Interview Recording ConsultantC

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children, therapy, play, bit, [a manager], staff, work, helpful, feel, important, lovely, adults, supporting, psychologist, lots, people, suppose, thinking, bungalow, enjoying

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That's the one. So maybe if we just started again, and then if you could tell me about the what your role here, basically if that's okay.

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Yeah. So I'm a play therapists, and I work for [ORG] on a freelance basis. So I come in one day a week and see of three or four children for play therapy.

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And if you've been doing that for quite a long time, a

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number of years, yeah, I'd have to think exactly how many but maybe four or something. Yeah, quite a number of years now.

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subregion, all the staff and yeah, yeah, overtime. Yes.

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So I'm based sort of purely, really at the care campus site. So I'll give the school for meeting for catching up with the teachers maybe once or twice a term, but I'm based here.

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It's all your work directly with children? Or do you work with staff as well, in terms of the development, I

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really work with children. So my sort of contact with the staff will be about liaising with the children finding out how they're getting on given feedback from the sessions. But it's my role is really with the children.

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Okay. Okay. So and then if you've been coming here for for I've been up here basically doing quite a bit observation, a participant observation been involved in a lot of play actually. It's just been lovely for me. And, and I suppose there's loads of things from my perspective, that work here about I suppose that's the broad question for you? What works for these kids? What is it that's gonna help them? What is it that help someone is going to help them recover when they come here come to a place like [org]? Do you think?

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What is this, I can sort of start with think about what makes the play therapy works? Because it doesn't always work for children unless it's really well supported? I think. So right from the beginning. I think [a manager] brought me in as a play therapist, and they've been very invested. So when I started here, I met with all of the members of the care team, we had several sessions, talk about what's play therapy, how does it work, and what makes it work, what's it needed around it. And they've, as a team, everyone's really invested. So the care staff are very kind of organised and makes sure there's one or two people who bring the children to their session each week, they spend time with them after their session, then maybe take them for a milkshake or spend time back in the bungalow, and have that kind of decompression time before they take them back to school. So there's a real understanding about, there needs to be consistency and predictability around that. And children need support before and after. So staff really get it. So they don't come saying, Oh, it doesn't matter. If you don't go this week, or I forgotten this, they're really committed to making sure it's really predictable, and that they're supporting the children all around the session. So that's really, really important. Good communication. So like meeting a new child, it's really well set up keyworkers managed to kind of commit that time spending one to one with that child to introduce me, we spent an hour and a bit together kind of going for a drink, going to see the play hut thinking about what it would involve just really closely supporting the introduction of therapy. And then as it goes along, staff will come sort of regular stop and think meetings where we think about how therapy is going what the next steps. And the children will have their key worker usually as their adult with them in that. So staff really get it, they're really invested. They're really committed. And that really, really makes it work. So yeah, if I was just turning up and having to kind of go and collect a child, they forgotten it was play therapy that got into something that school no one was there for them afterwards, it just wouldn't work as well. So it's that really good understanding around that that really makes a difference.

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Why do you think, why do you think that? Is it different in other places you've worked, that investment that command up in that, and I'm wondering why, why is that happening here? What are the processes that are?

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And so I think it comes from a good understanding about what makes therapy work. So staff have taken time to understand what children need to make therapists successful. So it's not just something that's bunged in as an extra thing. It's quite thoughtful. And I think that's come from [a manager], you kind of buying in the service and saying, like, this is what we need to do to make it work. And then the teams have come around that. So I think the staff really care about the children really care about them, and I think they want it to work. I think they've seen through time that has been successful. With children's, they want that for their children. You know, there's, quite often people say, I really want so and so to get play therapy, and they're advocating for their key children to have the service. So there's a real sense of this works and we want it for our children. We want it to be a success. I think it comes from understanding but also that genuine care for them and wanting them to recover and have something that will help them. I think the team's they see these children's confusion and suffering and struggling and just want something to help them. They really, yeah, they're really kind of committed to it. If they get that opportunity for one of their children, their key children, then they're really wanting to support that make it work.

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Yeah, yeah, genuineness is certainly a theme. That's Oh,

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yeah, yeah, very genuine, very. You know, I think all of the teams really care about the children that they look after, they really know them really well. They're prepared to spend time on things. And practical things like it's really hard sometimes to get parent consent for therapy. And people are really committed to hounding the social worker to emailing again and again, so we really need to get this form back. We can't start until we, you know, they're really committed to doing all the practical things around making it work to make things happen. Yeah, yeah.

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There's, there's other two things that you mentioned, had the investment was consistency and predictability. And I wondered if you wanted to say about more about from your perspective as as specialists, you watch the children maybe to help them recover? Why is that what is going on with predictability, and consistency that makes a difference, because the

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Well, I suppose from my point of view, the first kind of step to recovery is for children to feel safe, and to experience safety. And usually, they've come from environments that have been quite inconsistent, unpredictable, frightening. So that kind of consistent, everyday rhythm of care is really important for them to feel grounded and safe, that they know what's happening. Next, they've got some element of feeling in control of the world around them. And a consistency of response, you know, lots of children have had adults who've been very unpredictable in their responses. So to know that every time they come in, they're going to have the same welcome the same person, it will be kind of an up and down, they'll have a really consistent experience of that adult, I think it's really, really important. And that same rhythm kind of comes along into therapies, there's, there's a rhythm in their week, every Thursday, at the same time, the same person brings them, they often develop their little rituals, you know, kind of running together in a race to the play hut or something that they do afterwards, or kind of greeting or a goodbye. The staff are really good at kind of helping children build those in and remembering them and working with them. You know, things like this is the tape we always play on the way back to school that's aged me hasn't it tape. Music, we always play on the way back to school

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to be registered.

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Either this little details that kind of rhythm and routine, and it just helps the children feel safe. And that everything is predictable and grounded. And they can relax, I think can stop having to kind of figure out what's happening next, because they know what's coming. That's a huge thing for me.

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And you've you've incorporated, this is always a Thursday you would come here? Yeah, it's always that date, always. Yeah,

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so that's part of the kind of pattern of play therapy really, that it has to have that consistency and predictability. But you can imagine in kind of a busy care in school environment, it would be easy to lose that. And for people that oh, there's something on this Thursday, can you do Wednesday or so. And that's really never happens, you know, there might be something a child needs to go to instead. But there's a real understanding that this is the day it happens. Everyone's really understands that really gets it. So that's just kind of built into the week.

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Yeah, and because I suppose sometimes having been here, that can be a bit of an A, and it's predictable in the sense that there are structures but it's sometimes situations occur as well. Yeah, but you actually strive for the predictability. Consistency is

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definitely yeah, yeah, with kind of flexibility, I guess. So sometimes children find it hard to come in. So we kind of do different things. So one of the children finds the room really scary to be in, it's too small. It triggers lots of difficult things. So we have our therapy session outside and we go for a walk instead. So there's flexibility around it. But there's also this kind of parameters and And I think that's what [org] like do well, that there is predictability and consistency. But there's space as well, for things to be different or to go wrong or need to shift and new flexibility. Yeah, I really appreciate that, that people are willing to go with the flow a bit, you know, so if I was to say, you know, if a child was struggling, that turned up their key worker, and I thought it might be helpful for their workers coming with them, I'd really feel confident that I could just say, how would it be to come in together for a bit, you know, know that that worker would go with me, and would sort of follow my lead if need be, and kind of go with the flow? I feel really confident in them from that respect, that's really helpful for me.

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And they start because I guess have more to, for them to entertain, you know, the staff members you've built, you've built relationships with them as well.

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Yeah, definitely. I've got, I think, pretty good relationships with team, particularly for children that I've worked with, you need to get to know their key worker really well. And so yeah, I kind of know that I can, I can trust them when we're together. So in a stop and think I know that if I am going to raise something kind of difficult, and I can say to the keyworker, [name], it was gonna be quite hard for them, though, you know, you might want to kind of give them a wee hug, because we talk about it, and I kind of know, they'll pick up on that cue, and they'll follow that lead. So there's a really nice kind of trust, I guess. And that goes for all of the team, but also for for [a manager] as well. Like, sometimes we have child protection things that come up that have to be shared. And I really, really appreciate the when children have got things saying that we need to share together with [a manager]'s a child protection concern. There's been more than one occasion, where he'll just dropped what he's doing and spend time with that child and listen to them and spend time with them afterwards and support them and be with them. Do what he says he's gonna do if he says he's gonna phone someone and let them know he'll do that. And so for me, that provides some real stability and security for the work. I know, there's a team around that will support everything outside of the therapy, sometimes things don't stop at the door. There's kind of ongoing things. That communication is really important to me.

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Yeah, that's interesting. Doesn't I suppose if somebody's you know, able to drop things, and I suppose that feeling valued within for you be the priority for the child to be the priority? Yeah, I suppose that's what I'm yeah,

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you know, if we're saying let's go together and say this thing that we've, we've talked about, you know, for that child to sort of know, this is their moment, they're very stressed or anxious, but [a manager]'s given them 100% attention and listening. But I think all the teams are like that, you know, if we've had some feedback after session, then workers will always make that time of go into lounger sit down, let's talk about what we talked about, because that should be really important for you to know this. And we've discussed this and it'd be helpful for you to know what what this tells really worried about or thinking about. And you always have that sense that everything else is just sort of set aside and that the child's their focus, and they've given them that attention and time. That's just really lovely.

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Yeah. The other thing you mentioned in speech, you spoke about working ibn play hut and also working outside. And so for me, that's bringing up the physical environment that you're working with kids. And I wonder if there's anything that you think particularly works well, here?

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Yeah, so we've had various places that I've worked in the play therapy, and this, the hut was built specifically for children, therapies, and it makes a massive difference. So we've tried to work in kind of community settings, hiring a room working behind a room, and in [a local place] worked, okay, but this works a lot better. So I think the play huts in their home environment but not too close, I think it feels really safe for them. They're not having to be kind of hyper vigilant to their environment in a way that they clearly were in community settings is much more confidential as I can relax. And it just feels close enough to home without being in their home. So that's made a massive difference. And the children I think, are more relaxed coming here, because they're not having to get in a car to a strange place is comfortable enough, but it's set aside as well. It's got that nice scorecard. It's a little bit different. It's set aside from their normal kind of play areas. And the workout side is a bit different. It's not how I normally work. But again, there's lots of sort of safe, fairly confidential places that we can go for a walk and we can talk and we can can be outside too. either. And yeah, I think for that particular case, that's helpful. On the whole, it's good to have the play hot, and have that kind of confidential cosy, nice sort of safe place for them.

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Yeah. Yeah. Sort of got lots of things going on by the aim you were talking about in. The other thing was the stopp and Think you mentioned stopping thing means I wonder if we could see a bit more of it. What is that? And how does Yeah,

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so after a set number of sessions, so initially, it might be kind of six or eight. But as we go on, sometimes I'll have longer blocks with children. And we'll have a kind of meeting together to review how therapy is going. And i'll provide a report feedback to the adults about how the child's getting on and themes in their play. And I'll do a sort of children's book for them about the things we've played with some of my kind of wonderings. So it's like an extended reflection, I think about helping them hear what I've seen and heard about them. And usually, we try to have the same person come with a child to each of their meetings. So there's some consistency, that children also like to choose sometimes about who they want to be with them, and who's going to be supportive. So we'll have a talk bit beforehand about things that they want me to share or not share. But generally, they're very comfortable for us to have quite an open conversation with them. And they key worker together.

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So I suppose to reflect and to think forward as well as back Yeah, definitely.

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Next steps. Yeah. Are we going to have more sessions together? Have we come to the end of our work? We need a break very, very much, mostly kind of reflecting on the work we're doing. But yeah, making a plan for the next stage as well.

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How do you how do you feel in terms of, because obviously come in quite a specialist role to do some specialist work. But there's probably a few other things going on here. So there's the the general model is DDP. And then Therap, theraplay is going on? And then some other things as well, there's been psychologists involved, as well, to these things fit together. Well it off for you, or do you know about those things that are going on? I'm just wondering how these things fit together do they complement each other for the things that need to be worked out? Yeah,

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so DDP is the kind of general model of care. So I've done the DDP training with the team here, and they've done it I've joined with that, which has been a suggestion from the the care team that I come along, I think that's really helpful, partly because it helps me to get to know them, and kind of hear more about how they work and vice versa. Because I, you know, I think it's important that we have good relationships, there's not like there's a therapist parachutes in, and then parachutes out, you know, we kind of know each other as well and respecting each other's roles. So that's good, I can't, so I feel I have a good understanding of that model and how it works. And I guess a DDP is an interesting model, because it's the therapy, and it's also a parenting approach. And I guess my understanding is that as the parenting approach, they're trying to kind of really implement that PACE model. So that's fine, that seems to fit pretty well, it's quite a good, good fit with play therapy. And I know about [a worker]'s work, obviously, with the therapy. And I think she does some lifestory work as well, with children using some of that. And again, therapy is quite a good fit with play therapy. They're all fairly complementary, it's quite different is very structured, it's very adult led and play therapy is child LED. And it's unstructured, usually. But there's lots of similar principles. So in the past, how it's worked is the [a manager] has, and [another manager] when she was in post at education, we've put forward children's names for various therapies. So this child might go well with theraplay, or this child might go well with play therapy, and it's worked really well. And occasionally, we'll have a child to sort of thought about for both, but [a worker] and, I guess, think about that together or at all. Hang on, you know what we're going to do first and trying to kind of figure that out. So I think the plan would be that the psychologist would have an overview of all of the children eventually. When we have new psychologists do in post, yeah. And would help us think about which children need which therapy when? Because I think that would be helpful. I mean, I think [a manager] and [a manager] kind of hold it all in their head. But it's would be good to have an assessment about, actually this child could do with her speech language assessment. And a psychological assessment may be used to rule out A, B or C, and then we'll think about either therapy play or play therapy or something else. Yeah. So I think it's, it works well. But I think it, it kind of works well, because people have good relationships, and the kids are very well known. So there's not been any problems with it working in this fairly kind of relaxed toy, there's not a formal process. But I think having a psychologist have an overview of each of the children will help us now we have more therapies available, I think it will be, it just needs a little bit more structure

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to a few different tools in the toolbar to add what we're going to use and whenever we're going to

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use it. Yeah, kind of sequencing therapy, I think is really important, actually. And there's a time for different therapists. And, yeah, it's important to get that right as well. So you know, not all children respond well to play therapy all time. So kind of thinking about who's best placed to make best use of this at this moment, and what does each child need, I think that'd be really helpful.

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from them. That's kind of not to retain this sort of who've been kinder talking about what works for these children here at [ORG], in terms of helping them recover, we're starting to talk about, about your future orientation, which is really where this goes. So if, if there are things that could change, or should change, or you would like to see in the future, so it sounds like maybe about more coordination, possibly by the psychologist about watch therapies when his schedule there any other things you think this would be maybe a good idea to change things that would help help the children?

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I think they are wanting to have a kind of suite of therapies with children. And I think that's really important. You know, I think when I first came, it may have been even before limits doing therapy profit. So there's kind of play therapy on another, you know, that was the offer, which is better than nothing, you know, but not all children need the same thing. So yeah, having therapy is great, I think, cuz do he was he was able to offer EMDR, you know, different kinds of approaches for different children, I think would be really important. Most children would manage play therapy, you know, certainly at that younger age kind of range. But it's not maybe the best time for all of them, you know, we need to think about when when's the moment to make use of it. So, yeah, as that kind of suite of therapies grow, I think that's going to be more important to have someone who understands all of these different therapies and to manage each child's process of therapeutic recoveries. So I think it's worked absolutely fine kind of being held in people's heads. And because people know these children so well. But as you get more complexity, more options I definitely think a kind of screening process, and a planning process for each child's therapeutic journey would be good.

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So necessarily, given every child, everything that's available actually be a little tailored, thinking about short term. And obviously,

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the main therapeutic tool is therapeutic care. Yeah. All of the children are here for a considerable time before they've even been considered for play therapy. So it's about thinking of that whole suite of things that, actually, yeah, just because we've got a certain therapy to offer doesn't mean they're point to use that and they may need more of that daily care before they can be in a place to do that, too. Yeah, absolutely. Having a bit of an overview, as things become more complex, I just think that's really helpful. We've now got the speech and language therapy input, [another consultant], really helpful as well. And it adds another layer of understanding of each child, and really helps us think about how, how do we need to target their work, you know, so if a child's got, you know, a kind of, sort of language skills of a, you know, preschool child, formal lifestory work is can be really challenging, you know, so all of those bits are saying, what do we do first, and how does that inform our plan for the child? I think that would be really helpful.

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In the other aspects

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I just think supporting the [org] with the staff to do what they're doing.

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I mean, I think they've been amazing over COVID I had a period where I didn't come in, but I've come in for most of the last 18 months. And I think it has been such a tough, tough time. You know, bungalows have had times where they've kind of locked down as a bungalow, and they've had positive cases and lots going on. And I think they've been amazing to keep their resilience to keep their fond keep their kind of everydayness about, you know, even in the midst of is never felt like we're living in a pandemic here. It's been very, even when we've had to kind of do things like have the Play therapy door open, everything was Steam cleaned and washed between every, you know, it's not like it hasn't been taken seriously. But that everyday kind of normal life has felt like it's continued as much as it can do. But I think the thing that I value most here is that the kind of culture, the way the relationships, the way that children and staff teams interact. And I think just supporting that as we come out of the pandemic would be just the thing that I'm aware of that people must be really knackered. Yeah, yeah, really tired.

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has a lovely culture here. I think. It's what does though, but I think that's one of the things that really makes it

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it's just it's small things. You know, if I ever go to a bungalow, I'll always be offered a drink. Kettles on do you want a cup of tea, UK tea, or, you know, and I'm introduced the children, you know, and they've someone so this is [consultant], have you met [consultant] in is all very relaxed and very friendly. And you just feel I feel at home here

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yesterday.

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And you think, Well, I'm in the gym one day a week, and I'm mostly my little play hut, but there's a really lovely sort of feeling of just all the children claimed and liked. Yeah. And enjoyed. And that just comes out all the time. And so I think that comes from, you know, from the top down, I think it really matters to me that, you know, I see [a manager] kicking a football with the kids see that house managers, you know, making a hot chocolate with the child, you know, there's no kind of sense of someone's busy writing a report, you know, you never see any of that you see is just everyday, everyday cares. So I really value that. And just keeping supporting that going forward is the most important thing for me.

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So interesting. So all the stuff that's come up for me and the observations as well. There was a couple of specific things I was hoping to ask you that there was one thing you mentioned there, because of the ageing that kids have, suddenly, you're always pleased therapy, age dependent, then in terms of all the teenagers, it may be quite difficult to play therapy is that is specific in terms of the work you do?

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Yes. So I mean, it can be an intervention for older teenagers and some older teenagers are really kind of get into that and are happy to play. Others want a more creative arts approach, you know, kind of play, you know, and some will just want to talk. So here, the children are mostly kind of up to 12ish. So it's a primary school intervention primarily. So they should all be of a great age for it. I think when I first started, I had an older child come who said I should have had this five years ago, you know, I think there is a sense that there is a time for children. And their time is not the same for all of them. But for that particular child, I think they felt, I've passed this, I've missed this, and I wanted it earlier. And it was hard for them to get through that barrier of I feel like I should be too grown up for them. But generally, the children here have huge unmet they need and huge developmental gaps. As soon as they can get past the hurdle of feeling kind of embarrassed or awkward, or I shouldn't be doing that, then they quickly engage and can make use of it. So I mean, it can be right up through to adulthood play therapy, but the target audience, if you like, would usually be primary aged.

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And the other thing I want to ask you because you're here, so I know that your play therapists in some particular way I intervene with children. But I wondered if I could ask him about play generally just when it's no fit, or it's not an intervention when the children are playing. So there's definitely something for me and I've been looking at this play therapy literature because I'm trying to find the way to talk about what I think I'm looking at, which is play as therapeutic actually joy. Enjoying time each job is there in particular, I just wondered if you had any opinions or comments to make on Play generally as a thing?

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Absolutely. I mean, it's essential, isn't it to children's development Every aspect of it, and I think many of the children here will have big gaps in their experience of play, in terms of developing skills, learning to win and lose being together, having fun, relaxing, being in the mud, they will, they will have lots of gaps in that. So, yeah, I see that again. And again, you see adults working hard to help children sometimes learn to play and develop those skills. Because what comes naturally, when you're kind of one, two, and three, and four, can be hard when you're nine and 10. And you've missed those opportunities to play alongside and get used to collaborative and cooperative play. They've maybe missed that. So it's kind of learning all over again. And I mean, just this morning, one of the children was saying, Well, I'm very independent, and was saying, Well, that's because I had to look after myself, I had to make all my meals that do this. They've learned to survive in certain ways. But they've had losses in that. So I see staff quite often, working quite proactively to help children kind of relearn some of those missing bit. I mean, the biggest thing for me as the play is fun for children and adults, absolutely, yeah. When you see a child to do this in themselves in the joy of it. Yeah. I mean, yeah, I think that's just lovely. And they can just be children again, and enjoy that kind of freedom. And yeah, the absolute fun of it is very big thing here. I think you're constantly seeing kids on trampolines on bikes running, you know,

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different things. The thing that got me really thinking about it, so I ended up I was having a kcik about with [one of the children] who was used was 14. And then [one of the children] had come over and said, you want a game of cops and robbers which is tag on bikes, basically, to explain the rules, and we get kitted up. And for 40 minutes, we squealed, laughing. And I was thinking, I really enjoyed that. And I really enjoyed spending time with them. There wasn't any me working or working with a counsellor and it was we were actually playing a game together. There's something that's going on between us, you know that I'm not doing something, anybody and you're not doing it to me, we're just enjoying each other and enjoying each other's time absolute. And just really, you know, 43 year old, a 14 year old and an eight year old. Yeah, had a great time. Yes. Wonderful. And I thought there's something going to be therapeutic in that in terms of that happens regularly in your life. Do you feel that kind of joy? Yeah,

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Adults forget how to do it. So I read the definition of play recently, which was play is what children do and adults aren't telling them what to do. And there's something about that kind of that lack of hierarchy in everyday play isn't there that everyone's kind of contributing to the rules and interacting and there's not an it's not adult lead? necessarily. I mean, it can be but you know, that game would have been something you're collaborating together and bringing yourselves there's a very kind of in the moment, experience is near laughing together. And it's very genuine, very felt very. Yeah, I see a lot of that in lots of different interactions here. There's a sense of people's whole self comes to work. Yeah. I think that's what makes it work. Because children will feel if you kind of pretending Yeah, it has to be that genuine kind of involvement of your whole self. And I think that's what feels really love you in the flow of it. Yeah, it's yeah, really lovely.

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Yeah. Yeah, actually. And the other thing I've been thinking about as well as there's a lot when I've been here, there's a lot of desire for you to witness play, like, watch me do this. And watch [inaudible] And so naturally, I just Oh, that's Yeah, sort of can sue but actually, I was talking to to [someone] over a scene. I feel like there's something more going on, like fundamental. Good. Actually, a more fundamental thing going on by showing you that I'm good at going off ramps, I’m particularly good at jumping the trampoline that there is a bit more

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Yeah, yeah. Yeah, I see that too. But you know, they want their play to be witnessed and like one of the children has the child outside with has a pogo stick thing going on. And one of the thing that quite often we'll do in our time together is that to count the jumps and the pogo, and what's lovely as he kind of goes round and second, he'll come back and and be that lovely moment of eye contact, and I'd be saying 50 I have your lovely moment of connection and a moment of joy on his face as well that you feel you're really in a flow together. But I guess there's something about, I'm really paying attention to you. I'm seeing you and I'm enjoying you, and I'm with you in this moment and invested into your success. And there's something very powerful about that I think about Yeah. Being seen. And, yeah,

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and succeeding. Yeah, nothing succeeds like success. They say, yeah,

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absolutely, absolutely. But I mean, that comes across in all sorts of ways. I mean, just this morning, you know, it's just getting to know this. boy for the time and [a worker] his keyworkers saying, Oh, I remember when you did that, are you really good at doing that he's really good at doing this, you know, he made this cake. And it was great. And, you know, there's lots and lots of options that don't feel kind of forced. It's just about I suppose a bit like a proud parent isn't there, you know, that kind of he's really good at this [consultant]. So showing off a little bit about his successes and his talents, which is just lovely. So often, you see, the children, the self esteem is so broken is so fragile that he can't overdo it. Really. They just need that constant input of being seen and liked and valued and kind of held in mind all the time. But I yeah, I think there's a lot of

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Yeah, I like it here as well. Yeah.

36:40

I mean, I love my day here. And I said to [a manager] more than once. It's my favourite day. And partly is because I just do play therapy. I don't have any other stuff. But the reason I can feel that is because I know everything else is all around them. You know that it's all really well held. So that if there has been a difficult session, kid's been upset with it in a chump tension thing we've had to think about. I can drive away knowing they're really safely held, you

37:09

know, so do we worry. Yeah, yeah.

37:13

Yeah, absolutely. And they're, they're just well held. And I think that's so important that you're not leaving kids floundering at the end of work. Because you'd be applying for a job.

37:28

Something I was saying to [a manager] before that, I don't know what I expected. You know, I used to work in