Interview adult other RCH3 MARCH 2024 SR - DEPTH - 37 MINS

[Other comments:]

**So just the first thing to say is the recording - what we'll do is we'll get it transcribed into a written document. We'll change your name, change the name of [S\*], change any names that you mention or anything like that, so it will be an anonymised transcript. Then once we've got that, we'll delete the recording, so we'll just be left with that. So that's to try and maintain your confidentiality. So if we quote something you've said in a report or anything, nobody will know it came from you or from here. The only limitation to that is, if you were talking about a nice story, maybe a memory, and you'd told your colleague here the same story, they might be able to read that and think, oh, that's [A\*] kind of thing. So that's the only limitation to confidentiality. Any questions that you don't want to answer, that's fine, and you don't need to explain to me why you don't want to answer it or anything like that. You can just say, 'I don't want to answer that,' and we'll move on. It's not a problem. If you think, oh, this interview is crap, please let it be over, you can end the interview at any point.**

**You don't have to explain why either. We can delete the recording. So it's just, ethically, to make sure that you feel…**

Comfortable.

**You don't feel obliged, like you're under pressure today or anything like that. Hopefully, I'm nice enough that it's not going to be too problematic for you. Anything you want to ask me before we start?**

No, you're all right.

**Okay, so one of the things that we did in the other interviews was we asked people to bring something of their own that reminded them of something good or something important from the past. So it could be anything. It could be a photograph, a concert ticket, a piece of clothing, a toy. Absolutely anything for them personally that reminded them of something good or important from the past. If we'd have asked you to do that, is there anything that comes to mind about something that you would have brought?**

Like, what reminds me of childhood?

**Anything at all for you. Yes, it could be.**

It would probably be my Game Boy Pocket. I've got a really good memory of, on my birthday, my mum giving me that, and it was like I'd been waiting for it for so, so long, and I finally - I actually got it the day before my birthday because I was sick. It was just that kind of positive memory, like you can have it a day before your birthday because you're not well, and I just remember being, like, ecstatic, so probably that. That's a good memory about me and my mum.

**Yes, I was going to say that sounds like a really vivid memory, actually. I was sick the day before my birthday. There was a lot of detail that you were able to give about that there.**

So I really remember that.

**It's about the relationship with your mum as well.**

Yes, well, it was just a good memory. Like, oh thanks, mum. Do you know what I mean?

**Yes.**

You're the best, sort of thing. I just really remember that. Like a really good, happy memory, and I kept it for so long. I played it that much, it was worn out, and I've still got it.

**Does it still work?**

A wee bit, but I wouldn't play it now. It's more sentimental.

**Yes, it's because it reminds you of something, rather than the function of the object.**

Yes, I spent hours on it as well, so [laughs]…

**Yes, interesting. Good. Generally, are you the kind of person who does keep things? Do you keep a lot of things?**

No. I would say no. So if I'm having a clear out or something like that, I would clear my house out and be like, oh - I would go through things and I'd probably chuck stuff out if it didn't have any meaning to me anymore. Something like that, I try and keep, but if I had to get rid of it, I would. Do you know what I mean? If it's cluttering my house, then I'm getting rid of it.

**You want a clean house.**

Yes.

**Okay, so if you were clearing out, and you were going through your things, how do you make that decision about what still means something to you and what doesn't?**

I put it in piles, like that's the getting rid of pile, this is the keeping pile sort of thing.

**Yes, okay. You're not a person that keeps, like, photographs, concert tickets, things like that?**

Oh, yes. So, like, photographs and everything like that, I've got a big album. So when my nanna passed away, I got that, and so I keep that. All photographs of my childhood and stuff, and I took - I made a video on Christmas Day. It was the last Christmas Day with my nanna and grandad, and I took a video of that, and I've kept that, and I've edited it all and stuff like that. So that's a good memory as well.

**Okay, so you clear the house of things generally, but you actually hang on to photographs.**

Photographs and videos. Like, handwriting that my nanna's got. My nanna had a bible as well that I keep. She wrote a letter in it, and so did my grandad, so I keep stuff like that, like sentimental value, and jewellery. I keep jewellery.

**So is this jewellery you've been given as gifts or that used to belong to other people?**

It used to belong to other people, and then I've - it's been handed down to me sort of thing. Oh, and we got a cushion made out of my grandad's shirt, and I keep that.

**Yes, that's interesting. So all of the things that you've talked about keeping seem to have a relationship attached to them, like, with another person. Is that a fair assessment?**

Yes, I would say so.

**It's these relationships that are important to you then.**

Oh, yes.

**These objects, these photographs, or your Game Boy or whatever else connect you.**

Connect me to people, yes, that I love in my life.

**Yes, good. Interesting. These things that you keep then, your Game Boy, the photographs in particular, the jewellery, are these things that you keep that are just for you to remember, or are they things that you show and discuss with other people?**

If it came up in conversation. I would never show the video of my grandparents or anything like that because that's just for me and my family. Yes, I think that's private, but if I was, like, having photos on my phone and that, I'll show photos of my parents when they were young, when my grandparents were young sort of thing. Me and my sister. My dog as well. I keep my dogs' collars as well actually when we change one.

**Relationships again.**

Yes. So, yes, probably. What was the question again?

**Just whether you share any of the things with other people. It sounds like there's definitely some things that are private, like the video, but there might be other things that you might show and tell, almost.**

Yes, but I wouldn't say I would do that freely with, like, just acquaintances and stuff like that. I would more keep that to myself and close friends, I'd probably say.

**Yes, so maybe with your friends and family.**

Yes.

**You would say, 'Oh, look at this, do you remember that?'**

Yes.

**Yes, that kind of thing. Maybe the people who are either in the photo or connected to the people in the photo kind of thing.**

Yes, or if someone asks as well. Do you know what I mean?

**Yes, I can show you.**

Yes, sort of thing. Yes.

**Yes, good. I'm keeping myself on track because I'm on the third interview [over speaking 0:07:43.4]. Yes, that's fine. I've covered that. How long did you say you'd been working here, sorry?**

So I've been here eight months, but I've been in residential for about ten years.

**So you've worked in other places.**

Yes.

**Oh, good. I'll take advantage of that if that's all right. You can draw on your whole experience, rather than just here. Are there any things that you remember - you've only been here eight months maybe from here, but maybe from somewhere where you worked before that really - that you've taken with you, like, from your work, basically.**

So relationship with the kids?

**Yes.**

God, there's loads of stuff. So probably one from here is a young person that I work with. She's really interested in cooking, and I've got her to a stage now where - she couldn't cook at all, where now she is able to make mashed potatoes from scratch, a roast from scratch, just with minimal support, and she knows all about the hygiene boards and telling other adults now, 'Oh, you shouldn't be doing that.' She's always washing her hands and stuff, and we think that in the future, maybe get a wee volunteer job in a café or something because she's got an interest in that, and that's really connected us. I enjoy doing it with her. Do you know what I mean? I like seeing her progress. So I'd say that's something that I would probably take with me.

**So you like cooking as well.**

I love it, yes.

**So there's this shared interest then, but also to see her development in that.**

Yes, and then, also, being able to say, like, 'Well done,' because sometimes they find that hard to hear. They find it hard to hear, 'We're proud of you.' Like, why would you be proud of me? Most of the time, there's no self-confidence at all, so building their self-confidence is something that I'm quite passionate about, and when they see their achievement, it's good to see that they're, like, beaming. Do you know what I mean?

**Yes.**

So that's something that I'd probably take from that. Another thing as well. I got a boy who would not go out, who wouldn't do anything, would always quit clubs and stuff like that. This was before [S\*]. Wouldn't interact with anybody else in the house. For months and months, I tried. He came swimming with me, because I'm a swimming teacher as well. Didn't like that. Out of all the things that stuck, it was a badminton club. That was going through loads of trials and tribulations, and just the community there, it was outside the residential. They really accepted him. Now he goes up to competitions, he goes on trips with them abroad, just by himself as well because he's a bit older now. That's been a really important relationship, and even me getting removed from it, I enjoyed seeing him going off and thriving, but I was always confused. Like, a badminton club? Why?

**He got into it, he was accepted in, and he found something he was good at.**

Yes, so that makes me feel happy as well.

**Good. Switching from you to the young people then, in terms of the - what do you think is going to be important for children and young people that you work with, or children and young people you used to work with, in terms of their memories in the future? What kind of things?**

Definitely relationships with adults, and adults being there long term for them because I think trust is a massive thing. I think they find it hard to let their walls down because they've been hurt so much in the past, and because of the past trauma. Maybe adults leaving. Loads of people in and out of their lives. Social workers changing. So I think relationships is, like, really important to them, and they need to feel heard and loved. I think they need to hear that as well. You might be in a crap situation through no fault of your own, but let's try and make the best of it sort of thing. A positive atmosphere as well, I think, is really important because sometimes, it can be hard going. Do you know what I mean? If you're hearing kids next door screaming and shouting, and, like - somewhere to go that's positive. I think that that's important for them, especially for memories looking back. They don't want to look back and be like, oh, that was a hellhole sort of thing, but at least I had this space. That's what I would think.

**Yes, so looking back then, certainly to be able to look back and remember their relationships, the people.**

Yes.

**Then also some positive…**

Like a positive space for them or something that was - made them really happy because I've been in some places, and it can be miserable for days and days through no fault of their own. Through maybe somebody else's past trauma. Maybe staff morale as well within a workplace. So even if they just have one thing that they're like, that was something that I enjoyed and I was good at sort of thing, and I got praise as well, I think that's a massive thing, making sure that they're being told, 'We're proud of you, well done, you can do this.' I do positive affirmations with them [laughs].

**Yes?**

Yes, and as much as they're like, 'Oh, [A\*], stop it,' after it, there's a much nicer atmosphere. Well, there's not a bad atmosphere where I am, but after it, you can tell that they're feeling better about themselves and stuff.

**Yes, it sounded like maybe achievements in there as well then, like a positive…**

Yes, a hundred per cent.

**Here are the things that you did.**

Yes, here's what you achieved, even if it's, like, on - like when we go on activities, if they did abseiling when they were scared to do it. Like overcoming stuff, definitely.

**Yes, I did that, and I was scared to death [laughter].**

Well, you have a sense of achievement after it, don't you.

**Yes, and I needed a drink [laughter]. I'm not good with heights. Good. What kinds of objects or things do you keep for young people that can help with memory?**

So we do have memory boxes, and we also have books. My story books, and also just picture books as well that we do with the kids. I think they've got, like, slide shows as well from the start of their journey at [S\*] to the end of their journey that they can take with them, but objects as well. So one of the kids - I don't know if this is anything, but I'll say it anyway. At Christmas time, he likes to decorate his whole room. He likes to go to B&M and get everything, whatever theme it is, and just decorate his whole room in Christmas stuff, and he enjoys that, so we let him do it. Do you know what I mean? I think that's a positive memory for him as well.

**Yes, he gets to be able to do that. It's just totally Christmassy, his room.**

Yes, it's proper, like, Santa's grotto, but that's what makes him happy, so…

**Yes, so you mentioned a few things there. Memory books, photobooks, my story books.**

Memory boxes as well.

**Memory boxes. Sorry, I beg your pardon. Is this the children and young people that's driving that, or is the adult saying…**

I would probably say it's the adults driving it because I think, sometimes, the kids wouldn't even think to think of that. Some of them might, but the majority probably wouldn't even think to… Hold on, I might get moved soon. I think that's a big fear for children, like, when am I going to get moved?

**Yes, if they see somebody else going.**

Am I next sort of thing, yes.

**So that sounds like you feel reasonably clear that adults have a responsibility then to think…**

Yes, a hundred per cent.

**What memory things should we try and do with them?**

Definitely, but then sometimes, like, if they're having a difficult day - we keep the memory boxes, and then we'll just bring it out as an activity because, just from the trauma background and stuff, they might destroy it. So they might just rip all the photos up, just destroy everything, and then they've not got it anymore. Then they might regret that in the future, but in that moment, that's how they felt.

**That's a really interesting point. So you're almost like a custodian of this memory box to try and hold on to it for the future.**

Yes, because some of the kids, it might be hard for them to have memories like that. The kids always say, 'Remember, you're not our family,' which is understandable, but we always try to say, 'We're trying to make the home as family orientated as possible.' Yes, so a lot of the younger kids will rip stuff up and not want anything to remind them of stuff, which is interesting, but then when they turn 18, 21, 25, they'll be like, well, I've not got anything.

**Yes, I think that's a great point. Yes, so you have to protect the stuff and maybe have copies of things.**

Yes.

**Yes, just because we change over time in terms of how we view things, don't we.**

Yes.

**It would be a shame to lose it just because you were in a really horrible mood one day when you were 13.**

Or just in a bad place at that time.

**Yes, good. Okay, so you were saying you sometimes bring the memory box out and different things like that. How do children interact with this? How do you view children interacting with that?**

So it really can depend. So sometimes, they might ask for it. We might say, 'Oh, that was a really good thing we did, what we put in your memory box,' or when we put photos - well, we don't actually ask them. We normally just put photos on the system or in their diaries, in their daily diaries. So that's what we normally do. What was the question again?

**Just how they can interact with that stuff. So it can vary.**

Yes, so if they're feeling sad sometimes, they might ask for it, and we can go through stuff like that with them. Sometimes, that can be therapeutic for them, and they might have a wee cry, or again it could totally trigger them into something, into a meltdown, but if they do ask for it, we always give them it. Obviously, not in the middle of a meltdown, though.

**Yes, that's asking for it to be destroyed.**

Yes, basically, but there must be a psychology thing behind it with wanting to rip things up.

**Yes, no doubt. Yes, I'm not getting into analysing that, but what about - just taking advantage of the fact you've worked in other places as well, was that a similar set-up there? Is it different? How would you compare the…**

So [S\*] ones, our one I'm down at [T\*]. Our ones are really in depth. Our diaries, our weekly reports. Like, there's always photos. We take photos almost every day, and the way we write our diaries, it's like, 'Hi [S\*], today you were with [A\*] and you were at the park,' or whatever. So we write it to them, so if they were ever going to read it back - but in previous jobs, it's not been like that. So there's a place called [H\*] that I used to work for, and theirs is just, like, a quick sentence, and then that's it, but they've got their photos on a thing as well, on a…

**Drive there, yes.**

Yes, they've got all their photos on that, and then in other places as well, it's been like [S\*], like [H\*]. It was very mixed, how it's stored.

**Yes, there's no standard kind of…**

No, but then as well, though, you might just have a kid in for eight weeks. Do you know what I mean? It can be difficult to - within eight weeks, you're probably just trying to get them settled, and you're not thinking about that, so that comes with longer-term children.

**That's an interesting point, yes. Because of the nature of the work, trying to get a child settled and that can be obviously really full-on, so you're dealing with that, but then they move on, and then there's maybe not any photographs of their time here, and that's a gap for them.**

Yes, because they might come, and they might hate it, and it might not suit them, so there's no time to do that.

**Yes, my head is going - loads of questions about that because kids being [unclear words 0:21:27.9] talk about moving placements, so the story gets fragmented, and bits get lost, yes.**

Yes.

**That's interesting to get that. Have you, either here or in your other roles had experience where young people have come back? After they've left, they've come back to get something, or to see somebody, or in some way reconnect. Get photographs, or access their file, or speak to a member of staff.**

Yes, in my old work. Not here, but in my old work, some of them came back, and they actually had a person for that. That was a role where they kept everything on file, they would keep in touch with them as they were going forward, so they would come back and speak to that person. Then they could tour their old room and stuff like that, have a look at all their photographs, all their letters and that that they wrote, their schoolwork. Like, they could have a look back on all of it, but I don't think there's a person here that does that. That was in my old work, but I'm sure they could go to HR or admin, and they would do that as well.

**Yes, I assume folk are able to access the records and stuff like that.**

Yes, but even then, that's kind of horrible, thinking, I'll have to go to HR to access my files. That's your life, and you're having to go to HR.

**Yes, can I pop back for a coffee?**

Yes, well, they probably have to phone and ask. Yes, they have to phone and ask to come.

**Yes, interesting. Good, thank you. That's all the memory keeping type questions, so just on to the archive. So as I was mentioning earlier, we've made this bespoke software, for data protection reasons mainly, that can be a platform. It's like a website, basically, but it's quite nice. Quite basic, but quite an easy-to-use website where people can store digital items, and young people can access them now and, potentially, if it lasts, into the future for the rest of their life, so that they can basically go back and look at their stuff when they feel like it.**

When they want to.

**Yes. What's your general impression of that as an idea?**

I think it's a really good idea actually because, as I was just saying, like, having to go to HR and things like that. Who likes going to HR anyway in the first place, but never mind for your own life. It's awfully formal. Do you know what I mean? So to have something like that, I think, would be beneficial for a lot of people, especially… Like, just to be able to even have access to that, and knowing you've got access. Oh, I can maybe look at that later, or if you meet a partner, or you're getting married, you can show, like, this is what my life was like, instead of having to get an appointment and stuff like that, so yes.

**Yes, show your own kids.**

Yes, show your own kids, well, this is what my life was like when I was growing up.

**Yes, good. Any particular drawbacks that you think, well…**

Probably a privacy issue. Maybe think about, like, is it only them that's going to be able to access it? Can we access it, sort of thing? That's probably what I would say, because I wouldn't like others to access it if it was me. I'd probably like it if it's only me if I was in the kids' situation.

**Yes, so if we both lived here as kids, and we can access it, and we can see pictures of us, but not the adults who worked here.**

Probably, yes, unless I had a close relationship with them. Do you know what I mean? I wouldn't want, like, a new member of staff that I've never met to be able to access it. Like, why are you looking at my life sort of thing. It feels quite intrusive.

**Yes, so in terms of access then, it's about who should have access to particular content.**

Yes.

**That's good. You've pre-empted some questions I've got.**

Sorry.

**No, it's good. I can go to them just now because it makes sense then. So children and young people who live here can have access for the rest of their life. Adults who work here can have access while they work here, but maybe not after they work here, or should they have access after they work here?**

Well, it's really hard because sometimes relationships just get totally severed. Like, one day, they're in your life for the past eight years, and the next, they're not. You've moved on. Even though you would like to try and keep in contact, it's hard. Like, what if we're here, and then you're away up in [A\*]? Do you know what I mean?

**Yes.**

So that's a difficult question, I would say.

**Yes, it has been the most tricky. Everybody seems clear about children and young people, but when we start to talk about the adults, it becomes a wee bit more complicated. Well, what adults? Some people might come into this and only be here six months, and then it's not for them, and they leave.**

Yes, exactly.

**So maybe not them, but maybe somebody who has worked here for a long time, who has had good relationships with the kids.**

Yes, I was going to say maybe managers, but then managers leave and that as well, so I don't know. That's a difficult one.

**It is a tricky question. It has been a difficult one for most folk. One of the things that we built in - so there's a user, and then there's a moderator level of access, if you like, to the system. So users can see things that they've been given access to, and they can put stuff in to be uploaded, but it doesn't go on until it's been through an in-box the moderator's said, 'Yes, that's fine, that can go in here.' Here's who can have access to it kind of thing. The other thing that's built in, to a degree, if folk want to use it is a kind of time limit thing. So if I lived here from 2015 to 2020, when I log in, I can see all of the content from 2015 to 2020, but I can't see the stuff from before then, and I can't see the stuff from after then. What do you think about that?**

I think that's a good idea. I think that makes a lot more sense, just for everybody's privacy, and also, as well, it's your journey that's there, that's between those years. It's only going to be you you're looking for.

**Yes, and the people that you lived with.**

Yes, I'd probably say that's the best way to go then.

**There's been a slight complicating thing in that - which I think is easily resolved, the way it's been designed, but - so the place that we're doing this in, they have young people who come back for their tea, come back for Christmas dinner, things like that. To be fair, they're generally an older group than you've got here.**

Yes, the oldest we've got is 13.

**Ah, right, okay. This place is 16, 17 kind of stuff, so they're maybe leaving at 18, 19, but they live nearby. They come back for their dinner, they come back for Christmas dinner.**

I'd imagine that we would get to that.

**Yes, and so that then means that there might be photographs if you come back for an event after the time you've left, which just makes it - the date thing. Right, okay, but in principle, that works, but there could be situations…**

Where you're there later on.

**Yes, it's been interesting. One of the young people I was speaking to was like, 'Why would you have any access?' and I'm like, 'Well, what about [M\*]?' who is a young person who had left. She was like, 'Oh, no, he can see, he's family,' so it does seem - it's complicated, this work.**

Yes.

**It's complicated because, as you say, you're at your work or whatever else, but it's also…**

Their home.

**Family. Yes, it just feels like…**

There are blurred lines.

**It is. It's not always as clear-cut as some people would necessarily think it is. Anyway, that's good. Where was I? Yes, what kinds of things would you like to see in an archive like this if it was coming here? What would you like to see in it?**

Just, like, the photos and stuff like that. Videos as well, I think, would be good actually, like trips, when you go on holiday, stuff like that that you'd remember. Letters and stuff like that as well, I think, would be interesting. Some of the diaries and that that the adults write in. Even just your schoolwork as well. I think that would be quite interesting as well because sometimes it's nice to look back and remember, like, certain teachers. Yes, your other hobbies. Their life not just within the home. The whole circle of what you were doing at the time. I think so, yes. That's what I would probably like to see.

**Yes. Anything you think shouldn't be in an archive like this?**

Like what? No, I think the good, the bad, and the ugly should really be in it. Do you know what I mean? It's not all positive, and I think, if you're going to have a - we're all human, aren't we, so probably even, like, the days that you had a bad day, or if you had an incident. Your incident reports should maybe be put in it, so you can look back and reflect a bit on how you were feeling and was that how you remember it sort of thing. I think they should have access to all of that really, yes.

**In terms of the group stuff, if you put a picture or something up, there will be different experiences of that event, potentially, as well. Oh, that was great, I remember that, and somebody else is like, 'That was dead boring.' You smacked me in the face that day.**

Yes [laughter].

**So there's maybe variability in people's experience of the same event as well. Yes, good. What about the collecting of, and deciding of, and putting things into the archive then? So who should be doing that, do you think?**

I'd probably think us, the adults that are doing that for the kids. Obviously, we can have children's meetings and be like, 'Is this something you would like to be put in?' but I think as well, though, as we are parents, it probably should be us that's adding more things. Oh, they'll remember that when they're older, or things like that, or this was a good experience for us, and they might totally forget it. So probably us putting it on to the archive. So we've got loads of photobooks, so we could even just transfer it on to it.

**Yes, so that's interesting then. It's because you have got that parent role then that you have to think about what they might need at some point.**

Yes, because sometimes the kids are like, 'Just leave me alone.' Some of the kids that we work with, even though they might be 13, 14, they're actually functioning at about 6 or 7. They're quite delayed, so we almost need to take that role for them, so I'd probably say the adults, the workers, and the managers.

**Okay, great. We did the access questions already, and I've told you about the date. What about interaction with the archive then, in terms of being able to interact with the content on there? What are your views on that?**

I think they should have access any time they want, so if they want to look at it during the day or, like, as an activity together that we can do, if they want to have it on their own - can it go on their phone?

**Yes.**

Yes, so even have it on their phone.

**What about being able to leave comments, or like things, and do that kind of thing?**

Oh, like social media sort of thing?

**Yes, to be able to actually interact with the content, and potentially with each other on the archive.**

In principle, that's a great idea. That is a brilliant idea. However, some of the children, because of their past and stuff, might be unsafe with that. So when they were children, even when they're adults… Some of the kids have had, like, severe, severe trauma, all right, like sexual trauma, like really horrible stuff, and they just wouldn't be safe on the internet like that just now. Do you know what I mean? It would be name-calling as well. Bullying is a big thing. Maybe when they're older, that would be better, but then I suppose it's human nature, isn't it. I think that is a good idea, but I think you'd run into issues.

**Right, okay. What about with that moderator person on there as well to be able to…**

Yes, that would probably be good. I'm just thinking about from our side of it, like, because some of the kids aren't allowed access to the internet at all, and then if they're interacting - so even, like, over Fortnite and stuff, they're not allowed to speak to each other because it causes - they argue, and then it escalates, and then it's like, 'Your mum's dead.' It gets really personal, and turns into a real conflict, and then that's them heightened for the next few days because of what they've been saying. Do you know what I mean? So we just nip it in the bud. Right, well, you're not allowed to speak over Fortnite.

**So there's the potential then, particularly when they're still here, even with moderation, for things like that to get tricky.**

Yes, so just even silly stuff. It could be something stupid, like, 'I don't like what you're wearing,' or something like that. It could be something stupid, and then it'll escalate into family talk and stuff, and it can really upset them, but that's the intention. Do you know what I mean? Even when they're older as well, I think that's a really tricky spot again.

**Yes, it's one of the things that young people are like, 'No, you need to have that,' but the adults are a bit more ambivalent.**

Yes.

**Okay, good. Thank you very much. Are there any questions that you wanted to ask me or anything about that?**

No, I'm totally fine.

**Good, okay.**

**[END OF TRANSCRIPT]**