

00:00.82

Sasha Long

Hi, Mandy. Thanks so much for joining me.

00:03.38

Mandy Grass

Hi, Sasha. Thanks for having me on your podcast. It's very exciting.

00:07.55

Sasha Long

I'm excited about this topic. Today we're going to talk about parent training, and I think all of the advice that you give is also going to be applicable for really any training, like teachers training paras or BCBA's consulting with their teachers they're working with, because that skill of consulting is a hard one.

00:26.14

Mandy Grass

Absolutely. I think so I think you and I had similar paths. I was a special education teacher. Were you?

00:32.22

Sasha Long

Yes.

00:32.92

Mandy Grass

Yes, and then I became a behavior analyst.

00:33.08

Sasha Long

Yep.

00:35.24

Mandy Grass

So yes, switching into that role and working with a variety of teachers, general education and paras and then add in the parents, it it gets very tricky.

00:44.44

Sasha Long

Yeah. I mean, we, I like joke a lot. I'm like, sometimes the adults are harder than the kids because it's hard to, to manage and lead and organize adults to follow through on something.

00:55.77

Mandy Grass

Absolutely.

00:57.11

Sasha Long

So when we use this phrase parent training, and I think both clinicians and teachers would talk about parent training that they do, kind of what does that actually mean? And what do you wish kind of people understood about it from the start? Because think there can be a little bit of sometimes misunderstanding even about the phrase parent training.

01:14.73

Mandy Grass

Right. So I think it's putting a plan in place and then teaching the parent about the the why of the plan or, you know, why certain responses are more effective than others and why we've taken this approach. And also, you know, depending on where you're working, whether it's in-home,

01:32.54

Mandy Grass

or in a school sharing with the parents sort of the data and like we tried this approach and this worked and so this is the you know what we want to teach you but sometimes I think we really miss the why for the parents and that can make it really difficult to get them on board with what we're asking them to do because to be honest sometimes the science can feel counterintuitive to the way that we were told to parent when we were younger.

01:56.38

Sasha Long

I totally agree. And I think that whole why, as you said, it it leads to the buy-in and that's oftentimes where we have inconsistencies amongst team members. if if they don't understand the why, we're not going to follow through.

02:09.23

Mandy Grass

Right, and the other part is that that measuring that change. A lot of times parents want some magic wand and some stark change immediately, and a lot of times it's more incremental, less days with tantrums or shorter duration of tantrums or whatever that might look like, which can be hard for a parent who feels like, well, they're still tantruming. So getting that buy-in on how we shape behavior and how that change might look.

02:32.86

Sasha Long

Yeah. Oh, my gosh. i I agree. I feel like that just as a parent myself. but Like it is it's hard to notice those like baby steps in the right direction.

02:37.12

Mandy Grass
Right, yeah.

02:41.79

Sasha Long

And that's you know, we're not going to typically see some like all of a sudden it's gone one day. But being able to notice those changes, I think, is important for everyone.

02:50.84

Mandy Grass

Absolutely. Mm-hmm.

02:51.99

Sasha Long

I mean, feedback we get definitely as behavior analysts is that, you know, we can be a little bit too technical and our our language isn't always super accessible. And honestly, the farther i the farther away I am from my graduate work and taking the exam, I feel that more and more because I'm not, I don't, feel myself in that like technical ABA world all the time.

03:12.92

Sasha Long

But i when i talk when I go to a conference or when I talk to other BCBA's, I'm kind of reminded like, oh, God, yeah, we don't always speak in a way that everyone understands. Why is it important to kind of decipher and yeah the language and use terminology that's understood by everyone? And it's not really like a choice. We need to do it if we want the buy-in.

03:35.73

Mandy Grass

Sure, so there's definitely like a threading the needle process, right? So I post a lot of content about behavior analysis online. And one time i had BCBA's fighting in my comments about illicit versus evoke.

03:48.99

Mandy Grass

And the thing is like my content is really geared towards the parent. And I was sort of like, it doesn't matter to them. Right. like And I don't want to, I don't want to water down the science, but what I do want to do is make it more applicable to more people. So when we're fighting about illicit versus evoke, we're, you know, the parents eyes are glazing over, they're rolling them back and we've totally lost them when the real whole thing was about how we respond to that and how it's increasing the behavior. so um I think it's finding a way to make the science approachable and then maybe get into more of the jargon once you sort of have the buy-in. But if we're too jargony to

begin with, people just aren't listening.

04:27.45

Sasha Long

What are, so are there any particular like terms or phrases that you've noticed parents have a hard, or even teachers have a harder time understanding?

04:36.25

Mandy Grass

um Well, so this is a weird one, but I never say ABA, or very rarely, especially on my social media, just because there seems to be such a ah lack of understanding to start with, but also such ah a knee-jerk a backlash to that phrase or to the to that acronym that sometimes when you say that, you can't give then you're like defending what ABA is and explaining what ABA is, and people are like, oh, no, I saw a headline once that ABA is terrible and and they shut you off in that moment.

04:47.13

Sasha Long

Yeah.

04:57.53

Sasha Long

Yeah.

05:04.72

Mandy Grass

So that's one of the the really big ones. And then the other part is really getting people to understand that we're shaping behavior. Teachers can have a really difficult time with that as well.

05:16.24

Mandy Grass

If you're like, but he only ran out of the classroom four times last week. And of course you want to, I have never been a classroom teacher. I've only been a SPED teacher. So I do want to validate the experience that they have 23 other kids in the room But the idea of like replacing and then shaping can be really frustrating.

05:34.57

Mandy Grass

I worked with the teacher once and we had a kid who was running around the room at circle time. And I was like, we're going to teach him how to escape circle time. He can, you know, I think it was a break card or whatever. And the teacher was like, but you're letting him escape. And I was like, right, for now we are. We want to teach him how to escape. And then we can start to work on how to tolerate this environment. But a lot of times we want to skip that step and it can

lead to a lot more frustration.

05:56.43

Sasha Long

Oh my gosh. I, the second piece you're just talking about, like that is a sales pitch. I feel like I use frequently. I'm like, but yes, I know. Yeah. We're not to give them the break all the time, but that's where we got to start.

06:07.96

Sasha Long

And yeah, people want to skip that. Cause they're like, well, they have to do the work. And I'm like, well, you're not doing the work anyways right now. So like, May as well get some positive communication first, but it it's it's hard for people to sit with, I think, because you're like, oh, no, we need cooperation and compliance and doing all this.

06:12.89

Mandy Grass

Exactly.

06:23.54

Sasha Long

And if we let them ask for iPad 10 times a day and give it to them, then what are we doing? And it's... it's it's ah It's a shift in mindset. I think it's super interesting about you saying not using ABA because I totally i know what you mean. And it's it's very astute to notice sometimes shy away from it because the messaging can get lost when it's a good message.

06:46.01

Mandy Grass

Yeah, I completely agree. And you know, it's it's sad a little bit, but it's something I have been really intentional about because I think the other thing is I think when you say ABA, we sometimes like categorize ourself to like autism.

06:59.85

Mandy Grass

And i don't know about you, I work in a public school as a behavior analyst and I have since 10 years, I think, have just to be CBA.

07:00.09

Sasha Long

Yeah.

07:09.01

Mandy Grass

And the shift in my caseload is pretty significant. um it went from

being predominantly autism to now i would say it's maybe like 30 autism 70 adhd ed all of that and so when you say aba some people are like that doesn't apply to me and shuts you off versus when you when you backdoor it and you're like okay so this is attention maintained people are like okay i can i can get on board with that and then you're sort of like now you're doing it kind of a thing

07:25.85

Sasha Long
Yeah, true.

07:36.15

Sasha Long
Yeah, that's a really good point. um Besides kind of the correlation with autism, what are some other common misconceptions about ABA that you run across frequently?

07:49.22

Mandy Grass
Um, I think a lot of people think about compliance training, um, you know, that we, I were a teacher. i do. So I do coaching and I had a teacher reach out to me the other day and she was, you know, telling me about her student to try and get some support.

08:02.69

Mandy Grass
And she was like, I won't do hand over hand. And i was like, that's okay. We don't have to, like, there's other ways to do errorless modeling. But again, I think people get stuck in these extremes and you're going to make me do DTI.

08:13.74

Mandy Grass
I think people think is also really synonymous.

08:14.94

Sasha Long
Yeah.

08:16.34

Mandy Grass
And it's like, it's so much more beyond that.

08:19.19

Sasha Long
Yeah. Agreed. And yeah, once you kind of throw the label on there, if you walk into a room and introduce yourself as the BCBA, like people already have preconced preconceived notions about you and your field before you can even kind of open your mouth or give a suggestion and we We have to be aware of people's learning histories, especially when

we walk into schools. If people have worked with BCBA's in the past that it hasn't been a good experience, we have to, like, you know, develop rapport and kind of, you know, do the same thing we do with our students on ah kind of having them have a new learning experience with the BCBA.

08:52.63

Mandy Grass

Yeah, absolutely. And BCBA's have a bad rap as parts of teams a lot of times. And it's something that I've struggled with.

08:58.07

Sasha Long

Yeah.

08:59.71

Mandy Grass

I've gone to my director and I was like, what do you, like, for example, like the social worker and I have a different opinion on this. Like, who am I to be like, we have to do it this way. Or like the speech pathologist and I have a different opinion on this.

09:11.87

Mandy Grass

And so that's where it can get dicey about like, you know, we have to blend our plans and we have to find a way to to get the science in there. but A lot of times BCPA's have a rap for being like jargon laden and also like so stuck to the science.

09:30.86

Mandy Grass

You know, for example, something that's really controversial is like social stories. You know, and like the the power, the BACB would be like, there's no, ah I mean, I swear by a social story.

09:35.38

Sasha Long

ah

09:41.46

Mandy Grass

I love a social story, right?

09:41.72

Sasha Long

Yeah. Yeah.

09:42.90

Mandy Grass

Or like sensory breaks. Like I think, yeah, let's build those in

proactive, you know?

09:45.05

Sasha Long

Yeah.

09:47.79

Mandy Grass

but So it's hard to be like super strict ABA when there are a lot of things that anecdotally work really well in a classroom or home.

09:47.96

Sasha Long

yeah

09:58.33

Sasha Long

I also think, and not to like overgeneralize, like a school-based BCBA like gets that or someone that has worked in a public school before because it's all about collaboration and working with all the adults and playing nice in the sandbox. And and not that a clinic isn't, but it a public school, it's like a necessity, like in ah in ah in a way that's different from in-home or maybe a clinical setting.

10:20.86

Mandy Grass

we um I went to part-time at my job and we hired another BCBA and she came from a clinic and she shadowed me for the first three months and was like, what is happening?

10:28.89

Sasha Long

yeah It's a different beast.

10:29.46

Mandy Grass

And I did a i did a year at an outplacement. So like, you know, it is a completely different world where you all speak the same language. You all have the same codes. You're all, ah to come here, it's like, It's a culture shock.

10:41.00

Mandy Grass

um

10:41.24

Sasha Long

hu

10:41.94

Mandy Grass

And you really have to, working with teachers, she's learning right now. like it is It can be difficult to get the information you need or to get the buy-in. And so it's almost a different skill set.

10:52.06

Mandy Grass

She was like, this is a completely different side of being a BCBA. I was like, it absolutely is.

10:55.42

Sasha Long

Yeah. And I don't know if like our, to go in kind of a little bit of a tangent on this, I don't know if i like all of the grad school programs are really preparing BCBAs for that. And if we want to be in the schools more and more, just like SLPs and OTs and social workers, we need to prepare our young BCBAs for that world and that repertoire. And I used to, when I was a grad school adjunct professor, I used to say this to our class all the time, like,

11:21.44

Sasha Long

SLPs and OTs, they have just as much debt as we do. Like they went to just as much school and we have to value their input and not just like roll your eyes at a weighted vest because that's what they know.

11:32.30

Mandy Grass

Right. And the other thing is everything's behavior, right? So think we get this sense of like, this is my domain.

11:35.58

Sasha Long

Yes.

11:38.58

Mandy Grass

And it's like, okay, well, it so it all falls under that umbrella.

11:41.37

Sasha Long

Yeah, i know.

11:42.99

Mandy Grass

It's hard to really identify what we know what our lane is.

11:47.29

Sasha Long

So in this role, we're you're right, it touches everything. You know,

we could probably say some qualities of being an SLP or OT are like more in one lane. When behavior touches anything, everything, we do obviously a lot of training, whether it's with parents or with teachers and staff. And what are some kind of, what is your first mode of attack? That's like an aggressive way to say it. But you have a new behavior plan. We have a new strategy. Where do you start off planning what your training protocol is going to look like?

12:16.68

Mandy Grass

So especially with parents, it's that that social significance piece. So I'll usually sit with a parent and, you know, we both have kids.

12:21.05

Sasha Long

Mm-hmm.

12:24.19

Mandy Grass

It's like, all right, the morning routine's terrible. Eating dinner's terrible. They don't go to bed when they're supposed to. Their backpack's everywhere. And so really being like, okay, I hear all of that. Where do we want to start first? Like, what is our what is the social significance? Which behavior, if changed, would make the biggest difference?

12:39.93

Mandy Grass

and then really getting them on board with the why. And one thing that can be tricky for parents and teachers alike is really paring down and being like, we're just going to focus on either like this one time a day, this one behavior, and we're going to do it really well. And we're going to do it with fidelity because there's always so much to work on.

12:59.19

Mandy Grass

And we start being going to do this. And then we're going to do this. The plan gets watered down. It's not as easy to implement. And then we lose that buy-in.

13:07.80

Sasha Long

Yeah, and it's tempting to go with everything. So like everything's important and it's like, let's focus in on one thing.

13:13.24

Mandy Grass

Right. I do a lot of work with. So my daughter has ADHD. And so a lot of parents with ADHD. And I always end my parent training sessions

with them being like, OK, stop. We're going pick one because typically parents with ADHD are like tomorrow, like super strict for reinforcement.

13:23.06

Sasha Long

Yeah.

13:27.94

Mandy Grass

And of course, they're like burnt out by day three because it's a lot to do all of that all at once.

13:34.65

Sasha Long

Yeah. And it in as hard as it can be to prioritize, you're not like letting the other things go. You're just focusing on one thing first.

13:42.49

Mandy Grass

Yeah, and sometimes the parents need that for that buy-in. I'm like, let's do this and let's do it really well, and then we can move on to the next. And parents seem a little bit more realistic about that. Teachers, I find it to be a little bit more difficult.

13:54.81

Mandy Grass

Teachers are like, okay, well, yeah, work completion is better, but he's still – and I'm like, oh, well.

13:55.19

Sasha Long

Yeah.

14:00.28

Mandy Grass

Can we like sit in the positive? Can we sit in the change you made?

14:02.10

Sasha Long

Yes.

14:03.72

Mandy Grass

That's a frustration of mine. I feel in the school sometimes I'm like, I'm sorry, he's not running out of the class. He stopped swearing at you, but he's putting his head down. Like, give me a minute here.

14:10.39

Sasha Long

Yeah. Yeah. Let's not get greedy here. Yeah.

14:12.57

Mandy Grass

Right. like We've made a lot of progress.

14:16.02

Sasha Long

Once you kind of focus in and hone in on a skill set or a behavior that is a struggle, and I love that, focus on social significance, what are your next steps? Does coaching and modeling play a role in how you teach parents or teach teachers how to implement some of these strategies?

14:31.86

Mandy Grass

Yeah, absolutely. So um right now I do parent coaching and that's all virtual. So really it's relying on the parent being super self-aware, which I will say most of them are. And so really it's coaching them through that. It's role playing. It's like talking about the different options. In terms of the classroom, it's a lot of modeling. Like I will go in and I will implement the behavior plan or I will go and observe and like give them feedback in the moment. So those things can be really helpful at that time.

14:59.37

Sasha Long

How do you balance, especially with parents, the understanding their emotional load and competing contingencies, not to use like a BCBA phrase here, but other things at play that like, yeah, this plan is great, but also i have to make dinner and I have three other kids and I'm tired.

15:17.94

Mandy Grass

Totally. So that's where it comes to like, let's pick what we can do. So for example, a lot of parents I work with struggle with morning routine and, and struggle with like dinner. And sometimes I'm like, let's start with dinner because the morning routine, you have to get out the door. So there is a time constraint that kind of limits your ability to really stick with the plan. Sometimes if that's a waited out or if that's a first then or whatever that might look like.

15:42.20

Mandy Grass

So I'm like, let's start with dinner where you have a little bit more flexibility. where bedtime might be 15 minutes late, but it's not going to set the whole day off. So really finding pockets where they might be more successful to build from.

15:54.01

Sasha Long

I love that because once you have kind of the buy-in of one win, you're more likely to want to do the next thing. But if that if you never have your first win, you don't have a taste of the reinforcements.

16:05.13

Mandy Grass

Right, and sometimes it can generalize. That's what I say to parents, like, because we know a lot of times behaviors are intermittently reinforced, especially in the home. And the parent will come to me and say I've tried this, I've tried this, I've tried this. And so we'll put a dinner plan in place and it'll be super, you know, explicit. And we explain, I explain that extinction burst. But I say, what happens is, If you can start to set some of these contingencies up around dinner, that may very well generalize to the morning where we don't need to be quite as explicit as we are with dinner because you've set that contingency in place.

16:35.45

Sasha Long

Yeah, and that's another motivating factor right there too to like let's try really hard at dinner to see what those other benefits are.

16:43.83

Mandy Grass

Right, exactly.

16:45.21

Sasha Long

I think back, I like ask that question too because I think back to when I was a teacher before I had kids versus when I was a teacher in a BCBA after kids and I'm like, oh my gosh. Like sometimes the advice I gave was just like or the thoughts in my head or judgment was so unrealistic not knowing what it's like to actually be a parent and have all these things happening at one time.

17:04.50

Mandy Grass

ah completely agree. And you know there's an element of this where you're like, for me, it's, Kind of like, I don't know that you could come into being a BCBA if you hadn't spent some time in the classroom, right?

17:15.77

Mandy Grass

Because that helps.

17:15.90

Sasha Long
yeah

17:17.66

Mandy Grass

And then I do think, obviously, I do think BCBA's can be really good at parent training, but I will say same thing. Like once you have your own kids, it's like, okay, so you and I both do this for a living and I've seen your content for a long time.

17:30.34

Mandy Grass

I know you've got all the charts and all of the stuff and I do too. And I know which things I have to drop. And I know when I'm being inconsistent and when I do it for a living.

17:39.16

Sasha Long
so yeah

17:40.79

Mandy Grass

right So I can't even imagine how hard that is for somebody who doesn't do it for a living and is trying to juggle all of that, and it comes a lot less naturally.

17:49.43

Sasha Long

Oh, for sure. I think about that all the time with like parents, friends of like when they're like, oh, you know, I just realized I didn't have enough like structure and I was changing these. i'm like, that's so obvious. But I'm like, that's obvious to me. I have a master's degree in this. and This is what my job is. But even with all of this knowledge, I was joking in a training last week. I teach about prompt fading probably every week.

18:09.21

Sasha Long

My middle daughter, she will shove her foot in my face and I put her socks on, put her shoes on. I mean, she could do it, but I'm like doing it all for her. And I'm like, what am I doing right now? but Because it's

18:18.14

Mandy Grass

I say it all the time. I'm do as I say, not as I do. and And that's the other part.

18:21.24

Sasha Long

Literally.

18:22.70

Mandy Grass

When I started doing all of this and doing it on social media, I was like really afraid of the judgment because i was like, listen, my kids are not perfect. And I don't notice things. My daughter lately, my oldest daughter, she's nine, she has ADHD. We have a puppy, St. Bernard, so a big puppy. And she will like ride the dog in the morning. And it like drives me nuts. And I've been like, put the dog outside. Don't touch the dog until you've eaten. All that sort of stuff. Reinforcement, everything.

18:47.77

Mandy Grass

And my partner was like, she's doing that to get your attention. And I'm like, no, no it's automatic.

18:52.79

Sasha Long

Don't you use those things back at me.

18:55.31

Mandy Grass

Oh, and then my nine-year-old said to me, we're talking about, because we were talking about responding when I asked them to do something the first time.

18:55.77

Sasha Long

Yeah.

19:00.88

Mandy Grass

And I'm using myself as an example. I said, hey, at breakfast, when you asked me to get milk and I'm doing a bunch of things and I don't get the milk, how does it feel? And my daughter goes, oh, I just hop on the dog. Then you pay attention immediately. And I was like, oh, no.

19:11.65

Sasha Long

Yeah. Yeah.

19:12.82

Mandy Grass

i i went to my partner and I was like, tail between my legs. i was like, I guess you were right.

19:16.54

Sasha Long
yeah

19:17.82
Mandy Grass
I guess you were right.

19:18.17
Sasha Long
yeah

19:19.80
Mandy Grass
Like, it's so hard to see it when you're in it. He did that once last year about my four-year-old.

19:22.01
Sasha Long
yeah

19:23.76
Mandy Grass
He's like, you're giving that a lot of attention. and I was like, huh, good point.

19:27.90
Sasha Long
Yeah.

19:28.49
Mandy Grass
they It's hard to recognize that.

19:31.32
Sasha Long
And I think those are great like stories to even share with your like parents you're working with and clients and teachers of like, I've been there too. Like I was the teacher that was reinforcing the behavior and didn't realize it or the parent that has been there because it feels so like normalizing then.

19:47.63
Mandy Grass
Absolutely. mean, so I share a lot of my failures on Instagram, and I think, you know, that is ah a thing that people recognize. But you you look for patterns, right? So I respond the way that feels naturally natural when something occurs. And then when it occurs three more times, I'm like, oh.

20:06.17

Mandy Grass

I tell the story, my my middle did this like nobody loves me. And so, of course, I was like, oh, my gosh, yes, we do. We love you so much. Okay, well, I did that three times, and then it happened five. And I was like, wait a second, that's not working.

20:20.34

Mandy Grass

Or like my oldest would have big emotional reactions. We were doing big problem, little problem. It was great, except it wasn't changing the behavior. And I was like, okay, I have to add something into this because we're not getting there.

20:32.47

Sasha Long

I think that's really good advice that applies to so many scenarios. Like, yes, if I'm doing the same thing over and over again, it's not working. And it feels so logical, like, of course, but like we don't always follow that. You know, we we're busy. We don't spend time thinking big picture. but yeah, if we're saying these same redirections or same kind of coping strategies that we're hoping to help, but it's not, it's, yeah, it feels so obvious. Like, yes, let's look for those patterns and do something different.

21:00.73

Mandy Grass

Yeah, absolutely. Or even parents, like we get into function with them. And so she'll be like, I turned the TV ah tv off and and he lost my mind, like access. I'm like, totally. But then what happened? And understanding the way that like your attention contributes to the prolonged outburst or like, you know, what can we do? The function can change within the context of the outburst or meltdown or whatever.

21:24.96

Sasha Long

When you're having kind of these conversations with parents, especially about things that are maybe more advanced, like function and and looking at extinction and things like that, how do you balance not unintentionally talking at a parent, but having it still feel collaborative and like we're planning this together?

21:41.94

Mandy Grass

Sure. So something that's nice about the unique position I'm in is that these parents are seeking me out. So it's a lot nicer than so sometimes even when you're working for a center or doing in-home, there's a little bit less buy-in versus here.

21:56.40

Sasha Long

Mm-hmm.

21:56.71

Mandy Grass

These parents are like, I know I'm struggling with this. I need your help. So that that helps. And then the other part of it is just to use the real life examples. I use myself as an example all the time.

22:08.36

Mandy Grass

I use my kids and as an example about when I responded, how I screwed up. You can even implement a completely appropriate function-based intervention and it still might not give you the outcome that you want.

22:21.59

Mandy Grass

I did this with my daughter with TV. I was like, it's access, she loses access. Okay, well on day four of losing access, I was like, that is not working.

22:30.26

Sasha Long

Yeah.

22:30.39

Mandy Grass

So we switched gears to where she earned access more frequently so that she would learn how to get access. So things like that. I think when you live it and you have those in your back pocket, that can be really helpful.

22:42.15

Sasha Long

I like that a lot. And I like, yeah, the little examples there. And I, same thing, I use a lot of examples from my own life and it feels, it feels also more natural than just like attend my lecture on functions of behavior.

22:54.13

Mandy Grass

Yeah, exactly.

22:55.61

Sasha Long

And even when there's not like a situation where, yeah, it's it's nice when you have parents coming to you, but even in a classroom where maybe people are more reluctant or if you're the BCBA training with teachers, I think we can still get to that place of like rapport and mutual respect where people are seeking out your advice even in those

settings.

23:14.71

Mandy Grass

Yeah, absolutely. And again, even in the even in the school, there are teachers who really seek you out, who want to see how they're contributing and they want to make those changes. And there's teachers who are seeking you out to like solve the problem.

23:27.41

Mandy Grass

Or if I work in a middle school a lot, like remove the student. And so it can be a little bit harder to get that kind of buy-in.

23:30.74

Sasha Long

here

23:35.51

Sasha Long

Yeah, no, I totally, it's it's a hard skill, the skill of consulting. I totally get it.

23:39.93

Mandy Grass

completely agree.

23:41.05

Sasha Long

ah I love all these ideas. um Thank you so much. I feel like I could chat about this forever, but we'll we'll wrap up here. Can you share a little bit about your business and where people can go to learn more from you, especially if you have any parents listening?

23:53.34

Mandy Grass

Sure. So I am Mandy Grass and I'm on Instagram and TikTok and YouTube at The Family Behaviorist. And then I have a website, thefamilybehaviorist.com. I do parent coaching. i do speaking engagements for parents and teachers. And then I have ah like a subscription-based platform, you know, where... We do webinars and I have like a video course and and that sort of stuff. And then I also just launched a podcast called the Behavior Blueprint. So wherever you listen to podcasts, you can check that out.

24:24.15

Sasha Long

Awesome. We will link all of that in the show notes. Thank you so much, Mandy.

24:26.54
Mandy Grass
Awesome.

24:27.11
Sasha Long
This has been such a fun chat.

24:28.70
Mandy Grass
Thank you so much.