Interview Recording Blane 27:8:21

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**SUMMARY KEYWORDS**

people, kids, folk, difficult, realise, communication, speak, struggle, work, talk, children, ddp, wee, happen, feel, staff, genuinely, bit, terms, care

00:00 - Interviewer

Okay. And it's a it's not really very structured interviews, it's more reflective interview, think about the kind of things that that work for kids, you know, that help them because obviously, kids that come here have typically very difficult beginnings to their life. And so the project's been kind of trying to look at everyday care. So I've been here as you know, and I've been involved and things and seeing what things look like, what they like, and what makes therapeutic or what makes how does that help Kids in terms of their recovery? A difficult kind of beginning so the overarching question for the interview is what helps kids to recover when they come here when the company see marble as if it works. So it's great a positive frame work, you know, I suppose it's not you're looking through rose tinted glasses, like everything's perfect. I know, that's not the case. But if you can make the focus more on what works rather than what does not work, if that makes, if that makes a sense. And so that's appreciative inquiry, which is just the first time I've actually used it, it's real myself so I'm kind of figuring it out as well. So I'm not here to Jeremy Paxman and grill you, just to have that kind of conversation with you about what you think because you've been working here for a while and how long have you been here?

01:20 - Interviewee

Two years and two month I think? Cool.

01:22 - Interviewer

So you've been here for a while and you've been here your able to know the everyday things that happen here, what do you think works for kids here it's just basically to have a conversation about that, and use this four D thing - discovery dreaming design and destiny thing I've mentioned in the email and so they can have discovery but it's just you have to start a conversation off roundabout the best of what actually happens here. So, if you were able to say what are the really good things that happened at [org] that really make a difference for children, what would be the kinds of things that you would, that you would pick?

01:57 - Interviewee

Ah, I think it's, I think that where the place is situated is very therapeutic. It's lovely outdoors and stuff like that as well. Yeah. A Most of all, you've got a bunch of adults here that really genuinely care for the kids as well. And I think that the kids can see that. I think that's what gets them, they really build up trust with adults very quickly because you can see that are genuine. I think, overall, I think the school does a great job as well for them. I think that they all love the school an awful lot, and they've just got everybody around them that they need. I, so we can, I, but a lot of consistency within the teams as well, which is great for the kids... two seconds, can you pause that for a second?

[recording paused]

03:00 - Interviewee

yeah, I think all the kids here all generally feel safe within themselves. I think they've built that much trust up with everybody that they're quite free and happy to do things around campus activities and stuff like that as well. I think, my key child, since he's came in here like he's came on leaps and bounds. I think the way he's been just shows, it reflects on how much work we've done, we've done with him we can look at his ear. But I think when the kids are thriving here a thing that is all down to US everybody does a really hard job. And we'll come back we'll come back here every single day and look to do better and better. We'll get support from our management teams have a lot of good stuff the people outwith the company as well they we can speak to, we liaise well with the social workers, we're all Child-centered in what we do. And we all guarantee the kids are kept safe at all times.

04:02 - Interviewer

What are the things that make, make or allow that to happen? So why does that happen here? You know, all of these folk, all these different members or staff. What could that, do you all Work the same, are the differences between you? It sounds, because you talked about consistency, or the staff genuinely want to help, you create an environment the kids feel safe and that. What would you see the kind of nuts and bolts Why does that happen here? Maybe that doesn't happen somewhere else?

04:32 - Interviewee

I think the most important thing when you're working in a team is everybody's working in unison with each other. In the past, I've worked with teams where they don't work in unison, and it becomes cliquey. And it becomes an environment where the kids start struggling because they can see they can pick these things up very, very quickly. And I've seen teams breaking down completely with it, morale goes down, and I think there is at times, being honest, sometimes that's happened in here as well. I think that, when these points are put over, they're able to Work and get over that. And in because it's, we're here for the children, a lot of people come here, and they bring their personal issues in here too, which doesn't help? So, I think it's just about realising that we're here to, all here for the children. But we're also here for each other as well. Yeah. And we've got to support each other no matter what... I think it's important as well, like, because we be constructive, criticism-wise with each other. I don't think there's enough of that in care, right. I think it's all about, I think there's quite a lot of - teams I've worked with the past as well about nit-picking it's all about complaining. It becomes petty, it's just about being able to talk to each other openly and honestly. I think it's important that we're able to get people that if, we're able to take constructive criticism from folk as well, because that allows us to a reflect on our practice, but I think we've got quite a bit of that here that we can actually speak to each other.

06:03 - Interviewer

where does that happen that so there's a couple of aspects that you're talking about being a team being able to talk to each other, being able to support each other being able to challenge each other or reflect on things? Is that happening in formal processes? Or does it just happen ad hoc? Or is it a mixture?

06:22 - Interviewee

The way I work that, I think we're able to talk to each other while the shift's going on a lot of people, some people leave it to the end of the shift, will sit, but we'll do that as well, we'll talk about that. But I think it's important that we talk to each other during the shift have been able to say, right or how about we do this, or they, I think that's a more effective way of doing it. A just at the at the end of the shifts here we've got our, kind of we sit down and talk about stuff that's happened. And we're able to kind of praise each other but also be able to speak about, Well, that wasn't such a great idea, maybe we could try it better that time. I feel that if these communication barriers are a broke down, then that's when we really start to struggle. We've got our team meetings as well, which being able to talk about things, a open and honestly as well without pointing fingers and stuff like that it's about being professional. In here I've worked with people aren't being professional, and then that just becomes a complete utter struggle. Yeah. So, as I said, it's about being that way, promoting professionalism for your work colleagues. Being able to speak about things openly and honestly.

07:34 - Interviewer

And you think is that, is that just lucky that the people who work here are that kind or those kind of people or does this job attract a certain kind of person or are there things you know, in terms of whatever happens here or how you work here or whatever else that helps people to be like that, compared to these other places where you've worked where folk aren't so professional, don't communicate so well.

07:58 - Interviewee

I think [org] attracts a better quality of staff member because, I find here it's quite a, it's, I'm not going to say difficult, but here you have to be on the ball 100% non-stop. You're working with younger kids who have all got individ... their individual needs and some kids are very high tariff, if I can say that, because of how difficult they've had it... A here you've got to be 100%. you can't, take your eye off the ball, if I could put it that way, for two seconds, you've got to be 100% concentrating on everything here. Again, other places I've worked, there's people who just like are in a different world? Like there's a lot of people who just do it for their job for their money. A, you come across these kind of folk. But I think here there's a lot of people here that are dedicated to providing for the needs of the children.

08:56 - Interviewer

So interesting Yeah. Yeah. I've seen that in my observations. Actually. It's really

09:01 - Interviewee

good. Oh, you know, when somebody really means it? Yeah, the kids know that as well, the amount of times in the past I've heard kids complaining about adults that don't really care. See if you can see it yourself. Yeah, I'm not scared to bring that up. To my managers or to bring it up to them. I think it's got to be said, I find if there's even one person that's out of sync in the team who is like that. I think it just as a struggle. Everybody’s really working, singing from the same hymn sheet. And being honest with each other,

09:36 - Interviewer

That team dynamic, then the fact that you are able you're all singing from the same hymn sheet, then is the thing that helps create an environment for the staff to feel safe and therefore, for the children to feel safe. That sort of

09:53 - Interviewee

I think communication is actually the key for safety. I really do. I think how many times have we seen in the past with communication is, there's breakdowns in it and then things happen. a kids struggle because somebody's done it differently or somebody's not stuck to the plan. It is the key to it, and I keep promoting, saying that non-stop. I think here that's just my opinion, I think there has to be more of a.. positive handover in the morning. I've said it for a while since I started too; I just believe that people should be sitting down and having a right in-depth conversation about the shift and stuff like that from the day before. I think they're actually in the process of doing more effective communication with the school with handover sheets. Or somebody will come up you talk to them about what's happened they day before. That's reassuring. And vice versa, I they do the same here. A but I'd say communication is absolutely key to everything, so I do.

10:57 - Interviewer

And have you got enough of that in the residential campuses where in terms of the handovers and things a guy to think that

11:03 - Interviewee

I think it's something we need to work on a wee bit I really do. I think we need to be more effective in our communication. I think we need to be effective when people have been off for a while and they to come back to be able to sit them down and go through absolutely every single thing just see all the key things that's happened. It needs to be done. You don't want to be coming back and realise, three days down the line, something has happened, or a risk assessment's change that's not been updated. We've got to be, we've got to be talking to each other on every single little thing. Yeah, no matter how big or how wee it still matters

11:25 - Interviewer

it's such a dynamic environment is constantly changing. That's certainly something that I feel when I've been here you know, there's, minute to minute sometimes let alone hour to hour so I suppose communication then becomes key. So, you know, the situations that are going on so that you are able to effectively deal with them, I guess. Yep. Are there any other aspects that you think here that work particularly well in terms of the children here?

Yeah, I mean, it doesn't need to be direct it can be something that works well for the staff and therefore work well for the children but anything that you think

12:13 - Interviewee

I think [org] has got the best, I still think that - I said it when I started - it has with the best facilities, right, for a care setting. I mean you'll not get any better than this. They've got everything in here. You've got, when kids are struggling, you've got so many things you could do just outside the door Yeah, that's been beneficial You know, working in places where you're working in like community and stuff it can be difficult because... when kids mix with different children out there and they can struggle and the worry about them getting mixed up, but here you're able, you're free of all that. Where you've got forests, you've got trees you've got camps, you've got everything here. [Yeah, yeah,] I think that's a huge thing. That [org] has got going for them, [the physical environment], the physical environment is a head start. Yeah, it's a head start on any place in a community. Yeah, you've got that in your doorstep. I'd say that's a huge thing

13:11 - Interviewer

and you guys make full use of it as well. That's something I've seen you know the [camp] I've been up to the gang den and stuff like that as well.

13:18 - Interviewee

You've got you've got some of the adults here that are into the bush craft as well Oh, yes. Let's the kids work in a group environment? A working together a that helps them too that... It's very therapeutic. All those sort of things we've got people trained in different things. Then we've got all that accessible to us. We are, we've got other professionals you've got a psychologist? You've got all different types of people who come here, like you've got [Consultant A] and stuff. Yeah, so these folk all play a huge, huge part and these are tools that help us with their job.

14:02 - Interviewer

So, the specialist you're talking about in the senses that, and so they're helping the staff to be able to do the work yeah, yeah.

14:10 - Interviewee

Aye, you could be getting all these training courses, which are there for us if you want to access them. I think what [Consultant A] does, and I've worked with [Consultant A] in [another residential setting], in fact I've had something to do with [Consultant A] ever since I started working in care. I think she's just incredible what she does. There's times when staff morale's been down, she'll come back up, she'll come in and she'll pick it right up. See that two or three hours that she is here, and she'll talk about stuff and she'll get people to just come out with stuff openly. That they've maybe found it difficult to speak about in their supervisions, will just come out and then they are able to kind of work through that.

14:49 - Interviewer

interesting given how important you were saying earlier that communication is sometimes that can get blocked.

14:56 - Interviewee

Yep, okay, but we she's just incredible what she does. Yeah, they have these lucky you have something like that, because, as I say, these places I have worked in the past but, where I've not got, not got that at all. Oh, we've got kind of lucky with that.

15:12 - Interviewer

Yeah. Yeah. And I've spoken to her as well, she is quite a, which is great, a motivational person to speak to. And you think and then her role then, cause she's kind of quite associated I suppose with the DDP model and that training kind of side of that but when you were speaking about her there... It's more, or it sounds certainly, it sounds more like this role this facilitator of supervisory kind of role to help people say difficult things is that

15:42 - Interviewee

I don't think she just covers DDP, I think she covers all aspects? Yeah, the fun side of it, the caring side of it, the DDP side of it, a psychological side of it. I think she covers lots of different aspects in what we do. She is able to just, it all joins together, it's joined together. An she's just got a great way with her. she's able to talk to the staff and adults and be able to help them through she's there if you need if you need her. I wanted to [inaudible] with her the other night and she got back in touch with me and talked to me. And even when I'm leaving, she's told me the other day there, she says mind you've still got my email address if you need to speak to me, I'm still there for you? So, it's good to see people that genuinely want to help. So, really, she is excellent.

16:31 - Interviewer

Good. Erm, it sounds like she really makes a difference actually, in that role, until you know if there are difficult things to talk about things or to breakthrough and she has motivated people for this.

16:42 - Interviewee

Doesn't help some folk just burst out greeting though? Most meetings you'll get you'll see somebody crying. Yeah, but they're happy though, it's not in a way of 'how dare you make me feel this way'. It's like just bringing things to the surface

16:55 - Interviewer

Yeah, yeah, sometimes you, that's what you need to do, isn't it? Yeah. Things. This work can be I guess emotional at times

17:01 - Interviewee

it can be very emotional. It can get to you yeah, yeah, It can get to you

17:10 - Interviewer

any of the other specialists that, because you'd mentioned they're also tools for the work, or the interaction with the school or anything like that you mentioned in terms of stuff that works well. I was

17:22 - Interviewee

We've just got a psychologist appointed - sorry, I feel rude now, I can't remember her name - but she is, I've been in one consultation with her regarding one of the kids and erm, and I've heard her speaking too, and she seems really, really good. We've spoken about one kid in particular, about how they were struggling and my God it just comes to you, and like, why did I not think of that. Then it makes you think and then, we're able to make up. Try and work ways to help the child and it's helped. And that kid in particular seems to be doing an awful lot better. Yeah. So, they've got, they've got everybody we need here

18:08

you can access to more a good

18:12

for so accessible for everybody.

18:16 - Interviewer

And yeah, and that's one of the things as well, so there's, there's these, these tools to help you understand yourself to understand the kids to understand the work, because that kind of complex interaction there, it seems like for many, many people anyways, it's useful to have these tools, we want to talk about things. So, see if you were if you were starting to think in terms of how the Future would be would report with the with the kinds of things that you would start to build on if you were starting to design that service or change in any particular way. Would it be things that a communication specialist involvements Were there any ideas about the [what would I change]?

18:59

Yeah.

19:01 – Interviewee

I think the communication part would change. the I think people need to be a bit more open and honest about their feelings, keeping them all within themself, or saying it to other people, instead of just speaking directly to the person. about whatever their issue is, that needs to be done a bit more. I still think there needs to be a bit more checking-in with folk. I think sometimes that the level of incidents, in my opinion, in a very, very serious. I think there needs to be more debriefs haven't done it, how you feel because as a difficult situation you put up with some things are just some things are life-threatening at times. Yeah, or potentially life-threatening. So, I think maybe that could be some of the things that could be improved.

19:48 - Interviewer

Yeah, yeah. And it's, is that because the some of the some of these quite extreme behaviours or quite extreme situations that arise with regularity. Do you think there's a kind of desensitisation to there's an expectation just to go and

20:04 - Interviewee

I think that's possibly could be either like that is expected, it is expected in a lot of ways but, there has got to be ways that we can get round it. Sometimes I feel that there has to be more conversations about people's safety the communication aspect of it too. some things I find get missed, like serious things get missed and you're like no that's what needs to be passed over because this is something that could happen to somebody else that never knew anything about it, I think communication needs to be better.

20:46 - interviewer

and debriefs as well and fitting and fitting them in... what would they look like the debriefs, would be like after incidents, at the end of shifts Is there something today in terms of how how workers or systems are organised then - would there need to be changes a bit in terms of facilitating the kinds of things that you'd like to see?

21:08 - Interviewee

like it should just be second nature to folk right to be able to say a well that was a nightmare. Know what, I'm going to phone them up but even if they're not Working can I've had that before with managers is a phone call to say are you alright? That yesterday- it must've been awfully hard I just want to say well done to you? Well go for what you do right that's really really good. Because that makes you feel valued. And it makes you feel, right I'm doing good at my job, it makes you want to, makes you feel confident to come in, even though may be difficult makes you feel right, Okay, let's go let's... they wee things, I think, add up and make you feel valued.

21:43 - Interviewer

Yeah. That's an interesting point. Actually, something I've been thinking about as well as obviously this type of work. You're worried am I doing this right? Am I doing this right, am I doing it well, because of the potential consequences, I suppose, not doing it well, I wonder is that these kinds of things may contribute to your confidence at work?

22:04 - Interviewee

Without a doubt it does [Yeah], without a doubt it does a they wee things all add up. And it's not because you're needy - oh I want somebody asked me if I'm alright - it's, to me, it's just a normal thing for somebody, it makes you realise that somebody actually values you and cares for you, and cares for your wellbeing and makes you feel valued. I think that is a huge thing.

22:27 - Interviewer

And that's that's interesting as well, when you think of it that it's exactly what you're trying to create for the kids as well.

22:34 - Interviewee

It's the same way of working [Yeah], is exactly how you would deal with the kids. I think that the adults need to they've went through a difficult time you've went through a difficult time as well, you're the person that has to control that and get them feeling better. Yeah, so I think these things need to be noticed and they need to be needed to speak to somebody to say well done for that. Yeah, or the opposite where we've not done it right. Yeah, we can say okay how can we do it better next time these things need to be constant all the time. Yeah. Yeah. Especially when it's challenging situations.

23:06 - Interviewer

Yeah, which come out regularly. I've seen that walk Yeah.

23:10 - Interviewee

Remember that comes in here. I mean, you're not guaranteed fun every day. You're guaranteed that there's gonna be a challenging situation there too. You've got to take your hat off to folk that come in here and let's go for it again.

23:23 - Interviewer

Yeah, yeah. Yeah, there's a lot It has a whole spectrum to deal with in this work

23:28 - Interviewee

You've got to be super resilient able to get on with it. But you are human also, yeah, and people seem to forget as well that people are only human. It's a challenging job you would think you've got to be super quick. And think and you've got to make decisions? real big decisions instantly? And that's... I don't know... There's not many jobs out there where you've got to do that. Yeah, but here you do. Yeah, because I deal with people.

24:02 - Interviewer

Yeah. And over over time as well. quite long shift sometimes you're dealing with things it's not you know short shifts. You're not dealing with a difficult situation for two hours now, potentially, potentially do no over time in

24:16 - Intervieweee

your doing it for a long time as well you've got to be able to take the time out of work to be able to allow other people to take time out, you've also got to, say to somebody go and take five minutes, because that makes a huge difference as well. If somebody's struggling and taking over. Being, a, monitoring people very quickly. Monitoring what the staff are like round about you - what's going on over there. How are they feeling, you've got to have that, you have to do those things, having awareness - it has got to be 100% here.

24:48 - Interviewer

That's just, you know, speaking to another few people who had been doing their training together and move part of that and we're talking about, they had spoken about, but their own histories, their own personal histories? with them They were able to recognise each other had been triggered by a child you know when they were starting to go off on one and we could see you go and have a cup of tea or else and look up some more code I could really use something when I go off on one you know because you recognise how much your own past affects you in this work?

25:18 - Interviewee

do I definitely I think, I mean okay yeah there's boundaries about how much you'll tell kids and stuff, but my issue in life, growing up, my thing that affected me was my parents splitting up. It's nothing compared to what these kids have gone through, but you're able to, a lot of kids have happened to, in the past here, but the kids mum and dad aren’t' together, they've split up. Yeah, I'm quite happy to share my experiences with them and how it affected me and how, how it's, how I've helped myself with it. Quite happy, happy to do those things just to be keys to empathise. But really empathise, not just say aw that's a shame. you've got to really put yourself in a place even though you've never experienced that you will try your best to have an understanding about why they feel that way. Why they're doing all that. It's not just about what goes on on the surface, the top and surface, you've got to find out what's going on down the bottom too, you've got to be sensitive to that genuinely mean [it] and genuinely try to help.

26:24 - Interviewer

And have you found it, it means you're as effective if you can get to that point where you're really on an empathetic level, with the child, are you feeling that that's making a difference,

26:35 - Interviewee

Without a doubt, yeah, the kids know that anyway. The kids know when somebody is saying 'Oh, that's a shame', but not really meaning it. You've got to be able to be empathetic to do this job. You've got to do it. that builds up trust, that gives you an understanding about behaviours, that gives you an understanding about of what I need to do to help that person.

26:58 - Interviewer

And then, you know, in terms of that, that's another interesting aspect I've been thinking about as well in terms of how we measure what works and what that looks like. So, you said an interesting thing just there, about building a relationship? Is that how you know, you're making a deference to a child, when they start to trust you in those why is that? Is that because that's the thing that they've come in, that they've had a difficulty with?

27:20 - Interviewee

There's one kid in here that's had about 20-odd placements right. And she's had a, issues with previous foster carer, where she was harmed. So, for her to come in a place like this again too, she's coming in with people who are meant to care for her, she must be just like, this is just, she must be so worried about that. But for me to see that wee lassie... being able to trust what I say, she knows that I'll do it - that just that just makes me realise that I'm doing good here. It's so refreshing to see that. Sometimes, it takes longer, sometimes it's quick. Kids can pick up who they can trust and who they can't. Yeah. But, it’s good to see that... it's like all these wee things. See for the consistencies your communication, if that breaks down then the trust barriers break down too that's why it's always so important yeah,

28:17 - Interviewer

so you can say that the other thing that's coming up in my fieldnotes and stuff really is you know, this routine predictability, structure? These are the things that create this safety, I suppose to know that that is what's going to happen, it's constantly disrupted I know that, you know, nobody's gonna, you know, come [inaudible], but the structures there and the predictability is there

28:41 - Interviewee

Routine is a tough one though, because you need to watch what you're doing with routine, right? Because you can become institutionalised, in a routine, then it becomes regimental, or it becomes you're relying on times, you got to do this at that time, so you've got to be flexible too, but not go too flexible, yeah, because if you go too flexible, then it can become very challenging. You've got to still have your boundaries, you still got to have this and that you've got to talk to the kids about what you're doing like regarding routines. You can't let that slip. Yeah, don't become too strict to it. You've got to have that wee bit of flexibility about it too.

29:19 - Interviewer

And how do you know, how do you know that? Do you, is that just experience that you find you have let it get over, too light and that's why I'm seeing this behaviour or I'm getting back to

29:30 - Interviewee

you've got to try and be flexible. You got to allow the kids, so that they can manage it as well. Because at some point in their life they're going to be themself and you've got to allow them to be able to do their own things and stuff like that as well. You've got to be able to create independence a like give them an extra half hour with their television at night, see if they manage it. You've got to be able to do all of that, these wee things. I think people, some folk I've worked with in the past, even now, some people are a bit too fixated on - 'now mind the television has to go off for that time.' No, that's not, that's regimental. You've got to be flexible. And do

30:09 - Interviewer

you think that's about their [adult’s] experience of growing up or how they view parenting

30:13 - Interviewee

Aye, probably, it's probably a person thing as well. But if you show that the kids you've got to show that you trust them. If you think 'oh, you're not getting it tonight' whatever that means it shows there that I don't really trust you. Or they really trust me. You've got only the kids to realise that you trust them too yeah. Those becomes the same becomes the two of us are trusting each other. Yeah, so do that reciprocal really agenda? You've got to allow them to feel that way too, oh that he trusts me good. Of course, there's a walk, don't let them walk over the top of you. Yeah, but you'd be you know, you've got to allow them that wee bit of feeling too. It's an equilibrium.

31:00 - Interviewer

As well, a lot of social learning that's going on.

31:02 - Interviewee

Definitely. Aye.

31:04 - Interviewer

For the staff as well actually. Yeah. Yeah. A lot of learning going on yeah. So, we're talking about how do you how do you think [org] will develop? You see, you know, if you were to come back here in two years, or three years or five years’ time, what do you think of changes

31:24 - Interviewee

I'm hoping there will be more handovers in the morning and stuff like that. More communication, but I believe they're working on that a wee bit more just now. So, I'm hoping that they'll, that that very quickly will be a lot better. As far as activities-wise, they've got everything here they need. They've got Great staff and great training programmes for staff, I mean, you can't complain about any of that stuff. But I think the communication would be so good. I think it would be better. That's about as needed.

And that's been just being honest - I'm not nit-picking. People being more honest with each other

32:11 - Interviewer

I suppose it can be difficult as human beings, you're... [you don't want to offend somebody] yeah, it's complicated. Sometimes how something lands, that can get difficult thing for, for any type of work but I suppose for this type of work in particular. [inaudible] . Do you think other people and [org] and the various parts of [org] and various levels of [org] sub have similar views to you or?

32:51 - Interviewee

I think you'll have a mixed view I think you will I'm not going to say that everything’s going to be absolutely, everybody's going to be saying the same as me, everybody's going to think it's great. I think you'll have very mixed views. about people that are like that you know, you do get people that nitpick on the slightest wee thing, then if they do that it becomes petty. Some people kind of work that kind of way a so you might find that you may get different responses if

33:19 - Interviewer

You think that's just a personality thing or?

33:23 - Interviewee

people are tired Yeah, people have done it for years a people get frustrated people get annoyed people just get it it's just sometimes it just grates on people were in this line of work you can get absolutely exhausted very quickly and it can affect your personal life too; can affect your mental health. I'm pretty sure if you ask most people here how, if it's ever affected them mentall, of course it has. Yeah, I know some people here with your knackered Yeah, you're absolutely knackered. It take a lot out of people's lives this job. Yeah, but we're all human. I think that needs to be the other thing that folk need to realise that we're all human. I'd say most people wouldn't be able to do this

34:07 - Interviewer

yeah. Yeah, I would agree with you, it's pretty full-on work, it can be difficult. I wonder then, you... know you were saying just at the start of the interview, the folk who are here they genuinely want to help the kids, and if they get that main part, right. And then some of these other practicalities, communication, being more direct with folk, things can work really well. But we get things wrong as well.

34:30 - Interviewee

Oh, aye. You've got to hold your hands up at times and say, I made a mistake there. Yeah, that's to me that a great thing to be able to do. that totally I think there's a bit, I have more respect for somebody that is willing to go 'sorry about that'. I could care if some people struggle with this job, all I care about is, somebody's trying, yeah, you would always be getting on if there's somebody that's struggling and you're like, 'oh no' not here, but in the past or us will probably struggle I couldn't care here as long as somebody is trying at this job

35:06 - Interviewer

that's because it is difficult work you do here. Is that, maybe this is me being weird, you know that because, I was kind of, bit of an awkward question, but the, the Model, the therapeutic model because it's been it's come from dyadic in psychotherapy so that's relationship where you could see a counsellor for an hour and the DDP and you know Dan Hughes who does all that and he's the he's a psychologist he does it for an hour it you know? They don't have that much to expect staff when a 14 Hour shift to be in therapy, people would find that just, that's exhausting actually. [inaudible] and I'm here obviously never having been in residential I thought that must be exhausting if you're dealing with give, you know, therapists what they do, but that's actually you're just gonna have to have kids

36:07 - Interviewee

You've got to do that - it's not every minute of the day. They're busy. I think you've talked to children, you you get to that level and you speak to them using PACE, the tone and everything like that as well, at times you've got to be firm too. A and also you've got, there's consequences too for behaviours, related consequences are how I work, but there's got to be learning as well, I think the PACE and the DDP works excellent with kids that are struggling. You've got to be able to use just at the right time you've got to use that. Like, one kid in particular, if they're shouting and swearing and that DDP's not going to work, what you do when. you've got to do the planned ignoring, you've got all these techniques to do, the DDP works an awful lot too when kids are... You've got to use the right time sometimes to use

37:02 - Interviewer

that, actually, because you used to use a variety of things here don't you?

37:07 - Interviewee

There's planned ignoring, distraction, just depends what the kids are, because they react to certain things. like my key child just now, it's planned ignoring. Yeah, but that might change as they don't work forever. Yeah, then it could be distraction. And that worked well too. But their moods and everything change, you've got to stop using different things all the time is just you're constantly trying different ways. If the cause all changes, the DDP is always be the same, but I've always worked on them. I swear by it. specially the kids we've got in her just now, but it really, really does work.

Yep. And it gets to all the kids will talk about their behaviour, Steve gets a chance to explore that then we can put in methods to help them, then we will become innovative we can get your ideas of what different ways as well. Like gives us a chance to reflect on things work of it doesn't

38:16 - Interviewer

Good. So, is there anything else that you want to say? I'll stop that.