

Shining with ADHD by The Childhood Collective

Episode #205: Your Questions Answered: Setting Limits When Your Child Pushes Back

Katie: So our fourth question is, how do I hold boundaries when my one child is being verbally nasty to their siblings? And this is just something that we hear all the time. We obviously don't have any fighting in our own houses... so we're here to tell you all of our strategies.

Hi there. We are The Childhood Collective, and we have helped thousands of overwhelmed parents find joy and confidence in raising their child with ADHD. I'm Katie, a speech language pathologist.

Lori: And I'm Lori.

Mallory: And I'm Mallory. And we're both child psychologists.

Lori: As busy mamas ourselves, we are on a mission to support ADHD parents on this beautiful and chaotic parenting journey.

Mallory: If you are looking for honest ADHD parenting stories, a dose of empathy with a side of humor and practical tools, you are in the right place.

Katie: Let's help your family shine with ADHD.

Lori: I'm here today with Katie and Mallory. We asked you on Instagram to share all your burning questions about how to set boundaries and hold limits when you're raising kids with ADHD. And you guys had so many great questions!

Katie: Yes. And we know from talking with so many of you and from our own personal experiences that setting and holding boundaries can be really challenging, especially when you're raising ADHD kids. So, we felt like it made sense to do a little deeper dive into this topic and give you some practical, real life answers to your questions about holding boundaries.

Mallory: Before we get into your questions, the best, best way for us to grow our podcast and reach more families like yours is when you share the show or a specific episode with a friend or a family member who you think would benefit from this community, from this show. And we are always so grateful when you take the time to do that.

Lori: Absolutely. So, let's go ahead and get started.

Katie: All right, so today we're going to be answering five of your questions, and the first one says, how do I hold a boundary when my child is very sensitive and has huge feelings?

Mallory: This is such a great question. And I can imagine that most of our listeners right now are, like, nodding their heads in agreement, like, yes, let's hear it. I need to hear this answer.

Katie: I know they're like, okay, if you could just solve this for me, this made the episode worth it for me. So, all right, here we go. Well, I think the first thing to think about here is that this is very normal. Okay. Especially when we're parenting kids with ADHD, and we know that because of the way that their brains are developing and their executive function, we do see those big emotions. And that's not always a negative thing, they can have really positive emotions too. But we know that those big emotions can come in real fast and real furious, right. So you set the boundary, and then your child has this big reaction, and you might think, I'm doing it wrong. Like, clearly it's not working. And so, something we want to start with is just to let you know that it is going to be uncomfortable when you start to implement more boundaries or make changes. We know that our kids are going to have big reactions and kind of a simple mindset shift that's really hard to remember in the moment is that it is hard in the short term, but what we're doing is we're trying to build these skills more for the long term. So, setting those boundaries, getting that big reaction, just think of it as like, okay, this is really challenging in this moment and I'm also sort of investing for the future.

Mallory: Yes. That's so important. And I think one of the most important things that parents can do when their child does have kind of this big emotional reaction to some setting a limit, holding a boundary, is just being consistent in your limit. Set your limit and be consistent. Because when we set a limit sometimes and not others, our kids are kind of left to wonder like when we really mean it, like, are you really gonna hold the limit this time? And then that gets them testing the waters. And then the times when you don't, when you don't hold the

limit, your child's brain like learns like, oh good. It was worth an ask. It was worth pushing a little bit cause I got what I wanted. But the times when you do hold the limit, that's when you're gonna see that big emotional reaction because it wasn't a predictable or a consistent limit set by you. Like, why did you, why did you choose today to be the day that you really follow through on no TV after school? And that's when you're gonna see those big reactions. So consistency is kind.

Katie: And it's kind of unfair because if you think about it, you know, you set the limit, you're like, yes, I'm gonna do it. And then your kid has a huge reaction. And our response to you is just keep setting that limit. Like, yeah, I know that's hard. Okay. We are here to acknowledge that.

Lori: Well, and I think, yeah, and what I think what we're trying to say is too, when you are consistent and you develop those expectations and you say, you know, and I've been going through this too, like we aren't doing screens on weekdays, so expect that your kids are going to have bigger emotions and it's going to get worse before it gets better. And I think expecting that and knowing like their behaviors are going to get a lot worse before they get better, so expect that those feelings are going to be huge. The behaviors might even be huge. But tell yourself in the moment, like, I'm doing something right, like that we would expect them to really push back and have those big emotions and behaviors, that's okay. I think again, like if we're inconsistent, and I speak to myself here because I'm like, I can definitely be the inconsistent parent. You can ask my husband any time of the day. I think a lot of times when we're empathetic, like we're, we have big feelings ourselves. Like we, I think that empathy is like such a great thing for us and parenting that sometimes it leads to like making excuses and changing our expectations. Again, I'm saying this from my own personal experience as a parent. Like I will change boundaries sometimes, but then that leads to my kids not knowing what the expectations are and opens up to more arguing and negotiation around those things, which leads to kind of just bigger problems long term. So our kids, if we change kind of that boundary, our kids are learning like in that moment, sometimes this behavior works and pays off for me, right. Sometimes if I argue and negotiate or have a meltdown, like it pays off and I get to have screens when my mom said that I couldn't have them, right. So, I think remembering too, like our job as parents isn't to make our kids happy. Like that isn't our job. Our kids are going to feel a variety of emotions and we have to learn to live in an uncomfortable area of like our kids are definitely, we're going to do things that are

going to make them sad, make them angry at us and that's just a part of being a good parent. And our job isn't to make them happy all the time.

Katie: That's such a hard thing for me to kind of internalize, you know, because yeah, of course I'm like, well, I want my kids to be happy, but it's true. And when we think more long term, our goal is for our kids to be independent, for our kids to be self-sufficient and resilient and to be able to manage themselves across all the situations life is gonna throw at them. So, it is true that happy is not the top priority, but oof, that's hard for me too. Another thing that we have talked about before, but it can be, it really applies here too is if you know that today is a day that you just cannot hold a limit, right. Like I think about in my family, we recently had to buy some new furniture and so we're headed to the furniture store as a group, group activity, and I know that that's a day that I am going to just hand my kids a phone and say, here, you can sit here and just play a game on the phone for 30 minutes. That is absolutely fine. But that's not the day that I should wake up and be like, all right, kids, we're going tech free, right. I need to be able to give my full attention to the furniture guy and the furniture store and the couch and I know that about myself. And so when I'm walking into a situation where I know it's gonna be really hard to hold a boundary, then I'm not gonna set a boundary in that case. So, it's a lot better to set it up front and say, hey, today we're probably gonna have a lot more screen time.

Mallory: Yeah. And I think the key here, Katie, is that you're just giving in right away rather than allowing it to get to the point where things have escalated and then you're kind of using your phone as a bribe for the behavior to, like, stop. So going into the furniture shopping, you're just saying, I am going to let you play a game on my phone today. Rather than getting to the point where the behaviors have really escalated and now you're giving them a phone to get that behavior to stop. So, you're kind of changing the limit or doing a different boundary that day proactively rather than in reaction to escalated behavior and I think that's the key here. And just one more tip to throw in there. I feel like this is a really lengthy answer, there's just so much we could talk about this. I feel like this tip is the most simply stated tip, but it's the hardest to do, and that's keep your own calm. I know it's so hard. It's so much easier said than done that when you're setting a limit and your child's behaviors and emotions start to escalate, the hardest thing to do is keep your own calm. But it is really the most important thing to do. And, you know, when it comes to setting limits, holding limits, like what Katie was talking about is giving in sooner than later, keeping your own calm, we just redid our

online course, Creating Calm, and it covers all of these things in so much more detail. Things that you can do to create your own calm when there's chaos around you, but also how you can teach your child skills to keep their calm and things like that. So, we do have a lot more tips and strategies in that new, updated course that we're so excited about. So, let's jump into our second question. So, this person asked, how do I correct my child when they are wrong about something like a situation, a random fact, their reasoning. It feels like a rejection to them that's really tough to navigate.

Lori: Yeah, this is, gosh, I just was talking to a patient the other day about this very topic because I think this is something that most families feel. It builds kind of off of the last one and ties into those big feelings that are a part of ADHD. It is an executive functioning skill that emotion regulation and accepting feedback is a lot of the time harder for kids with ADHD. And even thinking about like we've talked in the past about, like kids with ADHD get more corrective feedback on a regular basis and that can lead to kind of these like core beliefs that we don't even realize that they have. They don't even realize that they have about like 'I'm stupid' or 'I'm not a good kid'. And sometimes when we give a correction, they immediately jump to these like really negative beliefs. And it's really hard to know what those are or like correct those in the moment. Like we can't do that, but just to give some context to like why kids sometimes react in that way, like that can give you a little bit more empathy. But I think again our kids will have a hard time with that feedback, but we don't want to stop giving the feedback at the same time. Like we don't want to not give them corrective feedback, that's not realistic in a real-world situation. Like we want them to start to develop that skill, but we do have to kind of maybe choose our moments and when we're giving that feedback to them and do that wisely. So, if your child is already escalating and you can see that they're really getting upset, upset and emotional, that's probably not going to be the right time to give them like the corrective feedback on their reasoning. You will probably need to wait until they're a lot calmer and in a calmer state to be able to accept that. If you do that in the moment, that again is going to escalate those emotions.

Katie: Absolutely. We've all been there. Like your child is already struggling and you're like, you know, let's have a talk about this. It's not probably the right time. Yeah, and I also think about, you know, the way that we give feedback is so important. Thinking about all of our brains, like Lori said, can be wired to focus on the negative. And so, as parents, it's really important that we also focus on the positives and giving our kids positive feedback. Hey, it

was really great the way that you went to that birthday party and told your friend happy birthday and I loved how you were playing on the slide and then, hey, let's talk for a minute about when your friend is opening gifts. Like, what does that look like? What were you doing while your friend was opening gifts? And then talking through it, but really thinking about, you might think of it like five positive things to one kind of more negative thing. Or you might think of a feedback sandwich where we say like something good, then maybe we talk about something we need to work on and then we give more positive feedback. But again, just being sensitive to that, knowing that your child maybe is more sensitive, but again, not stopping the feedback, just thinking about what's the best way to give this feedback. And I know that that's true for a lot of us as adults too. Like, we don't just want a list of things we need to work on. We like to hear like, this is what's going well in our jobs or our relationships or what have you. So that's a really important thing.

Mallory: And when we're giving that kind of critical feedback, I think that we really want to focus on giving feedback on things that are very specific. They're like neutral, like not emotionally charged. And they're things that your child can actually change. So, you want to just avoid like global statements and generalizations like you're so careless or you never listen to me. Because they're going to immediately jump to a place of defensiveness and they're also, their brain's also going to jump to that place, like Lori was saying of some of those internalized like negative self-thoughts about who they are. Are they a bad kid? They never do anything right. But instead, we want to zoom in and just get more microscopic on like, what is that real, what's that thing you're focusing on right now? Something that they can actually change. And you want to kind of frame it more as just information for them rather than you're like passing some kind of judgment when you're providing this critical feedback. So instead of, for example, instead of just telling your child, like, you're so messy, your things are everywhere all the time. Like, try to get a little bit more specific and focusing on what they can change. So, like, hey, I noticed your backpack zipper is open, why don't we focus on trying to zip it up before you put it on your back every day so that your things don't fall out. Like that's very specific. It's neutral. It's not placing like some kind of character flaw upon them. And it's something they can change, right? They can work on trying to remember to zip up their backpack so the things don't fall out.

Katie: So yeah, again, another example might be like in the birthday party example, instead of saying like, oh, you know, that was rude when you went over to help your friend open

their gift, you would be able to break it down a lot more granular, like okay, what is expected when we are opening presents? You know, it's not your birthday, so what should you be doing? And we can talk about that and even like making it into more, this is my speech therapy brain coming out, but you know, what are some of your other friends doing? Let's look around, let's see what that looks like. And trying to help them again identify what does that look like. It doesn't have to be you telling them necessarily, but more of a problem solving so that you guys are working together to figure that out.

Mallory: Yeah. I think it's great when you can put the collaboration above, like you're just like delivering some kind of verdict on a situation. And again, a lot of times that comes back to like them feeling like it's a character flaw or something like that versus something that you can together like find a better solution for. If this is something your child really struggles with is like taking criticism, taking feedback, we do have an episode with Dr. Ann Louise Lockhart. We love her so much. She recorded an episode with us about rejection sensitivity dysphoria or RSD. Maybe you've heard of it. That is a great episode to go back and listen to. That's episode 164 and we'll be sure to link that in the show notes for you.

Katie: I just want to say one more thing on this topic because I do think that a question a lot of parents have is should I give my child feedback? Like in the example of the backpack and things falling out or the birthday party and jumping into your friend's presents. Parents are almost afraid like this is going to make my kid feel bad and I don't want to do it right. I don't want to say something that's going to make them feel bad. But a really important reframe for us parents who, like Lori said, are more empathetic and might feel guilty, it's really the gentler and kinder thing to help your child develop these skills with you. You're a safe person. You're someone that can, like you said Mal, without judgment, without saying like, oh, that was so terrible. You're there to help them and really it's skill building and helping them be set up for success in the future when you aren't sitting right there. Or you know, it is their test that falls out of their backpack and that's a much bigger consequence and, or a friend saying, gosh, you know, that was so weird how you stood up in the middle of the birthday. Like these are really harsh consequences that we would ideally like our child to start to develop these skills. And so just for parents who are like, oh, I never want to say anything because I never want to point out, you know, my child's flaw, if we want to call it that, like kind of in quotes. But I think it is actually, it is kind and it is loving to help your child understand, you know, what they could do differently or help them build that skill.

Mallory: Yeah. And especially with our ADHD kids who are impulsive, they are going to learn a lot through the school of hard knocks. They are going to, they're going to have plenty of just natural learning opportunities where people are going to react to the things that they do probably in an unkind way. So, by kind of taking the lead on a lot of these things where skills need to be developed, like Katie said, it is the kind thing to do.

Okay. Our third question, how to hold boundaries that are always in place, but my child is constantly fighting the boundaries and they think they might change when today is no different than yesterday in expectations or boundaries. So, like you set the same limit every single day and your child is still pushing back, like what do you do about that? How do you handle that? And I think, you know, we love to offer the mindset shifts, right. Expect pushback from your child even when it's a consistent limit that you've always held. It's kids with ADHD again, like the reward system of their brain, like it lights up with negotiation. That's why kids with ADHD make great lawyers. It's just, it feels good for them. And so, there is a chance that they are going to be trying to negotiate or test limits, even when it's the same limit you set yesterday and the day before and the day before. So, I think it helps if we put ourselves in the mental state that our child might still continue to test limits even if I've been consistent. And it's not because my kid is a bad kid, it's not because they're naughty. So first we have to kind of put ourselves in the mindset of, like, this is normal for kids with ADHD, and that's okay.

Lori: Yeah, I think the negotiating and arguing can sometimes feel really constant. And that's why, again, we say this is so important for kids with ADHD to be consistent because we are trying to limit the amount of negotiating and arguing. But like I said, we started at the beginning of the school year, we're not doing screens during the week. And my kids really have still had a hard week. It's been, you know, several weeks now, and they are still asking after school. And I feel like a broken record, but I think we do have to be a broken record sometimes and not get sucked into their emotions. And again, from my perspective, they really are like, they're not just asking, can we watch screens? They're, like, trying to suck me into an argument and negotiate their way to getting screens after school. And again, that has led to a lot of tears, lots of tantrums like that was constant. It was daily, you know, for the first week. So, I think, you know, recognizing that that is going to be hard. I do think it's helpful to kind of to not get sucked into the arguing and negotiation is to kind of say, this is what the limit is. Like, this is what our rule is. We are not doing this during the week. I'm not

going to talk anymore about this. Okay. So you're kind of saying this is what it is, and setting a limit and they might continue to ask questions and stuff like that. You're just not going to engage in that. You don't need to. You don't need to engage in every kind of argument or question or discussion that your child brings up. Like, we are giving you the freedom to not do that. You can ignore your child when you've given that limit. If they're trying to suck you into it, you don't have to engage.

Katie: Yeah, it's easier said than done. But, yes, permission granted. You don't have to attend every argument just because you were sent an invitation. You know, another thing that I think about as a parent, let's say you set the boundary and you say, okay, in Lori's example, we're not going to have screens after school during the week because we just have a lot going on and I want you focused on other things, right. So, if you're getting that pushback daily and your kids are still asking and asking and asking, and in Lori's case, she, you know, mentioned it's more like they just really want that negotiation and that is fine, if that's what you feel is going on. Absolutely. Hold that boundary exactly where you put it. And another thing you could consider is, is there more support that's actually needed in this case? So, like, in my family, we don't have access to screens, which we do usually during the week we don't. But if my kids are asking over and over and over, I will, in my own mind, not necessarily engaging in more negotiating, but in my own mind, I'm just going to take a minute and think, like, okay, what's happening? Why are they struggling so much this week? Is there more support I can give? Do we need, you know, a list of some ideas of things that they could do instead of screens? It's hard. It's hard to just be like, nope, nope. I said no, no, no. So maybe just if that's not really something that feels right, then maybe it is a question for yourself, like, is there some other way that I can support them so that we can be more successful with this boundary that I set? I'm not changing it, but it's like, what needs to be added to this situation to maybe make it a little easier?

Mallory: Yeah, I think that's a great and, really important point.

Katie: So, our fourth question is how do I hold boundaries when my one child is being verbally nasty to their siblings? And this is just, just something that we hear all the time. We obviously don't have any fighting in our own houses... so we're here to tell you all of our strategies. No, it's really hard. It's hard when you have one kid who has ADHD. It's also hard when you have multiple kids who have ADHD, because obviously we know that those

executive functions come out to play. And if you have a hard time with perspective taking or inhibition or self-monitoring, then that's going to be really tough. And so, if you're experiencing this in your own house, where you know your kids are fighting a lot, or one is just one child is really being extremely rude or mean, you're not alone in that. You know, so a couple of things that we want to talk through, we do, and we go a lot more in depth into this, in *Creating Calm*. And the new version has a whole section on this, but making sure that you're setting up family rules, family boundaries. And we want to focus there on what do we want our kids to be doing. So maybe it's, you know, as a family rule, we use kind words to one another.

Lori: Yep. And I think if they are kind of in a fight, approaching it as neutral and kind of calm as possible, where you're coming in to kind of coach them and not saying I saw you hit them or like blaming, but kind of saying this is what I'm seeing going on, like, and trying to calmly kind of enter the situation. But like Katie said, our, you know, we really try and focus on teaching skills, having clear expected behaviors, really reinforcing the things that we want to see. And that's how we start to grow things kind of long term.

Mallory: Yeah. And I think that's so important, especially for our listeners who are in a situation where they feel like, you know, being verbally nasty to their siblings is one of the challenging behaviors on their list right now. And it feels overwhelming and you feel like you're constantly providing consequences, you're constantly putting out fires. Like you're in a situation where you're just feeling like you're constantly battling all of these challenging behaviors and being verbally nasty to siblings is just one of the many things. Again, we really have to bring it back to having very clear expectations for our kids, focusing on the skills we want to grow, the skills we need to teach, noticing, reinforcing those things when they happen so we don't get into the cycle. It does not feel good when you're parenting, from a place of like constant punishment. You have to flip, you have to kind of flip the narrative here. And we need to be spending our effort and our energy into when our kids are getting it right. And that's obviously much easier said than done, but it can be done. But we really have to take the positive preventative approach to kind of preserve that relationship with our child and really to be able to make progress and see lasting change. Okay, so let's get into our fifth and final question today. This community member asked, how do I set a boundary when asking my child to stop absentmindedly tapping their foot or making noises, but they struggle to stop themselves consistently.

Katie: Okay. So, I feel like this one is actually something that comes up in my family all the time. And we talk about this on our meetings. Like we'll be like, oh my gosh, the noises. It was a lot this week. But I do think it's pretty surprising to a lot of ADHD parents. Like, I think when you think of ADHD, it doesn't immediately elicit the sounds and like you're not thinking of just like the amount of noise. Whether it's like repeating a certain phrase or a song that our kids will get, like, stuck in their head. And it's, I don't know, this one's tough. So, I feel this.

Mallory: If there's anyone else drowning in Italian brain rot, I am with you. I know all of it. I could go toe to toe with any elementary school kid when it comes to the Italian brain rot, thanks to my kids. So, I get it. There's a lot of these absentminded sounds and, you know, movements and noises occupying my home. I get it. And what's your first instinct as a parent when, like, you realize that you've, like, reached your capacity for noise intake to tell your kid to stop, right? Like, stop making that sound. And usually you're exasperated because you, like, you don't really notice it until you're like, oh, my gosh, how didn't I notice it before? You ask your child to stop, stop. You're upset. The better thing to do when it comes to these things, rather than telling your child to stop, is do your best to redirect and notice that, like, your child is seeking some, likely seeking some kind of stimulation right now. And it's, again, they're not a bad kid. They're not naughty. They're not doing this to irritate you. They're probably doing it without thinking about it, but redirecting to another thing. So, if there's, like, a repeated sound that's really getting to you, maybe it's a sign that your child needs to get up and move their body, or you need to put on some music, or like, like try to find something to redirect your child rather than just telling them to stop. Because it's not that easy. I wish it was that easy. It's also important to set boundaries with your kids when it comes to when and where those sounds and noises are okay, rather than focusing on eliminating it altogether. Because I think we also need to acknowledge that a lot of times these noises and these movements actually serve a purpose for our kids with ADHD. Like the extraneous movements, the leg tapping while they're sitting and doing homework might actually be helping them focus on the task. So, we have to kind of draw these boundaries and set these limits of, like, when it's okay and when it's not okay. So, for example, it's fine to tap your foot when you're in your room or you're outside, or it's fine to make these noises outside, but when we're sitting at the dinner table, that's not a time for these noises or these sounds.

Katie: Yeah, it's such a balance because it's not just about the child that's making the sound, right. Because a lot of times you have other kids in the home or you, or a partner, and, you know, everyone has their own needs. Like, I have one kid who really likes it to be a little more chill and quiet, and one who will just, like, ramp up and up and up. And that's hard. It's hard to meet everyone's needs at the same time. So, I love the idea of saying, okay, you know, in this situation or in this place, you can absolutely, you know, go all out, make all the noise you want, but not in this other time that we're all sitting down for dinner or whatever it is. I also use a lot of external cues for my kids, like when things start to ramp up. And you would want to set this up in advance, right. So talking about it, like, hey, when you're making that sound, sometimes it's too much when we're all sitting, I don't know why, but we all sit very close together in the kitchen, on the sectional. Like, we're just always like, we have a big house, and we're just, like, very near each other. But talking through that and saying, like, hey, we're all really close together, now we have the puppy that's also in the mix, what can we do so that if it does get too loud, I can remind you without, like, kind of yelling at you, right? And making a plan with your kids. So maybe it's like a hand signal or, like, tapping them. Something like that that you've decided on in advance. It really does help to be like, oh, oh, yeah, I forgot, you know. And then hopefully that helps them not feel, like, embarrassed or ashamed or anything like that, but it just helps them become more aware. And honestly, I do it like I'm a fidgeter. I have my own hyperactivity. So, I'll be tapping or humming, and I don't even know when I'm doing it. So sometimes you do need someone to be like, hey, or my husband will tell me, you are typing so loudly. And I swear it's my keyboard. I don't know. I think it's just something about this keyboard. But I do, once he says that, I'm like, oh, my gosh, it is so loud. So again, like, it is an awareness thing and recognizing that and realizing, like, a lot of times we're just not even aware that we're doing it. But a gentle reminder versus like a stop typing, can be really helpful.

Lori: Can you type like, quieter? Like, is that a possibility?

Katie: That's why I think it might be the keyboard. I don't know, but it is like, I think the keys actually click. I don't know. It's very. I've noticed now that it's been pointed out to me lovingly that it is quite loud.

Lori: I'm just wondering if you're like very aggressive, like pounding the keyboard.

Katie: Perhaps!

Lori: I don't know.

Katie: It is possible. I broke my space bar last weekend, so...

Lori: Okay, well, maybe that is the case.

Katie: So, I need an awareness cue of that too. I don't really know how I'm going to get all these cues, but...

Lori: Yeah. Well, thank you all for submitting your questions. We really enjoyed it. I just wish we could have gotten to all of them, but if you're needing more support again, we have our comprehensive online course, Creating Calm. Absolutely new, updated, brand new. Has so much information and we I think, really were able to lay this out and in a step-by-step way to kind of simplify strategies and give you great real-life examples to work through. So, make sure to check that out in the show notes.

Mallory: Yep. And so, our key takeaway today is that consistency and predictability is kind and fair for our kids. It can feel really hard to hold limits, especially when it escalates your child, but over time and with collaboration, it will get easier.

Katie: Thanks for listening to Shining with ADHD by your hosts, Lori, Katie, and Mallory of The Childhood Collective.

Mallory: If you enjoyed this episode, please leave us a review and hit subscribe so you can be the first to know when a new episode airs.

Lori: If you are looking for links and resources mentioned in this episode, you can always find those in the show notes. See you next time!