I think it is just, you know?

**Interviewer:** Natural?

**Interviewee:** Exactly, right. Right, right, right.

**Interviewer:** And so you talk about anxiety related to like the circumstances of the world right now, what about anxiety specifically related to the sensory sensitivities, **[27:00]** has that changed? Has that increased or decreased?

**Interviewee:** I would say that it’s probably decreased, I would, yes. Because I think as we said before, like the independence and I think he does want to be independent. So then he'll try you know, he can manage that anxiety, like let's say to go, you know. I mean, this is a big deal that he wants… I mean his friends, you know a few blocks away, but that he can do it. And then people in the neighborhood kind of know him. And he has to pass through a little area like where there's a little barber shop, he gets his hair cut there and he goes by himself. So I know people are probably looking out for him too, but that you know, I mean…but he couldn't have done that when he was 10, he would have been too anxious. But now he wants to prove he can do that. And so let's say he just saw a kid crying, like I'm sure he would just either go around him or like keep going, because, *“I'm not going to deal with that, I don't want to get upset, but I have a mission,”* so yeah.

**Interviewer:** Yeah, I mean that's great. That's an awesome skill to be gaining, that’s fantastic.

**Interviewee:** Yeah. Yes, yes, yes, yes.

**Interviewer:** And then thinking ahead, what are your goals and hopes for Ryan in regards to his sensory sensitivities?

**Interviewee:** Well, I hope he can continue to manage them for absolutely for sure. I mean, you know, we've been talking about…I knew and maybe I told you this when we spoke before but you know, he's somewhat young for his grade. I think maybe if we were even in Massachusetts, I don't know what the cutoff was there, but he’d probably be going into his junior year. Is it September 1st, or October 1st?

**Interviewer:** I think it might change by town. I think our town was like mid-September. I could be wrong.

**Interviewee:** Yeah most…alright, so it was mid-September, in September 18th I would have started him, you know…but in Connecticut, it's December 31st for everyone.

**Interviewer:** Whoa, that's late.

**Interviewee:** It's very late. But you know, when he was four, and he had done two years of preschool…because I kind of was sort of clueless and I had a job and I needed him to go somewhere for a little while. So, you know…and we knew he had autism, but I waslike, *“he'll be fine”* but…and he had hyperlexia. So he was reading, so everyone you know like…so he was…like he could read words. And here in Stanford there's a lot of kids who don't even speak English. So they're all like he's ready for kindergarten, and I’m like, really? And so I was like, *“fine, let’s go.”* But you know, with the delay and that, and dah dah dah, so. And then also with all this college stuff, probably like the end of freshman year, I said, “*You know what Ryan, we're going to start telling people you're taking a gap year*.” Just because I knew…and I also did it sort of selfishly for me because you know, my friends *[will say]* “*oh, where is he?”,* you know, I mean most…everyone knows about Ryan but like, you know, when they say, *“Where's he going to college*?” I’m like “*We're taking a gap year.”* And now he's really actually glommed onto that idea and he thinks he's going to be vacationing in you know, Costa Rica for a year.

**Interviewer:** Yeah **[chuckles].**

**Interviewee:** That's not what a gap year is and then, you know, knowing more about fact that Stanford will help us from 18 to 21, and will fashion some kind of a program for him like that. So that's one way of his anxiety I think, it's now, he really tells everyone, *“I'm doing this gap year.”* He wants to be a hotel concierge, he decided. He did a thing at school and one of those online things, and he loves to travel and he must have…I don’t know, whatever it filled out, you know, it said that be a good thing for you. So if you really…and he hasn't like wavered from that even. And it's also funny too because he's like, “*I'm not going to college*” I said, “*I'm sure you can like do that doing other things and whatever*.” But now hearing all this other people talking about it, he’s sort of saying, well after my gap year, I'll go off to college. Now if that can happen, I don't know. You know, and who knows what's happening with all of this, what college is going to look like anyway? But.

**Interviewer:** A whole other questions **[chuckles].**

**Interviewee:** Exactly! Like what's his year going to look like this year? So, but so in terms of…so, I just see him continuing to gain independence, and to work on more strategies to get his sensitivities under control. And I think you know, if someone's going to travel…because that's the thing too, he likes things…he's okay with transition, but he likes to plan. And the last time we…last year we went to Italy, and well and our flights were on time, but this year he was supposed to go…so his camp that he went to for three years was in Vermont and he aged out last year. But, so parents must have said, *“but how could they age out?”* So, they added a program in Wisconsin and so he was supposed to be going home to this program at a university in Wisconsin. So three weeks they would spend there like doing college…that would have been *so* great, but it was cancelled. But he was going to fly to Chicago by himself. So I had to say, you know. You know how flying is, right, you can take off and be there in a second or you could sit on that plane for six hours on the tarmac.

**Interviewer:** Yeah.

**Interviewee:** Right? So, like these are things that I know we can work on, but you know, it's like put to it, you know. The thing about travel is there's a lot of unexpected stuff.

**Interviewer:** Yeah and there can also be like crying babies on plane and you’re…

**Interviewee:** *Yes*!

**Interviewer:** …stuck with them.

**Interviewee:** Yes, yes, yes, yes, yes, you know, and he's taken plenty of flights. But you know, it was really…this was going to be…and we were supposed to go to Florida in April, which would have been you know, I was going to let him kind of do stuff on his own, like go through security by himself and we’ll be behind, just to plan for it and you know, but all that was thrown out the window. So you know, I think he can do that. And another great thing with this, you know, if you're going to find a great thing with the pandemic, is there’ve been a lot of, as I said all these things we've done online. And one was about transportation, that **[32:56 inaudible]** the state of Connecticut did, and I had him on. And so they're talking about taking the bus statewide. And he loves trains and we run on the train line. And one of the school's he's looking at is Johnson and Wales in Rhode Island. And he loves Boston, he has friends in Boston. And he’s like, “*I’ll take a plane up there.”* So, like you know…so he has great plans. So he'll have to learn the strategy, like we all do. We all get upset when we’re trying to get home and your flight’s cancelled.

**Interviewer:** Yeah, it’s the worst **[chuckles].**

**Interviewee:** But I say, *“in order to do all of that, you have to know how to make your bed and load the dishwasher,”* right?

**Interviewer:** Those are important baby steps, absolutely **[chuckles].**

**Interviewee:** That's just lazy, I guess **[chuckles]**

**Interviewer:** You actually gave me some great segues for my next set of questions. So you talked about how his community knows him and kind of looks out for him. So as he has grown up and gotten a little bit older, how has your community or his community reacted to his sensory sensitivities?

**Interviewee:** I **[sigh]**, let's see. Well, I mean my friends you know, with the girls, they just learned to tiptoe around him if and when wherever we’re together. So they know not to set him off. I think...how was the community? I mean, you know, at school, they called him the mayor because everyone knows him there. So I think…and the funny thing is you would think he has another sound thing, like when they have something like a pep rally and whatnot, Ryan's dancing and they're all like “*Oh Ryan*!” and stuff like that. But then on the flip side, we…I learned through somebody else that sometimes he's walking around the cafeteria and he'll dance for some tables. However, I think there are some kids that are doing that in a not so nice way, you know. So that's an area we have to work on, like knowing the difference between someone genuinely who’s like, “*Hey Ryan, dance!*” Or they’re making fun. So, you know, but that's high school, you know. And then it's like…because I talked to his therapist about that, because she's the one who found that out from her cousin who goes. And I'm like…she's like, well, it doesn't seem to bother…if I, you know, do you make him…we have to make him conscious of it. But you know.

**Interviewer:** Yeah, it's a delicate balance because you want to want to help him but you don't want to hurt him because that can be **[35:25 inaudible]**.

**Interviewee:** Right, exactly, right.

**Interviewer:** It’s also protective to know.

**Interviewee:** Yes, so, you know, so that's it. But you know, I mean all the teachers there and the administrators know him and I happen to be friends with the superintendent here in San Francisco.

**Interviewer:** That’s awesome.

**Interviewee:** She…so yeah, that's handy. And she you know, she likes to talk to him and find out how things are going in the schools and whatnot. So I think you know, I got…I don’t know, did that answer your question? I mean.

**Interviewer:** Yeah, do his teachers and people at a school…are they aware that kind of these types of yelling types of things set him off, and are they able to kind of help him deal with that?

**Interviewee:** Yes, I would say that they are aware of it. And we…the woman who was his aide in…well actually, she came to us in fourth or fifth grade. Is that when Alison came? And then she was his aide in middle school, his one-to-one. Wait, how do we know? Well, anyway, yeah. She has since gotten her BCBA and now she goes into the school once a week.

**Interviewer:** Mm-hmm.

**Interviewee:** So that's just the how…like that's instead of me saying he's going out of district.

**Interviewer:** Yeah.

**Interviewee:** Let's try this. So and honestly if we hadn't had her…because I don't know what goes on there. It’s…and I'm involved with the schools but like high school, once he got to high school, I really don't know. But Allison is there once a week, so she makes sure the teachers do know. I mean she knows him probably better than anyone, I mean honestly, you should probably talk to her. Because she can see him…and I see him here and how he acts with me.

**Interviewer:** Yeah.

**Interviewee:** And I think also part of the problem is he knows…he's mad that…because I happen to be the PTAO president there, at every school he's been to and he didn't mind it, and I did it so that because I like being involved and that I could see what was going on in the schools, I mean. And I know I’m lucky I work from home, not every parent has that opportunity, but the high school, he doesn't want me there. Which is typical, a lot of high school [**37:29 trails off]**.

**Interviewee:** Oh, yeah.

**Interviewer:** So, you know, Alison could be my eyes and ears to say, oh you know, so. So yes, I do think that they're you know, I think there, I think Ryan then doesn't realize that he can be sort of annoying at times too. So he wants to be friends with someone but he'll push them and he thinks he's teasing but it might be mean-spirited. I’ve mentioned this, why did I mention Kevin? I don’t know. Oh I think Kevin was the kid who was getting in trouble.

**Interviewer:** Yeah.

**Interviewee:** But then some of the kids were teasing Kevin, so then Kevin…and he'll come home and be like, *“Kevin's poor.”* I was like, “*Who said that*?” and then you know, and you know that the kid who said that once moved on but that's been two years I’m hearing about Kevin being poor. And so I'm like, “*Oh my God, have you said that to him?”* and he probably has. So these kids know enough not to honestly punch him in the face, but you know, where, if it would have been a typical kid that I think they're just like, “*oh Ryan, you know, shut up*.” So that's how they can deal with him. And that's just him ruminating on it and he thinks he’s being funny, and then he's probably sad for Kevin too, I think,

**Interviewer:** Probably, mm-hmm.

**Interviewee:** So…which is not…and that's an odd way of showing it, but I do know, he's good-hearted. He's not trying…he's not a bully but I said, “*you sound like one*.” Now I’m really rambling, I'm sorry.

**Interviewer:** **[38:55]** No you're totally fine, don't worry about it. And how was this different when he was younger? Was the community more or less accepting or accommodating of him?

**Interviewee:** I would…definitely more. I mean, his elementary school knew him and I was much more involved there and he had the one to one every day, all day long, and so *definitely*. He was you know, and he…all through middle school would go back there. I would drop him off, I'd wait in the car and he'd go in and see everyone, and everyone was so happy to see him. And he loved it, that was a really great school and he…yes. And they all knew him and I mean, actually when he was little he hated birds and he hated parrots in particular. I think that's because I took him to a little social skills group at some woman's house and she had a parrot, and you know parrots are weird, right?

**Interviewer:** Yeah.

**Interviewee:** They could do her voice. So here he is three years old and Sarah sitting in front of it him, but he could hear Sarah's voice upstairs where the bird was. That's the only thing I could think of. But anyway, I mean in kindergarten the P, you know, they have the alphabet all around.

**Interviewer:** Oh, yeah.

**Interviewer:** The P was a parrot and they had to take it down, because the picture upset him. So, you know, so luckily, he's okay now. Yeah, he’s not a fan but he doesn't require people to take pictures of parrots down.

**Interviewee:** But, that's the kind of you know, they accommodate…which is, I mean they had to because he would freak out **[chuckles]**.

**Interviewer:** Mm-hmm, absolutely. And then were there specific aspects of his or your community that were particularly accepting and accommodating or not accepting or accommodating?

**Interviewee:** Well **[40:34]**

**Interviewer:** In relation to his sensory sensitivities? Oh, sorry.

**Interviewee:** No, I think, I mean obviously the teachers and the school and the administrators definitely at the elementary school. The middle school not so much, the principal was a jerk there and that was a struggle for all of us. She really didn't, I don't know for whatever reason, I don't know, I don't know why. I mean he made it through there luckily. But you know, and I think as far as the high school, you know, it's just a different atmosphere, you know their kids are more independent and the teachers are whatever. So I think it’s the best that they can do there and I do think he's part of the community. And then like I said, this little neighborhood they know him there and they look out for him. And you know, and we have neighbors who know him and chit chat with him…

**Interviewer:** That’s awesome.

**Interviewee:** …and keep an eye out, and yeah, so.

**Interviewer:** And then again thinking about your…his future, what are your hopes or worries about how hiss and their community will react to him and his sensory sensitivities?

**Interviewee:** That’s…that is a worry because you know, out there in the big world you wonder you know…he has a friend who…oh, no, no, no. We went to you know, a lot of places are doing drive-in movies now to raise money, and whatnot outside **[42:00]**. So – obviously drive-in movies’ outside **[42:03 inaudible]** and an organization a couple towns away and they're trying to raise money to open a movie theater when we can have movie theaters again. They're following the lead of another town that has a movie theater and it's all run by disabled people, people with all sorts of disabilities.

**Interviewer:** Lovely.

**Interviewee:** So they're doing…so in this town, Westport wants to have one and so they're doing these outdoor movies. And we went last week to see…have you seen it, Life Illustrated?

**Interviewer:** Yeah. Yeah. It's such a great one.

**Interviewee:** It's a great movie and so I was like, I mean like I…you know, when you live it every day you don't really need to go see a movie about it. But you know, but it really made me thinking of Owen, in the movie, you know, he was 23 and like **[chuckles]** his parents moved, you know, they left him at his apartment. I was like, oh my God, they were barely…I would have been like here's this, here’s…’cause then he's looking for his meds I’m like, *“oh my god, what if he can't find his meds and his parents are driving back 75 miles?”*

**Interviewer:** Yeah.

**Interviewee:** You know, I'm thinking, well that's seven years from now, you know, it's hard. I mean I didn't even know what to expect seven years ago with Ryan. So I…I mean he's doing really well with independent…and I think part of becoming independent is wanting to be independent and so he does, much, to…he's being so obnoxious to me. But I know that's part of the tearing apart of…not tearing but, you know, growing apart to be your own person. So I'd like to think, whatever he decides to do if kept out college, maybe he'll live here and he'll do community college, but that he will get an appropriate…but it makes me…we'll have to pick a school that has a strong support system and you know, and has all the supports, which I know a lot of schools are getting better and better at providing, you know, and of course, we'll probably have to pay for it too. But…

And I would like a place that has a mentor program so, that kid…I don’t care if that kid is getting paid, but at least he’ll have a peer and then maybe that person will be nice and introduce him to other peers. And so that would be at least a little group of people who will accept him. Because now he's on this thing as I mentioned before that like, *“girls should like me because I have autism,”* and I’m like, *“well, yes but you know, people aren’t nice to people for a lot of reasons.”* And while he's very nice and sweet he can tend to be annoying, and if he likes you he might start to call you a lot or text you, and we've had to work on that and being overly, you know, bothersome. And then this person who doesn't want to be mean might have to be because that's what it takes to be like, *“enough already!”* So we've been working on that but it's hard, so. And maybe hopefully with maturity…

**Interviewer:** Absolutely! **[45:00]**.

**Interviewee:** …or not, then I'm in trouble. Because he’ll have friends and then I'll bother them and then I'll be screwed **[laughing]** so, you know.

**Interviewer:** I'm sure you’ll be able to help support him in this too **[laughing].**You’re giving me all these great segues. So, we're going to move on to our next chunk of questions, but it was very related to what you were just talking about, so that's perfect. In the quote-unquote transition to adulthood, where do you see Ryan?

**Interviewee:** Right now? Like what level? Well, so I guess he's definitely just at the beginning. I mean, you know, he's going to be a senior, but he really should be a junior. I mean somehow, it's funny because going to camp that he did for three years, and it's a camp for kids they say with…the quirky kids. He…a lot of his friends are definitely older than him. He's definitely you know, they're all in the same grade. But I mean, you know, he's still 16 and some kids are almost 18, so

**Interviewer:** Yeah, 16 is young for being a junior.

**Interviewee:** Yeah. So, he's just starting that now, you know, wanting to be independent. You know, we talked about driver's license and he's like, “*No, I'm not ready.”* and you know, “*I don't care,”* and luckily at this day and age like a lot of kids don't get their license. I mean when I was young, everybody, you can…that's very strange for you to get your license. But there's a lot of other options now, but he's studying for his permit and he decided he wanted to take it when he was 17, so we made the test for four days after his birthday in September, and…and then I can't teach him, I can't even imagine. I just said, “*Get your license and then you never have to drive again. Just keep your license up*.” I think it's good to have one, you know **[45:45 crosstalk].**

**Interviewer:** Yeah, it’s a good form ID.

**Interviewee:** Great! That's exactly right, a good form of ID and you know for someone who wants to travel, I mean, yes, there's buses and there's trains but you know, the freedom a car gives you, I don't think he really understands it. And I think it's because he's nervous and driving is scary **[47:02 crosstalk]**

**Interviewer:** Totally! It is hard.

**Interviewee:** And I drive very fast and I'm a very aggressive driver, so he's not learning well from me and then his father's not a good driver. So…but we will you know...and I think in Connecticut, we have…they're starting a program for kids, but I think that'll be then the next step of some sort of independence and then, yeah. Is that what you said?

**Interviewer:** Yes, that's a great part, so great start. So what other stages of independence is he like? So you mentioned he is kind of working towards the permit. Does he want to live on his own eventually?

**Interviewee:** Yes. I think he definitely does. He really was focused on getting a job, and so we mentioned that to school and then I don't know how, but they put us in touch with the state, the Bureau of Rehabilitative Services, that's what it's called, BRS here. And because that's another part that helps with that transition time, the 18 to 21, but they can start earlier. So long story short, that he's going to be…he when they…I didn't tell you, but they're going up to his camp in a couple of weeks for family camp. And when he comes back, he's going to start working at CBS a few hours a week.

**Interviewer:** That’s awesome. That’s so exciting.

**Interviewee:** That will be a very big key. He's very motivated by money all of a sudden, you know, but I don't really…since he doesn't have to do anything at home, like I don't think he you know…it'll be interesting to see how he deals with the concept of actual work. But you know, often times a lot of people don't want to work at home. But you know, they'll go somewhere and do some…his boss will tell him to do something, you know, and it's stocking shelves and…but he did, probably a few months ago, he went on Indeed, the job site and he's like, “*I'm going to look for a job,*” and I must've been working. I was like, whatever. He said, “*oh, I got a job at Buffalo Wild Wings*” and then the called him for an interview, and I was like, “*Go* *ahead*!” So he did it but they never called. Thank god, because there's no way I would have him work at a restaurant now with the Covid thing and everything. And even if they were to call, that's too stressful. I mean it was to be a host but that's too much stuff, you know.

**Interviewer:** But I mean that’s still great. He has his first job…he already has done a job interview. That's awesome!

**Interviewee:** It is. Yes. He was you know, I think he should have practiced a little because I think they're like, “*Can you work the weekends?”* “*No*.” “*How many hours*?” “*Ten*.” “*Do you like you like wings?”* “*No*.” **[laughing]**

**Interviewer:** It’s okay, though. You’ve got to start somewhere **[laughing]**. So you mentioned he's motivated by money. Does he manage any money, like his own money? I mean from the gifts to allowances or something like that?

**Interviewee:** He does. He loves to count it, like a little miser and we always have had a savings account for him. So, he’ll be like, *“Mom, I want to go put my money in my savings account.”* And this last time when went, we actually opened a checking account. This is before I knew he had a job but I figured, you know, they probably do direct deposit maybe or just something to give. And I know a lot of people don't have a checking accounts. Well, might not write checks, but it comes with a debit card which we haven't set up because you know, that makes me nervous. Because that's where it's like, *“hey Ryan, can you know, give me a few bucks or can I borrow your debit card? What's your code?”* That's the kind of thing I don't know.

**Interviewer:** Do you worry people will take advantage of him?

**Interviewee:** Yes. I'm not sure. You know, I don't know maybe he'd be like, *“get away.”* I don't know, yeah so.

**Interviewer:** A genuine concern.

**Interviewee:** Yes, yes, yeah. He has $25 in there now, so I’m like, *“okay, that’ll be fine”* **[chuckles]**.

**Interviewer:** Well, he’ll need it

**Interviewee:** I just don’t want him to drain my bank account.

**Interviewer:** So you mentioned that you kind of fight about dishes or making his bed. Does he clean up after himself? Is he capable versus doesn't want to?

**Interviewee:** **[50:56]** He's very capable. Yes, he's definitely capable and he did…he will now take his breakfast dishes to the sink and he does make his bed. I mean, you know, not the way I make it but that's fine, that's fine. I'm sort of messy too, so I can't not sort of my husband would say, I'm a hoarder but whatever, you know, semantics. But he…so I can't, you know, yell at him too much because…but, you know, I was cleaning the bathroom and I said, you know, “*come here, you need to learn how to like clean a toilet for when you have an apartment*.” and then he you know watches and then he gets bored and he walks away, so that kind of thing. But you know, I'm not sure if you surveyed how many sixteen-year-old boys know how to clean the toilet.

**Interviewer:** Probably not many **[chuckles]**.

**Interviewee:** Yeah, you know a 25 year-old, I don't know. I've been to you know…I mean I used to go to fraternity houses, they were disgusting **[laughing]**.

**Interviewer:** They are. So does he…does it take care of him-self physically as well?

**Interviewee:** Yes. He's very good at that. He takes a shower, he you know, brushes his teeth every day and you know twice a day. He's very good at that, gets himself dressed, he…yeah. And that…so on that’s aspect it's good. I mean, you know, the deodorant – when he remembers but you know still he's…thank goodness.

**Interviewer:** Absolutely **[chuckles]**.

**Interviewee:** Yeah.

**Interviewer:** What about cooking or shopping for food for himself?

**Interviewee:** He likes to go, because again over here in this little area by our house, there's a little you know, like newsstand with candy and snacks and stuff. So he'll go over and buy that. He doesn't like to go to the grocery store with me because he doesn't like to be seen with me, but that's something we need to work on. And then as far as cooking goes, he did take a cooking class sophomore year which he really enjoyed. And so he was supposed to take the next…that was culinary one, and he was supposed to do that this year, but I don't think you know…

**Interviewer:** We’ll see.

**Interviewee:** …now they’re going to have it, so I guess it's going to be up to me. He made eggs the other day, but I was very much involved because a while ago he wanted to make these little scallion pancakes and he did most of it, but like left my spatula in the pan a while…because you know, those are just things you don't know until you've melted it, once…we’ve all done it.

**Interviewer:** Oh yeah.

**Interviewee:** You know, so. And we have gas so that all makes…so I've been involved with that, then usually ends up with an argument or something. But he is motivated. He can use the microwave and so that's good.

**Interviewer:** Absolutely, yeah. Very experientially based.

**Interviewee:** Yes. Yes, that’s right.

**Interviewer:** And then…so you mentioned that he doesn't have a lot of friends. Does he have other friends outside of school? And does he manage a social life to some degree?

**Interviewee:** He does and it's mostly his friends from camp. And so they're located all around the country and he is very…text, call. He loves to call them, love, love, loves to call them. There's a couple locally in the area but no one in **[54:00]** Stanford, so it's like dad has to drive him or me to you know, a half hour away to Scarsdale, New York or Larchmont or that town where the movie theater’s going to be. There's a boy there, Tony took them to see him on Saturday. So, you know, it's…so he's a good…and I've had a lot of the other moms say, “*oh thank goodness. Ryan calls my son because my son is shy, that way he doesn't like to do that*.” So but again we've had to…I'm like, *“you can't keep calling, you call and wait for somebody to call you back. Maybe if a week goes by you could send a text, but then that means you know, they're busy or…”* I’m trying to teach him about, you know, is that ghosting is? You know being blown off, you know, sometimes people are nice and they don't want to talk to you anymore. And then he'll ruminate about that. I mean there's someone from his first year at camp, so that was four summers ago, that he was in touch with after that summer, but then the kid never came back to camp and he's obviously moved on. But Ryan still willbring up, *“oh Thomas from Canada. He doesn't want to talk to me anymore,”* you know. Yeah, but he…so you know, it's really great that camp was the best thing we did…ever did, but I almost wonder did that effect then his wanting to have friends here? I don't know, you know. But also those are kind of quirky kids so they're more like him, so.

**Interviewer:** Good, camp is all such a special place, you know. Camp friends are just different than school friends and that's just kind of the quality of the friendship, I think **[chuckles]**.

**Interviewee:** Yes, yeah. So thank goodness for that, you know. And hopefully next summer he'll get to do that college thing and that'll be you know, more…and he'll, you know when we went away…we went to Italy last year with my mom and it was on a tour and so he was very motivated. This is the second one we've done with my mom and he tries to stay in touch with those kids, because it's family trips. So there's kids there and stuff like that. But that's another situation where I've had to be like, *“you can't keep calling,”* so.

**Interviewer:** Absolutely. And so thinking about his skills related to his independence, do you think he’ll be able to achieve more independence in the future?

**Interviewee:** Yes. Oh definitely!

**Interviewer:** Yeah. How so? What type? What, when?

**Interviewee:** I think…I think that gap year is really going to be very beneficial for him. I mean…and it's too bad that we're not talking in a regular summer when he would have just come back from having flown to Chicago, and been in a dorm and stuff like that. I think that really would have…because when he went to camp, he couldn't have gone any earlier. The summer he went, four summers ago, I guess 20 – yeah, well the summer of 2017, 18, 19. Yeah, because he went three years. He…**[56:55 inaudible]** … he came back different. Like now some people are like, *“oh he’s a changed person.”* He wasn't completely changed, but just, you know cultivating these friendships and knowing he could go and take care of his stuff, and bring it all back, and live on his own and you know, remember to brush his teeth. I mean and it's very…the camp is very structured. But you know, you're still on your own,

**Interviewer:** Yeah, it's different. It's different when you have to take care of yourself when you're not with your parents when you are that age. Like that...you get that you can sense of pride for doing good stuff like that.

**Interviewee:** Yes, yes. And so I think, you know, he was like, oh I…he proved himself he could do that. So I think it's just going to be building on that. And one of the programs we are looking at for that transition year is in New York city, so I mean this is all hoping everything…but he could take the train in there and then they do job skills. And I think you get an internship and that kind of stuff, you know, and take a few college classes and whatnot. So definitely, you know, and we have a good community college and they have a program to a Steps Program, they call it…where you do get those peer mentors and whatnot.

**Interviewer:** That’s awesome.

**Interviewee:** So maybe he'll, you know take a class or two then and then we'll just, you know, see how going from there, **[58:08 crosstalk].**

**Interviewer:** So what specifically do you think…what specifically do you think will help him move into adulthood?

**Interviewee: [sighs]** Wow, I think you know, learn wow, why is that such a hard question?

**Interviewer:** Big question. It’s okay.

**Interviewee:** I guess it is a big question. I mean, you know, I think it's gaining maturity and learning more life skills, and being motivated to learn those life skills. And you know, and learning what we talked about with the trusting of people, like not being too trusting. But you know, and then not…I don't want him to like distrust everyone either too, you know. That's not the way I want him to be, he’s a very nice sweet kid. So I want him to keep that quality as an adult but also know that not everyone's good. But you know, and I'm sure this is …I have friends with kids going off to college and she sent me a video of her son trying to use a can opener and he's going to be…he's very smart. I think he got a perfect SAT, but he couldn't use the can opener and he's going to be an engineer. So you know, these are…we all send our kids off into the world not knowing.

I remember my parents left me 14 hours away. And I was just like, *“what? Now I have to wash my own sheets?”* You know, which I didn’t for many months, which is disgusting because I figure you’re sort of like, *“wait a minute I have to do that.”* So there's a little bit of that too, but I think he'll have the scaffolding that will you know, I can't just send him off. And that's what that seminar I did last week reminded me of. You know, I think because he is doing so well, but then you have to forget, he's delayed and in lot of areas and so **[60:00]**, you know maybe he's right that I push him too much, because I forget that he might be a little delayed. So in my mind I have to be…that's why I set the gap year because I didn't want to be like, *“okay go off to college.”* You can't you know…you can't send anyone off to college if they're not ready because they’ll fail.

**Interviewer:** Yeah.

**Interviewee:** No one wants that, and it's a big waste of money, so.

**Interviewer:** It's true **[chuckles]**. It's a very practical implication for sure.

**Interviewee:** Yeah, so.

**Interviewer:** So you talked about kind of these gap year services to kind of help bring *experience.* Are there other interventions or services that you think would help him with this transitionary period?

**Interviewee:** Well, so it…I think yeah. I mean, I think there's a lot and I think you know, it's just a shame that it's hard to find that and I think…I mean it seems like there's a lot out there but it's also confusing because I think as a parent…and I've started going you know…last year I went to a lot of…I went to an all-day fair at Southern Connecticut State University. And I'm able to do that but there's a lot of people out there who don't know what's out there, and then it's confusing and a college might say, oh we have an Autism program, but you know, is it really good? And is it going to give those peer mentors? And is it really going to help them? And you know…and then it's confusing your IEP doesn't travel to college so, you know.

**Interviewer:** So it’s logistically confusing?

**Interviewee:** Yes, logistically confusing and then also, you know, I think every school is different. And which is fine because I mean every high school is different. But it would be too much to ask for a federal standard. Yeah, colleges wouldn't be for that, but they almost should be because every school should require…just like the EDA, right? Like every school is supposed to, but even some of them…a wheelchair ramp, so every school should provide…but you know, everyone on the spectrum is different. So everyone needs different supports.

**Interviewer:** Yeah.

**Interviewee:** And that's the thing too he needs to learn, and I think he's gotten much better at that. We haven't mentioned self-advocacy, but that's a big thing because in college you have to ask for the extra time. Like I'm allowed the extra time, but if you don't tell your professor, they’re not going to know, so.

**Interviewer:** Oh sorry.

**Interviewee:** No, go ahead.

**Interviewer:** So just…I'm just clarifying. So are you saying that he is…he needs to learn that or he has learned that or he's **[1:02:24 crosstalk].**

**Interviewee:** He's in the process of learning that. I think he's gotten a little better, you know. Like let's say two years ago I would have emailed the teacher about, you know, come home and be confused about a homework assignment. But last year I was like, “*Ryan you email your teacher.”* “*No, I don’t want to.”*

**Interviewer:** Yeah.

**Interviewee:** So, you know, he's…but then maybe I had to follow up. Do you know what I mean? So…and again that's going to be with maturity, and going through senior year, we'll work on that. And then the gap year, I think teaches him. You know, hopefully we'll get him some programs and then you know, maybe he's 21 when he goes off to college after you know, I don’t know.

**Interviewer:** That’s okay.

**Interviewee:** Yeah, right exactly.

**Interviewer:** He’ll be fine.

**Interviewee:** But you know, you need to…and even by then I think all these schools are more aware that there's plenty of kids who are capable of going but they just need the help.

**Interviewer:** Absolutely, absolutely. So we're going to transition to our next chunk of questions. Putting these two things together, sensory sensitivities and transitioning to adulthood. How do these two things intersect for Ryan? Or are they parallel?

**Interviewee:** No, I think they definitely intersect for him because I think, he has to learn how to manage his emotions and his reactions to other people, and not get frustrated. Here's an example, which I forgot, maybe I should have said this in the beginning, but it just occurred to me.

**Interviewer:** No worries.

**Interviewee:** So, you know how Massachusetts…you know, they have it too, the it's five cents for every can, right?

**Interviewer:** Mm-hmm.

**Interviewee:** When you buy a can of soda? And so I drink a lot of soda here, and he likes cans. So we had a mountain of cans. You know, a lot of people recycle them, but I'm like that's a lot of money sitting in our garage, because they had closed all the redemption places during…so I said, *“Ryan, if you recycle them, you can keep the money.”* So a couple weeks ago, I dropped him off and he didn't want me around so…and he's gone with his dad before, so he knew how to do it, but…and I went into the grocery store and when I came out…so they're only allowing one person at a time. He…there's cans all over, like all over the floor. He'd put them all out and there's this huge line of people. And you know, we live in Stanford, so there's all sorts of people, like a lot of people, they need this money, right? So they're waiting and they're getting… I’m like “*Ryan*.” You know, we all of our masks on and the sun's beating him. “*Ryan, what's wrong*?” The machine, it’s not working. And there's some lady working there, she's like, “*It's not the boy, it's the machine.*” and there's two workers there? Oh my God, and he was freaking out. He was really freaking out.

And then of course I get there and I'm a little agitated and it turns out that the machine was broken. So, there's an example, like when you do three and it kicks them all back, and you know. I had to show him, no, these are legit. They should accept this diet Coke can, everybody does. You know, it was a learning experience. Now, he’s done it since then. It turns out the machine was broken, it needed to be cleaned. The lady was right, because she's a professional, she's always there. But she was telling the guys at work there you need to clean the machine. Then somebody comes in and standing right next to me and I'm like, “*you’re too close, you’re not six feet away.”* And so then he sees me getting all agitated. I think…but the next time he went, I'm like, if it doesn't work…and then he knew to come out like to let somebody else have a turn and waiting in line and whatnot. So that was a learning…but it was very sensory overwhelming. And then we had to get all the bottles back in and you know. But it was a good experience. But you know, if I hadn't come there, I don't know, would he's still be there trying **[1:06:01]** to put it in?

**Interviewer:** Yeah, absolutely. And then are his sensitivities an obstacle, a vehicle or bit of both, in terms of his independence?

**Interviewee:** I'd say a bit of both. I mean they’re definitely an obstacle. You know, like this example of not being able…you know of getting all the agitated but maybe a lot…I think a lot of people would have been agitated when people are being nasty. You know and the machine's not working, you get frustrated, but learning just to pack it up and go home, you know. And then you know, a vehicle because he is so…he wants to have friends and he…and he's very persistent in a good way and a bad way.

**Interviewer:** Mm-hmm.

**Interviewee:** So, yeah, I definitely…but…because they're not all…his food things, everyone's quirky. So I think yeah.

**Interviewer:** Absolutely, absolutely. And I'm getting kind of ahead. What do you anticipate as being challenging for Ryan as he gains more independence in regards to his sensitivities?

**Interviewee:** Well, I really think it's going to be the interpersonal stuff, like if you know, if someone is being loud or if he's being loud, you know. He can tend to have a loud voice and you’re like, “*Ryan, Shh! We're in the library, you can't scream in the like that, you know, you don't talk loudly in the library*.” And so I think it's definitely going to be that and how to know when someone doesn't want to talk to you anymore. And if that person's loud or is upset, not to laugh at them, you know, all these things.

**Interviewer:** Absolutely. And then what do you think would help him in this intersection of sensory sensitivities and adulthood?

**Interviewee:** I think it's just going to be more, you know, working on it with all this, you know, his therapist and at school and his BCBA, and just…and then the training skills. I think the job’s going to be really good, because now what's going to happen there if he gets frustrated at his job and I'm not there to help him? I don't think he’ll be good, you know, so that'll be…to know to...like if somebody asks him a question and he doesn't know how to answer it, instead of getting all worked up like, “*I'm going to go find my boss*.” So, you know, that'll be a very interesting situation.

**Interviewer:** Yeah, absolutely. I mean, it sounds like experience will help him.

**Interviewee:** Yeah, I think so, just life like all of us.

**Interviewer:** And then thinking about the types of services that are available to him, do you feel like there are gaps in the services? And do you wish there were other things that existed to help him?

**Interviewee:** **[1:08:55]** Well, we've been pretty lucky so far with thejob thing. I don't really know how that worked out and I feel bad, there are lot of people who need a job, myself included, like I should be working at CBS probably **[chuckles]**. But, you know, I think I heard…somebody told me that there was somebody who got a grant or something. So, you know because BRS is paying for this job, not CBS, so.

**Interviewer:** Got you.

**Interviewee:** Yeah. So, it's hard for me to answer that right now since I'm just in the beginning of it. I would really…I mean, I'd love to in two years tell you the answer to that. When…because I don't even…I was going to say well my team at Stanford High is really good, but they're really not. I mean they're good to me because they know me and stuff like that, and I have Allison there too. But I think that if you asked another parent, they might say, *“I didn't know I could get my kid a job.”* And also because I've been going to these other transition fairs and stuff like that. Because you know, not everyone has the capability or the knowledge to…about what's out there. And so, I think I said it earlier, I wish there was more, I don't know if it's a clearing house or some place. And I guess that would be…each state would have to do that then, *“this is what's available for your kid.”* But even then that's confusing, because some kids, you know, what are they doing after high school? They're going to go live in a group home because that's…whatever they can do. But then you know, Ryan's on a different path, *hopefully*, but who knows! He could…might you know live in a…and that's the thing too, because we're looking at…there's a place called Chapel Haven and it's near Yale in New Haven and a lot of people have mentioned that. And you go live there, but I don't know. I found when Ryan's around a lot of kids with disabilities that he can tend to, how do I say this nicely? He can tend to sort of take on some of the things, and this has been since he was little. Which is why we didn't put him…Stanford has a relatively okay autism program. But when he was three, we took him to the program and my…I mean, we didn't know what we were doing, but we looked at it and we were like, “*Nope, this is not for Ryan.”* And I think that's the best and I don't know why we decided…and for both of us to agree, and not knowing what we knew, I mean it was kind of strange. But he…we would have a different kid I think, if he had been through that program instead of insisting he go to the typical school, with the needs and being around all those kids. You know, and I would say that to any parent too, you know **[1:11:49 inaudible].**

**Interviewer:** Every kid is different and every kid has different needs.

**Interviewee:** But so that's a struggle too, and that's for everyone. We’re finding the right program and of course nothing seemed to be perfect, but do you put them you know in a program here? That's why I guess he probably thinks I'm being too hard, because I think we always do the programs up here and expect him to reach for that, and then maybe that's bad. I don't know.

**Interviewee:** Are you going to check in with me in four years to see where he is?

**Interviewer:** If you want me to, I'll give you a call **[laughing].**

**Interviewee:** I’ll be like, he's right here living in the basement.

**Interviewer:** I mean I lived at home for a bit, you know. It’s not unusual, it saves a lot of money.

**[1:12:27crosstalk]** a lot of kids are home now, so.

**Interviewer:** Oh, yeah.

**Interviewee:** I meant like, you know playing his Xbox all day, that's not good.

**Interviewer:** But you know, again a lot of kids still do that and they have…we're all different, you know.

**Interviewee:** That's right. We are, we are.

**Interviewer:** **[chuckles]** And again kind of thinking ahead a little bit, how does Ryan’s sensitivities impact your goals, hopes and expectations for him as he navigates adulthood?

**Interviewee:** Wow, I guess you know, he…it makes me nervous. You know, they concern me but I think that it's good to know what they are and to be aware of them so that then we can address them going forward. So I mean, you know, yeah. I think it's difficult, but I think we…I mean that's why we're doing the gap year. So we're well aware of them and then we're going to take them into account.

**Interviewer:** Absolutely, absolutely. That sounds perfect. Okay, we’re going to go to our last chunk of questions, we're almost done. As a caregiver, as a mom, as a parent of a kid with ASD and sensory sensitivities, what does transition to adulthood mean to you?

**Interviewee:** Well, I think it means being as independent as possible and having a fulfilling life, doing something that makes you happy, and hopefully, if he wants a girlfriend, he gets a girlfriend or if he wants lots of friends that he can find true friends. And, I mean, he's an only child so I worry about that. He's not really that close with his cousins. So, I would like him to have a good…so it's going to have to be family that…friends that are family or…he always says, *“I'm not getting married,”* but I don't know. So we'll see, if he could find, some kind of a partner to be happy and yeah, and just do some…you know, I want him to be happy, that's the main thing.

**Interviewer:** Absolutely! And has his perspective changed over time at all?

**Interviewee:** No, I would say that we've always had that goal in mind. I mean maybe it's changed in that when the kids are little you're like, oh god, I…what's the future going to look like? And then as they grow and you can and you can see…I mean, he gets pretty good grades, he's gotten pretty good grades in school. But you know, I don't know how rigorous the grading is here in Stanford for any child, any kid, let alone him. So it's like hard to you know…he's always had a reading comprehension issue, which we've really struggled with getting instruction for that. We spent a lot of money on tutors and that's something that you should say…I wish somebody would come up with a program for that, and someone would say, oh they do, you know the visualizing and verbalizing, that's not for kids on the Spectrum. Trust me, because I spent $16,000 finding that out the hard way. So it's very difficult, and when you think about all the reading, that's the thing when you say, *“oh he's going to go to college,”* but there's a lot of reading in college, you know. And he can…obviously, he's been able to read since he was two but it's really the comprehending and stuff. So, no…I just went off on that tangent.

**Interviewer:** Oh no, tangents are excellent, thank you.

**Interviewee:** Yeah, I mean I could talk for hours on end. And then it's funny that’s…I remember them, like it’s bring up all these things **[laughing]**, and it's been fun to watch him because then definitely expectations changes as he gets older…look if you had said to me in fifth grade that he'd be in high school without an aide, and that was his decision. He did not want to be followed by anyone. He had one for the first couple of weeks and he was like, no, and she got into a car accident.

**Interviewer:** But she was gone and then they couldn’t…half the time we didn't have one, they were like, *“oh, we've got a substitute,”* but they didn't, so then he just got used to it. And that school is very big, I mean there's almost 2,000 students in it. And it's like really they…it's an old-school that they've added onto twice, so it's impossible to get around but he can do it. So that in itself was it like…when he could do that, I was like wow okay. Well, maybe you know…and if he does get his permit and learns to drive, that will be amazing.

**Interviewer:** Absolutely. It gives you so much independence when you feel like, *“I'm going to go see my friend when I want to, not when my parents do.”*

**Interviewee:** Yes, yes, yes, so.

**Interviewer:** Again, great segue. So what do you see happening in his future?

**Interviewee:** Well, I think, he seems motivated to have the job. So I think he will definitely get a job, take some college classes, if he goes away, maybe. I keep saying that to him, I'm like, “*well, when you go away to college then, your mom's not there. That's why people leave*.” **[chuckles].** So I'm so annoying. So you should…I’d like to see that and then him living on his own his own, yeah. I don't know whereI mean, of course he picked an area that six months ago was a good career, but now they're…all the hotel industry it’s been…so that's a problem. But it does seem like people are traveling, they're driving around, people want to go away and I think once this is over they'll really be pent-up demand.

**Interviewer:** **[1:18:19 inaudible]** Oh yeah, I mean this will…this is not great now, but there will be some end at some point in time, and there will be a need for that industry at some point in time.

**Interviewee:** Yeah, exactly, good. So he'll be just out of you know, whatever. So yes, I envisioned him, having a great fulfilling life.

**Interviewer:** Yeah, that's excellent. And then last final question on my end, did his sensory sensitivities impact your current perspective?

**Interviewee:** What do you mean, like **[1:18:53 inaudible]**?

**Interviewer:** Like you talked about how you…like transition to adulthood for you just means success and happiness and fulfilment, finding a support system. How much did his sensitivities kind of play a role in that perspective that you have?

**Interviewee:** I see. Well yes, I mean, I think him and having that happy life will definitely depend on him learning to manage and accept his sensitivities and learn to control them as I said before. And you know…and again everyone's got issues. But I think he…yes, he'll definitely…and I think he's more and more aware of them too, that's you know, like I said earlier, I think he holds it together at school.

**Interviewer:** Yeah.

**Interviewee:** And then…so…and this job will be definitely interesting to see if he can hold it together there. And then if not, if he doesn't and it doesn't work out, then those are things we'll be working on, so he could get a job in the future. If he got overwhelmed then maybe it's a different kind of job. I mean, he's not going to be a cashier. So, I don't know how overwhelmed you get putting it on the shelf, but maybe, so.

**Interviewer:** How knows?

**Interviewee:** We'll find out.

**Interviewer:** Yeah, it'll be a good learning experience. No matter how it pans out.

**Interviewee:** Yes, exactly, so.

**Interviewer:** So yeah. So that's actually it for all my formal questions, do you want to add anything else?

**Interviewee:** I don't think so, I talked a lot, sorry **[chuckles].**

**Interviewer:** No, honestly this is the beauty of qualitative data the more you talk at me the more data we get, so this is perfect.

**Interviewee:** I hope so. Geez **[1:20:30 inaudible]**

**Interviewer:** No, you were great. No, thank you so much. It's so great to hear what you have to say to. Do you know anyone who else who might be interested in participating, like any of his friends’ parents by chance?

**Interviewee:** Yeah. Actually I do. The woman who's in charge or helping with that drive-in, in Westport Connecticut. She's a mom that I ran into, that I met when the kids were really little. She has a son who's Ryan's age. Well he's 17 actually, he…and we were doing an advocacy course and we've run into each other over the years and they were in a social-skills group the last few years together. So I just saw her last week and she would definitely be interested. I would think yeah, she loved you know…she knows a lot about special Ed and whatnot. And Dave’s a complete…I’m sorry, well her son is completely different from Ryan.

**Interviewer:** Perfect! So I mean if you want I can…you can give me her information, I can reach out to her. You could send her my information, whatever is best for you.

**Interviewee:** Yeah, why not? I'll do that. And then she…you guys can do that. Yeah, I'll just forward her your email, but I'll cc you so then she can have her email.

**Interviewer:** *Yes*, that would be so helpful, thank you. You're welcome. But yeah, this has been so helpful. I know you said you're babbling but truly the babbles are perfect. They're so helpful

**Interviewee:** I hope so, I hope so and if you need anything else, you know, just shoot me an e-mail. I'm happy to you know… give me a call or anything.

**Interviewer:** Thank you. And likewise, if you have any questions for me, we're happy to help in whatever way we can.

**Interviewee:** That sounds great. Perfect, good.

**Interviewer:** I'll send you a final email. There'll be a gift card for you as a thank you for your company…for your time.

**Interviewee:** That's a nice of you.

**Interviewer:** Yeah, we so appreciate it and that will be soon, the order has to come in. So, soon as it comes in, I’ll email it right to you.

**Interviewee:** Oh, well, thank you. And so, you know when you have the results of… is there anyway you can send me like….I was curious because I hate it's been a long time since he did the, like the Vineland and the other one I did. Like, can you just send them to me?

**Interviewer:** Yeah.

**Interviewee:** Because I wanted to compare some of my answers, only if you can and if you get a chance.

**Interviewer:** Yeah, it's easy. Yeah, I can, you the Vineland, you did the…it's called the adolescent adult sensory profile, and you did the SRS which is the Social Responsiveness Scale, the second edition. Then you get a demographic form that is like self-made, and it’s also **[1:22:53 crosstalk].**

**Interviewee:** Yeah but I don’t need that one that one, but that…because I think I've done the sensory one. Yeah, I think I've done a couple of those.

**Interviewer:** So yeah, we did the anxiety measure. I can send you everything, absolutely.

**Interviewee:** Okay. That would be great just for my…I don't know why. You should see all the files. I mean I have…I've never thrown anything out. I have all of his IEPs. I guess I need to go through all that. I don't need all of that.

**Interviewer:** I save files all the time. I saved all of my files from high school, from college and honestly, I still reference them every now and then. I'm very **[1:23:20 crosstalk].**

**Interviewee:** Well, see? Yeah.

**Interviewer:** It comes in handy. As long as you have a good filing system.

**Interviewee:** That’s well. That's part of the problem, I told you I was messy, so **[chuckles]**.

**Interviewer:** You can find that it works for you.

**Interviewee:** So when are you going to have it all wrapped up? Yeah, I am curious to see you.

**Interviewer:** So you are my eighth interview, I have seven more scheduled. So after that we'll be like 33 percent of the way done. Our goal is 45 interviews, and I've been recruiting for literally a month now like to the day. So I mean if we're going at this pace, hopefully we're done with interviews in three…with another two months practically probably a little bit longer, because we like got all of our easy recruitment done at first. So hopefully we'll be done within like six months for data collection and then another six months for data analysis ideally. So maybe like this time next year we'll have results, hopefully.

**Interviewee:** That's great. That's great.

**Interviewer:** Yeah.

**Interviewee:** Are you going to share that with us too? Did I say yes?

**Interviewer:** No, I *think* you did I can make it **[1:24:23 crosstalk].**

**Interviewee:** I think I did, I feel like I did, yeah. Because I’m always curious, like that’s…you know and also the last BU… the other BU thing that we did which is why I think you had my email, is I got the information through the people who run his camp, Camp Aquila.

**Interviewer:** Yeah. I think we actually had a flyer for that in our office for people for summer jobs. It sounded really familiar.

**Interviewee:** Oh, I bet yeah, so I mean…so that's if you do need more people because they know *a lot of…*

**Interviewer:** We do.

**Interviewee:** Yeah because they… and that's how…so for whatever…I can't even remember what the other survey, the other thing we did. But they…Eric, what's his last name? Ryan’s on the phone. But Eric who runs it, he sent it out just like “*Hey*! *BU contacted me if you'd want to*,” you know, and so I love to do this, so.

**Interviewer:** Yeah, I mean I can I'll reach out to the camp. That's a great idea. We're definitely looking for more people. We need about 30 more to go. So **[chuckles].**

**Interviewee:** Oh wow, you might be able to get a lot from there, or not.

**Interviewer:** I'd love to.

**Interviewee:** Even if you got two, it’d be great right?

**Interviewer:** Two is two, that's like a good five per cent of it **[chuckles]**, so.

**Interviewee:** That's great. So I could definitely **[1:25:36 crosstalk].**

**Interviewer:** I’ll forward this information to Ashuruna right now.

**Interviewer:** That'd be awesome. Thank you. Yeah, I'll definitely make sure that whenever we do get results, even if it's like a poster versus an actual paper I’ll send off to you.

**Interviewee:** I probably like the poster better. **[chuckles].**

**Interviewer:** Totally.

**Interviewee:** I don't have to **[1:25:52 inaudible]** I’m a visual person.

**Interviewer:** Papers can be rough, as somebody who reads them all time, they’re rough.

**Interviewee:** I admire you research people. I just don't think I can do it **[chuckles]**.

**Interviewer:** Awesome. Well again, thank you so much for your time. *[If]* you need anything from us, please, please reach out, we're always happy to help.

**Interviewee:** Thank you, and you do the same. Thank you so much.

**Interviewer:** You're so welcome. Have a nice day. Stay cool.

**Interviewee:** You too, take care of yourself, okay good luck.

**Interviewer:** You too, bye.

**Interviewee:** Bye

**[End of transcript].**