**[Start of transcript]**

**Interviewer:** OK, we are recording. And I will be asking you questions about your perspective regarding your son’s transition to adulthood in relation to his sensory sensitivities and sensory interests. And I’ll be doing something called a ‘semi-structured interview,’ which means I have my planned questions in my script, but I’ll be adapting them to follow our conversation so it actually makes sense for what we’re talking about. Do you have any questions before we begin?

**Interviewee:** No.

**Interviewer:** OK, awesome. And if there are any questions that you don’t want to answer, for whatever reason, that is perfectly fine. And if there are things you think about that we talked about earlier, you’re welcome to bring them up. It doesn’t have to be a linear conversation.

**Interviewee:** OK.

**Interviewer:** Awesome. So could you please start off by telling me about your child’s sensory sensitivities and sensory interests?

**Interviewer:** Well, he loves trains and maps and anything having **[01:00]** to do with those, and he likes, you know, watching, like, Google, or YouTube videos on trains and doing Google Maps and stuff like that. He’s really into us getting a lot of sensory input, you know, from those things from videos and stuff like that.

**Interviewer:** Sorry, go ahead.

**Interviewee:** Go ahead.

**Interviewer:** I was going to say, could you talk a little bit more about that? What do you mean by “*He likes to get sensory input from those … from the videos and Google Image*”?

**Interviewee:** He’s not sensory deprived, but he looks for sensory input elsewhere, you know, because he doesn’t have the awareness kind of, you know, on his own to … or input. I don’t know how to explain it.

**Interviewer:** That’s OK. Could you give an example maybe?

**Interviewee:** All right … an example? He … I need to think … he doesn’t feel as much as a normal person would. Like, heat and hot water and cold water, you know, it’s hard for him to sense if something’s too hot or if something’s too cold.

**Interviewer:** OK

**Interviewee:** You know, for him, like with the shower and …

**Interviewer:** Yes. Is it to the point where maybe he will like hurt himself if something is too hot, or something’s too cold even?

**Interviewee:** Yeah, he’ll just take a shower in hot water, we have to have a label put where he’s to turn the water on because he doesn’t quite … not understand, but he can’t feel like most people can.

**Interviewer:** You talked about temperature right there? **[4:00]** Is that also the case with other sensory experiences, like maybe pain—will he not realize he’s hurt or something?

**Interviewee:** Yeah. Yeah. It takes a lot more to hurt him than most people. And he used to be bullied and hit, you know, and stuff like that. And he’d have a bruise when he came home. And I’d be like, “*What’s that from?*” And he just like, “*I don’t know*,” you know. He didn’t know where he’d get that. But, you know, I learned from other people, you know, what happened.

**Interviewer:** Absolutely. And then, going back to, like, the trains and the maps—is there, like, a visual element he particularly likes about those things?

**Interviewee:** It’s just visually attractive to him.

**Interviewer:** Yeah.

**Interviewee:** To see the train going down the tracks, going from stop to stop. He knows he knows all the trains in New York City, all the stops. He knows all the stops in Boston, all the buses, you know, all the trains and I think he’s done Chicago and Washington too, but … yeah.

**Interviewer:** That’s a lot.

**Interviewee:** He’s so into, you know, that sensory, visual sensory.

**Interviewer:** And is that just in videos or images or is that also when he sees the actual objects in real life?

**Interviewee:** Oh, he loves it in real life.

**Interviewer:** Awesome.

**Interviewee:** Oh yeah.

**Interviewer:** And then on the screen that you filled out a couple weeks ago, you indicated that he also doesn’t like loud sounds. Could you talk about that?

**Interviewee:** Yeah. Like, when I run the vacuum cleaner, you know, he’ll say, “*Mom, it’s too loud*.” Or if … he doesn’t like when they have fire drills at school because he doesn’t like the fire alarms going off, you know, stuff like that.

**Interviewer:** Yeah. What about train horns, though? Because those can be pretty loud.

**Interviewee:** It’s on a train.

**Interviewer:** OK.

**Interviewee:** If it has anything to do with trains, he’s all for it.

**Interviewer:** Got you. Does he have any other sensory sensitivities or sensory interests, like, maybe with diet or smell?

**Interviewee:** Well, he’s on a gluten-free **[07:00]** diet so, but I think he likes more … stuff that has more spice to it.

**Interviewer:** OK.

**Interviewee:** Because, you know, he doesn’t like bland stuff.

**Interviewer:** Absolutely. Will he not eat bland stuff or does he just prefer spicier things?

**Interviewee:** I don’t think he eats bland stuff. You know, usually, we have to spice that up.

**Interviewer:** Got you. Awesome. And then I think you also mentioned touch, in this form.

**Interviewee:** He used to not like to get his hands messy. But now … they worked on early intervention with him …

**Interviewer:** Yeah.

**Interviewee:** … and he learned how to put his hands in messy stuff. So now he’s kind of the opposite for messy, you know, he doesn’t mind messy things. He’s pretty … unfortunately, he doesn’t feel when his face is messy. He doesn’t know, you know, sometimes, so he doesn’t wipe his face. He doesn’t … you know what I mean?

**Interviewer:** Yes, absolutely.

**Interviewee:** So, he’s totally the opposite of what he used to be like.

**Interviewer:** And thinking about his sensory sensitivities and sensory interests, how does he manage them, how does he cope with them or how do you help him manage or cope with them?

**Interviewee:** Well, I just let him seek out, you know, his … give him whatever he needs, you know, especially, you know, the YouTube videos, where, you know, he loves that, you know, because school can get quite boring for him. And he has to all day be, you know, kind of boring, you know, and not stimulated, like with the video, so I let him watch his videos when he comes home and, you know, stuff like that.

**Interviewer:** Yeah, so that makes sense. For loud sounds and things like that, does he cover his ears? Do you provide him with headphones? Will he leave? What does that look like for him?

**Interviewee:** He doesn’t have headphones. **[10:00]** He just, you know, dreads, you know, kind of dreads the fire drills, and he’s like, “*Mom, they’re going to* …”—because they tell him ahead of time, you know, to prepare him for fire drills. So he, you know, if he has warning, you know, it could be good or bad because if he has warning he can prepare, but in a way it makes him more anxious, you know, so.

**Interviewer:** When he is faced with these moments, you know, even after he’s been prepared, or he’s become anxious because of it, will he, you know, like, cover his ears? Will he just try to leave the situation?

**Interviewee:** Yeah, he’ll try to leave the situation. And I tell him to cover his ears, if, you know, we’re walking down the street, say, and there’s a fire truck coming or something.

**Interviewer:** And then when you were talking about, like, his lack of noticing temperature, you mentioned that you put the … like, a marker in the shower, do you do other things to support him in that way?

**Interviewee:** Well, right now we’re kind of working on, like, safety with the oven and stuff, because, you know, it takes him a minute to get that heat input. So he has burned himself before, you know, unfortunately, with the oven or with a hot pot. So we’re trying to teach him safety around those things.

**Interviewer:** And what does that look like, that teaching?

**Interviewee:** Teaching him how to pick up a hot pot or, you know, to use gloves, to go at the oven in a certain direction, not to go in it sideways, you know, to go straight on, you know, so he doesn’t touch the sides, you know, stuff like that.

**Interviewer:** Thank you. And then you also talked about, with ABA, how they helped him with not being bothered by dirty hands.

**Interviewee:** Yeah.

**Interviewer:** Did he ever have any other interventions to help him with his sensory sensitivities or sensory interests?

**Interviewee:** Yeah, he used to jump on a trampoline. **[13:00]** We have that at home too, we have a trampoline. He used to bounce on the ball at school, if he needed that. I’m not sure what else they did with him at school, but I know they used to have one of those move n’ sit cushions.

**Interviewer:** What’s that?

**Interviewee:** It’s like a cushion with spikes.

**Interviewer:** Oh yeah.

**Interviewee:** Those ...

**Interviewer:** Yeah, yeah, yeah.

**Interviewee:** Yeah, you know, for his chair, you know, and stuff like that.

**Interviewer:** And were these all kind of ways to give him some more sensory input, like, the bouncing and do you think it helped?

**Interviewee:** Oh yeah.

**Interviewer:** In what ways do you think it helped him?

**Interviewee:** Well, he used to, you know, put his head down on the table and … you know, when he was bored, or not sensory stimulated or whatever, you know, he used to put his head down, and the cushions helped kind of give him the sensory input and wake him up a little bit. Same with the ball, bouncing on the ball and stuff like that.

**Interviewer:** Was this just ABA? Or was this also, like, OT and his IEP and things like that?

**Interviewee:** Yeah, it was in his IEP and OT also.

**Interviewer:** And then for food, you said you’d typically spice up his food. Does that mean, like, you’ll bring your own hot sauce to a restaurant or will ... like, what does this look like in terms of supporting that need?

**Interviewee:** No, we just ask them if they have pepper. You know if ... you know, we’ll just ask them if they have certain spices, you know, that he can put on, you know.

**Interviewer:** Got you.

**Interviewee:** And he puts on his own.

**Interviewer:** And is he able to ask for these things that he needs or you just know him well enough to know that he needs these things?

**Interviewee:** Sometimes a little of both.

**Interviewer:** Got you. And then, how would you say his sensory sensitivities and sensory interests have changed over time, if at all?

**Interviewee:** I don’t think they’ve really changed. **[16:00]** I mean, ever since he was, like, two, he’s loved Thomas the Train, you know, and he still watches those videos, you know. And it just ... it transferred on to the real trains and the real, you know, just going from stop to stop and, you know …

**Interviewer:** Absolutely. What about sounds? Has he always been sensitive to sounds?

**Interviewee:** Yes, he’s always been sensitive to loud sounds ever since I can remember. He used to hate sirens going by and we had to kind of desensitize him to that because he’d get so upset, he’d run into the middle of the street, you know, or try to, you know. He’d be screaming, you know, and it got harder and harder to control that. So we had to desensitize him to kind of, you know … and now we live near hospitals so he hears those all the time. Yeah.

**Interviewer:** How did you desensitize him and when did this happen?

**Interviewee:** Well, we would just be on a walk and, you know, if there was a fire engine or ambulance going by, you know, we’d be like, “*Oh, here it comes*,” you know. “*If you want, you can cover your ears*,” you know, and kind of prepare him for that loud sound when it was right near you.

**Interviewer:** Totally. And so would you say these sensitivities to sound are less severe than they used to be as a consequence?

**Interviewee:** Yes, definitely.

**Interviewer:** Got you. And what about his lack of noticing pain or temperature—has that always been there as well?

**Interviewee:** Yeah, that’s always been there.

**Interviewer:** And then, finally, you talked about dirtiness, like, not liking that when he was a kid and now liking it.

**Interviewee:** Yeah.

**Interviewer:** When did that happen, like, can you think of a time?

**Interviewee:** Well, it was just when he was really little. He didn’t like slimy stuff and he didn’t like, you know, he didn’t like different textures, and so, in early intervention, they used to put his hands in sand and they used to put his hands in slimy stuff and, you know, **[19:00]** to kind of desensitize him to those.

**Interviewer:** Yeah. And so this change in not being bothered by, like different hand textures and then also his sensitivity to sounds, do you think those changes are related to any independence that he’s gained over time?

**Interviewee:** Any independence? Yeah. Yeah. I think he is more independent. Like, he will go out on the train by himself and go watch trains.

**Interviewee:** And the … if ... he’s calmer now, if there’s an emergency on a train, you know, he’ll be like, “*Mom, there was an emergency*,” or … One time he was on a train that crashed. Yeah. Yeah,

**Interviewer:** That’s not good.

**Interviewee:** Yeah, he stayed calm and he let the people work. And he said, “*Mom, I just followed what they told me to do*.” And I was like, “*That’s very good*,” you know?

**Interviewer:** Yeah. That is awesome. So you think his independence kind of facilitates ... what do you think it facilitates in this way?

**Interviewee:** It … what do you mean, like?

**Interviewer:** I guess, so, like, I’m trying to figure out do you think his change in, like, sensory, like, reactions or actions is related to his independence, so. Like, you talked about now he’s able to be calm in these scenarios, are those scenarios that are typically noisy and now he’s able to be calm? Is that kind of what you’re saying?

**Interviewee:** Yeah. Yeah, exactly.

**Interviewer:** Perfect. Thank you. And then when he is in scenarios that maybe are loud or he … do they cause anxiety for him when he’s faced with sensory things he doesn’t like.

**Interviewee:** Yeah, like, if we’re together and he has to stay within our group and we’re in a crowded place—not so much right now, because of Covid, we’re not doing **[22:00]** that—but if we were to go to a crowded place to stay with us, and not go off into another crowd by himself and get lost, you know, because of being overstimulated, you know.

**Interviewer:** Yeah. And so how does he manage these anxieties in these loud places or how do you help him?

**Interviewee:** Well, I’ll say, you know, I’ll say, “*Look for me*,” or “*Look for the person you’re with and stay with them. If you want to go somewhere*,” you know, “*tell us*.”

**Interviewer:** Got you. And have these scenarios always caused or increased anxiety for him?

**Interviewee:** Yes, I’d say so.

**Interviewer:** Got you, thank you. And then thinking towards the future, what goals or hopes do you have for your son in regards to his sensory sensitivities and sensory interests?

**Interviewee:** Well, he actually got a temporary job working with …

**Interviewer:** That’s awesome!

**Interviewee:** with the T and the **[inaudible at 23:37]** and, you know, so I hope he has more of that on a permanent basis, you know. He got a job as a dispatcher, which, you know, tells the shuttle bus when to leave and stuff like that. And that was great when he got that job, you know, because they knew him. They saw him when he used to help, even though he wasn’t working, you know, so they hired him on the spot.

**Interviewer:** That’s so lovely.

**Interviewee:** So, it’s more of that. I want, you know, him to be able to go into the workforce and do what he does best.

**Interviewer:** Absolutely. And did they hire … is he still working or was this prior to Covid?

**Interviewee:** No, he was working a little bit during the Covid here and there, but they haven’t been working on the train tracks lately for the last, like, month, I think. So, he thinks that they may start back **[25:00]** up again, but, you know, working on the tracks, but we’re not sure.

**Interviewer:** That makes sense. We’re going to shift gears into our next chunk of questions.

**Interviewee:** OK.

**Interviewer:** So, thinking about community—as your son has grown up and aged, how has his and your community reacted to his sensory sensitivities and sensory interests?

**Interviewee:** For the most part, they understand. And, you know, I’m sure some people think, you know, that’s odd the way he claps in public or the way he, you know, jumps up and down for different trains or talks to himself about the trains coming, you know, and all of that kind of stuff. But I think they’ve gotten used to it, so I don’t know if they think it’s weird anymore, you know, versus just knowing him and, you know, saying, “*Oh, that’s Damian*.”

**Interviewer:** Yeah, absolutely. And then, would you say the community was more or less accepting when he was younger?

**Interviewee:** I think … That’s a good question. I think they were kind of more accepting, actually, because he was a younger ... he was younger, and they could accept, “*OK, you know, he’s ... he has autism, you know, and he’s young*,” and all of that kind of stuff. But now he’s older and, you know, he ... I don’t know if they think he should have grown out of those things, you know, or …

**Interviewer:** Yeah. I know what you mean.

**Interviewee:** Yeah.

**Interviewer:** And then were or are there specific aspects of the community that are like, more or less accepting? Like, you talked about the T and it seems like they are very accepting of him—what about maybe, like, school, your family, maybe religious groups if you belong **[28:00]** to them?

**Interviewee:** Well, with family, they accept him. With immediate family, they accept him for how he is. I think only one of my brothers will make comments. You know, “*He shouldn’t be doing that*,” or “*He should be doing this*,” you know. And, you know, I’ll tell them back, you know, “*This is a sensory issue. He’s* …,” you know, “*he needs this*.” And, you know, make them think about what they’re saying kind of.

**Interviewer:** Yeah, for sure.

**Interviewee:** Yeah, so that’s with family. What was the other?

**Interviewer:** Maybe school perhaps.

**Interviewee:** School? He’s with other kids that are like him.

**Interviewer:** Yeah.

**Interviewee:** So, basically, I think they have accepted him and he’s ... they’re separate, but they’re in the same high school.

**Interviewer:** Got you.

**Interviewee:** So I think the kids have gotten used to his group of people.

**Interviewer:** Sure. And does the school or the teachers, do they like accommodate his needs for, like, maybe sensory input through, like, the bouncing or the chair, things like that?

**Interviewee:** I don’t know what they do now, honestly. They did when he was younger. I don’t know what they’re doing now to accommodate. I should ask that.

**Interviewer:** Makes sense.

**Interviewee:** Yeah.

**Interviewer:** Are there other aspects of the community that you interact with regularly that accept or accommodate him or don’t, accept or accommodate him?

**Interviewee:** Say that again, sorry.

**Interviewer:** Just like ... no, no, it’s fine. Like, are there other aspects of the community that you could talk about, like, are there religious groups, other places that you go out to or things that you belong to?

**Interviewee:** No. We tried CCD when he was younger, but it kind of didn’t work out. He was just totally … it didn’t meet his sensory **[31:00]** needs and he would just freak out every time we had to go. So we kind of left that.

**Interviewer:** Yeah. “*Freak out*”—do you mean like a meltdown, tantrum?

**Interviewee:** Yeah, a meltdown. Yeah,

**Interviewer:** Got you. And then, thinking again towards the future and a little bit more broadly, what are your hopes or worries in terms of how his community will react to his sensory interests and sensory sensitivities in the future?

**Interviewee:** Well, I hope they’ll be more accepting. And I hope he’ll be able to get a good job. Like, he had with this temporary job and accommodate his sensories and his intellect, you know, because he’s a very smart kid.

**Interviewer:** I’m sure.

**Interviewee:** A very smart kid. And so I hope, moving forward, that he can find more jobs for him.

**Interviewer:** Absolutely. Thank you. We’re going to shift again to our next chunk of questions.

**Interviewee:** OK.

**Interviewer:** In this transition to adulthood, where do you see your son?

**Interviewee:** I see him getting a job. I don’t see him … unfortunately, making friends is hard for him, you know, because he has different interests than most people. But I hope he can have a good group of friends and I hope, you know, that he’ll find love one day.

**Interviewer:** Absolutely. Everyone wants that.

**Interviewee:** Yeah.

**Interviewer:** In terms of independent skills, what are … what is he good at? What are his strengths and what does he need some more support with?

**Interviewee:** He needs more support around hygiene, around, you know, cleaning up after himself, learning to **[34:00]** cook, learning to manage money and, you know, stuff like that.

**Interviewer:** Yeah. And what does support look like in these scenarios—like, for hygiene, is it reminders or is it, like, physically helping him take care of himself?

**Interviewee:** Reminders and physical help. Yeah, both.

**Interviewer:** And what about … **[crosstalk at 34:30]** Oh, sorry.

**Interviewer:** Go ahead.

**Interviewer:** It’s hard on Zoom. I was going to ask you what about cooking? You said he’d need support for that too.

**Interviewee:** Yeah, you know, because of his safety. You know, he needs to learn how to cook and follow recipes and be safe around the oven, which … I do a lot of reminders, you know? “*All right, what do you need next?*” and, you know, stuff like that.

**Interviewer:** Is he able to prepare himself things that don’t require the stove or the oven?

**Interviewee:** Yeah, he uses the microwave oven.

**Interviewer:** Nice.

**Interviewee:** Which is very good, you know, for me.

**Interviewer:** Yeah, absolutely.

**Interviewee:** Yeah. Because, you know, there are a lot of gluten free foods out there that you can just put in the microwave and ...

**Interviewer:** That’s fantastic.

**Interviewee:** you know, prepare yourself.

**Interviewer:** And then what about money management? You mentioned that he also needs support in that arena.

**Interviewee:** Yeah, I think he’s lost his wallet, like, three times when he’s been out. So we got him this chain wallet that hooks to his pants. And, you know, I’m always telling him, “*Always make sure you have your card and your T pass*.” So he needs reminders about that. And, you know, he does ask me, “*Oh, Mom, how much do I have in my account?*” You know, so he doesn’t overspend. So, but right now, I give him money and say how much he needs. But if he’s going to be independent later on, you know, I have to teach him how to handle his own money.

**Interviewer:** Yeah, absolutely. I mean, it sounds like he knows, like, that money belongs in an account and there’s, like, a finite amount of it, which is a critical first step.

**Interviewee:** Right, and that you need **[37:00]** money to purchase things.

**Interviewer:** Yeah, absolutely. And so you talked about him going out in the trains by himself—what other things can he do independently or with less support?

**Interviewee:** With less support? That’s a good question. He can get from place to place like even it’s a novel place, he can get there by himself. He’s trying to get a job, so he’s going on interviews …

**Interviewer:** That’s awesome.

**Interviewee:** …. and he does that without me, so. You know, he’s learning how to answer interview questions and stuff like that.

**Interviewer:** That’s fantastic. Does he ever express interest in wanting to live on his own?

**Interviewee:** He has just a little bit, but, with how he lives here, it doesn’t seem like he wants to be on his own.

**Interviewer:** Got you. And do you think he’ll ...

**Interviewee:** … like help, he seems to ...

**Interviewer:** Sorry.

**Interviewee:** He seems to like the help.

**Interviewer:** I mean, it’s nice when someone takes care of you.

**Interviewee:** Yeah.

**Interviewer:** I like it too. Do you think he’ll be able to achieve more independence in the future?

**Interviewee:** I think so, yeah. He does his own laundry—I forgot to mention that.

**Interviewer:** That’s great.

**Interviewee:** He does his own laundry. So I think, yeah, he can achieve more independence definitely.

**Interviewer:** What do you think will help him move into adulthood more and more into independence?

**Interviewee:** I think being in a community where he can be like other people. I think he’ll be able to become independent. **[40:00]** Like, when he turns 22, the services end, unfortunately, and I’m hoping to get him into a program that can further his job experience and further his job … you know, with job coaching and stuff, but I don’t … you know, that’s what I’m hoping anyway.

**Interviewer:** Yeah. Other than this vocational support that you just mentioned, do you think there are other services or interventions that would help him … would help support him in this transition?

**Interviewee:** I think if he had a mentor that would help him. If he had a mentor that he could do things with and do independent stuff with, that would help.

**Interviewer:** And do you envision this mentor being someone like him? Do you envision it being a young adult, like, who is this mentor in your mind?

**Interviewee:** A young adult probably, but probably someone that’s typical—I’m going to say typical, not normal—you know, that is already independent and can help him reach his full independence.

**Interviewer:** Absolutely. And what do you think his, like, full independence would look like for him?

**Interviewee:** Paying bills, you know, having a job, going places by himself, you know, to doctor’s appointments by himself, you know Right now, I go with him to doctor appointments. So I want him to be proactive in … with … in his doctor’s appointments too, you know, about his health and stuff like that.

**Interviewer: [43:00]** Yeah. And now putting these two things together—his sensory sensitivities and sensory interests, and his transition to adulthood—how do they intersect for your son?

**Interviewee:** How do they intersect? Can you explain that more?

**Interviewer:** Yeah. Like, so you talked about safety, right. So you said he isn’t great at registering when he could be in pain. And now you have to teach him more safety skills in the kitchen and that might relate to independence because you need to be able cook for yourself to take care of yourself—maybe things like that.

**Interviewee:** OK. Yeah.

**Interviewer:** Like, how do they impact each other?

**Interviewee:** How do they impact each other? Well, I think it’s harder for him to learn these things, but I think he can achieve them … achieve the independence, he just needs more practice, you know, than most people.

**Interviewer:** Yeah. And so would you say sensitivities are an obstacle, a vehicle, neither or a bit of both towards his independence?

**Interviewee:** I think it’s both. I think it’s both: an obstacle he has to get over or practice to get over, and a vehicle to his interests and what he wants to do when he grows up and stuff like that.

**Interviewer:** Like with the job he got.

**Interviewee:** Yes, exactly.

**Interviewer:** That’s great. And so what do you anticipate as being challenging for him as he does gain more independence in regards to his sensory sensitivities?

**Interviewee:** Challenging?

**Interviewer:** Yeah.

**Interviewee:** I think it’s going to be challenging and take time to get over—to not get over, I’m not saying get over—for his sensitivities, but kind of live with them and **[46:00]** to be in the community.

**Interviewer:** Could you … why do you think it will take him time? What do you mean by that?

**Interviewee:** Well, because he has to practice all the time, you know, staying calm, you know, and that takes a lot out of him.

**Interviewer:** Yeah, I’m sure.

**Interviewee:** You know, his first instinct is to jump up and clap and be happy and, you know, he has to learn how to tone it down.

**Interviewer:** And these moments of activity, like the jumping and the clapping, is this in, like, positive sensory scenarios, like, when he sees a train or when he’s overwhelmed by, like, loud noises, or both?

**Interviewee:** Oh, both.

**Interviewer:** OK.

**Interviewee:** It can be both.

**Interviewer:** So I just want to make sure I understand you: are you saying that he ... it’ll be challenging for him to kind of, like, modulate his sensory responses in, like, a socially appropriate way—is that kind of what you’re saying?

**Interviewee:** Yeah.

**Interviewer:** OK, awesome. Thank you. Appreciate that. What do you think will help him in this arena?

**Interviewee:** Just practice.

**Interviewer:** Yeah.

**Interviewee:** Just a lot of practice.

**Interviewer:** Absolutely. Do you think there are services or interventions that could help provide this practice?

**Interviewee:** I hope so, honestly. Yeah, I’m learning more as I go, and we get into this … into the age, you know, what there is out there.

**Interviewer:** For sure. And then in your experience, do you feel like there are gaps in the available services and interventions for kids like your son?

**Interviewee:** I think there’s gaps definitely, especially when he turns 22. I think, to just end all services, that’s a big gap. And to let him just fend for himself is **[49:00]** … it’s even hard to think about.

**Interviewer:** Yeah, very understandable. I can imagine that. And then, thinking a bit more broadly, how has your son’s sensory sensitivities and sensory interests impacted your goals, hopes and expectations for him as he does navigate adulthood?

**Interviewee:** Well, I just hope that people can look past his sensitivities and his—quirks, I’m going to say—so that he can have a fair chance at having a good job and ... or having a regular job?

**Interviewer:** Absolutely. We’re going to go into our last chunk of questions. We’re almost done.

**Interviewee:** OK.

**Interviewer:** Finally, as a caregiver as a parent, as a mom of someone who has ASD, but also some sensory sensitivities and sensory interests, what does transitioning to adulthood mean to you?

**Interviewee:** I think it’s getting ready for adulthood basically, getting ready for when he does turn 22. But it’s a pivotal moment because it’s going to be … you know, they’re trying to give him the most they can right now before, you know, his school and everything … before he turns 22. So that this whole transition that he’s going through right now, with working at odd jobs, you know, even though they’re temporary or volunteer, you know, can give him the experience of a normal job.

**Interviewer:** Absolutely. And has this perspective changed over time for you?

**Interviewee:** No. No, it’s been the same.

**Interviewer:** And what do you see specifically **[52:00]** happening in your son’s future?

**Interviewee:** Getting a job and living, just living life to its fullest.

**Interviewer:** Yeah, absolutely. Do you see him moving out? Do you see him moving into a group home, having roommates?

**Interviewee:** I see him probably moving into a group home maybe, with adults like him that can help support him and he can help support them, you know?

**Interviewer:** Yeah. Mutually.

**Interviewee:** Yeah, mutually.

**Interviewer:** Do you see him having, like, a partner or a family of sorts?

**Interviewee:** I hope so. You know, I’m his mom and I’m going to hope that’s in the future. You know, I don’t want him to be alone, you know, ever, but, I’m … you know, it’s a dream, it’s definitely a dream.

**Interviewer:** It’s a dream I think most parents have for their children.

**Interviewee:** Yeah.

**Interviewer:** So my last question: how have his sensory sensitivities impacted this current perspective on what it means to transition into adulthood?

**Interviewee:** What do you mean?

**Interviewer:** Like, you said, like, transitioning into adulthood means, like, preparing for that period, it means getting ready when services end. How much a role … did his sensory sensitivities play a role into that perspective?

**Interviewee:** I think it has quite a bit to do with his becoming independent because he has to learn, you know, to do all these things by himself and it’s just a very … I don’t know, I think it has everything to do with his transition to adulthood.

**Interviewer:** Is it that his sensory sensitivities play a role into that too, or just that he would need to transition?

**Interviewee:** No, the sensitive definitely plays a role.

**Interviewer:** OK. Awesome. It plays a role in that he needs to practice all these independent skills, is that what you mean?

**Interviewee:** Yes.

**Interviewer:** OK, awesome. Thank you. So **[55:00]** that’s actually it for me on my end. Would you like to add anything?

**Interviewee:** No. **[inaudible at 55:07]** Everything.

**Interviewer:** Awesome. Thank you so so much. I so appreciate your time and your insight and for rescheduling for us, we really appreciate.

**Interviewee:** Yeah, when that ...

**Interviewer:** No problem. Do you know anyone else who might want to participate in the study or might be eligible?

**Interviewee:** I’m not sure.

**Interviewer:** No, that’s fine.

**Interviewee:** Yeah.

**Interviewer:** It’s always worth an ask. Awesome. Well, again, thank you so much for sharing your perspective with us. We couldn’t ... we appreciate it so much, and we couldn’t do it without people like you.

**Interviewee:** OK. Thank you.

**Interviewer:** Yeah. So as soon as we’re done today, and as soon as this video renders, I will send you a big thank you email and it will include a gift card as promised for your time and for all of your effort.

**Interviewee:** OK.

**Interviewer:** Can I do anything to help you? Do you have any final questions for me?

**Interviewee:** No, I’m good.

**Interviewer:** All right. Awesome. Well, if anything comes to mind, if I can help in any way, you know where to find me, please, please email me or call–happy to help in whatever way we can.

**Interviewee:** OK, thank you.

**Interviewer:** Thank you. I hope you have a great rest of your day.

**Interviewee:** Thanks. You too.

**Interviewer:** Bye.

**Interviewee:** Bye.