

Me: It is now recording and I'll just pass it out there and you guys can pass it to whoever. Start from the middle. That way it can go out or if it needs to go under. The top, like right now it's pointing to me, that's the part that records. So if you have more towards yourself, yeah, turn it around that way,

#4: Okay cool.

Me: Then it's recording.

#4: So that's the microphone on top?

Me: Yeah, that's the microphone part. So if you lay it looks so it looks like it's upside down it's pointing to you and recording you.

#4: Gotcha.

Me: And then we've got this one as a backup just in case to record. Okay. So we're going to start with some questions about children. Just share what you think, what you feel. Don't worry about whether you think somebody's gonna agree or not. I'm just looking for what's on your mind, not what you think somebodies [inaudible], okay. So first question, this is really broad. Tell me what y'all think about children. Oh, by the way, one thing to let you know, I gave you paper and pencils so that if I ask a question and you have a thought but it's not your turn to talk, you can just write down something and you don't lose your thought. So that's the main reason that's there, and any other notes you might want to take. Okay. So tell me what y'all think about children, whatever comes to your mind. Whatever you want to start off with, and whoever wants to start off. Maybe even raise your hands.

#2: Do you want me to say my number?

Me: Yes. If you can start off with number, just say I'm number two. And then..

#2: Cool. so I'm number two, when I think of kids, I just honestly think kids are just really magic. Like they just absorbed so much and can think in all these different ways that whether adults could think of like that before and they lost it. Or you know, some people just, I don't know, they just kind of lose that little spark that all kids seem to have. It's like magic, it's like the best, I feel like the most encompassing term.

Me: Interesting. Interesting way to look at it.

#3: I'm number three and I'll just say what I think's on everybody's mind. Children are a lot of work. They're a lot of fun and they're worth it. But way more work than I ever anticipated.

Me: It even continues a little bit after they leave home.

#3: Yeah, yeah I mean you're, once they're your kid, they're always your kid. Right? That work never stops, you know? And as a young child you look oh, you know, I'm going to have kids and you just babysit and think it's fun. It's gonna to be great. And you don't get exposed to the harder stuff until later on and stuff, which is probably a blessing, so. But a lot of work is what I think of when I, when you first said that.

Me: Okay.

#5: Number five. I really like to, it's kind of fun to see kind of the world through my five-year-old eyes. Just the way that she's learning and growing and developing. It's really fun to see her work things out and figure, figure out how it is, and how all of that works. And so I have to sometimes take a step back even to realize, why doesn't she just do something, cause she doesn't know how to do it. You know, she's trying to figure that out on her own.

#4: Number four. Um I think children have a way of inspiring people or me per se. Or just maybe it's just a reason, another big reason for pushing forward and, and I don't, I don't know if it's the right terminology I'm looking for, but another reason for living and

#5: Do they help give you a purpose?

#4: Yeah. Yeah. I like that. You know, maybe a purpose if in addition to, you know, what we already had.

#1: I think children are great and super fun and they make things exciting. They make holidays magical. It's exciting to experience the mundane with a child who's experiencing stuff for the first time. It seems very normal to us. So I think it's very fun, very fulfilling, a great learning experience. It is a lot of hard work. I do definitely agree. And I, we talk at, in our family as our family is being a team, so they, I also think of

my children as my team members and they're there to help me just as much as I'm there to help them.

Me: Do you want to say anything?

#7: Yeah. Number seven. I just, children are a blessing. That's the thought that comes to my mind. That's not saying too much in too many words, but they're probably my greatest joy.

Me: Cool. Well, very good.

#4: Okay. Number four. One more thing that came to mind. They are a good mirror, good mirror of maybe who we are really, and maybe what we need to work on the most. So.

Me: I do want to check one thing, just to make sure I did what I said I was going to do, if it's locked. Yeah, it's good. Just wanted to make sure I didn't get messed up. It should have a red light solid, not flashing. It mean's that everything's good. So if you notice it flashing or anything like that or just off, then [inaudible] Okay. Number two, our next question. I've got about 31 questions, just so you know, and I might, like if I ask a question, you might say something. I might say, well, what about this, so I might go over. Just giving us some perspective on how long we're talking about. So number two, this is a complete the sentence. So this one. Anyway, so the sentence begins, children are naturally, and you fill in the blank. [inaudible]

#3: [Laughter] I just think chaos. [laughter].

New Speaker: [Inaudible] Chaos!

#3: I'm number three.

#1: Number one, children are naturally curious.

#7: Mhm, that's what I was going to say too.

#2: All right. Number two, they're naturally creative.

#4: Number four, naturally energetic.

#7: Yeah. Yeah I was going to say they're, number seven, naturally curious, like that's why most of the messes that they make are not, it's not an attempt to make more work for mom. It's not an attempt to just make like life difficult or to break

something on purpose. They're not trying to be rude or mean, or they're simply trying to figure out how something works and they don't realize that it can be problematic what they're doing when they spill a five gallon bucket of sugar on the floor and then proceed to ski in it. You know, they're just trying to have fun.

#5: Number five. Now I lost track what I was going to say once you started talking about snow, skiing in the sugar.

Me: Children are naturally-

#5: That children are naturally to me, they want to do what's right. They want fairness as well. My little girl, is always like, well that's not fair. So to me they, they always want kinda that balance, that, that good in the world.

Me: Okay. I kind of want to ask a further question to everybody, but what she said about [their?] naturally curious and when they're making messes and things, that it's really out of curiosity, what do y'all think?

#5: Number five. They're constantly learning and that's, that's the reason that they're, they're making the messes, the reason they're getting into everything is because they want to learn and grow.

Me: Okay.

#4: Number four, I think they want, I agree with that. But I think it's because it's still fairly new to them. That's everything is new and that's why they want to learn because it's not something that they've seen for so many years like we have and it's, it's all new, and so.

#2: Uh number two, I think kids are so curious too, cause they don't have, I don't want to say they don't have boundaries, but this kind of it like they don't have boundaries. They don't have, like some status quo, they have to worry about or what someone else is gonna think. They just are like, what is it? Now I'm going to figure it out. Like there's, there's no second guessing when you're a kid, which is kind of just so pure and wonderful and terrible at the same time. [laughter]

Me: Yeah. Okay.

#3: I think also is there, what is it, ego, Oh, number three, egocentric. So they, they aren't thinking, Oh wow, this is a

fire hazard for my family. Like, or like, you know, because they're just thinking about them and because they are learning, they learn through all of their senses and they don't have that pre notion of what's clean and what's not clean and what's safe and what's not safe. The world is just a place to discover and it's exciting and, and things like that. So we all have this expectation of what's clean and this is order and they, they don't know, they're just learning.

Me: Okay. [inaudible] Next question, what are some normal behaviors you might see from children different ages, whichever ages you feel you want to talk about. So what nor-, what are some normal behaviors you might see, with [inaudible], whatever different ages.

#2: I feel like any child under, especially under five is kind of just emotional chaos. My experience, there's just a lot of big feelings going on and not sure how to deal with anything in the world and everything just seems really hard sometimes and just big emotions.

#3: Number three, I often get asked, what should my kid be doing at this age? Or what kind of things, you know, is this normal behavior or things like that. And it's kind of interesting to me because I usually just tell people that's what's normal for your child. Like we like to compartmentalize things. And I almost think it's a little debilitating to our kids and a little unfair because they are, they all do, we all have such big feelings, not just kids.

#2: Yeah.

#3: And we all experience things differently. And so by putting this status quo that, you know, your kid should be doing a, B and C by this time can be, can create a lot of anxiety and it's almost questionable as if maybe that's why kids are on the rise, having, you know, anxiety and some of the other things that are debilitating to them. Because as a society, we have these expectations of what they should be doing instead of seeing where they're at and seeing where we can help them grow and where we can help them learn.

Me: Okay. Thank you.

#7: Number seven. So I've noticed around age four and five, whenever we're trying to play a board game or something, every one of my kids is screaming and throwing a fit when they don't

win. That seems to be pretty normal. And then gradually they learn, Oh, it's more important to have fun than to win. And so they kind of grow out of that. I've seen like around age eight, like them really pushing the limits of things that they've been taught. Like wanting to like, steal things or yeah, I, I've, I've had a couple of kids that have tried stealing about age eight and so yeah, pushing the limits of things that they've been taught are wrong, but trying it out anyways. I have noticed from even as early as toddlers, all kids are very curious about their bodies and there and so yeah, as soon as you have to kind of watch on their body awareness, like if they bathed that their siblings like at what age and notice that's kind of a different age depending on the child on how much they notice about their siblings body. And if they start to notice too much then it's time to give them their own separate baths. But that's happened at different ages for each child. So those are some of the things I could probably come up with a lot more if, if I had more time to think about it, but,

Me: That's okay, whatever, whatever comes to your mind right now is good.

#7: Yeah.

Me: And you mentioned [inaudible] their bodies, I have a granddaughter, she's about two. She likes to pull her shirt up and stick her finger in her belly button, she'll walk around like that.

#5: I have my I'm number five, and my little girl, she likes to always be the winner as well. She, to get her to eat dinner tonight before I came over, we had to have a race and she, she was losing and therefore she gave up. She didn't want to eat anymore because she had lost because I had had my dinner done. And so when you talked about playing games, that kind of made me think about that. But I told her, I said, no, you only lose if you've, you know, if you give up and you don't keep going. And she said, but, but you won. So yeah, one, one thing that's, I don't know, that's, hopefully she'll outgrow that sometime.

Me: [Inaudible] Anybody else have anything?

#7: Teenagers. Sorry, number seven again. Teenagers. my daughter at, at 15, she was 14, she tried cutting her wrists and she only did it once and then we talked about like the dangers of why and, and so I was reading up on it and I learned that that is a fairly, I don't want to say normal, but it's a very common

behavior at, for girls at the age of 14 to to do that, to self harm. So that's interesting that I learned that.

Me: Yeah, it's, I mean has that been in all generations or is that it's a current thing.

#7: Yeah.

#5: I would say it's probably getting more common. My wife and I, for a couple of years, we volunteered at the youth prison in salt Lake and with that we were assigned to a girls group home that they were 12 to 18 year old's. And I would say, probably 95% of them that was, that was a thing. But for them it was to get attention. So.

Me: Okay. Well, next question, unless anyone has anything [inaudible] This one should be an easy answer. How do you feel about your children?

#5: Number five, I've got the cutest kids in the world. I've trained them quite well. When someone says, why are you so cute? They say, because of my daddy. And then, and then my wife has trained her to say, now where's my quarter dad? Luckily, the, the, you know, the six month old doesn't say that yet. No, I, I just, I'm excited for my, for my kids. I mean I worry for them as well, but I'm excited for them to grow and develop and, and see the world. So,

Me: Okay.

#7: It'll be quicker. Number seven. I'll be honest, like the last two, I was older and they came a lot harder. Like I would rather handle my three teens than the four and three year old. It has been really, really hard because I was an older parent to have those two and the, the circumstances surrounding both of their births and the postpartum stuff that came afterwards. Like I've really struggled like to love my, my baby. That's three and a half because she came at such a high cost to me and my mental health and my physical and then my, and my physical health. And so I have to tell myself like, Kay, it is getting easier in raising her as she gets a little older. It is getting easier, it's not near as hard as it was and and the reward is going to come down the line when the other kids have left home, and I still get to have children at home. Like, because I've found that I really, really enjoy my teenagers because when, when they're raised right, as little tykes, then I, I don't have the teenager problems that I hear all these other women that I know

complaining about. My, I'm very close to my teenagers and they tell me about their day and they and I have to tell myself with my little ones, it's, it's going to get, it's going to be that way with them too. I just have to get through what's hard for me and and it'll be all right. But, but yeah, I've questioned a lot of times why did I have those last two babies, because it came with such a high cost to me. So I just, the reward will come later on. It's not an instant reward to be a parent. It's years and years and years of trial and error and tears and, and lots and lots of of happiness too. We've had a lot of great times with the ones that are older. So

Me: Anyway, that microphone [inaudible] It's good at arms length, it'll [pick it up?]. If it's too close, I have it on the high sensitivity, so it could get distorted if it's too close to [inaudible].

#4: Number four. I think that my children are, are brilliant. And that's largely because of my wife. I just need to get out of the way of their brilliance, you know, naturally. That's, that's [trailed off].

#3: Number three. I think it's interesting hearing your story cause we, we're older parents I guess you could say, but not because we wanted to be, we just, we couldn't have children for a long time when we first got married. So we started doing whatever we could and we did foster care and then all of our children started coming. And there's definitely a physical cost to that. But it's almost because your body's older and I've had to have all my children really close together because they decided to come so late. So I just think when I think of my children, I just have so much gratitude and love that, I mean, like she said, they're my greatest blessings and they are my greatest teachers too. So.

Me: Okay.

#2: So number two, the question- what was the question again? How did you word it?

Me: How do you feel about your children?

#2: I know I have the answer in my mind, but I want to make sure I word it right. Honestly when I think about my kid, I just, I get really anxious. I'm just a very anxious parent as a whole. Like par- Like motherhood for me has been just absolutely painful, on every level. I've found out the hard way that I was

schizophrenia at the same time I had my child. So, and I not only as technically Schizoaffective disorder, so it's like multitude of stuff and now everything's pretty solid and good and everything's going really well. But I just remember how my parents raised me and I'm just, I have all this anxiety when it comes to my kid cause I'm just so worried. I'm like, what if I say the wrong thing or do the wrong thing or this thing happens. So, and I think about my kid, like, yeah, like kids are great and all, but honestly I'm just like, anxiety.

Me: Okay.

#3: It's a lot of responsibility.

#1: Number one, I feel, how I feel about my kids is I love them tremendously. We, we joke, but I- I always said I wanted a bunch of little minions and my wife said, okay, well then let's have kids. So I, I, we joke about them being my little minions and not necessarily that, that they're minions, but they are my team, like I said. And so they're, they are part of the team and they help with everything that we need to get done as a family. And so that's, that's really fun to have them be part of my team.

Me: Okay. So next one, what are some things that can affect how children look at life and how they behave? Things that can affect the way that, their outlook on life and how they might behave. What are- Just whatever things you think might affect those things.

#2: Number two, I feel like your attitude as a parent, it's a huge thing. Like there's all sorts of other factors like with school and friends and stuff, but if you can't honestly keep yourself in check as a parent, no matter what level it is, your kid's going to feel that and act out in the same way too in most cases.

Me: Okay.

#1: I'd, I'd agree. I'd say, this is number one. I agree that I think the parents' attitude towards things is a big a big influencer on how children perceive life and how, how they go about it. I think also like the, the events that occur when they explore and try new things and as their curiosity leads them down different paths, if they get hurt, then that affects then the rest of their decisions and stuff and, and a parent's attitude towards those different situations can affect the

different way that, that children react to the situations. You know, if they get hurt and then the parent reacts fearfully or angrily or something like that, then that could affect how they, that hurt is perceived or if the parent laughs or says it's all right, try again. Or you know, whatever it may be. That the parents' attitude is, they kind of, I think kids look to their parents on how to react to situations, at least early on. So I think that's a big influencer.

Me: Okay.

#3: I think another big effect for kids is, is just the basics. Do they have shelter, food, water, clothing, and also their parents attitudes towards those things. If there's a lot of stress in the home about whether there's going to be those things in the home, then the kid, it trickles down to the kids and that really affects them. That's number three. Sorry about that.

#4: Number four, just real quick. I think time mostly things that have to do with the parents' interaction. But not only quan- quality or quantity of time, but quality time directed towards, you know, with them sharing time with them has a big effect.

#5: Uh number five, I definitely agree with the time. I think that's very important. I saw the sign over here that says mistakes are proof that you were trying and I think it's good to let kids learn to fail. They're not going to win at every single thing in life. And not that I want my daughter to be a failure, but I want her to know how to overcome those failures so that she can go throughout life and then have that outlook that I'm going to try new things, I'm going to do these and it's okay to fail because I know that I can change and learn to do better.

#7: Number seven, I think words play a huge factor in, in children. I, my mother was the most nurturing, loving, perfect mother. And there were only two times in my whole youth growing up that she said anything negative or bad to me, but I still remember those two things. The first one was how come you only got my negative qualities and not my positive qualities? And the second was, it's your fault that your dad and I got divorced because you were such a selfish child. Like, and, but, and it doesn't matter like that. She was so like perfect and everything else. Those, that's what has stuck with me. Like so vividly the the negativity in, in those two statements. Because as a child you literally take it as truth. Like if um, with words that are

spoken, you don't know as a child how to challenge those beliefs and how to you know, those are skills I'm still learning as an adult is how to challenge ingrained beliefs from my childhood. And so words play a huge, huge factor I think.

Me: Okay, alright. Thank you. Definitely some good points you guys make. Okay, I'm going to give a, a statement, and, I want you guys to just, talk about the statement. You can agree with it, disagree with it, pick it apart, whatever you want to. This is the statement: A child's behavior develops from both their biological nature and the environment around them.

#3: Can you say it one more time?

Me: A child's behavior develops up from both their biological nature and their environment around them.

#7: You want us to write it down or to answer it?

Me: Well, you might want to write it so that you can answer, but I can do it verbally if anyone is ready to do that cause I wasn't planning to collect your papers.

#7: Okay. I, I believe in nature and nurture, like like when you have, I'm number seven, when you have mental health issues, like I've had a lot of mental health issues are coming down to biological things, but also the nurture part comes and plays a part and so like you might have a, a biological mental illness but if you had abuse as a child on top of that, the nurture part of that you're going to be worse off than if you have only the biological side. So I look at what I went through as a child and and I, I have to tell myself, okay, my children might have the mental health issues, but they were given a far better, stronger base than what I had as a child growing up. And so they are not going to have the problems from the nurture side of things because they have been loved and nurtured and cared for their whole lives. So they might still have the biological side of nature. And mental illness, at least one, possibly two of my children have that. But I think that their outcome is going to be better because they aren't going to have the backlash from like abuse and things. So,

Me: Okay.

#3: When you read that statement, it made me think of Dr Siegel's work in brain development, number three, sorry. And doing foster care. You know, we went to a symposium where he

talked about how the neuro pathways in our brains are always growing and changing and adapting. And so with that, you know, not only biological, but environmental factors play a big role on our children's development. And he would always tell us as foster parents, you need to stop saying you're not biological parents because you are changing neuro pathways and kids' brains. That's biology. So it was just kind of interesting.

#2: Number two, if you like, if you like psychology at all, like nature versus nurture is huge argument on its own. But honestly, you you could have a prize winning flower and you can plan it. But if you're not nurturing it, no matter how great it was when you put it in the dirt, it's not going to grow. Like you could have all these wonderful things naturally, but it's just not nurtured, it's not going to go anywhere. So nurturing is so much more, I, I personally think nurturing is so much more important because you could be dealt some of the crappiest cards naturally and with work and patience and time, like you can make that really grow.

Me: Right. Okay.

#1: Number one, and I agree with the statement.

Me: You agree with the statement? Okay. Does anybody have an opinion as far as maybe which is stronger? Does it lean more towards biological, more towards the environment, a bit in between, or does it maybe cover the range depending on who the person is.

#1: Hmm. This number one still. I guess I would feel like probably earlier on it would be more biological and then later on it would be more nature as a child develops it, it their, their surroundings start to influence them more. But earlier on it's probably, probably more their genetics.

Me: Okay.

#2: Number two, I think nurture is so much more important, like the environment around you and what you're being taught and brought up with. It's just so much more important. I mean, you look at pretty much anybody that's done just about anything that's like really worthwhile and they generally have a lot of strives and hurdles to overcome. Like they didn't have a lot of things come naturally to them necessarily. And I really think, yeah, just that caring and everything, that nurturing is so much more important than what nature can actually give.

Me: Okay. Anybody else? Okay. All right. Next. Describe the ideal child.

#2: Number two. It doesn't exist. [laughter]

Me: Well, the ideal that you would say that's the ideal child you're in. If that kid doesn't exist, what would that kid be made up? If there was such a thing?

#2: Right. I feel like I might sound like a horrible parent for this, but it'd be the pile of money I spent on my child and the minus of a headache that I would have. [laughter] I love my kid, but you know what?

Me: What would make, what would make, [inaudible] the ideal child.

#5: I want a child. This is number five. I want a child that eats all of their dinner. I want a child that minds and listens when you ask them to do something. I want a child that loves to clean up after themselves without being asked. Now I sound like a horrible parent, right? But I also want a child that is curious and wants to grow and wants to work at things because they keep getting something wrong and they keep working on it until they figured it out and then they're so excited and they'd come and say, daddy, daddy, I figured this out. That's what I want.

#1: This is the number one. And I don't know, in my mind, I feel like the ideal child is any child. I don't, I, I don't necessarily think that I, I mean I would love my children to eat their dinner and to pick up their toys and to do all those things, but I don't think that's necessarily that, that would be an easy child. But I think a perfect child is, um,

Me: It doesn't have to be perfect, ideal.

#1: Well ideal chi-, I feel like the ideal child is just a child that's ready to learn, willing to listen,

Me: Mhm.

#1: And to experience, which I feel like most children are. So I, I would argue that most children are the ideal child. Um, perhaps, perhaps ideally your child wouldn't come with disabilities that would prevent them from experiencing those

things. But I think even in those situations, that's just a different kind of child. They can still be an ideal child.

Me: All right.

#3: This is number three and I think, like I said earlier, I think that's one of the biggest problems we have in society is we're compartmentalizing children saying this is what the ideal would look like. This is what your two year old should be doing, three year old, four year old or whatever. And then as spin off the disability is, I've always looked at kids, we all have disabilities, we all have things that are debilitating to us and the way that we function or the way that we think of things. Or maybe we have physical disabilities or whatever, we all have them regardless. And I don't know, through my little time here on earth, I feel like those are gifts they're truly gifts to, to humanity really. And so, yeah.

#4: Number four, um, I think the ideal child in light of, um, in addition to what everyone has said is a child who is, is not restrained in any way to become who they ultimately want to become. In other words, they are fully empowered and enabled to do whatever it takes to be who they need to be. Or not limited, I guess is a better word.

Me: Mhm, okay. [inaudible] Did you want to say anything?

#7: It might be a little off topic. So, number seven concerning like disability, I remember like when I was trying to face with my, my daughter and realizing that she was not normal. Like I, I don't diagnose, she would be on the autism spectrum if she were, and it just wasn't right to give her that diagnosis. So we didn't, but I remember crying over, you know, my child is not the child that I expected that she would be. And, but then you come to acceptance and you think about all that she is, you know, and but like in, in the case of like mental health, I've, this is the tangent, I wondered why, why are we calling all of these things? Like every mental health diagnosis that I have. You know, this, this is, this is labeled at the end of it as a disorder. And I'm like, there are so many beautiful things about mental health disorders that I, I don't think that I would trade, my diagnosis is just so that I could have a normal brain because I, I like for instance, ADD which a lot of kids nowadays are labeled with. You have ADHD, attention deficit disorder. Like, yeah, that means your brain is all over the place. And like when I would go outside and I walk, I can see, um, I can, I can notice the world around me. I see the world in full surround

sound, HD color, and you know, I noticed the lady bug and the trees wrestling and the sunshine or the sunset and the people that are out, you know, bustling about. And that's how an ADD child's mind works. And yet we're calling it a disability. Well, I wouldn't want to trade my ADD for, for a normal brain that doesn't get to experience the world in full color. So why are, why are we still calling it a disability and why are all of the mental health things that I've been diagnosed with call the disability when they're, they are problematic at times, but at other times they are so beautiful and wonderful. I wouldn't want to trade that. Like so,

Me: Interesting.

#7: Kind of off tangent, but a lot of kids today are facing mental health diagnosis at exponential proportions from when they used to be. Why are we lab- Kind of like what number three said, why are we putting everything in boxes and instead not appreciating children for each of their individual talents and the things that they can do rather than focusing on the things that they are struggling with.

Me: Yeah. Okay. So we've just talked about the ideal of child, the next question, which relates to that, but what sort of adult does this ideal child become? So whatever the deal child to you describe, what does that child become as an adult?

#3: This is number three. And like I said, if we don't compartmentalize kids, I think that when we get the adults that do things that no one ever has thought of, that's when we get people that land on the moon and fly in the sky and go to the depths of the sea because there was no limitation. And so they felt like they could do anything. There was no, this is what you have to do at this age. And so there, I mean, that's the kind of adult you get is, is new things that are beyond our capacity of even knowing what is, is available.

Me: Okay.

#1: This is number one and I feel like yeah, a, a child who can get past any, any faults of their parents or restrictions that they had growing up and can choose to become their own person and make their own decisions and grow beyond any of the challenges they had growing up, I think is the ideal adult is someone who can not have those become any of those past things, become restrictions to what their potential is.

Me: But like, the ideal child that you talked about, what does that ideal child become as an adult?

#1: Well, I, I would think that just like I talked about the ideal child being, I think most children, pretty much any children can be that. I feel like I would hope that any of them could grow up to be that adult that would not let the faults of their parents or the restrictions of their life prevent them from any of the opportunities that they wish to achieve.

Me: Okay.

#5: Number five, I would say that the adult ideal child becomes, I would say that they become an ideal adult or that they're able to take the things that they learned growing up, their experiences, and they're able then to pass that on to the next generation to help raise that ideal child. Yeah.

Me: Okay.

#3: Just as you were talking this, number three, I was thinking the ideal child is gonna, if the parent has an idea for what the child should be in most cases than not, they're probably going to become not that like you've seen so often the expectation of the parent, you know, the Bishop's child if you will, or whatever, that's, you know, outraged or whatever. You know, you often see that when there's that expectation on kids sometimes, you know, it goes multiple ways. Either it's so high, they don't feel like they can accomplish it. So they go clear wayward. Not in all cases, but you know, in some cases you see that if you have this strict expectation they could do completely opposite of whatever that ideal is. Yeah. Yes. Just an observation.

Me: Very good. It's gonna take longer than I thought. I'm gonna try to, try to get through them quickly, but we only have half an hour and I'm on, I just, that was number eight out of 30-31. Okay. So the next one to help a child become the ideal child, I would, complete the sentence.

#7: Number seven. Our parents I, I am the youngest of four girls and our parents were asked often times, what did you do to raise four successful children? And my mother's answer was I just like, I, and I try to follow the same pattern, I just saw what their natural talents and curiosities and abilities were, and then I put the tools in front of them to grow and expand those natural abilities and talents. And then I was there behind them to encourage them along the path. And so there was never any

forcing, there was never any like you know, if we wanted to quit and well maybe you should try it a little longer, like coaxing maybe, but never, ever, ever forcing. And so I think that when you allow a child to progress and to find whether natural talents are and the things that they actually enjoy and allow them to pursue that where they want to do it, then they're naturally going to excel and be better and better at it because that's what they, that's what they enjoy doing. And so I, yeah, I think that, that, that helps.

Me: Anybody else want to take a stab at raising the ideal child? Or helping them become the ideal child.

#3: I think she said it. Nurture their natural,

Me: So that was our first one that's kind of talking more about the parenting aspect where we were talking about children themselves, but now we're looking at ideas about parenting. So as a parent, what is your goal? What are you trying to accomplish with your children?

#1: Uh, this is number one. I'm trying to, as a parent, give my children access to the answers to their questions and access to the resources they need to experiment and to learn. And the access to give them the structure they need to stay safe while exploring and learning.

#2: A number two with my kid, I really just, I strive for her to be emotionally intelligent and to be really just mentally aware, like mental health, mentally aware. I feel like if people can have those stepping stones, that's what can branch off into other positive things in life, especially the emotional intelligence. If you aren't quick to anger and you know, what really makes you tick, essentially it's gonna help you do the best that you can do.

Me: Mhm.

#4: Number four, I would say one of my biggest goals for my children is to help them experience life. And it's all, all of its blessings and struggles and still come out loving people and not developing hate or disregard or, or differences. But to do, find to help train them to find similarities and, and ways to conclude others and, and to show up, basically.

#7: This is number seven. My, I have four goals for our children to raise them. The first I want them to love God. The second is

I want them to love their fellow man. The third one is I want them to be a successful contributor of society. And the fourth one is I tell them I want grandchildren. [laughter]

Me: That's a nice thing. So what are some of the things that can help accomplish these goals?

#5: This is number five. I think the, some of the things to help accomplish those goals is the time that you invest with them.

#2: Well, number two, kind of going off of that, it's just really patients I feel like if you can be patient as a parent, you can teach your kid pretty much anything they need possible. Patience is such a big difficult thing.

#1: There's a number one, I think money is very helpful in,

#2: Yeah [laughter]

#1: Providing for all those needs and stuff for your children. Money is extremely helpful.

Me: Good point.

#4: What you said, Oh, this number four, what you said helped me remember. If a child learns how to, to work and develop a skill, then money shouldn't be a problem, you know? And, and so I agree. But work helps provide money.

#3: This is number three. This might stir up some emotions, but I think it's important to teach our kids right from wrong and to be able to feel the difference. I think in our changing world we're trying to shift to this notion that there is no right and no wrong and I think we're seeing a lot of backlash for that. So call me old school or whatever, but I think that there are things that are right and wrong, contribute to society and don't contribute to society. And so teaching my kids to that, it's OK to, to question. It's okay to wonder. It's okay to research and fill out, but there are things that are right and there are things that are wrong. And to be able to weigh the differences of those things on not only themselves because not just about them. We're in a a family unit, we're in a community unit, we're in a universe unit and everything affects everything. And so to teach them to be able to distinguish between right and wrong and truth and error is really important to me.

#7: This is number seven. I agree with number five in that time is a huge factor in that. But I also agree with number one that money plays a huge role and the child that has access to sufficient financial funds where their parents can afford like little league where their parents can afford private violin lessons where their parents can afford. And, and even even dig deeper at where the child gets three full meals a day and two snacks a day. Where the child ca- I've, I've lived in extreme poverty in my lifetime and you, you absolutely cannot function and reach your best potential if you do not have enough food on the table, enough food to eat if you don't have it does mental damage, it does physical damage to not have enough food. And so you have to look at poverty versus wealth and like, you know, if there's a child in high school who is homeless who doesn't get three meals a day, you know I, I have a very wealthy sister who, whose biggest problem is her, um her 16 year old daughter is going to her eighth prom. And what, what dress her daughter going to wear, you know, this time around. So, you know, they had plenty of money so that, that's their biggest problem versus, you know, a family who has children. What, what are we going to eat for dinner tonight when there's no food in the house being the biggest problem now, which child is potentially going to be more successful? Well, you know, I, I guess I guess though it would depend on what your definition of success is. So but in, in, in social pressures, when you take into consideration social pressures today, like social media that we didn't have before. And the definition of success is how well are you doing socially? Then poverty is going to take an even larger focus because if people don't see that you have clean clothes to wear or you know, you're going to be rejected by your peers.

Me: [Inaudible] Okay. Next one is what role does example play in raising children?

#2: Number two, I feel like examples, it's just one of the biggest parts of being a, a parent. Kids are sponges, they absorb everything and that includes what you say in your actions. Like there's little things that I don't even realize that I say all the time until my kid starts repeating it. She'll ask to do something, I'll just tell her, go for it. I didn't realize how annoying that was until my child every time I was like, do you need this? So say go for it. I'm like, [sigh]

New Speaker: [Laughter]

#2: Like, yeah, kids. Kids are just sponges. You got to be a good example.

#1: Is number one. I feel like a lot of times, example is more influential than like the instruction that you give and a child is a much more likely to see how you're doing it and follow that. Then to listen to the instructions of how to do it. And I think that's just kind of natural. I think even adults do that. We tend to see how people are doing things and follow that more than the, the instructions were given.

#5: Number five, I think example is a very important thing um, in raising your children because whether your a good example or a bad example they're able to see something and they can mirror that. And in a lot of the times I agree with number one kids and number two, I mean, kids watch you and they understand and they copy you and they, they want to be like, mom, they want to be like dad.

Me: Okay, well next questions is, what are some of the sources of examples, or behavior models, that children follow?

#3: This is number three. And I think anything they're exposed to, so that goes for media sources, TV, if they go to school exposure there, things they see at the grocery store. I mean, anything that they're, like number two, said they're sponges. So anything that they come in contact with really they're using as an example and processing. And, and trying to figure out where they fit with it. So really everything, literally everything in their life affects and affects them.

Me: Okay.

#1: This is number one and I, I'd agree with that. All of the like I think media plays a big role, different kinds of media. We're seeing people adults that are around us. Any, any interaction with other people and the examples that those people set peer and social pressures of people around us. I think even like social media and stuff now plays a big role in that. But coachesum leaders people we see around us in the community, all of those people affect.

#2: [To The baby] You're distracting.

Me: Anybody else?

#5: Nothing profound here. This is number five. I was just gonna say the social media I think is a big, big thing nowadays for kids, especially our teenagers and whatnot. They use that and it can completely change lives for the good or the bad.

Me: Are you saying that that's a source of example?

#5: Mhm.

#3: You didn't mention, this number three, religion. I just throw that out there on the table too. Religious factors.

Me: Um, [inaudible] What demeanor is best to use for parents when communicating with children?

#3: Number three. Calm, calm, calm. Calm and collected if you can.

#4: Number four, ditto.

#2: Just, number two, just patients. Same thing. I had my kid which had screaming in my face cause we were, we argue about her going to bed at night in her own bed. And after about a 30 minute her screaming at me and me going, well how can we fix this? Let's work together. And just exasperated. We finally agreed but she sleeps on the floor. So patients. Chill.

#7: Number seven. I think that that changes as they get older because with, with teenagers, you can't try to fool them into believing that there's not a problem when there's a problem going on. Like you have to just be honest with your teenagers. If, if if you are struggling, you have to and you give the older the child is or the better their mental able, mentally able to comprehend. With our oldest child, we, so with our last child, I had postpartum psychosis, which is a very serious life threatening condition and you can't you can't hide that from your children. So we found the best solution is to, you know, with the oldest child, he knew everything that was going on, everything. And then with the next child, she knew a little bit less than a little bit less right down to the youngest because, they, they pick up on every emotion. Even as teenagers, they feel everything that you're feeling. And so if you try to hide and say, Oh no, nothing's wrong, nothing's wrong, they know that something's wrong. And if you don't tell them and get them in on the situation, then they are going to be actually more disturbed. Versus if you're honest with them and tell them exactly what's going on. Then then you can talk about, okay, and

here's what we need to do to fix this situation. Or mom needs a little bit more help right now and this is why she needs more help. Can you please help? And you know, so honesty I think is the best demeanor- I mean, if it's a demeanor yeah. You, you can kind of be happy with little or ones and and, and calm. Yeah. I've learned when I am angry, especially with the younger ones. In disciplining, I have finally learned like, you don't discipline in anger, you discipline in love and you calmly explained to them you did this wrong. And now as that, because you did that wrong, you're going to have this consequence um, and doing that it, it the message gets through because a child's brain will shut off as soon as you start yelling and screaming and they won't hear one word that you said and they will not understand. And you also can't negotiate with the child within a temper tantrum. So so again, ex- explaining, I think.

Me: Thank you. When should a parent punish a child.?

#7: Oh, I'll answer really quick I've learned to punish when I know that they knew that what they were doing is wrong. Like, so the little ones that are just experimenting for fun and whatnot, that doesn't deserve a punishment. But my three and a half year old daughter did something earlier this week. She cut up our our, she was mad at me and she, she had gum in her mouth and she put the gum on the piano bench and then she took her fingernails and put great big marks into the piano bench. And so the two combined nearly run my piano bench. That was the first thing at three and a half that she has done purposefully because she was angry at me for putting her on the piano bench for hurting her brother. So once they're old enough to know that what, like to actually plan out and do it in defiance rather than curiosity, I think then you need to incorporate some sort of disciplinary action.

#3: This is number three. Punishment is a really harsh word, I feel like. Um for me, I feel like it's almost manipulative word. I wouldn't say that I would punish my kids. I would say maybe there's some consequences or some course correction, but I have no desire in my being to punish my kids. I want to teach my kids and there's consequences to life and things like that that, but so I guess simply to answer your question, I don't think I would ever punish my children.

Me: Okay, well we can also use the term consequence.

#3: Oh okay.

Me: [Inaudible] When would you give consequences?

#3: Consequences for course correction of behavior, of right and wrong. Things like that.

#4: This is number four. Likewise the word that comes to mind is maybe disciplining or anything like that, but of course correction I feel it is appropriate when it's previously agreed upon. And it's, I mean, I find that oftentimes I have in my mind that they understand or know that something's wrong, but I find that that if I have not had that clear communication with them and, and come up with maybe an agreed consequence, you know, prior then I can't feel right about a course correction or disciplining them. And surprisingly with that when I have that type of conversation with any of my kids, they are very susceptible and, and even appreciate coming up with a consequence to that wrong choice. And so um.

#5: I was going to say we use consequences with, with our daughter. And we've explained there good consequences and bad consequences. Monday nights we, we like to go to Macy's and get ice cream cones as a family. And so one of the, and that's a good consequence, but if throughout the day as we've set the expectation, Hey, this is where you know how you need to act and what we need to do, if those things aren't met, then as a consequence we won't get ice cream. But if they are, the good consequences, we get ice cream. So she, she understands the, the good and the bad.

#3: This is number three just to add that we find that natural occurring consequences, positive and negative are usually more effective. And then we don't have to remember, remember them either cause they just are naturally going to happen.

#2: I'm number two, I'm, I'm definitely on the same page as using consequences versus punishment. Also my kids three, so I'm sure it's not, you know, quite as tough frankly, like three year old's were tough, but it just gets harder for us to get bigger. But I know with my kid, a huge thing for me is just really communicating as much as I can and as much as you can with a three year old. In a lot of cases, if she does something that she knows she's not supposed to do, then it's up to her to figure out what can we do to resolve the situation. And we worked together to problem solve in most cases, like I've had her do typical kids stuff like draw on the walls and so then we had to sit and scrub the walls. Yeah. And it might take you an extra two hours, but she learned not scrub walls because she had

to clean it, but there wasn't any, you know, yelling or timeout or anything like that, you know.

Me: Mhm. Okay. So in relation to punishments or consequences, what, where's the limit as far as where you're, just should never be done. Like if you're giving a consequence, then you could maybe if something worse, you give a higher consequence a bigger, more, more difficult for them to handle consequence. Where's the limit, that should be the line. Nobody has that as a parent. Giving consequences to their kids.

#2: Number two, I think personally I feel like if the consequences aren't going to create a learning opportunity, then it's not necessarily going to help the situation because the whole point of having a consequence or creating a punishment is to have the child learn from that scenario to move forward and make better choices and decisions and granted that might be something that has to happen repeatedly over and over, right? But it's still something that is there is not that learning opportunity. Then you're just kind of, you know, getting out your frustration more than as a parent, more than anything I feel.

#1: This is number one, I agree with that. I also feel like as a parent you should be protecting your child and so if the punishment is harming the child instead of, if it's crossing that line from, you're no longer protecting them and now you're a harm to them, you've probably gone too far. So that would be counter to what you're supposed to be doing as parents.

#3: This is number three. I agree with all that, all of that. And then to add on it, not just physically, but emotionally, like if we're doing emotional damage, we've crossed the line, we're doing physical damage or even spiritual damage, whatever cause I mean then you've gone too far.

#7: Can I, can I play the devil's advocate and say I kind of disagree. I'll give just one example. My, my [laughter] kay our, our parents they, they were really good parents, but our, I have an older sister, she's 12 years older than I am. And growing up I've talked with her extensively about it. One time our dad went after her because she was about 12 and she, she was out of line and she said, my dad told me in his own words, I knew I had gone too far when I heard the bedroom glass breaking so that she could get away from me. And so I, I talked with my dad about that and I talked with my sister about it and my sister said I was out of line. And that was a turning point for me. She said,

because I realized that I had gone too far also. And so she said, I, and she had a really rough growing up afterwards. I mean her whole teen years were full of conflict, but she says, but had that not happened that incident happened then I I would've been so much worse off because it, that incident showed me that basically that I was out of line and I needed to change. So it's really hard to find to find that balance. Um it's really, really hard in parenting. You, you can make mistakes. And I, I wish that there was a better way to define like discipline for instance. I wish like that there was a clear line between swatting a child spanking a child and beating a child. And yet I feel like today they're all classified under one thing and my personal feeling like, I feel like a swat will get their attention to say, Hey, you need to stop and reevaluate your behavior. I feel like a spanking can be used very, very sparingly as kind of like a last resort when nothing else works for that child. I do have children who I'm putting them on a chair nose and toes against the wall, talking to them, explaining to them nothing else will work for that child. But an occasional spanking will. And I am talking very, very sparingly. But it would never ever be okay to beat a child. But I feel like as a society, we, we lump them all together and there is no distinction between those, those three levels of discipline. Well, the third is not a level of discipline. It's absolutely never okay. But so I do think that some physical punishment is appropriate depending on the child and depending on, and I know that that causes a lot of like feelings of no, that's not okay. And that's okay. The other people feel differently. But my husband would tell you if he were here tonight that he was scared to death of his father, but his father was not physically abusive, but his father had that authoritative authority figure. And as parents, you have to do something in the home to maintain a sense of authority. You have to somehow, I don't, I don't know how that can be established, but you have to maintain that you are the authoritative figure. Because otherwise when they're teenagers, they, they won't, they may not have that respect. We, we had to do that with our oldest son when he was being really downright abusive to me. Like as far as not respecting my authority as his mother. And he still struggles with respecting my authority. But he was like 14 and my husband had to give him \$20 and take him to the, to the train station and say, if you keep treating your mother this way, you are going to be out of her house. It's, you're going to treat your mother better or else you will have to take this 20 bucks. See ya. We're not going to have that kind of behavior in the house. But if he hadn't been there as an authoritative figure to establish the, the, the absolute, you will not treat her this way. You know,

what, if we had let that behavior continue in our home where he got stronger and stronger as he got older and older and completely disrespected me, that taught him a lesson. So yeah, there's a really fine line like, and, and when you're dealing with teenagers, it's a whole new ball game than dealing with young, young children. You have to find a way of disciplining that will get through their head. Like this behavior is not okay. So it's hard. I wish parenting came with manuals for each child when you have this situation, do this, but it doesn't, so you do make mistakes along the way and.

Me: So, I need to ask everybody is it okay to go on a little bit over past nine and [inaudible]

#2: I was gunna say so I might have to boogie around nine 30 cause my babysitter was texting me, "when you coming back?" I'm like,

Me: Well nine 30 we should be done.

#2: Okay.

Me: Is anybody else okay to nine thirty? If, I mean I, I hope we don't go that [inaudible]

#3: You're getting plenty of feedback.

#2: I just wanted to add, this is number two. I just wanted to sev- what seven was saying I feel like as a child you grew up in a house where I definitely, my, my dad personally had a lot of authority. I was scared death, my dad, did I have any respect for my dad? No. I, my dad spanked me. My dad tried to ground me, took the door off the hinges. He done took all the stuff out my room. But not once did my dad ever sit and just be like, talk to me what's going on. And I never really got to communicate and I feel like my upbringing and I also have a lot of mental health stuff. So I was that kid that, you know, was weird in acts out and couldn't chill and I constantly just felt like that was like I'm the kid that I'm just that weird kid and I just felt like I was at all the time. They never, I just always got punished. Always, always punishment. No matter what I seem to do, I got punished. And that's why like with me, I know I probably am a little too much than most parents cause I'm extra crazy about it. But you know, I just, with my kid, I just want to make sure that there's that communication and respect and from my perspective too, she's three and I firmly believe that speaking is three-year-old especially just as is not necessary, you know,

that's my opinion. But her dad, when she was living with her dad would constantly spank her. And like if she was in trouble, that's what happened. She went in time out or she got spanked. Now that she's been living with me, she is super well behaved. She listens. When she gets upset she'll come up and hug me and say I have big feelings. And like and she got really mad at me the other day and she said I need a time out. And that was, it was not her getting in trouble. Her timeout is, she went and sat on the stairs and just wanted to be by herself for a minute and it's been so changing like I wasn't, it wasn't like that, you know, even a year ago. And implementing this stuff and like changing the word punishment. Basically it's just made things so much-Uh. Oh I know. It's probably different cause you have teenagers, obviously there's a whole different ballgame. But it's so cool to see a kid like when you just constantly push all this love and affection and just watch them just kind of like, like the sponges absorb all of it and they're just like ready to take all that in. And I don't know, I just think it's such a different perspective, especially considering you know, spanking and swatting and stuff. Like yeah there's a line between them, but I kind of feel like in the end if an adult piss you off, would you spank an adult? You know, it's kind of having, in my opinion, having that respect for the child to of like I wouldn't lay, I don't want to lay my hands on you, just like, I don't want you to lay your hands on me. I want to teach you that when you're upset and you do something wrong, that I need to hand-, it's supposed to be handled calmly and respectfully. Not you having to do as I say, not to nitpick you. I'm sorry, but I kind of tangented.

#7: No, it's okay. I I in parenting, I I just think like what works for you works for you. And what works for me works for me.

#2: Yeah.

#7: Like, and in my experience, like each of my children respond differently. What works for one of them does not work for another one. And so you can go through everything and it would have worked for six of them, but the seventh child, especially my 12 year old, that is not going to work for her. So it's really a delicate balance. It's really hard to find um, what is going to work for each child and how you get yeah, it's, it's really hard to find a balance, but it definitely you you do need to show forth for love and you don't discipline in anger ever. Like, cause then it's not effective at all if you do it in anger.

Me: Okay. Good discussion. Thank you. Just trying to figure out if I should skip questions or,

#4: Pick your favorites. [laughter]

Me: I wrote them all, so they're all my favorites.

#3: They're all his favorites.

Me: Okay. Well, so what about when should a parent reward a child?

#2: Number two. And I, I kinda think [inaudible], I feel like it kind of depends on the age cause like kids under five, six years old, like virtually anything that they do that's somewhat positive, you just kind of reward it. Like kid took off the shirt, you did it! Kid put on a shirt, you did it! Like just constant reassurance and positivity. And I feel like once they get older it's more of like tasks that they put more of that effort into. Like even if it's more of a minor task, like, oh you, you cut a perfect circle that took a lot of work.

#1: This number one, I was just gonna say, yeah, I feel like reward is also like a lot of these words are really broad and there's a lot of different ways you could take the definition. So it's, it's kinda tricky. I mean, if you're rewarding them as in praising them, I think you can do that. More frequently, right? If it's rewarding them is like giving them money or buying them a car, you know, less frequently. So like, I think there's, there's a broad spectrum of ways to reward your child there. And I think just as like, if we have consequences for negative behavior, it should be equally, if not more you reward them for positive behavior. And I like the the natural consequences and the like, pointing out the positive natural consequences of your actions and, and how, you know, there's positive ones too. So like being yay, you did a good job since you got good grades, now you can continue being on the sports team, you know, that you wanna do and you know, that's great. So I think, yeah, I think there's a lot of scale there in rewarding.

Me: Okay.

#7: There's a great joy in rewarding your children when they've done well, great joy.

Me: Okay.

#4: I heard somewhere a that for every correction you should praise your child six to eight times-ish. But I liked the sounds of that. I mean,

Me: I think I've heard something like that, just to apply generally to people. Whenever, to be able to not feel torn down, or whatever, for every time you get a negative you have to hear only positives, like you said. I think it was eight is the number they said. So makes sense what you just said.

#3: Or this is number three or you hear it, you sandwich it, you know like two glows for one grow kind of thing. You know, to kind of just, help reinforce. We all make mistakes and it's okay, you know, but here we go, we're going to work this out.

#7: But that's not reality. If you raise a child like that and you raise them showered in praise and they're not going to function and when they get out in the real world and all of a sudden they have a boss who yells at them, I can't believe you didn't do this right. And the boss doesn't shower with eight fantastic, wonderful compliments. And then suddenly one, Oh great job you, you have to be realistic. You have to be able to say like, I just do what comes naturally. You can't, like I don't have like a chart where I can tick off. Well, I said three nice things or you know, I said one bad thing, so now I've got to come up really fast with eight things. Like you should just do what comes naturally. You don't have like, that would just be exhausting to try to keep up with how many positive things you said and how many negative things you said. So, and they're not going to get that. If you even did succeed doing that at home, they're not going to get it once they leave home. And how are they going to be successful once they leave home, when they're suddenly thrust into an environment that doesn't shower them with praise all the time. I I don't know. But, but then again, sorry, I had a really bad day today so I maybe I'm not thinking positively enough.

Me: So when, when would it be a good time to reward or praise a child?

#7: Oh e-, well I think you just incorporate it naturally into everything.

Me: Well I mean like, what circumstances.

#7: Like, well, like my daughter played her final basketball game and, and she made five baskets, which is really exciting

cause I'm not athletic at all. And so, and she's doing something that I was never able to do. And so like this lady that was keeping score suggested, why don't you go to the soda shop? And so we had never been and so we went and got her a soda, like just random and it was her is ma- mom and me, like her and I together alone like it was alone time like so I will randomly like if a child is doing their chores consistently and doesn't like complain and like I will randomly give them money and say, Hey, I really appreciate that you just did that without, you know, I only had to ask you and remind you one time to do it and you did it. And I really appreciate that you're helping us like, like so when they do some, but it's not like at a set interval, it's just random where they never know when it's coming because it's what feels natural. And so whenever my heart feels like, wow, you did just something amazing, like then you tell them, wow, that was really awesome. I-I'm talking too much.

Me: Well [inaudible] That's okay, that's what this is supposed to be. Um, okay, thank you. Um, what are some good rewards a parent can use with their child?

#2: Number two, when it comes to good rewards, I just kind of, there's two different things that I do in my house. We have our wishlist, so I have a kid that wants to point out every single thing in the store and always wants different things. So I keep a notebook and write down anything that they might want and whenever, you know, she has something coming up or she's just been like extra good and I'm like, Hey, maybe we should get a surprise today. Then we can go back to the list. Half of it she doesn't even remember what it is is great. [laughter] And then the other thing is just really just I think praising or like finding ways to be creative. So like the big thing I do with her, I'm like, you know, you've been doing so great, see let's do an activity and we get out. Like I have a big craft bin, it's was just like stickers and paint and it's a mess. And like, that's generally like a big reward in our house is like, just getting to go crazy with the craft bin versus only getting to, you do like a select activity.

#5: This is number five. What are the big rewards that we use with my four year old is daddy time. At night when we put her to bed we have a very specific routine where we have to sing three different songs and then I lay there in bed with her cuddle with her for a moment and just tell her a story. And it can't be a regular story. It has to be a story about when I was a kid. And so it's a having to be creative and, and come up with with different stories and whatnot. But she, she just loves that. But

we use that as a reward. And it, I mean, and I feel bad because it completely devastates her if, if she doesn't get that reward depending on how she's been. But I love doing it because I love spending the time with her and, and you know, being, you know, daddy and daddy's little girl with hers.

#3: Number three I think rewards are intres- It's an interesting, your wordings interesting. Again, I don't think that necessarily has to be anything bigger or crazy, you know?

Me: When I say reward, I mean it doesn't have to be a physical object. [inaudible]

#3: Yeah. And that's what I'm saying in my in and thinking. I mean, cause just a class that we just took. I mean just even acknowledgement, for your child is a reward. You know, looking into their eyes, telling them good job. Like those are things that are easy. Like those are things you're training their minds to look for those things. So the more we can acknowledge them, even when they're out of line, if we can help by, what we've noticed is when we can praise them for things that they are doing in line, it helps them bring them back to center even when they're out of control. If we can find something that they're doing right, something that they're doing good, you know, even if it's just, you know, wow, you got dressed today. Like yeah. And even your teenagers, like, wow, you know, we didn't get the deodorant and on, but you've got pants and a shirt on, I'm like proud of you. Like, you know, it's any sort of acknowledgement and, and praise is gonna I'd like to think so. I mean, I think those rewards, even just those verbal, cause again, look at the impact. We all know the impact that our parents have on us and the things that our kids remember and the things we remember from things that our parents said. And so any positive, I mean showered in those.

#5: I was gonna say I do a high five as well a lot.

#3: Mmm, yeah, high fives.

#5: Like just, kinda those things that you're not asking her to do something, but it's just she went and picked up her toys all on her own, and I'm like Kate, awesome job. And I give her a high five and she just, she just loves when I give her a high five.

Me: Okay, I have too many questions left still. Okay, well so what effects do setting boundaries, limits, and expectations

[inaudible] So what effects do setting boundaries, limits, expectations, have on children?

#1: So I had a buddy. And he he really struggled growing up because he didn't really have expectations and boundaries. And it, it kind of made him feel insecure and he reacted poorly in a lot of situations because he didn't know how far he could go or where the boundaries were, what the rules were, what was OK and what was not. I don't think you need really a lot of really strict boundaries, but having some I think is important. And I think children often test boundaries, two year old's and there's different stages where they test different boundaries. I feel like, and around two my kids all started doing it and at other points they do it to try to test what is safe, what is acceptable, what is okay. And I think it's part of learning to learn what is an appropriate thing to do in this kind of situation. And get, being given guidelines I think brings not only security but safety as well because you, you know, you, you feel confident in knowing what is acceptable and what is not and what are the consequences when you don't, and what happens when you do. And I, I think it just allows someone to fill a little bit more safe with themselves and the situations around them. Number one.

Me: I need to ask a question for Candy. I just realized you probably didn't expect to be here past nine [inaudible]

Candy: You're okay, you just keep going [inaudible]

Me: Okay. Sorry.

Candy: No, it's okay.

#2: Number two, I'm not going to [inaudible] basically boundaries. So when it comes to that, I feel like the big thing is just finding a really healthy balance. Like you have to make sure it works not just within your household, but within the age of your kids. It works with you as a parent. Cause like you, you can only set so many boundaries if you're not going to keep to them yourself either. You know, it's like trying to tell your kid don't eat candy, but you start eating candy around the house too. It's like it kinda just makes it difficult.

Me: So what do the boundaries do to a kid. What what affect does it have on them?

#2: I think it just creates, I feel like if boundaries are done right, it creates a nice perimeter where a kid has still the option to like be a kid and explore. You know, you create too stiff a boundaries and then that kid's completely restrained, can't do what they want to do and explore and they just kind of, I think, I feel like kids just kind of get this stuck feeling, whereas you can have crazy wide boundaries and sometimes kids, you know, the kids need that bit of structure, otherwise they're going to just wander off because kids are always testing limits. Like that's just, it's literally hardwired in their brain. So if you, you have to make sure that boundary is just, it's healthy, it can't be really wide and really small. Otherwise it's gonna just, you know, have issues.

Me: Okay. And so, next one, what control should children have in their own lives?

#2: I'll go again, me too. I, I feel like a big thing has to do with age when it comes to what a kid controls in their life. I mean, you know, you can have a teenager decide, you know, when they need to wash their laundry and who can use the car when you would not let a five-year-old do that, you know? But you know, with my three year old, she gets control over certain chores, like she gets to fold washcloths and she helps sweep you know, and things like that. So I think it was just kind of putting the ball a little in the kid's court's just generally the best option.

Me: Okay.

#1: Yeah, this is number one. I think. I think it's great to give them the opportunity to be in control of stuff. And I think it depends on their maturity level, which is usually affected also by their age level. I know I've heard of really young kids with really important jobs that had people's lives depending on them and that they were totally sufficient at it and did great. And so I think that can be great if that child is mature enough to do that and has been taught correctly to be able to do that. But I think it, it, it allows them to become that great adult if they are learning how to be able to make their own decisions. And so I, I think that is important.

Me: Okay.

#3: I think your word choice again is really interesting cause control just seems so manipulative to me. Again, like a power struggle, like who's in control, am I in control are you in

control? And it's like this fighting thing. I like the word responsibility. Like I want my kids to be responsible and learn to be responsible for themselves and their environment. And so at any, I mean even early on, you know, obviously baby can't take care of himself. I'm responsible for him, but as he starts growing, like number one said, those responsibilities should hopefully naturally start to turn over to where they're in control, if you will, but responsible for their surroundings in their life.

Me: Maybe a different word would be autonomy. How much autonomy should a child have.

#3: There you go. Yeah. Yeah.

Me: Thoughts over here?

#7: I think it goes along with it with the boundaries thing. I, I like age appropriate depending on the child is absolutely, and the older they are, the more agency they ought to have provided. They're using the agency to to do, to follow the rules that are in place or the boundaries that are in place. So with, yeah, I when my oldest left home, he, he, he said, you know, you, you did, you set your boundaries and made those clear and then you basically left us alone to find her own way, like to, to make our mistakes and, you know, sweep us off when we made our mistakes saying, well, I'll try again. You know, but you, you give them as much control as possible because they're, they're hungry for that, and also I think you also have to raise the pretty high because children are capable of a lot more than we give them credit for. Um and I, you know, I've noticed my youngest two, they get away with murder in comparison to their older siblings, like their older siblings were doing a lot more at a lot younger ages because they're the babies of the family, they get away with it. So they're, my younger ones are capable of doing a lot more than they currently are doing. But, but yeah, you, you give them, you raise the bar high and, and set your expectations, but, but you are, you're gentle with them as they're learning and growing and and just try to ke-, continue encouraging them. Yeah.

Me: Okay, I have another complete the sentence. If a child gets away with doing something wrong, blank.

#1: This is number one, if a child gets away with doing something wrong, then they might not learn the lesson they needed to.

Me: Okay.

#2: Number two, if a child gets away with doing something wrong, I feel like I need to either A. Reevaluate where I was in the situation because my kids three or we see what we can do to make that a learning opportunity so my kid can understand why that wasn't okay.

#4: This number four, I think I would rephrase it. When a child gets away with doing something wrong, they will get away with some things, you know? And that's just the matter of the fact that when that happens, we still love them. Oh, you know, maintain that loving authority in their lives that, yeah, they realize that humans get away with stuff sometimes, but, but the overall behavior not, won't necessarily.

#3: This is number three in the word that comes to mind is they may become entitled. Like, you know, when people get away, we even see adults that get away with things they do wrong and they create a habitat of entitlement in their lives. So that could happen.

Me: Okay. Time just goes too fast. Alright, so how do children-, how do children learn to do the right things even when no one's watching? What is it that gets them to the point that they can be their own and they're still doing the right things.

#3: This is number three. And I think when they understand the positive and negative consequences of their actions fully, I mean, I think if they really truly have that, they know what's right and wrong. They see the benefit. You know, you hope that they're gonna see those. They know. If they don't know, they don't know and they continue making poor choices.

#2: Number two. I totally agree. Yeah, that's pretty much what I would say.

Me: So no other ideas on how they get to the point that they can, they'll go out and do the right things. I mean maybe they don't always put what gets them to at least do some of the right things.

#2: Number two. I mean, positive reinforcement definitely can be helpful or even just reinforcement as a whole. And it kind of goes back to what three was saying with knowing really the right from the wrong. And I think it's just kind of like leaving their responsibility to the kid. Like that kid will have gained that

responsibility when they have more understanding of what is and isn't okay. And if you're reinforcing what is or isn't a good action, that's definitely gonna help.

Me: Okay.

#1: This is number one. I feel like um understanding what they want and also understanding how their decisions affect other people around them. Are some big things. If they have a drive for a goal and they know what happens when they make different decisions and how it affects the people around them positively and negatively, I think that gives them tools to be able to achieve what they need out of life or what they want at least, I guess.

#4: This is number four. I think when we can, can help provide a contrast and they can see, and we can help, help them analyze different decisions or different responses to situations and possible outcomes and whether what a good- [inaudible] good, both good and bad then they can really see really I guess the big picture of, of the effects of decisions that really is theirs to make, you know, and ultimately so.

Me: Okay.

#7: I think it happens, this is number seven, I think that that happens as they learn as they believe in a higher power, whether they call that higher power God or source or karma or yeah, a lot of people use the term karma. Like you know what, what good you do will come back to you in some other way. So reliance on a recognition on a higher power, whatever that power may be, will help them to develop personal integrity is the word that comes to my mind. And when they have that personal integrity, then it doesn't matter what anything or anyone is doing around them. They will make the right choices because they that's what matters to them more than anything else is to make the right choices.

Me: Okay. I think I'm just gonna go with one or two more questions, and then be done. So, are you okay,

#2: I was gonna say, I might have to leave like in the next second.

Me: If you need to go, okay.

#2: Sorry. I wish I could stay. This is really nice, honestly.

#3: No, it's good discussion.

#2: I like this a lot.

#3: Helps you reevaluate your own thinking.

Me: Yeah, I'm glad, it's feeling positive.

Me: Yeah. Well, you have to get this before you go. [referring To gift card] Okay, so this next one is, I'm going to ask, what is a good parent and how does somebody learn to be a good parents? That was supposed to be two questions but to go faster.

#2: Sorry, but I do have to go. But thank you very much.

Me: Grab this.

#2: Kay. My phone it gunna die too, cause it's almost dead.

#1: This is number one good parent. I that's extremely like huge, different, like that's not very defined there I guess on what does a good parent mean, I feel like you could have a good debate of just what that means. I had a buddy who worked in the correctional facility for juvenile delinquents and he said 99% of those kids wouldn't be there if they had parents that just showed up. And he said they wouldn't have to even be good at what they do. They would just have to show up. And that, that had a big impact on me. And in talking with other friends that I had, that ended up in gangs and in different kinds of situations in drugs I asked them how do I make sure my kids don't end up there? Like that situation you were in. And the one thing they said was family and they just said that I didn't have parents that were there. And so I feel like if you want to just set a low benchmark for a good parent, they just have to show up.

Me: Wow.

#1: Um and I think that that covers 90% of those kids in the juvenile delinquent center.

#3: This is number three. I think just to add to that, just never give up. Like you, your role as a parent may shift and change as your kids get older and move out and go to college and have kids, you know, your role changes, but you're still, you still have a role in their life. And so never to give up, keep trying, keep picking yourself up every day and showing up and being there.

#4: This is number four. I think we mentioned earlier about how of course we have an ideal, you know, things that we would prefer and like our kids to do or to be or to become, but regardless, kids will make decisions that we don't necessarily like sometimes, you know, and, and I think where a good parent comes in is again, another way of, of describing a a parent that shows up is just still loving them and being accepting to them and not casting them away for a decision they made that you didn't like.

#5: I would say, this is number five, I would say basically the exact same thing. Being in the juvenile justice service it is time. It's people, the kids there that get into gangs and whatnot, they're looking for belonging. They're looking for someone to, to love them. And if you can love your child to me that's, that's what a good parent is.

Me: Okay. I don't think I heard anybody say how a parent becomes that good parent. How do you learn that?

#5: You make mistakes. You- Yeah.

#3: I don't know, you keep trying. You never give up.

Me: Well, where is our parenting information come from when we start out from parents?

#5: Oh, I read the book.

Me: You got books? [inaudible] Did you say books?

#3: All of them. All of the books. [laughter] I got all of the books.

#1: This is number one. I think this is really interesting. This is like one of my passion things is that like I feel like there's not a lot of great resources out there for parents and I think there should be a lot more considering how universal a situation it is. I, I think most of the time we just learn it from our own families. And so I had great parents growing up and so it was able to learn a lot and have them model by example for me. My wife came from a very broken home, did not have good examples and really struggled the first while of our marriage and the first while of us having kids and being parents just to understand how it should work. I think most of what she learned was from television, which isn't a real- reality and is a false perception of reality. And so those, that was what she had some

friends, parents, she was able to kind of peek into other people's homes and kind of guess at what their lives might be like, but she didn't have it. And there wasn't a lot of resources and unless you go looking and find classes I think there's a lot of need for education and how to be successful at it. If you didn't get it through example of your own parents.

Me: Okay.

#4: This number four I learned, I'm learning that the more I realize that I don't have it all figured out, the more I have the desire to learn and continually try to become better and better and better and, and that might not ever end and that's okay. But continually trying to find ways to improve and be better is how you be a good parent.

Me: All right. Okay, so I think I want to ask these two this one question first, then I'll [inaudible] So I want you to complete the sentence. Parenting classes are, and then you complete the sentence.

#5: Parenting classes cost a lot of money,

#7: Oh,

#5: At least the ones my wife and I have gone to. I think parenting classes, I think they're important because it shows that you are willing, you're wanting to learn, you're wanting to become better. Again, there's, there's no perfect book. We, you know, we said there were many books, if you will. But, but going to those parenting classes, it shows that you're wanting to become better.

Me: Okay.

#7: Parenting classes are not going to reach the people who need it the most. And even if they did, they wouldn't come.

Me: Okay. [inaudible] So I had to ask them first. You know why, Cause you guys were all at guiding good choices, right? [inaudible] Um how would you describe parenting classes now and before you came, what, how would you describe them?

#3: This is number three. I actually do all a lot of parenting classes and the word,

Me: Like teach them, or like,

#3: Both, teach them and attend them.

Me: Okay.

#3: And so the word that came to mind honestly was conflicting. I think often times I forget that I can do it, can be the mom, you know, and you go to this parenting class, they say, do this, do you go to this parenting class says do this. Same thing with, you know, parenting books. You've got all sorts of different opinions and ideas. And I'm, since you said, we can speak our mind, I'm a God girl. Like, I believe that I can go to my source and He has all the answers and He can lead me and guide me to what sources I need and what's best for my family. I often find when I go to classes, I pick and choose- that will work for my family, that will not work for my kids, that will work for my kids, that. You know, being able to internalize it, know my kids enough, know myself enough to know, uhh, I can't be consistent with that kind of thing. Like, you know, you know, or I can work up to that. So sometimes those parenting classes can be conflicting and you know, if you're trying to chase the answer, sometimes you can just find yourself running in circles.

Me: Alright, okay, very good. So I want to ask you two, what parenting classes or programs- What parenting programs are offered in Tooele? Are we okay to continue or is everyone getting tired?

New Speaker: [Inaudible]

#5: This is number five, I see resources put out in the city newsletter, put out by the school district as well.

Me: So these resources, like what kind of,

#5: Community resources, classes, programs,

Me: Classes, okay. You don't remember specific names?

#5: I don't.

#7: Number seven, there's guiding good choices. There's parenting love and logic. There's a parenting for dad's class that's offered. Those are the parents specific courses that I know of. There's also mental health first aid which, and also the question, persuade, refer program. Those are for, you know, parents could use those that there, there's also the Valley mental health services for parents that are facing problems with

children with disabilities and mental health issues. There's I think there's parents support groups like on Facebook. I know of a woman that wants to start a moms mothers, a preschooler children group here. So I know that there's that resource which is free. There's.,

Me: Specifically learning how to do parenting.

#7: Oh, for learning how yeah.

Me: I mean the first two you mentioned covered that.

#7: The hard part is that like, so as, as a family with a large family, the that I do for one child doesn't work for the other child. So now if you have a class full of all different types of parenting you know, I, my sister and I both feel like we're very good parents, but the way we raise our children are completely, totally different. And yet we're both producing children that are productive well adjusted members of society. And so like, how do you find even subject matter to put in a parenting class when the, the vast array, it's such a huge array of, of parenting classes. It's going to be so different. Like, because what works for one person is one family isn't going to work for another family. So that's the challenge.

Me: We're almost done. So if scientific research gave parenting information, you know, there's a number of scientists say, you know, this seems to be how things are, but it was different from what you're doing as a parent. Would you consider changing how you do? Would you consider this new information?

#7: I would read through it so that I could be well-informed. There I think there would be a high likelihood that I would not change simply because of how I parent. I like number three, rely on, on source. I, I rely on the God and I seek personal revelation for, because I believe in that for what my children need individually. And have, you know, that's how I, I try to parent my children, but for those who don't believe that, then I do think I, I don't know what they do. So

Me: This is your opinion, how you feel.

#7: Yeah, I, I don't,

Me: Would you consider what scientific sources, if it seemed credible.

#7: Honestly the, the credibility. I think there does have to be some research behind what is presented, but I just feel like a lot of times like the experts have spent more time studying it than they've spent actually doing it. It's kind of like teachers with teachers in the classroom. Who is it that makes all the rules for education? Well it's the administrators. Those aren't the ones who've actually been in the learning classrooms who actually know what is happening on a day to day basis. I want to see parenting taught from people who have been parents. That's what I want to see. We had this problem and this is how we solved it successfully. Like I don't want to see it from people who have been to school and learned everything they're supposed to know, but who haven't actually experienced parenting. I want to hear it from the experts who actually did it, who actually made it through. So that's what I would like to see is parent to parent. Like I was successful in raising my family, we encountered this or I am raising my family and this is what we had accomplished. This is how we had success. I think that would be more helpful than a bunch of research that where somebody says, this is how it's done. The pediatrician say this, cause I disagree with a lot of the things that the American Academy of Pediatrics says. Because I, I don't feel like they actually know.

Me: Well, more of, I'm thinking that research that says that they did this test or experiment and when they approached it this way, this is what happened. Would you use that kind of information,

#7: No, because-

Me: To guide your choices as a parent?

#7: No, because any research study can be twisted to, to fulfill what the person conducting the research study wants. You can't trust research studies alone anymore because there's too much corruption in the process.

#5: Like who's sponsoring that.

#7: Or what agenda they have or what outcome they want.

#5: The world's flat you know.

New Speaker: [Laughter]

#3: This is number three. I'd consider, I'd consider it like number seven said, you know, obviously looking over source, looking over what the objective for the study was and things like that. But I think overall there's good intention with people that do research and want to find answers and solutions and things like that. So I consider it, I wouldn't say I'd take it as God given, but I, I'd consider.

Me: Okay.

#1: This is number one, I, I think that if there was studies done, I would trust it more than somebody on YouTube.

New Speaker: [Laughter]

#1: But I think, but I think in the end it does make sense and that's what I care about more. I might actually go with the guy on YouTube if what he's saying makes sense for my kids and my family. Ueven though the scientific research says differently, but if what he's saying feels right for my situation and my kids, then I would go with that. Ubut I do think the scientific research does help give it some credibility. Ubut I don't think it's an end all be all.

Me: Okay.

#4: This is number four, I think in addition to all that I think it's, it's important, another detail of this is that, that both parents are united in that, you know what I mean? And and they can't be divided in different methods and whatnot, and that definitely doesn't work, you know, and so that's, that's another factor of that. But absolutely. Again, with, I don't think, I'm gonna speak to myself, I don't think I'm a perfect parent by any means. And so I've definitely got a lot to learn, you know, and, and tomorrow's a new day and all my kids are different tomorrow. They've never lived that day tomorrow, you know, and neither have I and we're all learning together and as long as, as long as I'm learning and approaching it with with care and and not just trying everything, but really, you know, considering and trying to pick the good and striving for bettering myself and in parenting then, I think I can't go wrong.

Me: Last question. [inaudible] If you could have any new parenting information you want, what would it be?

#3: Any parenting..?

Me: Any new parenting information that you don't already have, what would it be?

#3: This is number three. I think, like a support. Like just cause, cause again, we're experiencing new things every time. So like, uh, here's a support for all of these different things. Almost like a resource, you know, for even in the community. Like here, here's all the support that we have here. Yeah. Directory and maybe because Tooele doesn't,

Me: So information on how to get the parenting information you want?

#3: Yes, yes. And maybe even outsourcing because we are in Tooele and it's a little more rural. Maybe some resources in salt Lake. Like I went to a Upstart preschool thing for my daughter in Salt Lake and learned about tons of resources that they have in Salt Lake, which for us in Tooele, Salt Lake is not that far. You know, that if I felt my kids needed those resources, I would totally drive to Salt Lake to give my kids those resources or myself that support and resources. So even just like, you know, master list, here's like, the supports that you have as a parent, you know, that and it's it- That would be cool to have, to share too.

Me: I hadn't even thought of that kind of thing. I was thinking more like, you know, specific concepts about parenting that you were interested in knowing. What would it be, you know, that you don't already know.

#1: This is number one. I agree. I feel like I like having a lot of resources available to be able to pick from and a lot of different information. And so I feel like a specific information may be valuable in a specific situation, but what I really want is a nice clean place to find it all together. I feel like right now if you go searching it's, it's, it's like a crazy hunt. There's so many different and a lot of them are out to just try to get my money I feel like. When I try to look for parenting stuff I'm like, they want, you know, \$1,000 for their program. And I'm like, what, what are, what is, what am I getting for that? Like some posters to hang on the wall. Like I'm, I'm confused. And so like I struggle with that kind of stuff. And so like having the free resources together in a place where I can like, look at and see the different things that are available would be really handy in a way that's clean and clear because I feel like it can be really complicated. And confusing, which makes it, makes it a real big turn off I think.

Me: Number five mentioned that they were expensive. [inaudible] Touched on- how expensive was the one you guys went to, that just finished last week.

#3: It was like \$1,200, but,

Me: No, no no, I mean the one you were all in

#3: Oh, free. Free.

Me: No, even more. What beyond-

#3: Oh they, you get compensated \$25 gift card. Yeah.

Me: So there is that at least.

#3: But I, I would add to his, even in that resource, you know, how much things did cost, you know, so that you could- cause for us,

Me: That's a good point.

#3: Or for me personally, I look at it as an investment to my family and if I know what it's, if I can see what I'm going to get and I can see my family needs that you bet your- I will invest in that. And so not, I mean, free is great and it's a great resource, but I, I also am okay, you know, compensating somebody for information that they have that I need.

Me: It's just a question that's not really the research, but I, I'm curious, you said something about \$1,200- So have you seen a \$1,200 program and how would you compare it to the Guiding with Good Choices? I mean-

#3: It was Guiding Good Choices on steroids. It was, yeah, like it was,

Me: Meaning what? It's like,

#4: Very detailed.

#3: No, no, very more detailed, more specific, more giving you more tools

#4: But simplified at the same time.

#3: But then again specified and this was not a research based program, although all the research and guiding the choice it was, you could see how the research compared and how, why it worked, you know? And so I, I mean it was three days of intensive parenting training. I feel like that was needed so that you knew exactly how to implement that in the home if it worked for you and if you know and, yeah.

Me: Okay, thanks. I was just kind of a, more of a personal question, but it relates definitely. Yeah. Thanks.

#3: Thank you.

Me: Did anybody else want say anything about what information they would like to see like knowledge wise, Tooele County?

#7: I, where'd the thingy go? I do like the idea of having an all inclusive of legitimate sources that that's a good idea. And I, I, I also think though, we're in a day of information overload and so that's why sifting through would be helpful. Like what is legitimate, what's not. So, but also I wanted to just comment on the one thing that has been super helpful to me that I don't think people are aware of. Like, which is why we need awareness. When my son was having problems last year the schools have like where they can get six free plus an evaluation of counseling sessions with a certified counselor. And so, at no cost to the families, so for lower income families, that's, that's a huge resource. I don't know how the schools do that, but that of all the community resources that I have seen out there for education, cause I've participated in a lot of them, that one has been the most impact in my life is being able to do that. So I think when you look at programs, you absolutely have to look at the numbers. How much participation do you have is the participation levels or is it worth the cost that we're putting into this program? And if we can't get the participation, should this program be shut down in favor of a different program that will get the participation because you want to impact as many families as possible with whatever you do and get the best for the amount of money that you put into the program, you want to be able to get you know a good return on your investment, financial investment. So I think that that needs to be looked at is, is the impact in numbers. And so that's kind of relative, but.

Me: Okay well, finally got there. Okay, so anyway, thank you for participating. Does anybody have any questions for me? Are you

the one that said that you wanted to, you had, your daughter is having a birthday and you wanted to give the card to her?