**[Start of Transcript]**

**Interviewer:** Great. Alright, we're now recording. And I will be asking you about your perspective about your child's transition to adulthood in relation to his sensory sensitivities and sensory interests. And we'll be doing something called a semi structured interview and this means I have my planned questions here, but I'll be adapting them to follow our conversation and to actually make them fit for what we're talking about. Do you have any questions?

**Interviewee:** No no.

**Interviewer:** OK, great and if there are any questions that you don't want to answer or make you uncomfortable, that's perfectly OK. We want to make this a positive experience.

**Interviewee**: Alright.

Interviewer: Awesome alright, so could you start off by telling me about your child's sensory sensitivities and interests?

Interviewee: His sensory?

Interviewer: Sensitivities

Interviewee: Sensitivities

Interviewer: And his interests.

Interviewer: And his sensory interests, like are there things that he really likes?

Interviewee: Yeah, he really likes history, cars. He can tell you anything about cars. While he does like sports, he's more interested in the historical. **[00:01:27 inaudible]** points sports. And he just knows…if you ask him anything about sports, any year, he wouldn't even have been born in that year, back back in history. He knows all kinds of facts. If you are sitting around and talking about any given subject, cars, anything, history, anything about sports. And he's not around you say, *“go get Derek and he can tell you what year that happened and what was going on,”* so that his interests.

Interviewer: Got you? What about sensory things?

Interviewee: Sensory things, things that he does, he riddles food in his hand. If we sit down and eat, he’ll pinch a piece of food or whatever it is, and he has to roll it in his hand between his fingers.

Interviewer: Is it certain types of food or is it all food?

Interviewee: All types. He just has to have something riddling in his fingers.

Interviewer: Is it just food or is it other objects too?

Interviewee: It seems to…I notice it more when we are eating…

Interviewer: Got you

Interviewee: …and I think that…I found little rocks around, but sometimes I'm not sure whether they little rocks or its food that he’s riddled so much that it's gotten hard rock like.

Interviewer: Absolutely.

Interviewee: Yeah.

Interviewer: What about sounds? How is he with sounds?

Interviewee: **[00:03:55]** He doesn't like loud sounds, loud talking, if you raise your voice and makes him nervous and he starts to pace back and forth and you know, kind of shake. You can tell that he's really nervous, so. He doesn't like arguing, he doesn't like other people to be arguing.

Interviewer: And what about like sites or like vision?

Interviewee: Well, his site is…he wears glasses. He's always worn glasses since he was three. And now we're at the point where…the glasses, if they didn't do something…I'm not an Ophthalmologist, but I can't remember exactly how they said it, but to make the glasses look a lot less thin, they have some way of doing that. But he's at the point where if his vision continues to get bad, they won't be able to do that anymore, glasses will have to be thick **[00:05:33 inaudible].** They can’t set a stronger prescription in a thinner glass anymore. So, he has vision issues.

Interviewer: Got you. And what about smells? Does he like certain smells? Is he overly sensitive to some smells?

Interviewee: Well, no. He said he doesn't like strong smells, but smells don't really bother him. Smells don’t really bother him. I did mention that he paces a lot, that's another thing that he does. He'll pace up and down, up and down. He stays in the basement portion of our home, it's 2 levels. He has the bedroom and a sitting room. And you know, set up downstairs. So when he's downstairs, I think he still paces, but I've gotten him to stop touching the walls when he paces. He’d ouch one wall, pace to the other side of the room, touch the wall and it was just making the walls dirty.

Interviewer: **[00:07:02]** Yeah, absolutely. Does he like to touch walls in other scenarios or just when he's pacing?

Interviewee: No, just when he's pacing.

Interviewer: Absolutely. And then in terms of loud noises that bother him, how does he manage that? Or how do you help him manage that?

Interviewee: Well, I think that the loud noises that bother him, like arguing or yelling. I don't think he like sirens, but I don't like sirens either, so. But so what I do is, I don't know, I guess I try not to argue around him a lot. **[00:07:58 inaudible]** I do have to raise my voice at him, so.

Interviewer: What about like if he has to be in a crowd, will he try to leave? Will he use headphones?

Interviewee: Oh no, he’ll leave, he’ll leave. He's old enough now where he’ll leave but he. I'm learning, I'm finding that I'm learning as I go along and try to be the caregiver for my son, and he's growing older, but you know, things change. So where he wasn't doing something now, he does. So, my daughter bought him headphones to listen to his radio. And no he has them on all the time. I put boundaries around it and tell him that he couldn't come to the dinner table with them. He couldn’t wear them in the kitchen. Are you there? I'm sorry.

Interviewer: Can you see me are you? Or hear me?

Interviewee: I can't see you, I don't know what I did, let's see. Oh OK. So I just put boundaries around when he could wear them for safety reasons. You know, wearing them in the kitchen while cooking it, you know it wasn't safe and you know, not at the dinner table so.

Interviewer: Is there…oh sorry, go ahead.

Interviewee: No, I was that done.

Interviewer: Are there certain…is there certain music he listens to? Or is the radio?

Interviewee: He likes jazz music. He likes classical music, he listens to that a lot. But he also listens to I think like different people’s talk shows or something on YouTube.

Interviewer: And then for food when he rolls it in his hands, do you try to do things to change that behavior at all?

Interviewee: No, I don’t. I pick my battles, I guess you know, try to…I mean he he's not hurting himself, he's not putting it in his mouth and. So, while this you know, out of what's normal for everybody else, it's normal for him and we deal with it.

Interviewer: Absolutely. And has he received any services or interventions to help him with his sensory sensitivities.

Interviewee: No, no.

Interviewer: No, that's fine, that's totally fine. I didn't think so based upon your form, but just wanted to ask. And. Has had his sensory sensitivities changed overtime?

Interviewee: The rolling the food in his fingers, I didn't notice that until around high school or the middle of high school, the end of high school. That changed, I didn't notice him doing that as a young kid, yeah. But the pace and he's always done.

Interviewer: And what about that aversion to arguing? Has that always been there?

Interviewee: And then the change in like the rolling, do you think that might be because of any independence that he's gained overtime? This may not be relevant to him, but it's a question I have to ask everyone.

Interviewee: I don't think so. I don’t think it has anything to do with independence. It’s more so something that he that soothes him.

Interviewer: Absolutely. And then these sensitivities, like if he's not able to roll something in his hands, does that cause or increase anxiety?

Interviewee: It does, I think it does. I think you know, whenever he's told he can't do something, that increases his anxiety. He will shake his leg, you know like his foot really fast. I forgot that’s something else that he does. So we’ll be at the dinner table and he’ll be shaking his leg, you know. I had like a breakfast table bench, I'll be sitting next to him and I'll say, *“Derek, my chair is moving,”* so my seat is moving, so he’ll know he’s shaking his leg.

Interviewer: And then what about arguing, if he's around arguing that, does that cause or increase anxiety for him too?

Interviewee: It does, it does, he'll start the pace. Or he’ll want to leave, he’ll want to leave the room.

Interviewer: And so how does he manage the anxiety in both of these scenarios?

Interviewee: He’ll start to pace, I think he’ll pace and if I argue at him, he'll deny whatever it was. So.

Interviewer: Like to get the arguing over?

Interviewee: Right, right. Yeah, yeah. So you know, I find that he didn't used to do that and I think that's you know, because he's feeling more independent, which is expected and reasonable.

Interviewer: **[00:15:36]** Absolutely. And then so you just talked about how like that has changed overtime, has his anxiety regarding like the inability to roll things, has that changed at all?

Interviewee: I think he hides it. I think he hides it.

Interviewer: So both of this, oh sorry, go ahead, right?

Interviewee: So other people don't really notice.

Interviewer: But it sounds like they've always, like not being able to roll things, or like arguing has always kind of caused anxiety. Is that accurate?

Interviewee: I think it has. I just probably haven't really, you know, focused on it. And then when he went off to college, I mean, I think it got worse 'cause I would go to his dorm room and check in on him sometimes and there’d be these little balls. I mean it would look like they were rocks and on the floor and I would be like, **[00:17:04 inaudible]** Some of them might have been rocks, some of them wouldn’t, but they were just it was…in the course of a semester it was amazing how many I saw, he must have done it a lot more then. So.

Interviewer: Got you. So he did it more when he went to college and less when he was home?

Interviewee: I think he does it less, unless I haven't looked under the bed.

Interviewer: Maybe he's more comfortable at home. College can be very scary. And then kind of looking ahead, what goals or hopes do you have in terms of his sensory sensitivities.

Interviewee: Well, that's a good question – what goals do I have around his sensory? Well, I hope that other people don't notice that that he pinches all food and rolls it when he you know, he's in another company. But I don't know, I don't want to, you know, I'm always gonna sound like a parent, so I can't avoid that. And the pacing. I don't think he…well, he does it a little. He does if he's talking to the people. Even if it's his favorite subject, he’ll pace a little back and forth. There's not…there's movement. He's gotta, you know, either a side to side thing or…and then, you know, when it's your kid, you just say you know, we're used to it, and I don't know, we’re conditioned. But I do think about how other people view it, you know. And if they don't get to know him, then they’ll think he’s odd. But if they get to know him, they will just see him as, *“oh, that’s just Derek and he's got a good mind and if he's just given the chance to work here…”* I really worry about work.

Interviewer: How so?

Interviewee: Because he’s at that age and stage where…I worry about his independence and how far he can go and you know, and be independent because I'm not always gonna be around.

Interviewer: Yeah. Absolutely, that's a very very valid concern. We're gonna go into our next topic a little bit, but we'll be right back to this adulthood very soon, so we can talk about that in a moment or two. But as Derek has grown up and aged a bit, how has his and your community reacted to his sensory sensitivities?

Interviewee: He has a very close-knit small community of people, and especially in this age of Covid. And I'm not with him all the time, but like I said, when he was at college and you know, the last two years he had to commute from home, so he wasn't staying in the dorm. I think people…how do I explain it? If you knew him like his counselors and people who he was in another program there for people with disabilities. But his disability coordinator who knew him, some of his teachers who knew him and they got a chance to just learn his idiosyncrasies or…I think that they were more accepting. But most people you know, just on campus and…I think they were just passing by…

Interviewer: Sorry, go ahead.

Interviewee: Yeah, I think that they would just…I don't think they noticed him or you know. I think some people know some, if they had a class with him, 'cause sometimes I've come up to the campus and bring something there or something, and they would…some people would say, *“hey Derek!”* And sometimes I think he didn't notice them, you know, I think it was like both. Some people noticed him, but I noticed that he didn't notice other people.

Interviewer: Yeah, yeah, that makes total sense. And what about when he was younger, was the community who did know him also accepting and accommodating of him?

Interviewee: His teachers were, but I had him in a in a in a few programs where I did think that his disability made people overlook him. Yeah.

Interviewer: What about other parts of the community, like you talked about school right now. Are there like maybe religious groups or friends or families or businesses?

Interviewee: No. When you say family, what do you mean?

Interviewer: Like, is the rest…like you obviously are very like accepting and accommodating and like accepting of his entire self. What about other members of your family? Are they also as understanding of who he is as you are?

Interviewee: I think so, yes. Yes, 'cause I treat it as normal, they like me, they love me. And he said he's a good person, he's not disruptive, he's just…not like everybody else **[00:25:01]**. So I think that makes it easier for family and he's you know, if you sit down and talk to him and you know and you got to know him, which most of the family you know knows him and they…they just accept him.

Interviewer: That's lovely.

Interviewer: What about in terms of like the sense like the rolling of the stuff or the arguing, are they like understanding and accepting of those parts of him too?

Interviewee: I'm not sure if other people notice the rolling. I'm not sure, but I think that for the pacing kind of thing, he doesn't do this much when…where he’s in front of other people, if we’re out. Unless he's standing up and he's talking about one of his subjects and then you can. I don't notice it. I don't know if they notice it, because people tend to like to be polite, you know what I mean?

Interviewer: Yeah, absolutely. Also, I'm sorry, if you can hear that bang in the background, my landlord is doing work in the hallway, so my apologies.

Interviewee: I can’t hear.

Interviewer: OK, good, I can. Again, thinking to the future, what are your hopes or worries in terms of how his community will react to him in the future?

Interviewee: Well, as I said before, I worry about perspective employers. Because they weren't the best candidate, you know. And they want…and sometimes they want…things in the workplace are very visual for employers, so they want their employee to be a visual representation of their business, their company. So I worry about perspective employers giving him a shout.

Interviewer: Very understandable, thank you for sharing that. We're going to shift gears again, if that's OK. So, in the like transition to adulthood where do you see your son?

Interviewee: **[00:28:06]** Where do I see him at this particular moment in his transition?

Interviewer: Correct, yes please.

Interviewee: Trying to find a job. Everybody, I think kind of feels in this particular atmosphere of a pandemic, nothing you know, is normal as far as finding employment. But where it may be twice as hard for a normal, you know, quote unquote normal college educated person, it's gonna be 4 or 5 times as hard for him. And especially with this new pandemic, I mean it's not even like the recession of 2008, wherein he jobs were actually there, but you know, maybe a candidate A was the strongest, B was the next strongest, C was, you know, *“OK, let's give him a shot.”* D was, *“we could train him,”* But if he's candidate E on the list, he may not get shot. That was in 2008 when the jobs were plentiful. A lot of jobs have actually gone away, so you know, I say 5 times as hard more than that.

Interviewer: Oh yeah, I mean jobs are just gone now. Like you just can't do certain things safely right now and therefore the jobs are gone. It's a whole different ball game.

Interviewee: Right, and even you know, after the pandemic, a lot of it won't come back.You know, I just worry about his chances and, you know.

Interviewer: Yeah, absolutely, that's so so valid. In terms of Independence, could you describe some of his independent skills?

Interviewee: Some of his independent skills?

Interviewer: **[00:31:00]** I have some prompts if it helps OK.

Interviewee: He can warm food up, you know, cook eggs. I was showing him how to bake chicken, he can do that. Now he’s really good at cleaning up his living area downstairs, he now has his own full bath and the living room area and is room. So he does those things independently.

Interviewer: What about like hygiene? Like is he able to take care of himself physically as well?

Interviewee: He's doing better at that.

Interviewer: That's great!

Interviewee: That was a struggle, that was a struggle. But he's doing better at that also so. He's been getting some counselling and I think that has helped.

Interviewer: OK, that's wonderful. You just talked about like preparing simple meals. Pre-pandemic, was he able to like help you shop and things like that?

Interviewee: Well, pre-pandemic, I was on a road where I was showing him how to make his grocery list if there were things that he wanted. And we would go to the grocery store and he would buy them, and so we were doing that for a while, for a few months and then the pandemic happened and then…so you know, staying in a long line, you know, I’d just rather go after work, get it done. That's not happening now – the long lines, but. I don't know I've gotten in…sometimes parents, we want to make it easier on ourselves. It may be **[00:33:28 inaudible]** going to thegrocery store but I'm exhausted when I get home. And if the store is on the way where I'm coming from, I’d rather just get the grocery list. He will make the grocery list, so I I'll get the grocery list from him and I'll go, just to make it easier on me.

Interviewer: Absolutely, makes complete sense. What about like friends or a social life? Does he have friends to some extent?

Interviewee: Not really, he doesn't have any friends. He was talking to a younger fella that his counsellor introduced him to who has autism and he thought that Derek would be a good mentor for him, 'cause he was, you know, trying to go to college, getting his degree. And so he thought that the young fella could learn, you know, something, they could be friends. So, I think they call a couple of times and talk. I'm not…I haven't heard him mention him lately, I don't think they've been in touch.

Interviewer: When they were in touch, like was he and that other fellow, were they like arranging the time to talk with each other? Or was the counsellor kind of facilitating that?

Interviewee: I think that the young fella he would call Derek. I don’t think that Derek initiated. He you know, got the phone calls.

Interviewer: Got you. No, that makes sense. And then you've talked about like jobs a couple times now. Has he had a job in the past? Has he expressed interest in wanting the job?

Interviewee: He definitely expresses an interest in wanting a job and knowing how important it is that he has his own money and is able to take of himself, 'cause I'm always telling him that, you know, *“I'm not always gonna be here and I worry about you being able to take care yourself.”* But the only job that he's really had was, I think in his last year of High School was his summer job.

Interviewer: And then…oh, I'm sorry, go ahead.

Interviewee: That was the only paid job. I forgot that he…my husband also helped him apply for an internship that he worked for two summers while he was in college, at one of the community museums.

Interviewer: That sounds great!

Interviewee: Yeah, yeah, so that was good.

Interviewer: You just…when you talked about him wanting a job, you talked about him wanting to like earn money. Does he have a good understanding of like money and like some money management skills?

Interviewee: We're working on his money management skills. He just got a checking account. So he's…I work with him to figure out when he, you know, receive his benefits, when you know, when he has to pay certain things and put it in the bank book. And he's understanding, you know, he's gotta pay bills, but it's a work in progress 'cause sometimes he'll pay the bill before he actually. He’ll write that he's paying the bill and he actually doesn't. **[00:37:53 inaudible]** to pay. So I said, *“no, you can't do it ahead of time. It's good that you're aware that it's going to come due and you want to stay on top of it, but you gotta wait until the balance says that you actually have it.”* So, he's trying to tie the two together, so we're working.

Interviewer: That's great, that's a great first step though. And then you described like the bottom half of your home where he lives, sounds like he kind of has like a mini setup down there. Does he express interest in ever wanting to live on his own?

Interviewee: Yes, he does. He's always expressed the interest in living on his own.

Interviewer: That's awesome. Do you think he'll be able to one day?

Interviewee: I do, I think he'll be able to do it with some help.

Interviewer: That's great. So, generally, do you think he'll be able to achieve more independence? Presumably right?

Interviewee: That's going to be inevitable. I mean, whether I…thinking or not, it’s going to be inevitable, I'm not gonna be here forever. An all of this is in preparation for him to be independent. I think he’ll need some help with certain things like cleanliness, you know, making sure that he stays on top of hygiene, you know. He has older sisters, and you know He may need a maid from time to time.

Interviewer: Totally, that was actually my next question, so you give me a great segue. What do you think will help him move into adulthood?

Interviewee: His sisters checking in on him, someone checking in, you know, physically checking in and just maybe sometimes checking in over the phone, just to make sure that he's keeping up his appearance, making sure he's eating right.

Interviewer: Are there particular services or interventions that you think would also help him in this arena?

Interviewee: **[00:40:43]** I think a maid at some intervals, someone who can do some thorough cleaning 'cause, I mean he can do the basics, you know, some basics. But I think a lot, if I weren't around, a lot would go undone. If I think about that, and I think that if something were to happen to me and I was no longer here, he would need a budget that included a maid.

Interviewer: That makes total sense. So now kind of putting these two things together, like sensory sensitivities and this transition to adulthood, how do they intersect for Derek?

Interviewee: Wow, how do they intersect? Well, the riddling of food definitely intersects with cleanliness. Like I said, if it goes unchecked, then you know his surroundings will be filthy. So those two things intersect.

Interviewer: Absolutely. And then what about the arguing, do you think that really impacts his transition to adulthood?

Interviewee: I don't think that it impacts his transition into adulthood. Simply because he can just **[00:43:09 inaudible]** if there were an argument or disturbance, or uh, it leaves a room. I think that you know, just what comes to mind is how he would take it if an employer wasn't happy with his work performance, how he would deal with that.

Interviewer: So you said you weren't sure how you'd react?

Interviewee: I'm not sure how he would react, whether he would pace. I've never been in the situation where I was at work **[00:43:54 drilling noise]** and you need something, I asked you to do that. And I don't know what those exchanges are.

Interviewer: Yeah no, that makes sense. And then pacing, do you think that like impacts his transition to adulthood?

Interviewee: I would hope not, I would hope not. But there's only so much that I can see when I'm not with him. I don't know what happened when he was at his internship, I don't know.

Interviewer: Absolutely no, that's totally understandable. You can't be with your son always.

Interviewee: Right, so I don't know. I know that his summer job, it kept him busy physically so he didn't have that issue. He had to physically, you know, he did janitorial work at for his summer job, his youth summer job. So that was, you know, he had to be physically doing something. His internship, there was a lot of looking things up on the computer and organizing things. And so, I don't know what kind of time he needed for outlet, you know, for that that patient outlet. I don't know how it showed up.

Interviewer: Absolutely. And then in general, would you say his sensory sensitivities are an obstacle, a vehicle, or a bit of both in terms of his independence?

Interviewee: I think they might be a bit of both, I think they might be a bit of both. Because what I have learned on this journey is that all people, and especially you know, since I live with a person with disabilities, but I find that they find ways to cope with their disability so that they can try to be more mainstream. So, some things could be a hindrance and some things, you know, he can kind of work around because he'll make it just seem, normal, so that others don't really notice.

Interviewer: Absolutely, and then what do you anticipate as being challenging for him as he does gain more independence in regards to his sensory sensitivities?

Interviewee: I don't know, maybe the pacing. I'm just not sure, I'm learning a lot and I really feel like I’m learning on the go. I think a lot of parents with these issues, a lot of caregivers find that they're learning as they go along. So.

Interviewer: Yeah, no, not knowing is perfectly OK, and that it makes sense, it's a strange question I think if you haven't actually thought about it before.

Interviewee: Yeah **[00:48:15 inaudible]** What was the question again?

Interviewer: The question was what do you anticipate as being challenging for Derek as he gains more independence in regards to his sensory sensitivities?

Interviewee: Right, I don't know. I'll say that but…I don't know if this relates, and maybe it's just my fear, that I often wonder, as he grows older, do things revert? You know, you know, he’s learned a skill, will he forget that skill?

Interviewer: No, that makes sense. It's a very understandable concern, especially because you want him to keep on gaining skills to keep on gaining more independence.

Interviewee: Right, right, right. Yeah, yeah.

Interviewer: And then maybe this isn't applicable to you and your son, but what do you think would help him in this intersection of like sensory sensitivities and transition to a transitioning to adulthood?

Interviewee: I don't know, maybe just counselling, you know. So that he can be accepting of himself and that he can talk about maybe his feelings about how he may think other people view his sensory issues.

Interviewer: **[00:50:08]** Totally. And do you think there are gaps in the available services of interventions for kids like Derek or young adults, like Derek?

Interviewee: I think that there…he's 25, so I think there has always been a gap. I feel like for me, I feel like for us there's always been a gap because people are just starting to want to know how to help. So it's like it's we’re pioneers on this journey to…I mean people *[are]* writing about it now, but they weren't writing about things like this when he was, you know, ahead of time, you know how to deal with it, you get to help you, you know. So yeah, there's a gap.

Interviewer: I think you said it so eloquently about being a pioneer on this journey. Thank you for sharing that. And have Derek’s sensory sensitivities impacted your goals, hopes, or expectations for him as he does navigate adulthood?

Interviewee: Say it again.

Interviewer: Has Derek’s sensory sensitivities impacted your hopes, goals, and expectations for him as he navigates adulthood?

Interviewee: Some a little, a little. Bcause the attention that you know, I have big goals for him, always kinda have, you know, I wanted him to be in regular classes in school. I wanted him to be in more challenging classes, whether he got all of it, or whether he only got a little bit of it. But I think it hindered him because I think that even though I’ve pushed him to do more, like some things he’ll forget, and I worry about, you know, like I taught him how to how to drive and sometimes I'm scared that you know he can't do it on his own.

Interviewer: [**00:53:12]** No, that makes total sense. And so, now moving on to our final chunk of questions, we're almost done. As a caregiver, as a parent, as a mom of someone with ASD and also some sensory sensitivities, what does transition to adulthood mean to you?

Interviewee: It is scary, that's what it means to me. It's scary because he's getting older. At the same time, I'm getting older. And so I feel a window closing. And…

Interviewer: Has this perspective changed overtime?

Interviewee: Of course, because you know, when I was younger, I was just driven that this was not acceptable and there wasn't going to be a hinderance. And I'm still driven, but you know, as you grow older, you get a little worn out a little. And you think things should be progressing at abetter pace and then I find that sometimes we're going over something that I thought we’ve covered. So it’s scary. So you know, I say if I weren't here and the gap closes and he doesn't get where he needs before something happens to me, where would he be? And who would help?

Interviewer: That makes sense, thank you for sharing that. So what do you see happening in his future?

Interviewee: I see…I see my son getting a job that he likes. That…I don't know the word for it, but. illuminates his abilities, what he's really good at. OK and then he’ll be in a company or in an organization that accepts him, and he can feel like he can be there until he retires and you know, if he could just find it a job doing what he loves and making a living and feeling good about who he is on this planet.

Interviewer: Yeah, that'd be so lovely. And then for my final question, how has Derek's sensory sensitivities impacted this current perspective that you just articulated?

Interviewee: I just don’t think that other people will be accepting, I think this is how it impacts him. You know, we're accepting so many different groups of people now, but I really think that – not just people with disabilities, but especially people with intellectual disabilities. I think that society has not really embraced and brought them along. I mean, you can find people with other types of disabilities, like visual disabilities and physical disabilities in workplaces and it's almost commonplace. But, I don't know, maybe…I know, I that people with intellectual disabilities do work, but my hope for him is that he gets employment that he can actually live and make a living off of.

Interviewer: Makes complete sense. So, that was my last question. Would you like to add anything else?

Interviewee: No.

Interviewer: OK, well, we did it. Thank you. Thank you for sharing your thoughts and talking about your son and your family and you.

Interviewee: You’re welcome.

Interviewer: Well, we really appreciate the time and the effort that you're taking to help us.

Interviewee: OK.

Interviewer: Do you know anyone else who might want to participate in this in this study?

Interviewee: Our circle is very small of who we do know, but if I think of someone, I have your information, can I pass it along?

Interviewer: Yes, please do, please do. We'd love to have them.

Interviewee: OK.

Interviewer: Yeah, well thank you again. Very soon I will send you a thank you email, but that will also include a gift card as a thank you for your time and all the effort that you've taken to help us.

Interviewee: Well, you're welcome. You know, I was thinking, you know, maybe I’ll pass this over to his psychologist and he can see if some of his clients would wanna participate.

Interviewer: Yeah, that would be so, so wonderful. We are about halfway done, so the more people the merrier at this point.

Interviewee: OK, well good luck.

Interviewer: Thank you, do you have any questions or like can I help you with anything before we go?

Interviewee: No, you did pass on that information, I have to find some time to delve into it and see what kind of resources. Yeah, and can help out.

Interviewer: You know, if you need more in the future or you need help accessing any of those papers, just shoot me an email, happy to help whatever, even if it's like a while from now, no pressure.

Interviewee: OK, well thank you.

Interviewer: Thank you. Alright, well, I hope you have a nice rest of your evening and can enjoy some relaxation time maybe.

Interviewee: OK, well thank you.

Interviewer: You're welcome. Have a nice night.

Interviewee: Alright, you too, bye bye.

**[End of Transcript]**