(0.44)

R: OK, so first of all, I just need to get a few details about Malia. So what is her date of birth?

P: \*\*\*\*

R: Lovely and does she have an identified special educational need?

P: She does no, I mean she doesn't have an EHCP or anything like that. All she had was she had access arrangements testing done in - I'd like to say end of year nine beginning of year ten.

R: Sure,

P: So she gets 25% extra time. But that's through an identified dyslexic potential possible, but that's it.

R: Super. Yep that's fine, thank you, um. And Malia is in mainstream school an in year \*, that's right, isn't it?

P: Yeah.

R: Fabulous. OK, so first of all. Um. I just want to talk a bit about the body mapping activity, which obviously you were kind of aware of some of it, but obviously weren't there watching Malia doing it all the time. What, what? What was your impression of the task?

P: Um me personally I really liked from what I’d, from what you'd explained before, we agreed to it. I really liked the sound of it because it was a really good way of gaging thoughts and feelings without the child, necessarily whatever age of the child, realizing what they were doing? Because by their selections you can tell an awful lot by the choices they make and from when Malia ‘cause Malia actually talked to me about the thing afterwards. You can tell and but also I think by where they position things or how they do things. No I really like the idea of it.

R: Super. Was there anything that you thought was a problem with it? Were there any challenges?

P: No, I mean, if anything it provided some more conversations with Malia and I after, as you know, opened up more conversations. She chose to talk to me about what she put on there. And explain some of why she put some stuff on there. You know. Like she said, mom, you know why I put that? Or you know she didn't go into all of it 'cause I didn't say she had to, but she chose to tell me some of it. So yeah, it was good.

R: Excellent. There was - there are three different ways of achieving the task, obviously because of because of Covid is Maliaes choices were, were limited, so she was obviously doing the online version um it could have been that she would have done a version that rather than doing it on a computer program, she actually did it live on a huge piece of paper. So we’d have drawn around the outline of her body and used craft materials to create the images rather than her doing it on the computer. What,what do you think of that as a technique to use?

P: I think, me personally, I mean. I know that 90% of children, whatever their age, will enjoy that because it's something practical. If you give them a range of craft craft stuff, shall we say? You can, you can maybe sense even more because you look at what sort of tactile stuff they're choosing. You know that you look at, they might choose different textures depending on different feelings and things. Um, And it's fun, you know, there's nothing beats even when you're an adult lying on a bit of paper and drawing – getting drawn round. But no it's - you know, I think possibly if it hadn't been for covid, she might have chosen that she enjoyed the body mapping the auto draw, but I think if it hadn't been for Covid she might have gone for the whole crafty thing.

R: That's really helpful. Thank you. With with the craft process, one version involves her doing that task with me, so finding a space potentially finding a space to do that so that I can work through it. The other version of that task involves me just sending a big pack of materials with a list of of tasks, which would then lead you to kind of talk through the activities with her. Do you think there was much of a difference between me leading the activities and you leading the activities?

P: I think you got more openness from her because it wasn't me. She chose to discuss it with me afterwards. But by it being someone else, particularly with Malia, with it being a female 'cause she takes her a lot longer to build up a rapport with a male. It means you got true openness from her. Had it been me, I've got no doubt we would have got something, but she might not have been quite as open. There might have been. She doesn't hide anything from me, but she might not have felt quite as able or found it as easy to be open and honest and stuff.

R: Yeah, I know exactly what you mean. I have a 16 year old. I know exactly what you mean. So I'm just looking at my questions. I think we've covered most of it. That was super-fast wasn't it? Is there anything else about the task that's occurred to you since she's taking part in it?

P: Um. One of the only things I’ve thought of is a positive thing is that if I felt there had been a sudden change in her behaviour because she enjoyed the auto draw so much. It's something I could get her to do so she could do it to let me know what was going on or something. I'll be completely honest. I've also been thinking of like the whole auto draw body mapping. How I can use it at school myself.

R: Fantastic, that's really nice to know. I'd be really interested to hear if you do that, do let me know. I’d love to hear about it.

P: Even my Assistant Head, who is also our inclusions officer - that's her posh title, she has said she'd be really interested in knowing more about this whole body mapping stuff and how it works. And everything like that because she's found. She - 'cause I was talking to her about what Malia was going to be doing. And um, she said it sounded really good.

R: Please, please do give her my email address because I'm looking for schools to be involved in the next stage of the project so.

P: She would, she would quite happily because I was very positive about the whole thing and the explanations she said she'd be really happy for the school to be, if you know if you needed anybody else for the school to be used.

R: Definitely well if you wouldn't mind, I think you've got my email address haven't you at Southampton? So if you wouldn't mind passing that on to her, I'd love to hear from her and and talk through what what the next stage is? I mean this, this project is kind of got two sections, so the first of it is looking at this method, but the main idea of it is to support students with transitions. So in terms of Weeke school, it would be looking at the transition between Essex and yes seven when they go up secondary school. And obviously Malia is about face that transition to college.

P: Yeah, and got her interview for college on - her first interview on Saturday.

R: Yeah, she seems very confident.

P: She's confident but not self-confident, if that makes sense. Um. She has had three, four days of mocks. She had a slight freak out in one. Um, but it was - I think it was her English one so she had extra time so the invigilator took her back out but she was able to bring herself back in

R: Excellent,

P: Which was huge huge progress. The Malia from year 7 is find - is very different to the Malia in year 11 in that she's more resilient. And for her, pastoral care has been more important than the academics,

R: Yeah.

P: Because she likes to feel like she's got something to offer. Not importance, but like she likes to feel useful. And the best way to explain that is this being the first Christmas without my mum. She was really worried that I wasn't, she wasn't going to have anybody to help get my present because although she's got her own money and stuff, she needs, you know she needed someone to help but she sorted it herself. Whereas before she'd never would have done that. She does worry a bit but she is getting there. She's a lot better and I have to find the right balance between telling her to go out there and to get on with things and not leaving her to flounder for so long that she fails. Does that make sense?

R: yeah, absolutely.

P: But she's got some good adult support apart from me in sort of like. Um. I know her as foggy. But Nick Duncombe, who was one of the HMS staff so you know she's got some good adult support there, but she's getting there. Yeah, I know my biggest thing to take for Malia would be. She's confident but not self-confident. But she knows what she wants to do.

R: Yes, yeah, that's a very positive thing. Is that when you when you're moving to the next step that she can see the bigger picture.

P: And hopefully that will come across well when she has the interviews and stuff so.

R: Yeah, I'm sure it will. Super. Well, that's all my questions. Thank you ever so much.

P: That's all right, it's been really interesting to be, you know, for Malia to be involved in it so.