**Meeting with Early Shift 5, 1/2/21**

ANDREW… the wee leaflet, which you may have seen before, but I was just important to mention to staff it's the same principle for consent for you as for actually any the kids you know. Although [organisation] has agreed to this research going ahead, individually you have. It's up to you to give or withdraw consent as you see fit based on you as an individual you know so that you don't feel like coerced or that you are obliged to take part in any of this. So today is just a kinda informal discussion. I'm just trying to find out a bit more about how things work at [organisation], but I'm hoping to recruit folk for actual interviews at some point as well and stuff like that. So as the research progresses when I'm up there,  hopefully, doing interviews, anything like that feel free to, it’s entirely up to you about whether or not you want to take part in that, so it's just important that you know that from a consent perspective and the other thing that's attached to that is confidentiality for you, 'cause you think well what's going to happen wae what I say in an interview or in a discussion like this, so I remove all the personal details from any of the data. So if I write anything up, I'll change your names, any identifying details and stuff like that. I suppose the only thing for you is like, say you two might know each other really well. So say Mick told me a story about something that you're training or something like that. Bob, you may recognize that that's Mick, even though his name is changed because you know him so well. And he's told you that story as well before. Same with the kids, you may be able to tell who the kids are, even though names have been changed. So confidentiality has a bit of limitation in this project, but the limitations contained within you guys at [organisation]. So obviously if we're publishing a paper or talking at a conference nobody'll know that it was actually [organisation] that we were at and nobody will be able to tell who individual staff members. If we were for example, using a quote from somebody from an interview or something like that. So are you alright to go ahead on that basis, is that alright with you? [affirmations - yeah and thumbs up]. Listen, as I was saying, I'm really just trying to get my head around how things work at [organisation].  One of the interesting things from last week, I met a couple of folk on the early shift, is how important the early shift is actually for staff. The kinda, it's the time where you get your report written up, you draw together all of the observations, you get other tasks done that you just don't have time to do when you're actually on shift, shift with the kids. So, I've started to get my head around some of that and that's been really interesting but I thought I'd take the opportunity with you guys, if you're ok today, for you to tell me about some of the other shifts. So there's other shifts, there's a backshift, sleepover shift, a waking night shift, and then there's a weekend shift. So there's other things that will go on outside. So I wondered if you could tell me about, about how a backshift works, what goes on?

MICK: so I suppose when you coming you coming for a back shift, you're coming in about 15 minutes before you pick the kids up from school so we have to be coming at 2:00 o'clock. We have to leave at quarter past to go down and get the kids for half past from school. So when you come in, you've got 15 minutes to kind of prep your shift, which isn't a lot of time. If you get there, we hand over. What we had discussed in the other day is about you know, the early person may be having the handover sheet written upend any plans any appointments are prepped for the other two staff coming in to kind of make it quicker. Then yeah, so we coming to get hand over prepare plan what we’re going to do, and then we just hit the ground running. We’re down to school. Pick the kids up and you just want me to run through a shift what it's like is

ANDREW: absolutely yeah, that would be good here.

MICK: So so we go and get them for half past from the school will do the school run, so it might require two or three trips depending on how the kids are. So we've got two cars, so I usually do two or three. Or sometimes you have to do a two, two and a one, depending on how their day's been, a kid might not want to go in a car with another kid, Barry, for instance, sometimes can be quite fussy. No, I'm not going with him and blah blah blah and he can be struggling. Sometimes school might bring them up in that situation. The only day that changes is a Wednesday. When they're out in activities and school staff drop them off here at the bungalows at half two alright, OK, that's changed. So get them, they'll get them back up our routine, or our routine in our bungalow. Some bungalows different but similarities I guess, so I’ll get them done. Get changed out their school uniforms bring through to the wash. We'll have prepared a snack for them to sit down and have a snack. And then will ask them what they would like to do today, if they haven't already said 'cause sometimes last, the night before, or they might mention that morning what they might like to do in the afternoon. And then that's when the real art of being a great keyworker - staff member - comes in, because then you've got to Create yeah you gotta create groups so you can't you know three staff with five kids you're talking about 2 twos and one for instance. Or you know, a 3 with two staff and one with two. So it's about what kids work well with what. What kids can't be without that you know all these different dynamics. If you've got a group of two and one wants to do one thing and one wants to do another, it's about that negotiation you know to say, well, you know we can do a bit of this and a bit of that, then we can do that. So relationships and communication is, is absolutely probably the most important thing. And inworking with kids in in every aspect, I guess yeah, when we’re planning even you’re also their mom and dad so, you know, for example, little Junior would sit on his Xbox all afternoon long glued to the television or not, even on Xbox. Just watching telly here and you just like that? No, yeah, that’s that’s not happening. And you know little Junior will hit out with things "but it's not your choice. It's my choice." I said. Well, actually it's my choice. I'm here' to look after you and getting 4 square eyes isn't a good idea. Or two square eyes isn't a good idea, you know? So again, it’s dealing with those kind of little tantrums and hiccups and Yeah, so...

ANDREW: and see the groupings then, is it always just within within the bungalow with... The reason I'm asking is, When I was up, I noticed some of the kids from different bungalows were outside, for example, would you sometimes, like if a few kids from different bungalows, wanted to do something outside is that....

MICK: So yes, the stuff outside. There's also within Bungalows so you know Junior will often ask for a playdate with Serge or James from Bob's Bungalow, you know. But again, it's really can be very tricky. ‘cause it depends what the dynamics in their bungalows like who's. Someone had a difficult day and is really struggling causing issues that might not be possible, you know. Well sometimes what we'll try and to do is swap a child, so we'll give them Junior and we'll take Red for instance. And you know if I'm going out with Dom I could say then take Dom and Holly out to do bushcraft or a bike ride or different things. Also sometimes outside will arrange to go out and play nerve guns on skate ramp in the better weather. Some things like so I'll but sometimes I'll be going like Bob was asking me the other week - I was  taking two out to do bushcraft which was, you know going find, go for a walk, find a sport, have hot chocolate... he said can I come and join you. You know with one of the kids so we'll meet up as that kind of grouping as well.

ANDREW: oh, so that's good, so you get a bit of flexibility in in terms of how you organize that. Sorry you go.

MICK: Yeah it again the the key though is again the dynamics and how the children are, where they’re at mentally and emotionally and what’s what's able. You've also got to be conscious that you know some kids don't get on with other kids as in as in life and then some kids you can't pair with other kids because the risk factor. So for instance there might be [one of the children] is very sexualized, for instance, and if you put them with. Someone else it might be, it might go wrong. Sometimes even in this House, for example, Dom and [one of the children]. They, their relationship. [one of the children] gets very excited by Dom, you know 'cause they, it's like "butt cheeks" on the telly is he? And but it's just what the problem is. That all escalates. Yeah, it's uncontrollable kinda laughing and just getting heightened. And then.it all just kind of goes wrong and you have to bring them back down. And so you're thinking about, yeah, 20 different things when you're organizing something, so what might seem like a simple play date is far from here.

ANDREW: Yeah, it's very compli...'cause these kid have got.. complexities abound don't they for these kids?

MICK: and I will try to work that all out balance. And sometimes you can have that like you know, for instance, it also depends on the staff Member, how confident the staff member feels. Because I could, I can take out pretty much. Any kid on the bungalow with another kid, pretty much, it if they would go out because I’ve been here a long time, I’ve got really strong relationships and. I I've got, I've got a belief in myself that I can cope with any situation. Yeah, that I could deal with anything that comes up.  Other people that might be a bit newer or maybe not so confident, they might go "well I'm not really. You know. OK with that and I'd rather not do that."

BOB: yeah, Sorry, I think the key factor is relationships with their children as well. Well, maybe you have challenged a kid and they have seen that as a negative and then they don't want to spend time with you so it wouldn't be very beneficial, me taking somebody out if I've been gave them like some strict boundaries, it would just be a recipe for disaster. If I was going out with that child on that specific day You need to think of things like that as well, just how they are with you and stuff and. So we're getting [inaudible] relationships and stuff

ANDREW: Oh yeah, sounds like, actually, there is there’s a lot of thinking and assessing to do for a for a relatively straight. What would normally be a straightforward task. You know going out for a game of football or doing this or that you need to actually put a great deal of thought into that. So I'm just wondering then, so there’s a few things that would come up for me in terms of when you were describing that. How do you know what kind of day they've had at school, do the school send you stuff do they give you stuff at that handover?

MICK: the senior on duty will phone up to the school and get a hand over from school from [other staff]. One of the education heads to ask you know what they’ve been Any issues at schools. Any child struggling? Particularly I for instance [one of the children] in here goes for play therapy every Thursday. And she usually it can be. It could be one way or the other how she is at school that day. Depending on that. So that will depend on what. How we get her when she comes home? What kind of mood she's in. So just gives us a chance to kind of assess. Yeah, so we'll get a handover from the senior basically.  But sometimes you can hand over from school and they say "yeah everything's fine."

BOB: It's like, even if it's no.

MICK your idea of fine my idea of fine are two completely different things [laughing].

ANDREW: Yeah, yeah,

MICK: something, because what you gotta appreciate as well as school they're mixed, in here in their bungalow cohort. But school they split into, while some are in the same class. Maybe like Eva and and and. Oh God, Dom are in the same class you know most others are in different classes. They’re not mixing together, so the mixed school then coming back so is that is that.

ANDREW: Is that a deliberate thing because they’ve got you know if they would all day at school together and then and then in their bungalows...?

MICK: It's based on their educational needs, yeah. So different classes up for different educate like

BOB: different curriculums.

MICK: Yeah, like we Junior is in class brave along with Serge and James because that's where they're at educationally. And then you know, Eva and Dom are in a much more settled class that's a bit more academic. [one of the children]'s in the older kids class 'cause they’re going there. Went that way. Barry kind of very requires special more specialist attention because of his learning difficulties. He's another class with other kids that might need that so. Yeah.

ANDREW yeah and then and then there are the other assessment that's going on, you're just doing that on a continuous basis basis through observing listening...

MICK: all the time. Never rest no.

ANDREW: yeah, yeah. So it's ongoing. And I wonder then as well because that's interesting. Pull that you feel confident, relatively confident, being able to match. How long would you say it takes you or took you I suppose it's difficult to speak for other people, but how long would you say it took you to become that confident?

MICK: I mean, I think there's a case I was. I was pretty much confident from the start, however. That doesn't really matter. What the key is, is the kids accepting accepting you? So that’s what 'cause I remember I work with. I'll just give you an example. I was I was very boundaried, very strict when I came in I was I was fun and playful, but the time we weren't DDP so it's 'boring is best'. Just try to strike that balance with the boundaries. And when you’re a new member of staff Kids will. It’s like they will try and you know not take the Mickey but they’ll they'll try every every trick to get what they shouldn't be getting. You know, like.10 hours TV or, you know, 10 cakes or whatever and you know it's not so I was I came in with, you know and there's a set you are coming with your boundaries quite firm. And then it's it's easier to ease up on those, but if you come in too easy then it's harder to pull it back in. It was quite I was quite strict and I got quite a hard ride in a sense, but I was consistent and consistency is the key with these children. And remember it took 14 months right? And one and one of the boys who was at the time [one of the children] turned round and said he said, cause that day he wanted to go out and Barry wanted go out and I said well Barry’s going in his activity first, then we'll do yours - "oh why can't we do mine" - because I said well you got first the last time so he's getting to choose this time alright then you know with Humph and a Humph. Anyway, on the way down to go play I can't even remember the situation is going to play. The golf from, the driving range he turned around, he said, Mick said yeah, he says actually. I really like you. I went oh right that's that's nice to hear that [name], I said can I ask why that is. He says yeah, he says well when you say you're going to do something, you do it. Unlike other adults, so what he knew, what I got and that was that was massive for him. Absolutely massive to turnaround and and to say that tome. What it tells you is that if you’re consistent, you know and you show them the same all the time. Then they learn to trust you. They believe you, and that the relationship is built on trust and that comes through experience.

ANDREW: Yeah

MICK: you know, being in situations time and again and also for my own confidence. You know encountering lots of different situations being in them, manage them and then coming out the other side. Having a bit of reflection and going "You know that was really good or I've done that. That builds confidence as well. So experience builds confidence, but you need. You need to have some self-belief as well in in your ability you need to think strong I guess.

ANDREW: interesting, yeah, I suppose they can predict you as well or predictability a big thing for kids as well.

MICK: I remember, one member of staff said to me when I joined she said you know whatever attitude you come in with through that door when you start your shift the kids will pick upon it. So if you can't, even if you're not feeling great wherever, but if you come in, you know feigning like happiness and relaxed or not, they'll pick up on that vibe. If you come in anxious or your out of sorts, they pick up in it straight away and that sets them off .

BOB: it sets the tone I suppose if you come in nervous, they can definitely sense it, and then you know just don't they'll push you.  But when you just come in relaxed and that you just aye, they seem to have some respect for you. I think that’s what I feel anyway.

ANDREW: And have you work there for a while Bob as well?

BOB: Two years, about two years, I think I've worked, but it's my first time, this is my first ever job in residential, so it's take me a while to get to know the kid and to get to know the feeling and sorta the, the key moments to try if what's the word I was looking for...Just just looking at for the the triggers that are gonna set the children off and bringing that down as well, that's the key when as Mick was saying, when Dom and [one of the children] sit together when you bring it back down quickly before it gets too high that sorta thing.

MICK: So it's it's about that stuff Bob's talking about, you don’t know that until you've experienced it.

ANDREW: Yeah, yeah,

MICK: come in here and kind of finding that out. Alright, that's how I cope with that. Yeah, learning you’ve got to be willing to kind of humble yourself and learn from others. Yeah, you know, not think you can come in here knowing it all.

BOB: But if you got, like if I came in and was working in [bungalow]today I wouldn't come in all guns blazing knowing what I'm talking about.  I sorta take a step back and then, Mick maybe double check I'm doing the right things first then go for it. I know the kids in every bungalow but I don't know the routines and I've not been on with them day to day.

MICK: So yeah, so I even though in my experience if I go into another bungalow I'll do the same. I'll say you know it’s there for the count, right? OK, what do you want me to do? I'm yours, just use me as you need to.

BOB: So you're not stepping on toes

MICK: It's not even about stepping on toes. It's just about you know,

BOB: yeah, because you're new in that bungalow and the kids are saying "I want 10 cupcakes”. I’ll be like, Mick, is he allowed 10 cupcakes?

ANDREW: Yeah, well yeah, they're skilled social actors children.

MICK: All too easy for kids to ask you something you go yeah. And then sometimes when I go there not allowed it got are alright, so OK and then you say no to the kid and then they kick off because you said no so you've always got to be mindful, like erm, OK, well let me just go and find out about that and I’ll let you know if you always gotta be thinking about not creating a problem. So it's really, you know, emotionally, mentally very, you’ve gotta be very switched on.

BOB: It’s the same, you know, talking about the  play dates, say somebody asked for a play date but, you have to know if it's OK for your bungalow and other bungalow first, so you can't just go. Oh yeah, I've got your play date and then [bungalow] is having issues and is heightened. That can't happen then have to tell them no, even though you've said yes, so. The words you use and how you explain stuff as well, to make sure that they know exactly what  you mean.

ANDREW: You know one of the things that it strikes me just when you're talking about that. And obviously I've been up and visited a few times, I kinda got a glimpse of how full-on this job is, I'm just wondering...You must be exhausted at the end of shift. Is that a fair assessment?

BOB: Aye you do

MICK: You do yeah.

BOB: If it's been a tough shift, you did go, and you're driving hame, and sometimes you forget. I'm driving home and somebody switch off, so you need to be careful, as well [loud talking elsewhere in the building briefly halts conversation] But the main thing is not taking your job home with you, which is quite hard, yeah. So when you’re going home just to like, be yourself and not think about. The shift or try not take it to heart, yeah. Really hard,

ANDREW: yeah, is that something that you feel like 'cause you've been there for two years? Bob, have you been developing that? Do you think you’re getting better at that? Is that something that comes and goes?

BOB: I'm definitely getting better at that, if you've had a Difficult shift, not just. Thinking my OK, maybe I could do that better explains that then, have a sort of vent or discussion with staff at the end of the night. When you get it off your chest before you go home, that I feel helps rather than go home and contemplating it and that way I just you just get yourself into a rut, so I just, I feel better after a shift, if it's been a hard shift. Maybe Mick and I will sit down and have a discussion. So we know that, well, OK. It's not just me who's felt that, maybe Mick's felt that as well. Like OK, that's maybe made me feel a bit better about stuff that's good it’s good to talk to your staff Members after their shift.

MICK: We we do we do a reflection at the end of the night. We have a sheet with fill in for each child. Any significant issues, positive or otherwise. Then we talk about what we did well. Is there anything we could have done better and he hit we call it like hints and tips you filled out the next shift gets the chance to look like, well Dom really enjoyed, you know, doing like, I did a guided meditation with him one night. You know to help him to settle and went in with him and spent 15. It was out in 10 minutes. So little things that you've learned on shift that you don't get chance to talk to each other 'cause you're not? Mom and Dad living at home you're, you know, 8 or 10 people looking after the five Childs on a rotation so the communication in can be very tricky.

ANDREW: Yeah yeah yeah there's loads interesting things that we’re starting to find out about how you communicate, how you do observations, like a letter to the child, the monthly reports. But that's really interesting. So there's there's there's some tools a bit of paperwork that helps you to kinda guide you through the reflection at the end of each shift.. and you would typically do that as a group as a shift then yeah?

MICK: A Shift, you sit down at the end of the shift and talk about it. Yes, yeah, so that’s something we've really been introduced quite recently in order to. In order to to help with that communication and toon reflection on our working with kids. One thing I will say just talk about; you know you. I don’t know if your question was about talk about how it affects you emotionally so. I’m. For me, I believe this jobs is is quite like a vocation, so I can leave my work and my work. However, I do go home and I will like say for instance, think about the children, specially like you know I've got my my key child as you call it Barry for example, and I'll think about Barry, you know I can’t help but think about like he’s going through potentially the process of transition. He wants to leave here... they're looking at places. Can he stay here? Can he go? Where can I he go and this transition process has been happening for like 2 years. I've been thinking about that and because his transition here was incredibly traumatic as his key worker, I've been very mindful of that and I really w[one of the children] every every team. The team around the child to get it right for him. 'cause I think it’s vital you know and. So I I, I think about that, you know, and I will think about that when I'm off shift and I'm home. But it's like, you know, we work in attachment theory. Here I'm attached. Yeah, I’m attached. I'm very attached to [one of the children]. Attached to the other kids in it to a lesser extent, you know, so you can't not think about these children in your ordinary everyday life. And not not all the time, but you know. But I'm out shopping I think. Oh, they would quite like that. Or they would quite like they pop into your head, It's just natural. Yeah, you know that you think about, you see something that reminds of them and you think oh that would be quite good for them, you know and stuff like that. Like I’m saying at this moment in time, Barry’s going through a, potentially massive change. So I do think about how will affect him. How can we do it? And yeah, so you can't completely switch off. Very often shift is can be emotionally and physically draining.

ANDREW: Yeah yeah, yeah, I think I mean just my initial impressions. Is such a tough job, but you've got because you you’d mentioned earlier You know you're trying to be a parent to children, but then you’ve also got to keep this and make a home, but also be professional and do this paperwork, and have... It's almost like these two roles in one, and there’s a tension between them. You know in terms of how that works.

MICK: Yeah, with me I tend to try and focus on. On being a parent, give these children home experience 'cause I don't want to give them an institutional experience. I'd like I’ve created things at the dinner table. I think you sat with us for dinner. So what was your best bit about today? You know my grandkids are to talk about what you're grateful for today, for instance, creating little you know. Routines like sitting down for a Sunday dinner will have a roast or a special meal on the Sunday. Just having these was it you call it? Routines, but you know, I've gotta can't think of the word. The words complete from my head. Yeah, rituals, rituals. Have these little rituals within within the House and that sets up that kind of. It’s never going to be a family but it sets up that kind of like, ethos

BOB: Yeah, it gives them a focus.

ANDREW: Yeah, I'm just I'm wary of the time, I know how precious your time is. Particularly when you're on the early shift and you've got your reports to do and the other tasks that you've got a limited time when the kids are away at school, so I didn't want to take up any more of your time. Thanks for, just to finish in case there were any questions that you had for me about the project or anything at all you thought oh, I must ask Andrew that...

MICK:  Can you explain a little bit about the project again?

ANDREW: yeah, absolutely. We, I mean the projects been set up, so there's been quite a bit of research in terms of, you know that looks at outcomes, so things, but not a lot about how outcomes are actually achieved an, so that's, this projects really interested in it every, so you may be surprised I’m asking will tell me about a back shift or tell me about an early shift every or whatever else... So I'm interested in the everyday. So what goes on in a day-to-day basis? And what makes that therapeutic for children? You know, 'cause there's obviously therapy that you can go in for an hour. But actually what happens in the other 23hours, you know, in the day-to-day project, so really interested in that. And what I would would be doing at this time, or what I should be doing, or what I feel I want to be doing is to be there to do the participant observation.  So I could have asked if, we could've been on a backshift together and chatted to you about this kind of stuff casually and see what's happening with the kids, make observations, and then what I would normally do in participant observation is I would write up a field note. So like you do observations at the end of your shift. Kind of similar process for an ethnographer, I'd write up detailed field notes so that would be a description minus the names and identifying features as I've mentioned. A, kinda, really detailed description of everything that happened, kinda interwoven with reflections. Initial thoughts, questions that come up for me, oh I must ask, you know about the observation paperwork is that seemed to be, you know, I must ask about this. So that’s that's predominant. That’s one of the main ways that are should be collecting data would be the participant observation, writing up field notes. Being there. Seeing how you and the kids interact with each other, how the kids interact with each other and staff interact with each other, the differences between an early shift and a back shift, the difference between what happens in the school compared to the residential element, but just at the everyday. What other people may be surprised that you know I'm interested in the minutiae; I'm interested in the small details basically of what goes on. And so it would be participant observation, although obviously having adapt because a lockdown and then interviews, hopefully maybe with the kids, maybe doing some art stuff you know and chatting to them about what they think about their everyday and also with the staff. And typically I would be doing these interviews after and then some participant observation. So you would have already met me 3, 4, five times chatted to me, knew what I was all about before I sat down and then chat to you... Do. What do you think makes a difference for these kids in terms are really helping him to recover for the difficult beginnings that they’ve had? We’ll get to those interviews at some point, but this is just me doing some of this stuff that I would be doing normally in participant observation, which is figuring out how things work basically. Does that make sense?

MICK: Yes, absolutely, so I'll give you a quick bit on the routine as well, just I think that's important as well. Just at the end of the shift on the back shift, so we will sit down for dinner about five after dinner. It's kind of like bath time. Yeah, up till you know, say half six 7:00o'clock get all the baths done and then sit down. Watch a bit of telly with the kids or something like that, which I’ve done with you. Or you know Junior might be watching telly in his room. Barry might be about watching his own TV or whatever. And then it's like, you know, settling time, you know half, 7-8, half, 8,whatever time that might be phone calls to like, Dom will phone his mum at 8:00 o'clock. Stuff like that. So and then you know, we're we're hoping to have it all wrapped up and down tight for 9:00 o'clock. Half eight 9:00 o'clock, which means we, you know, will switch between settling the kids or getting obs done and get, bring the house, you know, bring that level right down to kinda like peaceful kind of evening, yeah?

ANDREW: Yeah and yeah and then, the end of the shift must be, I'd imagine quite must be quite difficult to do all those observations and paperwork, particularly if you've been on a long shift, which is something I discovered that you can come in for an early shift and then have a back shift on the back of that as well.

MICK: Yeah fourteen 1/2 hours.

ANDREW: Yeah, must be tough to sit down and write at the end, I mean, I know I'm my mental capacity after a shift like that would be down.

MICK:  I mean, you know, I'm not going into massive detail on their obs each night because, you know, they might read them one day. They might not, but I will write a child, you know we did this and I keep it brief. You know ‘cause there's gonna be a lot of repetition anyway? I mean, who is going to have a detailed? You know how many people have got a detailed written history of their life? You know it’s increased. Think about it like that. Mine was one of them. I read back what I want to find out when I was doing when I was 6. Well here you go. I'm like Oh my God, you can go back and look and get a brief snapshot.

ANDREW: Yeah, find a specific date when you were six and find exactly what you were...

MICK: it's mental!

ANDREW: Yeah, yeah,

MICK: so you know, just so you know we had for you came in from school we had snack then we went out with we played, you know, Zombie Apocalypse in the Woods with you you me and Dom and we came and had dinner and he watching TV and I register stories and he went to bed. My office can be as simple as that. It doesn't need to be, you know in depth. You know psychological, therapeutic, whatever. Yeah, well, you know you’re you’re a little bit, you said. I also think about I don't want to write. Really negative about the children in their obs, cause this is something they're going to read later on in life. You know there is something that you had a difficult moment where you unhappy but blah blah blah so you don't go, you know you kicked off and you wrecked your room and you know you know I don’t want to re traumatize the child when they read it when their 18, 25 or whatever else. You know it's just been trying to be kind so I'm trying to do it. The kindness of my heart when I’m writing and stuff. Yeah yeah maybe going off topic here. Sorry I don't know know know it’s less in all its.

ANDREW: It's all good. It's all good. I'm interested to hear about what goes on there, how things work, what your lives are like there as as well as the kids’ lives

MICK and see, see for me as well. We talked about therapy. For me. Us, I think a lot though, because we work the DDP. The therapy happens in the day-to-day side-by-side walking with the children through their lives and being there with them that. Is the most intense therapy they could have? Yeah yeah. Now play therapy once a week now once a week. If they do it, but you know, day-to-day living is where the healing happens because the healing happens in their relationships,

ANDREW: yes, so you sound like you're a very good pick for an interview, Mick, so you've just[both laugh] nominated yourself there, I'll be targeting you. so listen. That's been really, really useful for me and I really appreciate it. I’m going to be asking Quin and Donald if they will repeat the kinda process with a with just 30 minutes in the early. Just like 'cause it's locked down just now, just so that I could. As much as I'm getting really good information in data actually like that. But also just so that you get to know me and I get to know everybody's face and you'll, so that if I'm able to come back and get on with the participant observation. I'll kinda be a step ahead and just knowing who you are, and you know who I am and you know, we will have that done as well. So that would be great if you would be up there that would be great.

MICK: This is this is a bit like Louie Theroux's Lockdown podcast.

ANDREW: And yes, I've no listened to him. No no but he said interesting approach to journalism which isn't that far removed from anthropology. Actually the way he goes about it, yeah. Listen, thanks very much. I’ll let you get on with your shift. Thanks very much for your time and I really, really do appreciate it. Thank you.

MICK: Alright cheers and take care. Next time you do it will do is. I'll just send you my own personal email. Because it’s easier to do it on if I do it through my phone. If you know what I mean. Are they OK? I no problem?

ANDREW: Yeah, that's fine. Absolutely, of course. OK, OK. Take care bye