**[Start of Transcript]**

**Interviewer:** Great, we're recording. So I figured first I’d kind of like summarize our conversation so you can make sure we're all on the same page and then we can dive into our new questions.

**Interviewee:** OK.

**Interviewer:** So last week we talked a lot about Sammy’s sensory sensitivities. You talked about how he has like a heightened sense of smell and hearing, some preferences for soft clothing, but that kind of generally his sensitivities have kind of decreased overtime. And then looking towards the future, you hope that he can – you said that you hope he can gain some more coping skills and learn that he can control his environment a little bit and control himself. Is that accurate?

**Interviewee:** Hold on, I’m sorry, just one second.

**Interviewer:** No worries, no worries at all.

**Interviewee:** Alright, let's go ahead.

**Interviewer:** OK, cool. And then talking about transitioning to adulthood, you talked about how he's on his way, but need some more support. He's kind of the beginning of that, he needs like an adult with him, but he's learning. He's starting, you know, he's learning money management concept of that, he can make some snacks for himself, he helps you go to the store. Does that feel like an accurate representation of what we chatted about last week?

**Interviewee:** It does, yeah.

**Interviewer:** Great. I had to review it.

**Interviewee:** Yeah, no, it's no problem. I was actually, you know, just kind of in my head thinking when you were saying it so.

**Interviewer:** Perfect. OK, do you wanna add…

**Interviewee:** The attention is there, for the education, yes.

**Interviewer:** Excellent, do you want to add anything about what we talked about last week or do you want to move on to our new questions?

**Interviewee:** Yeah, we can just move on.

**Interviewer:** OK, cool. We're going to start thinking about his transition to adulthood. Do you think your son will be able to achieve more independence in the future?

**Interviewee:** Yeah, I always think no matter what a person's situation is, you can always progress, which is a very relative term, but yes.

**Interviewer:** That's OK. And where, like in what domains do you see him making gains in his independence?

**Interviewee:** OK, good question, wow. I would say just sort of life skills functions such as like being able to sort of to cook, follow recipes, sort of checkout food at the grocery store, sort of do that process. I would say conversational skills, I think. I'm sorry, so we're talking improvement here, right?

**Interviewer:** **[00:03:02]** Yeah, I'm just kind of asking, do you think he'll be able to make improvements like make – not make improvements, but do you think you will gain more independence, and where do you think that will happen?

**Interviewee:** Wow, a hard question. So I think for sure self-care. I mean, he's already pretty good with that, but I think once he gains confidence, he will move from sort of having to ask people what he knows and how to…even though he already knows he'll still default to that. So, I think he'll make improvements with that by sort of just feeling more adult and confident in sort of trusting himself. I think he will also make improvements – so independent, the word we're using is independent. Independent in…it's hard to think of them as being independent, but you know, probably getting up, getting ready for the day, taking care of his environment around him. Maybe that sort of thing, I guess.

**Interviewer:** Yeah, that's perfect. And what do you think will help him move into adulthood Like in these areas?

**Interviewee:** Oh, I would say continued evidence-based instruction **[00:04:40 inaudible]**, which we know is going to be hard to come by, but that's what I would say, and sort of, you know, informed support. So, people that are supporting him and teaching him that understand, you know, sort of best practice for that, you know, intervention for that.

**Interviewer:** And why do you think those things in particular will help him?

**Interviewee:** Well, because they've got…and I guess I'm talking sort of ABA. They've got empirically based validation behind them, they're also…and part of that, I think, which is a huge part is, you know, an objective measure, so you constantly can see if you're spinning your wheels or you're making progress. Then if you're not making progress there's just a lot of different components that you can look at, so it's always growing and changing with the individual, and you're not kind of unknowingly getting stuck with *“do this, do this,”* and you're not yourself, being your own stumbling block to the education. And I think that would help Sam.

**Interviewer:** Absolutely, thank you. And now putting these two topics together, his sensory sensitivities and sensory preferences with his transition to adulthood, how do they intersect for your son?

**Interviewee:** Wow, so I think significantly I think that's one of the things…I think he's got a lot of capabilities, he's intelligent. I mean, I know I’m his mom, but I do. He's intelligent, he’s got fantastic memory, got a good mind for numbers and he's got good logical thinking. Communication can get in the way in a huge array with that. So, he's got all that going for him. But the thing that can and has inhibited him or prevented him from sort of being in that public area or doing is the sensory issues, they will overwhelm him. So then whatever work he's doing or whatever task, he'll start becoming so bothered by the sensory issues that he then focuses on that, and he leaves the task behind, or he has vocalizations loud. I don't know, non function – I wouldn’t say non-functioning 'cause I think every behavior has a function. I would say maladaptive or interfering behaviors. So then therefore, the task he can do then becomes extremely compromised because now his body and his emotions and everything is very focused on that sensory and then…so then that productivity stops and it goes back into sort of an inward thing with the sensory issues.

**Interviewer:** Totally, thank you. Could you give an example of a task that can become compromised or has been compromised when he is overwhelmed by a sensory experience?

**Interviewee:** Well, I know from talking with the school jus his doing the…doing his sort of copying or something like, he hears a loud shrieking noise. I don't know if sensory…if anxiety falls into sensory. Probably not so much, right? I don’t know.

**Interviewer:** I mean, it depends. It depends if sensory causes anxiety you know, then they get kind of get lumped together in that way. It depends for the individual.

**Interviewee:** I'll just throw out the information, you can sort of decide what's appropriate. So you know, he has sort of that tick and obviously the stim **[00:08:35 inaudible]** and things like that, and so that you know, he'll just get uber focused on that and, then he can't continue to do the work, so. Also like, so let's say he have a job where he's, I don't know doing inventory in the Walmart or in a store, right? I would imagine – this hasn't happened 'cause honestly he hasn't really been…the school hasn't taken him out into any jobs or hasn't done any sort of things like that. I think because of the stereography and the sensory issues. So, if he is perfectly capable of doing like an inventory thing and checking and stacking. But if he hears a baby crying or if he hears a loud voice or even some sort of like high-pitched laughter or something, it'll upset him and he'll start repetitively talking about it. He'll also put his hands over it, you know, just it will absolutely move him away from what he's doing. Does that…?

**Interviewer:** Yeah, that's a great answer.

**Interviewee:** That type of interference would happen in any area where there's other people around him, so that limits that arena quite a bit.

**Interviewer:** Absolutely, thank you for sharing that. You’ve kind of answered this in not so many words, but would you consider his sensitivities to be an obstacle, a vehicle, a bit of both, or neither towards his independence?

**Interviewee:** **[00:10:13 inaudible]** I'm thinking that they were vehicle. First I’ll say obstacle, yes, that's easy to answer, it is. Vehicle, I've never thought of him that way, his sensitivities. **[00:10:23 thinking and speaking inaudibly]** I can't think of it as being a vehicle right now. Although I would think on that, it’d be a nice way to kinda…there's a positive…that could maybe create a pathway.

**Interviewer:** Yeah, and I think for some people it does.

**Interviewee:** Yeah, I can kind of try to think about it that way.

**Interviewer:** Yeah, it might be a nice reframe. But why right now do you see them as an obstacle?

**Interviewee:** Well, it prevents him being in any position where he's around people. And many jobs, whether it's stacking or is serving in the background, you're still around other people. I think it's pretty rare to have a job when you're absolutely isolated, unless you're working from home, maybe? Right now in COVID everybody's probably like that. But non COVID life, I think it's pretty rare. I mean, you know, so even if he was in the office, so say he's in a room, it's like, *“oh Sam, we're gonna give you this like little private room where you can do data entering, the door’s gonna close and you're not going to hear anything.”* But if he did hear something, you know, from outside or something, he would probably start yelling and complaining and then that would cause other people to be like, *“what's going on in that room?”* You know.

**Interviewer:** Absolutely, thank you. And then, relatedly, what do you anticipate as being challenging for Sam as he does gain more independence in relation to his sensory sensitivities?

**Interviewee:** Yeah, I think just being out. Like there's…our neighboring town – obviously you know, we live in a very small area and our neighboring town is North Adams, one of our bigger…is it a city? I don't know, it's like he is…he has a lot of fear about you know, we'll have like a lot of talk sometimes about the fire trucks before we even enter, so it can…it inhibits his ability just to kind of go anywhere without anxiety.

**Interviewer:** Does it impact where you live? Like because you do live in a more like rural area where it's probably quieter, does that impact you and your living choices?

**Interviewee:** Yeah, I would say so. I mean, I hadn't thought about that before, but I know it impacts us when we go on vacation. Like we would never take him to New York City, the sirens are just, you know, sometimes even any city really. Although he does enjoy…the sadness is he enjoys…it’s because he likes the architecture. He loves architecture, also like different shapes and stuff. But you know, that comes with people making loud noises, but especially the traffic noises, so we're always very **[00:13:36 inaudible]** I mean, I don't think I would live in the city anyway. We wouldn't live near a fire station, but not many people would choose that anyway. I would say yes, to some extent, yes.

**Interviewer:** Thank you. And then, what do you think could help your son in this intersection?

**Interviewee:** With the sensory issues, huh?

**Interviewer:** Like in context to his transition?

**Interviewee:** Oh, gosh. That is like the million-dollar question. I would say what could help him might be to give him coping strategies, like that he can internalize and say, *“I'm in charge of these, I don't have to ask other people for help,* I *can do…”* give him ways to control his environment, not be afraid of it. And if he hears…if there's something in the environment that bothers him that he can take action to lessen the impact, and then he can – and I’ll give you an example – and that he can also kind of do some self-talk to come himself down. So like if he hears a super loud noise – and I try to do this with him, maybe some of the self-talk and maybe meeting with someone on a regular basis who can continue to support it. These are all my big ideas for adulthood, by the way, which we can’t do now 'cause he's so far away. But somebody who you know, cognitive behavioral therapy, who can…I don't know too much about it, but maybe, so I'll try to say, *“yes, we're going to go into North Adams, there might be fire engines and there might be a fire engine coming out of you know, you might hear that,”* which is few and far between, but he's…that's how bad he gets, you know, anxiety over it. *“And that's OK, because what are the things you can do?”* So we'll have those conversations. So you know, and then part of the action items are putting fingers in his ears and doing some humming so he blocks it out that. But I'm totally fine with those types of things, and I feel like should he go into a job I would just be like…and hopefully we would get him to a point where he knows how to self-talk and say, *“I might hear a noise that's going to bother me, but I know if I do this and kind of just very softly hum.”* And so I would look…so also too this wraps into your question about a job. I mean, I definitely wanna look. Being the way it is now, I would want to look for employment work that's totally OK for somebody to see somebody maybe doing that. So yeah, teaching him ways until it disappears, and how you make those things disappear, I don't know. But until…yeah, so teaching him ways to self-regulate.

**Interviewer:** Yeah, absolutely. You just mentioned like therapy and CBT. Are there other services or interventions or like therapies that you think could be helpful for him?

**Interviewee:** I mean, yeah, cognitive behavioral therapy. You mean in terms of this anxiety and things like that, right?

**Interviewer:** **[00:17:01]** Yeah. So, like you said that you think kind of like coping strategies will be the way he can be helped in this intersection. So just like what will help him get that?

**Interviewee:** So, I think the cognitive behavioral therapy. I think he does also enjoy talk therapy where he can just sort of talk, unload things, which he has none of right now. Yeah, it's cool used to have CBT, they discontinued that about two years ago…three years ago, which is really unfortunate, 'cause I thought it was, you know, really sort of tangible, like the things I was just talking about. And then yeah, they don't offer talk therapy and I've been trying to get that to happen. But I do think those things can help and he has never gotten them on a regular basis, so who knows. Once he starts getting that support in adult life, I think those are key things, I think. And then I'd put a little sort of reinforcement stuff in there, but I imagine CBT might do that anyway where it's like if there is a situation, maybe some self-monitoring, like where he's got either a whiteboard or a little piece of paper, and he can, you know, self-monitor, *“was there a noise that upset me? How did I react? Oh, this is what I did,”* and then some sort of real strong reinforcement. And I think those things help.

**Interviewer:** That be wonderful.

**Interviewee:** Hopefully, right?

**Interviewer:** Yeah, absolutely. And then for kids like your son, do you feel like there are gaps in the available services and interventions that could help them in this arena?

**Interviewee:** You mean gaps in terms of what's offered to kids his age overall, or? I'm just not sure what you mean by…? Like for example?

**Interviewer:** Yeah, so like I mean gaps in like what is available for people like Sam. So…and some parents have said like there aren't any, *“there aren't any services for kids like my son because of his age or because of his functionality.”* Like, do you feel like there are things missing I guess in terms of support that you want?

**Interviewee:** **[00:19:21]** 100% yeah. I mean broad brush. I mean, I think educationally right now, even though he's at the Meyer Institute, not super happy with how they applied the intervention. So, I think better ABA therapy and oversight in terms of you know, ethically applied programming or how it's supposed to be applied. They don't operationally define their skills. It's very hard to know what they're working on and it’s hard to know what skills he is building. So, I just think overall across the board, evidence-based intervention that has more stringent oversight in its application to make sure it is being applied appropriately, and then that's a huge, broad thing. And then, just in terms of other things, I'll just throw it out there again, and you can just pick out what you need. Just sort of activities, so South Shore before COVID, I was able to find, you know, like a cooking class or this class or that class, teen group or whatever, and even young adult group, they were hard to find. So, I think even in those densely populated *[areas that]* are heavily saturated with services as…I would say after 13, all of a sudden people feel like there's no need for these programs but for kids. So, I would say those things all really help, even though it's not like, you know, I know I talk big about the ABA, but I think those are normal, you know, social areas that so much good can happen. And they're very hard to find.

And then when you move West here, I don't know really of anything. So when he…so there becomes so much isolation which can then impact anxiety, it can impact, you know, sort of natural function and also sensory issues because if you're just constantly in a very controlled environment, you won't be able to be, you know, desensitized for lack of a better word. So, lacking I would say across the board almost, you know. And honestly…so we did talk about CBT, we did talk about talk therapy. I think therapists who are familiar and trained with interacting with people to autism, for sure, very, very hard. Even in the South Shore area, I was trying for a long time to find a talk therapist that just really *[is]* experienced in working with kids with autism at my son's level, and it's *very, very* hard to find. I didn't find it for, you know, a long time, I sort of had a link on one person but…and the reason why I say people like my son, because he has a way of speaking, like he'll have, you know, he’ll be pulling out all these non sequiturs, or grammatically confusing question and – excuse me – statements in communication. So, I've seen it, I've seen therapists like when he's been doing the Zoom where they just get totally baffled, you know, and they're good people and they want to help. So, there's a huge missing component also. What else? Yeah, I think just environment employment support. I mean it's hard for me to know actually 'cause Sammy’s not there yet, but from what I've been able to find out in my own little research I've been doing, it does seem very limited. And again with the housing, it's hard to know too. I think those things are…I think social, yeah, social opportunities, just sort of community-based sort of social opportunities, recreational opportunities are really limited and I think those... I'm a big believer in recess by the way, in you know, in elementary school, I don't think...I mean yes it's fun, but there are so many innate things that people learn by just being together and interacting.

**Interviewer:** **[00:24:23]** You learn through play.

**Interviewee:** To cut that out of someone's life – and also physically it's very healthy, those things are lacking. I think continuing education is extremely lacking. So right now I'm putting so much pressure on Sam school to provide information and intervention to get him as far as he can, because I know once he gets out of school, boom that's gone, no more education for Sam Guy and for a kid at his level. He's not an Asperger’s who's going to be able to go to college and get certain supports and you know. So, no, I kind of rambled at that.

**Interviewer:** Nope! Rambling is Great, that was wonderful, thank you **[laughing]**. That was very helpful, you answered the question perfectly and thoroughly. Taking another big picture look, how have Sam's sensory sensitivities impacted your goals hopes and expectations for him as he does navigate adulthood?

**Interviewee:** Well, how have they impacted...yeah, I think they have made me worry. Worry about his future and his ability to be independent, with the sensory issues and the anxiety. I put those things together just because they’re so...I mean part of it that separate, is worrying about if things are gonna happen or whatever, but then the sensory issues, yeah. Like we have to be careful, like even at night after watching TV and there's a siren, we're like, *“oh my God, mute it, mute it, mute it!”* because Sammy will come out of his room and be like, *“oh my God there is a siren mom!”* You know. So, just his ability to function in the workplace, his ability to function with other people in a group home, not just function but be comfortable and live a life where he's feeling, I don't know, comfortable as he…fairly content as he moves through his life, you know. **[00:26:37 Inaudible]** constantly bothering you or hurting you sensory wise, you know.

**Interviewer:** Yeah. So you're worried that he won't be able to be comfortable or be able to function to his best?

**Interviewee:** Right, right, yes. And that will limit his ability to participate in life, in almost every facet of life.

**Interviewer:** Thank you. And then moving on to our last chunk of questions, we're almost done, this always goes the fastest. As a caregiver, as a mom, as a parent of someone with ASD but also some sensory sensitivities, what does transitioning to adulthood mean to you?

**Interviewee:** What it means to me is that he is done with school and he moves on to a phase of life where we have to figure out how he will continue to get supported in educated. And it's something my husband and I, mostly me, will have to really scour resources and probably…what does it mean to me? To be honest it means that I am going to throw a lot of energy into probably trying to create a lot of things so he's not just sort of dumped at a ‘dayhab’ and doing macaroni pictures. I wish I could be more optimistic and it's not that I'm not optimistic, I just talk to a lot of people, a lot of parents and yeah, it's like *[we]* badly need social services, they’re direly underfunded, and underfunded means you're not paying your people as much and you're not training them as much and then you don't have the services and blah bloody blah. And even with funded school systems it’s a huge challenge, I could write a book. But yeah. So what that means to me is another chapter in Sam's life and our life as a family trying to create a meaningful life, I take nothing for granted, I do not assume anything, Like I do not assume that this is going to be set for him. Even though I... yeah, I'm already thinking like, *“I'm gonna set up a program at the local* ***[00:29:04 inaudible]****, I'm gonna do this, I'm gonna get other parents together and we’re gonna…”* you know. So it means work for me but just in a different format.

**Interviewer:** Absolutely. His perspective changed over time?

**Interviewer:** No, because you know what, I'm really not like a very good multitasker, so I kind of like... I'm every uber focused on one thing at a time, so it's always just been his school, focused on school. And yeah, I've only just sort of started this past couple of years thinking about his future. You know I guess it has changed a little bit for the positive. I started…

**Interviewer:** That’s wonderful!

**Interviewee:** Yeah, I started out thinking oh my God, what’s out there? You really have to dig to figure out **[00:29:58 inaudible].** I wish there was just a big website that said, ‘this is what’s in your area with the services’. Nothing like that, you’ve got to turn over racks and talk to the right people and blabbidy blah. So I’m also a member of the Citizen’s Advisory Board for the Department of Developmental Service for residential programming, and so I sit in those meetings and I have been able to meet people associated with that, and have met the most lovely caring people, and parents. And so that has made me feel more hopeful, has made me feel like, you know, that there are some – at least here, my experience here – some really good people that really do care about what all these kids need and things like that. I mean that has changed definitely, for the better, more optimistic. It also has allowed me, by nature of being involved on the Advisory Board, allowed me to kind of feel like, *“oooh, now I can bring my ideas to certain people.”*

**Interviewer:** Yeah, that's awesome. That's wonderful.

**Interviewee:** Yeah, we'll see what happens. Big dreams but **[laughing]**

**Interviewer:** You've got to start somewhere, right?

**Interviewee:** You've got to start somewhere; nothing happens if you don't do anything.

**Interviewer:** Exactly. And what do you see happening in your son’s future?

**Interviewee:** Oh boy! It scares me so much I have to say I honestly don't think about it too much, I'm an avoidant person, I guess. So, I see Sam living in a group home with like as it stands now, with who he is now – living in a group home with similar adults as him, around the same age and sort of him functioning maybe, or better, people he can maybe talk with or interact with. And I see him doing some sort of a job. I don't know that I see him as a person that wants to be working all day at a job or could do that, he's got low attention span for things like that, he'd need to be heavily reinforced. But I do see him doing something, 'cause he's starting to understand the value of money and purchasing things. I see him being involved in recreational activities and lessons like for sure swimming, art…swimming and art, and physical fitness, like he likes to go to Planet Fitness and do a little work out there, so I see that. And I also see if I'm able to do this and can afford to do this, a component of continuing education, that he continues to have programs that work on his communication skills, conversation skills, that work on his ability to handle food, know how to cook, read a recipe. So continuing education of functional life skills and social skills. Yeah, that's what I see, that's my little vision plan

**Interviewer: [00:33:36]** Yeah, that sounds wonderful. And then thinking about what transitioning to adulthood means to you, how have your son's sensory sensitivities impacted that perspective?

**Interviewee:** It’s impacted it in that he's gonna always continue to need support right now, and it will be limited in terms of employment right now. I always say right now because you never know what the future can bring. And I think Stan may surprise us. So, limited amount of time that he can be at onsite at a job, it limits where he can work. Again, there are so many...I have not traveled that road before, maybe I'll get on that road and people will be like *“oh, we've got a perfect place for...”* but right now at a limit that, yeah. I think - this is a little off topic, but I think eventually even though I'm gonna try to do my best to make everything here as interesting for him and vigorous for him and everything like that, I think eventually we may consider moving more East, just because…I mean, we don't even have a mall here you know, the closest place to go shopping is Walmart, which is 15 – 20 minutes away, or in Pittsville it's a half hour away, there's TJ Maxx and those other things like that. And I just think it’s limited. That's just a little side note, yeah. So it will limit how those things – sensory issues limit him, those ways I said, like his ability to maintain long periods at a job, environment with which he works. Actually yeah, some of the recreational skills too. I mean I always go into those knowing that if there’s some happy screaming, for lack of a better word, you know, it can be an issue. He always needs somebody to be with him to kind of help him and **[00:35:58 inaudible]**.

**Interviewer:** Absolutely, thank you. That's actually it for all of my formal questions. Would you like to add anything else? You don't have to **[laughs]**.

**Interviewee:** Yeah, no, I'm feeling good about all kinds of stuff.

**Interviewer:** Thank you, it's been so wonderful to learn from you. I appreciate all this time that you've taken to help us.

**Interviewee:** Oh, no problem, I'm happy to do it 'cause I always wanna do anything that can inform the education, the academic community about autism and helping, well any developmental sort of thing like that.

**Interviewer:** Yeah, thank you, it’s been very valuable.

**Interviewee:** Absolutely my pleasure, I felt honored to do it, yeah.

**Interviewer:** Ohh, thank you. Do you actually know anyone else who might wanna participate? We're looking for one more person.

**Interviewee:** Yeah, I can try to find out. I can also send – and it's adult, right?

**Interviewer:** Mh-hmm, 16 to just under 26.

**Interviewee:** 16 to just under 26. I can also send the questionnaire to my transition coordinator. Yeah, so let me get back to you. Before I forget, just email me because I think I’ll forget. Yeah, absolutely. I'm just trying to think right now, you know, just funny thing too in this area, I don't know too many people Sam's age, but I'm sure there's a ton. Actually, there's a couple Phil and I talked to because they have a son, oh I think he's 27 now – just under 26.

**Interviewer:** No worries. And if you don't think of anyone or if you forget, both are totally fine, we just ask everyone because you never know who knows someone.

**Interviewee:** Right, you never know. Ok, yeah, I'll try to think.

**Interviewer:** Yeah, no pressure though, honestly. Before I go, can I help you in anyway? Do you need anything else? Can I clarify anything?

**Interviewee:** Ahh, no, I just wish you good luck with all your studies. What kind of study is this? Is it longitudinal? Is it sort of a long-term study? What is it?

**Interviewer:** It's just like this one time point, it's a mixed method study. So, the qualitative portion of our study is this interview, and I'll be coding it to kind of suss out some themes, like, how do sensory sensitivities impact the transition to adulthood? And then all those forms you filled out, I'm going to try to link those themes to some of those numbers and see if we can kind of think of anchor the themes in some numbers as well.

**Interviewee:** Oh, interesting, OK. Yeah, that’s good. And the more we find out about that, the more we can kind of prepare to this transitional training and prepare the person and prepare the environment, so that's great.

**Interviewer:** And my personal hope – and this is why I like research – is like once you find those patterns you can figure out what supports you need. And because we’re also asking parents what supports would actually help their kids, hopefully down the line this can create something that's targeted, relevant and actually helpful.

**Interviewee:** Yeah, for sure. I mean, I think with any environment, whether you're autistic or not, you know, some people are gonna wanna work construction where there’s jackhammers and some people are gonna wanna be in an office, so there's just that overriding thing. But then, that aside, if the sensory issues are just so extreme that then you have to just kind of fine tune it too much, then you have a problem, yeah. I don't know, I think too selecting the right environment along with certain sort of sensitivity and understanding within that environment, I do think like a CBT or some sort of therapy to support that person when they are feeling those sensory...those sensory issues are creating pain for them emotional and physical, I think those can really help, yeah.

**Interviewer:** I think so too. I think a lot of parents...a good number of parents have actually mentioned CBT too, so I don't think you're alone in that perspective either.

**Interviewee:** Again, on that for Sam **[both laugh]**

**Interviewer:** When you can, if you can. We're all doing our best. Awesome.

**Interviewee:** Well, thank you I appreciate the...yeah.

**Interviewer:** Of course, thank you. So, as soon as this audio file renders, I will send you a final thank you email, and it will include a gift card for compensation for all your time and effort.

**Interviewee:** Oh, wow. Nice!

**Interviewer:** Yeah, buy something **[laughing].**

**Interviewee:** Buy for my kids

**Interviewer:** Yeah, that's perfect. Hopefully they get something they like or need. Awesome, well I hope you have...

**Interviewee:** Well, thank you very much.

**Interviewer:** You’re s welcome. I hope you have a great rest of your week and a great rest of your day

**Interviewee:** Thank you, you too. Take care

**Interviewer:** You too, bye. [End of Transcript]