

Engage360 Episode 108 | The Role of Humor and Mindfulness in Childhood Development; Amy Craig

Intro [00:00:04] Welcome to Engage360, Denver Seminary's podcast. Join us as we explore the redemptive power of the gospel and the life changing truth of Scripture at work in our culture today.

Don Payne [00:00:16] Hey, friends, welcome again to Engage 360 from Denver Seminary. My name is Don Payne, your host. Glad to have you with us. In several of our recent episodes, we have given attention to some of the unprecedented pressures and stresses that teens and younger adults are currently experiencing. This affects families, it affects friendships, affects churches, workplaces, all kinds of sectors in our society. And we need to expand on that conversation because those pressure points don't begin or end with the teen years. Lots of parents and teachers and children's ministers are dealing with those pressures and those stresses, even in young children. And to help us find some pathways through that, we're privileged in this episode to have as our guest. Amy Craig Welcome, Amy.

Amy Craig [00:01:10] Thank you. Thanks for having me.

Don Payne [00:01:11] Glad to have you here. Amy is an adjunct professor in our counseling program and is a trained facilitator of the parenting, the strong-willed child training. Amy's been in counseling practice for 19 years, holds a credential from the Colorado Department of Health and Human Services for early childhood social and emotional development. And Amy also has a background in international ministry with CRU, the Old Campus Crusade in Bulgaria, I think. Is that correct?

Amy Craig [00:01:42] Yeah, that's correct.

Don Payne [00:01:43] Tell us about that.

Amy Craig [00:01:45] Yeah, I served there in the late nineties, so quite some time ago. During the Kosovo conflict, actually with the U.N. presence. And so, it was a good education for me. And we got an opportunity to share the gospel and distribute Bibles and do a lot of work in the Eastern Europe area.

Don Payne [00:02:04] Yeah, that was a quite embattled area during that time.

Amy Craig [00:02:07] It was yeah, it was an education for me, for sure. Yeah. And hopefully built a heart in me to understand better what those people live with, with that area of the world lives with on a regular basis.

Don Payne [00:02:19] Yeah. When we think about stresses and pressures, they know something about that.

Amy Craig [00:02:24] They do. Yeah, absolutely.

Don Payne [00:02:25] Yeah. Well, Amy is also the owner and operator of Loving Families, which is her own private counseling practice. And as I mentioned, she's been in practice for about 19 years. So brings a lot to the table and does have a specialty in dealing with children, childhood trauma, all kinds of pressures. So that's really what we want to dive into. Amy, tell us, if you would, a bit about some of the causes, the sources of stress and anxiety that younger children are experiencing today?

Amy Craig [00:03:01] Well, I think in addition to the typical developmental struggles that kids and families have, and obviously the major add on we've had in the last couple of years is COVID. So, I think and rightfully so, a lot of time and attention, I hope money and research goes into seeing how COVID has affected teens and young adults as they're beginning kind of this new phase of development. But my hope is that there's also going to be some money and time spent looking at how COVID has affected younger children and the families of younger children as well. So, this hit at a developmental stage where a lot of kids were not just learning ABCs and math and reading skills, which is huge, but in addition social skills. How do you make friends? How do you keep friends? What is it like to leave my parents to go to Sunday school

or to go to school at the beginning of every school day? So, we have a lot of kids who ended up having separation anxiety, who didn't have that before COVID, but did once COVID hit, and then we were returning back to in-person church and school.

Don Payne [00:04:06] Say, if you would, a little bit more about the normal stresses that accompany those developmental phases for children.

Amy Craig [00:04:13] So the developmental theorist that I really appreciate is Dr. Brazelton. So, he passed away a couple of years ago, but he in the early childhood years, he was a contemporary of Fred Rogers, and did a lot from a national standpoint of legislation to protect. And in the early education and early childhood health world, he was a pediatrician, and he has this concept called touch Points, where there's a concept that before any of us, any point along our development, human development, before we make a major leap in our development, we tend to backslide or kind of stutter step and then make the leap. So, one example that we always give that most people relate to is right before teenagers go to college, often that summer is filled with some turmoil. Usually for most families and some conflict. And then it's time for them to leap into adulthood. And oftentimes for kids, we see similar things, right? Right before a child cuts a tooth or learns to read or goes to school for the first time. Often, we have slight regression in going to the bathroom or eating habits change very quickly, or we struggle with sleeping, and we didn't before. And so, we have kind of this backslide kind of backwards and then a huge leap. And so that's kind of what we usually see when we have teachers or Sunday school teachers or parents saying it was fine and now it's not fine. And so, we already have that as a typical part of our development. It doesn't look like straight out of a textbook when we talk about five-year-olds. But then when you add COVID on top, it just became more complex.

Don Payne [00:05:57] Okay. So, there's really no such thing as a stress-free development cycle for anybody.

Amy Craig [00:06:02] Unfortunately, no.

Don Payne [00:06:02] Under the best of conditions, which nobody occupies in a normal development has its own internal stresses and anxieties and pressures for anybody. That's part of growing up all throughout our lives. And I think your point then is that you add some of the unusual factors like COVID, but I'm sure there are other things as well that have been introduced into most people's lives over the last few years, and that exacerbates, that intensifies. Does it complicate it, or change those stresses developmentally in any way?

Amy Craig [00:06:41] I think when you look at it from a whole family standpoint, it just becomes more complicated. We have more pieces, right? So, there's always been stress for families and there's always stresses as adults. But when you add even some of kind of the global stress that we've had, even when we had fires here in Colorado, when people are worried about their own homes and the safety of their own families or their own homes or they're worried about finances because we're worried about what's going on with the economy, we're worried about global safety and what's going on there. When adults are disregulated, when adults are anxious, then it's very difficult to help your child regulate if you are not regulated. So, any regulation that we're helping our children to not be anxious when they're going to school, to feel secure and well attached to us as adults, if we are disregulated, it's very difficult to pass on the gift of regulation to our children.

Don Payne [00:07:35] That's interesting because I would imagine that any number of parents may be saying, well, I don't talk about all those things that stress me with my children, but are you saying that kids pick up on that anyway, even if it's not being vocalized?

Amy Craig [00:07:49] Absolutely. Kids are so much smarter than sometimes we even give them credit for or realize. And every once in a while, we go, Wow, that's amazing. But I think sometimes we forget just how smart and perceptive kids are and how many nonverbals they pick up on or just the tone of a conversation. So, kids know. And if I ask a kid in session and say, you know, how are things at school and, you know, give

me some stories. How are things at home? It is shocking to me how perceptive kids are in picking up on little things and parents will go, I had no idea.

Don Payne [00:08:23] So they're downloading emotionally from their parents and other caregivers in their adult world.

Amy Craig [00:08:30] Absolutely.

Don Payne [00:08:32] Do you find in your work that kids, and when I say kids, what are we talking about? Elementary age? What would be the best age range for the conversation?

Amy Craig [00:08:45] Yeah. I mean, typically in the United States, we start seeing the very beginnings of puberty between as early as ten or 11. Right. So, yeah, when I'm saying kids, I'm thinking kind of birth through 12. Yes.

Don Payne [00:08:59] Okay. Up to puberty basically. Do you find that the kids in this range are also more stressed and anxious because of what they're picking up on social media? Or are kids in this age range engaged enough with social media that that too, is becoming a source of stress for them? I mean, it sounds like a leading question, but I really don't know.

Amy Craig [00:09:22] Yeah. In my experience, I certainly can't speak for everyone. In my experience, yes, it is both something they want, right? They enjoy that once they have their own device or they have exposure to that, it's made to be appealing. Not only do you have the addictive nature of the blue screen itself, but then the media is made. I mean, that's the purpose of it, is that we want more of it. We want to continue to use these apps. The people that create them are very, very intelligent. And so, yes, they want to do them. However, is it good for their mental health? Is it helpful for their growth and development to be comparing themselves to others? And we don't usually share the worst of what's going on. You get the best version of everyone, which you and I as adults are pretty aware of that on a good day, I hope. If you ask a ten-year-old, I don't know. It depends on the ten-year-old, I guess, their level of awareness that that's really what they're consuming.

Don Payne [00:10:21] Okay. Sounds like, though, at any rate, a lot of kids are taking in far more than the adults in their world are aware they're taking in and experiencing more stress and anxiety than we may be aware they're experiencing.

Amy Craig [00:10:34] Yes.

Don Payne [00:10:34] Well, I'd love to have you loop back to some things you mentioned a couple of minutes ago about how this stress and anxiety manifests itself in kids. What do we see behaviorally or in other ways that would clue us in to some unusual or some problematic levels of stress and anxiety in their lives.

Amy Craig [00:11:03] So when we talk about younger kids, kind of early childhood age range. They work with what they've got, right. So usually when they're not doing well, they don't have the verbiage to sit down and say, I'm really struggling right now, I could use some assistance. And so, we see it through their behavior, and we see it through their body. And so, what they have to work with to tell us they're not doing well or they're in distress usually is their bathroom habits. Right? So, a child who was never a bedwetter before is now starting to occasionally have some problems in the evening, you know, overnight. Or we have kids who struggle with eating, where all of a sudden, we weren't a picky eater and now we're very picky, or that we actually have, you know, refusal to eat, that they're concerned or they're nauseous enough that they aren't eating. Or they're overeating in order to feel better, that kids who didn't struggle with that before all of a sudden are sneaking food and we're finding food in their room. So, it could be eating, it could be restroom habits, it could be mood where kids are just more easily frustrated with themselves and those around them. So usually, they're working with what they have and then obviously sleep disturbance as well,

that kids, you know, are just having a hard time falling asleep. Are you having a nightmare? Sometimes, yes. Sometimes. No. It's just hard to fall asleep.

Don Payne [00:12:28] Okay. I can imagine that a lot of parents of young children would say, you know, I'm dealing with that all the time anyway. And if some of that to some extent is a normal part of their development, how do I know when they've crossed a troubled threshold?

Amy Craig [00:12:48] It's a good question. I think it's the sudden. We look for how frequent something is happening and how intense it is. So, if yes, we just kind of over COVID got off of schedule or right after we changed the clocks twice a year, our sleep is a little off. That's pretty normal. Typical development. If we had a kid who's a really good sleeper, never had an issue, or it's been years since we've had an issue, and then all of a sudden, we're running to Mom and Dad's bedroom every night. Then we question just why now? And that's the question. It's not that you're questioning the legitimacy of it, but just help me understand why we were okay last month. But all of a sudden, it's really hard to go to sleep or it's really hard to stay asleep.

Don Payne [00:13:35] Okay. Can you maybe offer some guidance to parents, some of whom may be what is often called helicopter parents or overinvolved parents who kind of lose their minds over any little thing they see that's out of the ordinary? And parents who are maybe under involved, who Yeah, whatever, you know, they'll be okay. how do we find our way between over involvement and under involvement as parents when we see these symptoms of anxiety and stress in these young kids?

Amy Craig [00:14:11] I think we want to make sure that we are viewing that there is not one normal behavior, even for an age range, but that there's a range of norm. So, is it normal to struggle with sleep at some point in your life? Yeah, it's actually abnormal not to struggle with sleep.

Don Payne [00:14:25] I'm kind of there right now. Maybe we need to talk about that.

Amy Craig [00:14:29] Yeah. So that that is typical behavior. That's typical part of development. Over time just biologically. So, we don't want to overreact every time that a kid has a rough night of sleep, you know, for a period of time, that's very normal. However, when there is a range of norm. So, we just want to see if something is happening so frequently or it's so intense that it's disturbing their development or it's disturbing the family, the functioning of the whole family, or it's disturbing their learning. So, we're looking for, there are ups and downs in development and it's difficult. It's a hard job to parent, and development changes. As soon as you feel like you've got your footing then they change, right?

Don Payne [00:15:14] Yeah, yeah, they do.

Amy Craig [00:15:15] So that is completely normal. And that's just the ride that we're on as humans with development and just how God wired us, that things are changing. However, when something is happening so frequently that it's impacting the family functioning or the child's functioning, then we say what's going on and what can we do to help?

Don Payne [00:15:38] Okay. I think a lot of parents would be interested not only in interventions when there is a trouble spot with their kiddos, but preventative as well. And sometimes it's hard to know, well, when do I seek help? How bad do I let it get before we get help. What's the difference between some of the preventative strategies and the, I guess, the therapeutic approaches?

Amy Craig [00:16:07] It's a good question and it does change in age range, right, so something that works when they're in elementary school. Then in middle school we get rolls, and so it does change dramatically of what's helpful. So, I think it's looking at each of the kids in the family and seeing what their needs are. So, what's helpful to that child? Do they need more hands on right now in their development? They need a little bit extra special time, just them and dad to kind of connect because they're trying to figure out who am I as a young man, or do we need to back up and give them a little space so they can spread their wings?

So, I think it's really dependent upon the child. But when they are starting, when they're struggling, again, I think we're looking at that range of norm. Is this normal kid developmental struggle, and that's okay. We just kind of look at what they need and either step it up or step back? Or are they really struggling, and we kind of feel out of our depth as parents, or I need some additional resources. We've kind of exhausted the coping skills we have as a family. We could use some additional strategies. And then I think that's when it's good to, whether you're meeting with someone from your church or you're looking for professional help within the church or outside the church, that's when we talk to a pediatrician, we talk to a pastor, we talk to a therapist, and just say, I think we've exhausted what our family knows how to do. Can you help us so we can figure out what the next step is?

Don Payne [00:17:38] Yeah. And in some of those instances, if it is kind of within that range of normal, it can help simply to have that affirmed.

Amy Craig [00:17:46] Yes.

Don Payne [00:17:47] So that you don't have to lose your mind. But you know, when you don't have to lose your mind.

Amy Craig [00:17:52] Yes.

Don Payne [00:17:53] Talk to us a little bit about your work longitudinally with children who've then moved into their teen years, and you've seen how things have changed for them or seen what's been really beneficial for them over the span of years.

Amy Craig [00:18:10] Yeah, that's been one of the great blessings of getting to work with kids, is they don't stay kids, they don't stay little for long. And so, I get to watch with families, with their parents as they're growing and developing as adults, as well as the kids, and getting to watch that. I think one of the greatest blessings for me has been the attachment piece, that especially for kids that I had an opportunity to meet when they were children and either one of the parents has passed away or is not present, it's been an honor to get to be a safe attachment piece. Right. So, we see improved mental health if there is a healthy attachment to at least one attachment figure. So as long as they have a healthy attachment with grandma or grandpa or one of their parents, then we know that their trajectory is pretty good for them long term. And then a blessing to me is I get to be an add on, right, that I get to be an additional, hopefully get to be an additional attachment in addition to that one healthy attachment that they have and get to, you know, normalize things. It's okay to feel that way. It's okay that, you know, middle school is hard. It's okay that the first break up is so hard to go through, all those pieces. It's been amazing and an honor to get to walk them through some of those pieces as an additional attachment figure.

Don Payne [00:19:40] Yeah. I find it hopeful and reassuring that, in terms of attachments to significant figures, it doesn't have to be perfect and complete, because when you mentioned that if there is a significant attachment with one person, there can be the right kind of trajectory. That just sounds really hopeful to me, that it doesn't have to all be perfect.

Amy Craig [00:20:06] Yes. Yeah, it doesn't. And hopefully God brings different, and often does, brings different attachment figures into our life at different phases of life because he knows what we need, and it changes over time. It is, that's the protective factor, is that if we have at least one healthy attachment to an attachment figure that God's provided that it just, we feel not alone. Right. And we have a good mentor and a good discipleship even if it doesn't feel that way. And that's not how we would label it when we're in middle school with our parent. But that's what it is. It's modeling of how are we going to do this? How are we going to get through life?

Don Payne [00:20:49] We've talked a bit about the children themselves, what to look for in kids, but I would imagine that a good bit of your work is with the parents of the kids and helping them know what to look for, how seriously to take some things. You've already spoken to that a little bit, but I wonder if there's

any other layers that we can peel back to that in terms of just speaking to parents. What do they need to know? What do you want them to hear?

Amy Craig [00:21:14] Well, and I will tell you, just to be really candid, that when I left the seminary and graduated and got a job and I was working with kids and I thought, oh, this is great. I do enjoy working with kids. This will be great. I was shocked that I'm actually working more with the adults and the parents than with the kids.

Don Payne [00:21:32] I think schoolteachers find the same thing.

Amy Craig [00:21:34] I'm embarrassed to say that that was not a concept for me. That was kind of news to me that I would be speaking with adults and working with adults just as much, if not more than the kids they were bringing into the office. I now know that all these years later. I got that now. I did not at the time. So, yes, a lot of the work that I do is in assisting parents and supporting them as they are then supporting the kids. Right. And I tell parents all the time, I am temporary, and you are permanent. I am just joining the team. You guys have existed as a team long before you even knew who I was. I am just joining the team to assist you in the work that you're already doing to raise your kid. And so, I'm here to support you as well as your child to hopefully get where you need to go next. But you are the one who's doing the hard work and has for years.

Don Payne [00:22:26] Yeah. Well and I know there's not just a standard boilerplate answer that you have for parents, because every situation, every family unit has got its own fingerprints to it. But what are some of the patterns you see of the things you have to tell parents?

Amy Craig [00:22:42] Often I will ask parents, what's your hot button? So, what is the one behavior or thing that they say or do, or if they're struggling with anxiety or with depression, that really just cuts you all the way down to your core? Because that's the moment where we need to assist you in regulating, whether that's tagging out and your partner then needs to take over so you can have a minute or that's where maybe you need to get to do your own work. I know you're focused on meeting the needs of your child, but I want to make sure your needs get met too. And sometimes parents get lost in the mix that we're so focused on making sure the kid is okay or the teenager's okay, that the parent gets lost in the mix and their needs are not met, and then it's hard to support their child.

Don Payne [00:23:29] Well, yeah, because to your earlier point, when those hot buttons get pushed, that's the problematic stuff that the kids are downloading. Right.

Amy Craig [00:23:38] Right. And it's hard to help someone else if you feel not okay. And so, whether it's just the end of the week when you are just fatigued, and as a parent, you've been working all week too, and so you're just done. And so, anything that comes up on a Friday or we're supposed to be having fun on Saturday and Sunday, and that's for a lot of parents are like, oh my gosh, that's the hardest part of the week. Because I'm done.

Don Payne [00:24:02] Fun is a heavy burden, isn't it?

Amy Craig [00:24:03] A little bit. Sometimes it is, yeah. And when it's not a fun phase for the family. You know, we think of, and when you look at social media, weekends look amazing. And when that's not your experience as a parent, then you go, what am I doing wrong? What's wrong with me? What's wrong with our family? We don't look like that. We don't feel like that. I don't feel like that. And so, I think you're right. Just like you were talking about the normalization, that that's normal. Not every Saturday is fun filled and sometimes we get to the weekends and that's the hardest part because we're done. And so, our kid says something or does something, and we're triggered. And sometimes that's not our finest parenting moment.

Don Payne [00:24:43] Yeah. And then parents have this feeling that, you know, I just want to go back to work to get away from this and then feel guilty for that.

Amy Craig [00:24:48] Absolutely. Yeah. And we talk a lot about parenting guilt, whatever that looks like for you, whether that's triggered by social media or by the feelings that come when you don't have warm, fuzzy feelings about your child all the time, or even honestly, if you connect more with one of your children than the other. And then you have that guilt of why do I feel that way? Why am I not connecting with both of my kids? Does that mean I'm not a good parent to that child? So, I just think there's a lot at play as adults. And again, sometimes our kids pick up on that and sometimes they don't. But I think we might be surprised how much they do when we're feeling, and you're being hard on ourselves and we're not feeling good about our parenting kids pick up on that.

Don Payne [00:25:34] This type of conversation, particularly in Western culture, tends to focus on nuclear family units. But there's a community aspect to it as well. And for believers that obviously, or hopefully, involves the church. What kind of community does the church need to be to play its role properly in supporting families, nuclear families in all of this?

Amy Craig [00:25:59] It's a great question. I think part of it is that normalization. I think large international organizations like MOPS tend to do that very well. Right. That this is an opportunity for moms of young kids to all get together, hopefully get resourced well, which I think they do that very well, but also that usually the first half of those meetings is just to sit with other women and eat breakfast at those tables and hear, yeah, I feel that way, too. And yeah, this was a rough week, and I would love to say that we're just, you know, crushing it, but not so much. And I think it's good and healthy to hear that, so that it's kind of the opposite of that social media effect where people go, okay, you too? You're not thriving? Okay. I'm sorry for that. And okay, that makes me feel a little more okay. So, I do think that some of it is the normalization piece as well as the training piece that parents do when they do feel that they've exhausted their resources. Or I don't know what to do. My wife doesn't know what to do. We're not sure what to do with this because we didn't encounter this with our first two kids. But our third kid, we have questions that the church is a hospitable place to ask those questions and not feel judgment.

Don Payne [00:27:12] Okay. This kind of conversation can have a certain gravity to it, a seriousness to it, a heaviness to it. But I would love to hear your thoughts about the role of humor and play in dealing with the stresses and anxieties that children have.

Amy Craig [00:27:32] I think we do kids a service if we see play as the work of childhood. They are working, they are doing big things when they're playing. It's not a waste of time. It is a wonderful investment of time. And so, it can be helpful educationally, it can be helpful relationally, and they need that outlet. And we play as adults, we call it other things. But if you play an instrument, if you go hiking and enjoy nature, or you use your imagination online to create things, you're playing too. So, we're hopefully playing as adults. It has a purpose. And I use humor as one of, or the main, way that I use mindfulness with kids, because in order to find something funny, you have to be listening and tracking with and fully in the moment in order to find something funny. And so oftentimes, especially if I'm doing like grounding, if I'm doing trauma work with a kid or a young teen, rather than at the end doing something really kind of heavy, as far as mindfulness, I will say, who last in your class farted in class and then they giggle and they laugh, right? And they go, actually, so-and-so in math class farted today. And I go, there you go. Right, they're fully with me in the room. We're not thinking about the trauma. We're not back in time reliving that trauma. We're fully in the moment to find that funny. And we're not laughing at someone's expense. I'm just saying, who farted last, right? And just see what happens there. And for a lot of kids just asking a question like that, that's a little silly, a little funny, a little out of left field, is enough to bring them back into the room. And so, teaching families, too, that you can use humor as a really good form of kind of bonding and mindfulness as a family.

Don Payne [00:29:26] I love the connection you made between humor and mindfulness. I never would have thought about that, but that's why some people don't get jokes because they don't know how to pay attention.

Amy Craig [00:29:36] Right. You have to be fully tracking with that person to find it funny. It's also why, if you have a really good conversation with someone and you've laughed a lot, you do feel differently leaving that. Not only the endorphins that you're feeling, but you knew you were fully attuned with each other, where if you're just having a cognitive conversation, not so much.

Don Payne [00:29:57] Wow, that's great. Okay, a few key ideas or takeaways or resources that you'd want to leave with people who want to learn more or want to take a next step.

Amy Craig [00:30:10] I think for parents who are saying, we just kind of want to refresh at the beginning of the year, or we've set a New Year's resolution to kind of work on some things as a family. I think the main thing is make sure that as a couple and as individuals, you are getting your needs met, that you are attuned to each other, that you are regulated yourself as adults. Because if we enter into this work with kids where we're asking them to work hard and to be attuned and to be mindful, that's really what we're asking when we say like, can you like bring it down a notch and quiet down and sit down, we're saying, can you regulate? So, if we are not regulated, then either we're hypocritical or we don't have those skills to pass on. So, I think starting with ourselves as parents first before we're asking that of our children, and then if God is bringing to mind that there's something about one of our kids that I just feel like we need to assist them, we need to support them, don't ignore that. So, whether you talk to someone that you trust at your church or you talk to your pediatrician or you do seek out a therapist, find someone that you do trust and you feel like knows you or your child, if at all possible, and ask their outside opinion and get some wisdom in that piece.

Don Payne [00:31:28] Yeah. Just don't do it alone.

Amy Craig [00:31:30] Yeah. Don't do it alone. We're the body of Christ. You do not have to do this alone.

Don Payne [00:31:33] Right, right. Well, Amy, this has been so good. Thank you.

Amy Craig [00:31:36] Yeah, my pleasure.

Don Payne [00:31:37] Yeah, this has been our visit with Amy Craig. And if you want to find more information about Amy's resources through her practice, her website is www.LovingFamiliesTherapy.com. And she would love to have you visit there and check out what she's doing. I want to put in a plug as well for our counseling program here. Some of you will know this, but if you don't, Denver Seminary's Clinical Counseling Program was the very first seminary-based program in the country to have CACREP accreditation, which is the gold standard of accreditation for counseling programs. And we'd love to have you check out our website for that and all other kinds of resources. DenverSeminary.edu. We've got lots of stuff going on there and resources of all kinds that you can take advantage of. And particularly if you or somebody you know is interested in some further study, either with a degree program or even a short-term certificate, we've got lots of options there. Love to have you check those out. If you would like to give us some feedback on the podcast, you can email us. Our email address is podcast@DenverSeminary.edu. So, to whoever you are and whatever your relationship is with us, if you're a donor, a student, an alum, we're grateful, grateful for your connection to us, grateful for your prayers, your support, and grateful for your feedback. So please communicate with us. My name is Don Payne again, and we look forward to another conversation with you really. Check back with us. Take care.