



## Decoding Aggressive Behavior

Tosha Schore

Interviewed by Dr. Laura Markham

Dr Laura Markham (00:04):

This summit is brought to you with love by Peaceful Parent, Happy Kids. Welcome. Hi there, I'm Dr. Laura Markham, founder of Peaceful Parent, Happy Kids and organizer of this summit, Nurturing Hearts, Nurturing Minds, the Neuroscience of Peaceful Parenting. I'm delighted to introduce you to my guest today, aggression expert Tosha Schore. I am so excited today to be here with Tosha Schore who is a parent coach and the founder of Parenting Boys Peacefully, where she is on a mission to create a more peaceful world, one sweet boy at a time. She's also the co-author of a book that I love called Listen, that she co-authored with Patti Wipfler. Yes, thank you for sharing the book, which is available in a lot of languages. If you haven't read it yet, I highly recommend it. So today we're going to be talking about aggression. Tosha is an expert on boys, but also on aggression.

(01:08):

And I wanted so much, Tosha, to talk to you about aggression because I know that it's a challenge not just for parents and boys, but for all parents. Aggressive behavior is one of the things that I observe most upsets parents. And when I talk to parents, many parents can't imagine that they could handle aggression or aggressive behavior without answering it with their own aggression, with their own force, threats, punishment. And yet when we think about neuroscience, which is our frame for this discussion, the neuroscience of why kids are aggressive, answering it with

aggression seems to perpetuate the problem. So I'm so excited to have you with me today to get to have this conversation. Thanks for being with us.

Tosha Schore ([01:55](#)):

Thanks for inviting me on.

Dr Laura Markham ([01:57](#)):

So let's start with the basic question of what causes a child to act aggressively?

Tosha Schore ([02:05](#)):

Well, what I like to say to parents is aggression is almost always fear in disguise. And if we can remember that, what it does is it allows us to lean more into empathy for our child rather than to spiral into our own anxiety, which leads to all those things you just talked about, our own aggression, if you will. So the understanding that it's fear and that our child is screaming for help in the best way that their body can figure out how to ask for it. And because they feel closest to us and most connected to us, we are the ones that they're going to come at it with most often.

Dr Laura Markham ([02:50](#)):

So when a child acts aggressively toward a parent, you just said if the parent can remember that that's fear in disguise, and if they can empathize, something different could happen. So tell me the two trajectories. Describe. So I'm being an aggressive child, you're my parent, if you respond with aggression or with force back to me to try to stop my aggression what will happen?

Tosha Schore ([03:18](#)):

If I respond with my own aggression or forcefully or with shame or with isolation, sending your child away to their room, this is unacceptable behavior, we pathologize the behavior, we send the message to the child that they are not okay. They don't understand, their brain doesn't understand the difference between my behavior is not okay and I am not okay. And then they internalize this feeling of something's wrong with me, which leads them to more aggression. So we're basically playing into the cycle that's going to make the situation worse when we respond in that way. We don't want to be doing this. So what we do want to be doing is, like I said, recognizing that there's fear underneath the aggression that this child is calling for help and we want to ask ourselves what is the best way that I could help this child's brain sense that they are safe and loved right now?

([04:23](#)):

What could I do? And then we reach into our toolbox for whatever tools we have. And if we don't have any tools, then we reach out to you or to me or to somebody to fill that toolbox. We can talk about that a little bit, but those are the two trajectories essentially. Because if we can move towards that child with love and compassion and empathy, they can heal from whatever hurt, fear, upset is driving that aggression in the first place. And we will see a decrease in both the incidence, the number of incidents of aggression, and also the intensity of the incidents of aggression.

Dr Laura Markham ([05:03](#)):

Beautiful. So I want to get into the toolbox and the tools that a parent can use in that tense moment, but also maybe overall with their child with the preventive maintenance tools. But before we do that, you just described the probably most common mistake that parents make when they're trying to stop aggression because it scares them they respond with force or with shame or with isolation. Tell me more about those. Are those the main mistakes that parents make? Tell me, when parents are faced with aggression and they're in that hard moment what are the things that you see parents do?

Tosha Schore ([05:44](#)):

Yeah, that's definitely one of them. Another though, which I think is probably, I don't know, shows up with equal occurrence, is talking way too much. I think we have this false belief that we can talk away the aggression, that we can have a conversation with our kid and explain to them why aggression is not okay, why they shouldn't be biting us or spitting in our faces or kicking their brother or throwing the plate off the table. You can't talk somebody out of a feeling. Not anybody else and definitely not your child and definitely not your young child, so that is a huge mistake that I see parents make. Because what happens is that we don't have success because that's not how we heal and that's not how our brains work, and we get more and more frustrated with the child and then our behavior gets worse and then we go back into that spiral of our behavior gets worse, they feel worse about themselves and their aggression increases. So talking too much is way high up there on the list of things that parents could probably toss aside.

Dr Laura Markham ([06:56](#)):

Anything else that parents should be aware of that is going to take them down the wrong path?

Tosha Schore (07:00):

Worrying.

Dr Laura Markham (07:01):

Worrying, yeah.

Tosha Schore (07:05):

I think that if you think about it, let's say you're struggling with something, I don't know, something random, you're worried that you're not going to succeed in business. I don't know, something silly because you're very successful in business. You're worried you're not going to succeed in business and you share that with somebody and they start going, "Wow, yeah, I can see that. I don't know how you're going to do that. I don't know how you're going to succeed." Well, what happens? You start worrying more.

Dr Laura Markham (07:40):

Yes.

Tosha Schore (07:40):

So same thing with our kids. We can't change, just like you can't change from a place of somebody worrying about you, they can't change. Our children can't change from a place of us worrying about them. We have to shift our energy to an energy of we are going to get through this, we are going to figure this out. Even if you don't have an answer, we are going to figure this out. You're not saying I know what to do and I've got the answer and here we go, just we're going to figure it out. That energy is so different and it creates possibility and it creates hope and it relaxes our limbic system. It relaxes so we're not being squirted with stress hormones.

Dr Laura Markham (08:28):

I love that. So what you're saying is that of course the parent's brain and nervous system is always radiating what we're feeling and it's affecting the child's brain and nervous system. So if we're coming into that interaction where our child is exhibiting aggression, it's a very human response for me as the parent to say, "Oh no, what's wrong with my child? What's wrong with me? Did I cause this?" But in fact, if we can do the work on ourselves to calm ourselves down and to get to that shift of we can figure this out, this is my beloved child, we can figure this out, then we're communicating something different and our child's brain and nervous system take

the cues. As you said, the limbic system picks up other people's limbic systems and resonates.

Tosha Schore (09:19):

Absolutely. I like to use the analogy of a flight attendant. Imagine you're flying and you hit turbulence and like me you're terrified of flying and turbulence and you fly all the time. And I look to that flight attendant, and if that flight attendant is calmly asking somebody... they're jostling with the bumps but they're calmly asking somebody if they'd like sugar in their coffee or whatever, I pick up on that calm. It's like, okay, I might not feel perfect, I might still have sweaty palms, but I'm not going to spiral out of control into fear and terror because I'm borrowing that flight attendant's calmness in their nervous system. But if I look at that flight attendant and they're looking around at their other flight attendants like something's not right here, you can be sure that I'm going to spiral down into terror and I don't know what I'm going to do but it's not going to be good.

(10:19):

And to be clear, that flight attendant might have started out a bit fearful of the turbulence, but as they train and in their training they come to understand that turbulence is just air pockets and airplanes are meant to fly through turbulence and they have the information, they're able to remain calm. And it's the same thing for us parents. You might be terrified of the aggression because you're worried now your kid's five and what are they going to be like when they're 15 and are they going to be the next school shooter and they're going to be the next rapist behind the dumpster and all of these real fears that we have for our little ones when they're struggling with aggression, but if we can learn, oh, well maybe they're just a little bit nervous or scared and there's actually a lot we can do. This is a normal physiological response for them and there are things that we can do, then we can be that calm flight attendant for our child when the going gets rough for them.

Dr Laura Markham (11:16):

Beautiful. Okay, so in this moment where the parent is trying to stop the aggression, they've managed to shift their energy, which is a tall order, but we can talk more about that. And is there anything else that they need to understand? You mentioned they need to understand that it's about fear because then their empathy gets awakened. What else does a parent need to understand to stop the aggression?

Tosha Schore (11:43):

Let's see. Well, I guess another big thing, probably the other big thing is that the feelings aren't the problem. The feelings aren't the problem. We as a world, we've mislabeled feelings. In fact we've labeled feelings, we've put them to buckets. This is a good feeling and this is a bad feeling. It's good to feel happy and it's good to feel, I don't even know what else it's good to feel, generous. I don't know what all the good feelings are, happy and something else, but definitely not angry. Definitely not jealous. Definitely not sad, especially if you're male. So we've put these feelings in buckets. But the reality is every one of us is human and every one of us feels all of the feelings at some point. And we really need to normalize that and understand that they're just feelings. The feelings aren't the problem. If we think about that, as the aggression being a symptom of something else, then we can sort of dig deeper and not so much try to figure out the why.

(12:56):

Because yeah, sometimes there's an obvious... the child's being bullied or the child's bullying or the child's parents just went through a divorce or a move or something that might be contributing to the behavior. And sometimes with the bullying, there's something we can do about it, but sometimes with the divorce or the birth of a sibling, there's nothing we could do about it and there's nothing we need to do about it. We just need to help the child ride the waves of the feelings. So not mislabeling the feelings as the problem, I think, is really, really important. In fact, there's a solution. I would even go farther to say that if we can get ourselves in good enough parenting shape to be able to remain calm and hopeful and listen to the child's feelings, that's actually what's going to allow them over time to stop the aggression.

Dr Laura Markham (13:48):

Yes, okay. So in that moment, model for us what the parent could do or say, because many people right now as they're hearing you speak are thinking, "Yeah, but you don't know my kid. He's trying to kick me. He's trying to bite me." So let's say the parent has tried to shift themselves, they're trying to keep that fear that they're feeling in check. They're remembering, okay, feelings are not the problem. It's okay for him to be angry and they're trying to empathize, he's having a hard time, he's struggling. What should they be saying, doing, acting toward their child in this tough moment?

Tosha Schore (14:31):

Just as a prelude, I want to say that most of what we do is before.

Dr Laura Markham (14:37):

Yes. Okay, so we could talk about that. We could back up and talk about what I call preventive maintenance. What's in your toolbox that you're doing 24/7 before moment of aggression, yes.

Tosha Schore (14:48):

Well, let me just add one thing, which is that it's useful note if there's a pattern. Well, let me rephrase that, it's useful to note what the pattern is. There is a pattern. There is always a pattern to the aggression. And if we can as the parent figure out, oh, every time he comes back from a weekend at his dad's house the aggression rears its head. Or every afternoon when he comes home from school... sorry, I'm he-he because I'm always working with boys... but this is not gender-specific. So if we can understand what that pattern, identify what that pattern is, when the behavior arises, then we can step out of that place where we're hoping and praying that things are going to be different today and we can plan for us, for ourselves, to show up differently. We do this all the time as parents. If we went to work and we did the same thing, we did something the same way every day and we weren't getting results, we would be fired.

(15:48):

But as parents, no one's going to fire us. But we do this all the time. Our kid comes home after school every day and throws his backpack and kicks it across the floor and then goes and pushes his little baby brother over. And every day right before he gets home we were hoping and praying, oh God, I hope today this doesn't happen. I hope he just comes home in a good mood and we have a really nice afternoon and all the things because we really do hope. But if we don't do anything different ourselves the same scenario plays out over and over again. So if we can track it and understand that this is going to happen and expect it, we can ask ourselves what could we do differently? So in that scenario, back to what we do in the moment, we hear that door, we know what time he walks in the door or we've picked him up, and so we're walking in the door with him, we are ready.

(16:47):

And it might be we stop the arguing with him about picking up the backpack and we let that go, but we rush towards the little sibling, the baby, because we need to protect the baby from the older child who we know is going to go for him because he's done that every day, all week and all month and it's not going to change unless we change. So in the moment, I might actually be physically interjecting, right, I'm like interjecting my body between him and his brother so that he's not able to push him over. Now is he going to like that? No, he is not going to like that. This is what I say to

parents all the time, we get to hold the limits and with aggression there are safety limits that we have to hold because it is our job to keep everybody safe. But we do not have control over how our children feel about the limits that we set.

(17:46):

So when you block your child from being able to push his baby brother over, you can expect upset. That upset might be crying, it might be screaming, it might be calling you horrible names. It might be coming at you so you might then have to block so that you don't get hurt. Or if it's an extreme situation, you might have to pick up that baby and take that baby into another room so you're on the other side of the door. Yes, your older child might be banging on that door, but again, back to that tone of voice, the energy that we have, you might be on the other side of the door and you can say, "Hey, I'm right here with you. I'm right here with you. We're going to get through this. I'm right here with you." You've got to keep everybody safe.

Dr Laura Markham (18:40):

I love that, that you're keeping everybody safe. And it is the extreme moment where parents freak out. Like I have to go into the bathroom and hide from my child. So what you're saying is that's not isolation and shame if you are doing it with the energy of I'm keeping us safe and I'm right here for you, we're going to get through this. And then what else, because your kid's hammering on the door, your four-year-old or five-year-old is hammering on the door. What do you say to him?

Tosha Schore (19:21):

I might just say what I said. I might say, "I'm right here." I might say, "We're going to get through this." If he's saying, "Let me in, let me in," I might say something like, "I'm happy to let you in as soon as I can make sure we're all safe," or something like that. But it's not like an attack on him so what I wouldn't say is, "I can't let you in because you're going to hurt us," or "I know you're going to hit us," or something like that. It's really about me and my job as safety manager not about him and his struggle with aggression.

Dr Laura Markham (20:06):

I'm going to let you in as soon as I can make sure we're all safe. I can't wait to hug you. So you're re-establishing connection, right?

Tosha Schore (20:13):

Absolutely.

Dr Laura Markham (20:14):

Even though there's a door between you you're re-establishing the connection. I can't wait to hug you. I'm making sure we're all safe. And then do you do anything to acknowledge his anger to say-

Tosha Schore (20:26):

No.

Dr Laura Markham (20:27):

... you're feeling [inaudible 00:20:29] right now. You don't do that?

Tosha Schore (20:30):

No.

Dr Laura Markham (20:31):

Do you have any conversation about the emotions or not?

Tosha Schore (20:34):

No. What I would say is, I like to say, "I know you would never want to do anything to hurt your brother."

Dr Laura Markham (20:42):

Beautiful, you speak to the best in him.

Tosha Schore (20:44):

Right. "I know you would never want to do anything to hurt me," like if he's banging on the door or if you go out or if you're still with him and he's hitting and you're blocking. It's like, "I'm going to keep us safe. I know you would never want to do anything to hurt us." And then other than that, I let it go because I think that we overestimate the power of our words to change our children's behavior like we talked about earlier. And I truly believe that kids do do the best that they possibly can and that the problem, I think we're misdiagnosing the problem often as that they don't know better rather than they can't do better in that moment. And if we're saying, okay, yeah, they don't know better, then yes, they need a lesson, they need some information.

(21:35):

But I've worked with thousands of parents and I don't know anybody who's said to me when their child is in a good place, that for example they think it's okay to push their baby brother over, or they think it's okay to bite their mother or spit at their dad's face or scratch somebody or break a plate. There's no kid who is saying, "No, that's fine," when they're feeling good. Yes, I know, there are parents out there are saying, "No, my kid did say that." Yes, but not when he was in his right mind, when that child was running on emotion and fear. So I think if we really are going to diagnose what's going on, it's not about I won't, it's really about I can't. And if it's about I can't, then I don't need to be giving them information I need to be creating better environments for them to be able to succeed.

(22:32):

And that starts out with creating an environment like the one we just talked about where they can't physically hurt anybody, because when a child does quote, unquote, "succeed" at hurting another person that they care about, it's incredibly painful. We can all think of times when we have said or done something to somebody who we loved and we felt horrible afterwards. Horrible shame, horrible regret, guilt, all of those feelings. And so we want to protect our children from acquiring layers and layers of those feelings, and this is one way that we can do that. So I don't need to go back and talk to the child about they were angry or they were disappointed that they didn't get invited to the birthday party or they had a hard day at school or anything like that. I think there are separate opportunities for teaching. There are books to read about emotions. We can talk about emotions outside of these incidents, but I haven't found that it's useful to ending the aggression to tie that education piece to the upsets.

Dr Laura Markham (23:42):

So there's a lot of parents who will say to me but you have to name it to tame it? And my feeling is that that research... not my feeling, my opinion is... that that research was done on adults. And when adults or even children make the connection, oh, I'm mad or I'm afraid and that's why I'm mad, that makes sense. But for someone outside of me to tell me how I'm feeling isn't really naming it to tame it so it doesn't actually work. Is that what you would say?

Tosha Schore (24:18):

Yeah, I mean, I don't know about you, Laura, but goodness, if I'm feeling upset about something, let's say I'm angry and somebody says, "Oh, Tosha, I'm sorry you're so disappointed." All of a sudden, I'm not only angry about whatever I was angry about, but I'm furious at this person. Why? Because I don't feel seen. What I need in that

moment is empathy and compassion and to feel seen. And instead all of a sudden I feel like somebody else doesn't get me.

Dr Laura Markham ([24:49](#)):

I love this. This also really ties into the brain science, because if the aggression is coming from a physiological state of threat, like I'm in danger, I see that baby brother and I know who's going to push me off mommy's lap, figuratively speaking, so I'm in a state of threat. What's going to settle that down is not feeling analyzed or misunderstood. What's going to settle me down is connection, which creates safety and which actually changes. We know connection changes what's circulating in our body, all of the hormones and neurotransmitters circulating in our body to calm us. The vagus nerve can reset when we feel connected, the vagus nerve resets. But if someone analyzes us and we feel misunderstood, it's going to heighten that feeling of threat.

Tosha Schore ([25:39](#)):

And I think our kids deserve to be thought about in the same way and treated in the same way that we would want to be treated. So oftentimes when a parent asks me, well, should I do this or should I do that or What do you think about this, and I say to them, "Well, how would you feel in that situation? Is that something that would be useful to you, helpful to you? How might that make you feel?" And oftentimes just shifting the perspective helps us to understand maybe that's not what I would want in that situation.

Dr Laura Markham ([26:11](#)):

Yeah, beautiful, just putting ourselves in our child's shoes. It's true for any human relationship, right?

Tosha Schore ([26:17](#)):

Yeah.

Dr Laura Markham ([26:17](#)):

So before we run out of time here today, I want to ask you, you teach a five step practice to stop aggression. Can you share that framework with us?

Tosha Schore ([26:28](#)):

Yeah, I mean we've basically talked about it, but essentially I talk about first setting yourself up for success. So that's all kinds of things. One piece of it is the emotional

healing. Not that we need to completely heal ourselves emotionally before we can attack the aggression, so to speak. But we need to be doing it concurrently. It's not fair and it also won't work for us to try to implement other tools to help our kids stop the aggression if we're not doing our own work to lessen the triggers for ourselves. So it's that, but it's also like are there people who we need to tell what's going on in our environment? Are there environmental things we need to change? Do we need to take breakable things out of the room for a while? Do we need to put bumpers on the corners of the tables?

(27:23):

It's just like if you were wanting to lose weight, you would take the cookies and the ice cream out of the freezer and all the cookies out of the cabinet because they're just obviously there to help you fail and you want to succeed. So all of those types of things. Finding community for example, because there is so much shame that sits on us as parents when we have a child who struggles in this way or when we're struggling ourselves with our behaviors when we have a child who's really struggling. So finding community. So all those are pieces of setting ourselves up for success. And then the second is connection. We talked a little bit about that as well, but really leaning into and being really pragmatic about how do we deepen, strengthen, sometimes rebuild that connection with our child who's struggling. And again, there are lots of ways to do that.

(28:18):

In our book we have a practice of special time we write about, but there are many, many ways that you can connect with your child. And then we look at tracking, we mentioned that as well, it really helps us to move from that place of feeling victim me and disempowered and hopeless to a place of I've got this, I've got a plan, I'm going to try it, empowerment. So tracking is really important. Then we move into the really sort of nitty-gritty of the heat of the moment. So setting loving limits, which we talked a bit about as well with the child in the bathroom and all of that. So that can look like a lot of different ways, but I talk about setting loving limits where we're looking at limits not as punishment but as kind of safety rails on the highway.

(29:16):

They're a good thing. Like my co-author and my mentor Patti Wipfler, she says, "We want to be setting limits like we're giving a gift." And I always think about that. That's the energy. It's a good thing, it's a good thing. It helps our children feel safe. It helps their nervous system to calm and it will help with the aggression. So we talk about setting loving limits. And then the last piece, which we didn't touch upon, is play. And so play is not something that generally works well once the train has left the station,

as I say, once all of the big aggressive behaviors are happening, but oftentimes parents have this gut feeling before things really go south. And if you really get in touch with that intuition and start to pay attention to when the aggression happens, you can often move in playfully before the train leaves the station and use play strategically as a means to connect and help your child's limbic system calm and feel seen and loved and connected to you. And when they're in that space, you're not going to see the aggression.

Dr Laura Markham ([30:30](#)):

It completely changes the dynamic at the moment to lighten it. And in terms of the neuroscience of it, you're right, the oxytocin that gets released when you're playing with your child in both people connects you and makes you both feel good.

Tosha Schore ([30:45](#)):

Right. It's really hard to be worried about someone or angry at them, either you towards your child or your child towards you, when you're being playful with one another, when you're laughing together.

Dr Laura Markham ([30:55](#)):

Yes, and it's such a great point you're making, Tosha, to include the parent in that change. It's not just the child who's benefiting from the play. We need to be aware of our own, what we're radiating at all times, and we can shift that through that play and connection with the child.

Tosha Schore ([31:12](#)):

Exactly.

Dr Laura Markham ([31:13](#)):

What a gift. What a gift. Well, I do have one last question for you, which is a larger pull back the camera question, your mission is to create a more peaceful world, and you say you do that one sweet boy at a time. So I want to hear from you your vision of how parenting contributes to world peace.

Tosha Schore ([31:39](#)):

Well, let me tell you a story about something that happened early on in my career, and I often tell this story but I think it really illustrates the point. So once when my boys were young, I've got three boys... or three young men at this point... but when they were young they had gone off to school and I was taking a moment to have a

cup of tea, read a paper... back when there were papers to read I think... before I started my workday. And the headlines were just terrifying. Rape, murder, terrorist attacks, police brutality, just on and on and on. And I noticed that every article was about a man, all these acts were being perpetrated by men. And I thought, "We are really failing our boys. We are failing them. And every one of these men that committed these atrocious acts was once a sweet boy. What happened?"

(32:47):

Now, I'm not Pollyanna, I know there are lots of social political isms that affect so many of our young ones, whether it's classism or racism or sexism or whatever it is, there are so many isms that affect people. I get that. But what also occurred to me is that I had the drive and the energy to make a difference and I wanted to look for the positive. And I suddenly felt like I had this purpose and I needed to connect parents with the fact that they were raising a man with something positive. And so I thought to myself, "God, what would happen if I could get into the homes of parents with young boys who are struggling with behaviors that people are freaking out about when they're 2, 3, 4, 5, 10, 12, and we could help them when they're young, what would their lives look like when they were teenagers and what would the world look like when these little boys grew into men?"

(33:57):

And so from that came my mission of creating a more peaceful world one sweet boy at a time, and we are having an effect. I mean, we are thousands strong of parents who are committed to helping their young boys to identifying that this is anxiety, this is fear behind this aggression, and I'm going to get in there and I'm not going to lose sight of this boy's goodness, despite his horrible behaviors. Part of this work is learning how to advocate for our sweet boys despite behaviors that we know aren't good. It doesn't mean we excuse the behaviors and we say, "Oh, they're okay." We continue to work with them to help move beyond those behaviors, but we can't cancel them in the process. We have to keep them close and we have to keep reaching for a connection no matter what. That is the only way they will change.

Dr Laura Markham (34:55):

I love that as our place to end. We keep reaching for connection no matter what, that's the only way that anyone can change. Beautiful. Thank you so much.

Tosha Schore (35:09):

Thank you so much.

Dr Laura Markham (35:10):

Thank you. You, I know have a gift, your Reconnect, your 10 day Reconnect that you'll be sharing. Do you want to tell us a little bit about that?

Tosha Schore ([35:20](#)):

Yeah, absolutely. So it's called Parenting Boys Peacefully, a 10 Day Reconnect. And what it is a really easy 10 to 15 minute a day for 10 days way to ease you into one of the practices of connection that I talked about called special time. And so I explain how to do it, when to do it, why to do it, how to do it. I answer the most common questions that people ask me about the practice, but I ease you into it one day at a time. And it is amazing the transformation that parents see with their little ones simply by putting 10 minutes of attention on them a day. So I invite any of you to go ahead and grab that. It's on my website for free and I'm sure you'll have the link here.

Dr Laura Markham ([36:09](#)):

Yes, the link will be below this interview. Tosha, I want to thank you again for talking with me today, sharing this vital information, and also really for the work you're doing in the world, which I know changes the world every day. Thank you.

Tosha Schore ([36:26](#)):

Thank you.