PARENT: There you go. That should be sharing now.

RESEARCHER: Lovely does… Yes we got the recording message. That's always good!

PARENT: Excellent OK so, then you can see CE down there and there's the screen you're working in. Give me a yell if there's a problem. Have fun.

RESEARCHER: Thank you. Alright. So, Clive, the first thing that we need to add to your map is a hand. Now obviously you haven't got any arms, so, we're not really going to wonder/worry about the hand being attached to your arms. But you can choose either to the right or left of your body, whichever you prefer, and to have a go using your magic pencil to draw a hand. We're going to need to make it quite big because you're going to be doing some things in it, so, we're not going to worry about your picture looking like a real person. Super do we get a hand at the top?

CLIVE: Yes.

RESEARCHER: Lovely.

CLIVE: I’ll just rotate it.

RESEARCHER: Oh, that looks marvellous. It doesn't matter that it doesn't look realistic. We're not worried about that. What we might actually need to do is to zoom in on that hand a little bit. So, if you can see where the magnifying glass is. If you press that and maybe go to 200%. So that gets us nice and close.

CLIVE: 150, 200 %

RESEARCHER: Perfect. That should do it.

RESEARCHER: In a minute we're going to do some drawings inside that hand, but first, we're going to have to think about what it is that you're going to draw. So, last time we spoke, we spoke a little bit about the kind of subjects that you enjoy doing at school and we spoke a little bit about the Goes Wrong Show, which I had a look at. Which was very funny. So, from that I know that you quite like maths and science and things like that and you quite like comedy. But I don't really know much else about the things that you like to do. So, what do you think are the things that are most important about you in the kind of things that you like that you think would tell somebody about what kind of person you are?

CLIVE: Well. I like learning a lot. I rather like spam.

RESEARCHER: Spam? Explain more about liking spam.

CLIVE: Spam you know it's a meat. It's a meaty substance that you find in tins.

RESEARCHER: I don't think I've ever met anybody that likes spam before! Well, that's a good thing. Anything else?

CLIVE: I like reading a lot.

RESEARCHER: Yes? What kind of books do you like reading?

CLIVE: Non-fiction.

RESEARCHER: Non-fiction, OK, so, if you're going to choose a favourite non-fiction book, what would it be about?

CLIVE: Trains.

RESEARCHER: Trains.

CLIVE: Yes.

RESEARCHER: Tell me a bit more about what you like about trains.

CLIVE: Well. I like how they've been around found for years, yet still haven't faded out. They’re resilient. They're always able to adapt to their times.

RESEARCHER: No. I agree. And looking at the designs of trains and how they've changed over that time, it is quite amazing, isn't it? How, how different they are now? If somebody that first invented trains or saw the first train saw what they look like now, I think they'd be quite impressed wouldn’t they?

CLIVE: Yes, the Stevensons would be impressed.

RESEARCHER: Absolutely. Super. Well, I think that gives us a bit to go with, so, learning, reading, spam and trains and we've already got comedy. Certainly, slapstick comedy by the sounds of it where lots of things go wrong. And so, what we now need to do is to think about how we can draw some of those things on the inside of that hand. So, your hand is going to be the area of your map that tells us about the things that you like. So, have a go - back on your magic pencil. What is this going to be?

CLIVE: Slapstick.

RESEARCHER: Excellent.

CLIVE: What the heck!

RESEARCHER: Are you trying to make it go all red? What you sometimes need to do is to press the shift key on your computer and then click separately, on each different bit that you've drawn. So, then you can select the whole thing that you've done.

CLIVE: Darn it.

RESEARCHER: Does that not want to work?

CLIVE: No it doesn't. I'm going to have to fill this manually.

RESEARCHER: That's alright.

CLIVE: And now I can fill this darn thing. There.

RESEARCHER: There. Super.

CLIVE: Slap stick.

RESEARCHER: Slap stick right in the middle of your hand. Perfect right what else? What else can you put in? You could zoom in a little bit more if you wanted to give yourself a bit more space. So, just it doesn't matter if when we zoom out, it's, it's all a little bit small because I can always zoom back I when I have another look at it. What are we getting next?

CLIVE: A tin of spam. For some reason it's coming up with crystals.

RESEARCHER: I have a feeling that spam doesn't exist in America and I think this is an American program.

CLIVE: Golly,

RESEARCHER: They have similar things in America, but not quite the same. You could always if you click on that, um T that gives you a type, so, you could always type spam on it.

CLIVE: Also, for some reason it doesn't appear to be coming up with books.

RESEARCHER: Mm. There should be a book there because somebody else has done a book. Let me just have a little try if you just do some lines across it, so, it looks like lines of type. That might come up with a book.

CLIVE: OK.

RESEARCHER: Do it back on the magic pencil. And sometimes it allows you to scroll. It gives you more choices than you can see at the top. I can't see your screen is quite small on my screen, so, I can't see whether you've got any more choices available there.

CLIVE: No, none of these are books

PARENT: Are you looking for something? There's nothing there that looks like a book.

RESEARCHER: Well that’s a shame. Your picture looks perfectly like a book, so, I don't think we need to worry about it. I think your drawing is good enough that we can ignore the magic pencil for the moment.

PARENT: I can believe that's a book,

RESEARCHER: Absolutely. Right, I've had somebody else put a train on theirs and that was quite challenging to find a train. So, if you're going to add a train, that might be a tricky one, but you never know. There was one.

CLIVE: It's obvious if it's a train anyway.

RESEARCHER: Absolutely Yes, I think your drawings are pretty good, so, I don't think we need to worry too much about the magic pencil.

CLIVE: Ok

RESEARCHER: Got cars and a scorpion!

CLIVE: Trains are a rare thing in America now.

RESEARCHER: I think they are. It did come up with one that looks a bit like The Polar Express when I did it with somebody else other day, but it took quite a long time and quite a lot of drawing to come up with it. But I think your drawing is quite clear, so, I think that's absolutely fine. What about the colours that you‘ve chosen there. You’ve added some red to your slapstick? Obviously you said that orange is an important colour to you. Were there any other colours that you wanted to add onto there?

CLIVE: No, no, I think I should add some more colour around some of these things. How come it doesn't fill the spaces in between the lines?

RESEARCHER: I don't know. I've got auto draw open on my computer at the same time at the moment, so, if things aren't working on yours, I'm having a little go on mine and see if I can work it out.

PARENT: Not doing something there? Oh! That’s a good engine! What's the problem Clive?

CLIVE: Well, the issue is that it doesn't seem to be filling in spaces like fill tools usually do.

PARENT: Make sure that the shape is completely closed for the fill tool to work.

CLIVE: But these are enclosed. Hello boy. How long have you been there? Sorry, it's just my dog.

RESEARCHER: Aha! My cat might come and visit us soon as well. Alright, anything else, Clive, that you want to put on there?

CLIVE: No. I think I'm alright.

RESEARCHER: You’re happy with that right? OK, zoom back out again so, that we can see the whole picture. Excellent, So, what we're going to think about next is your home. So, we're going to add your home onto the body map. So, what I want you to think about is what makes your home - home rather than just a building.

CLIVE: OK.

RESEARCHER: What would you say the things that make it home rather than just 4 walls.

CLIVE: Well. I have a love.. I have loving parents there.

RESEARCHER: OK. That's important. Anything else?

CLIVE: It's a place where I can find sanctuary.

RESEARCHER: Super, so, if you get to draw that on your body map now, it could be in any of the white spaces. Or you could draw it actually on the body itself. Where do you think you would put it?

CLIVE: I think I’d put it on the body itself.

RESEARCHER: Yes, that sounds good. So, just to zoom, zoom in again, maybe to give yourself a bit more space. Tell me about what you're doing now, Clive.

CLIVE: I'm drawing my parents. Well I did say a loving family, after all,

RESEARCHER: Absolutely. What's that in the middle?

CLIVE: I'm drawing me in the middle.

RESEARCHER: That's fantastic. Are you happy with it being in black or do you want to change the colour?

CLIVE: I'm alright with it being in black.

RESEARCHER: Super so that shows the parents bit. Is there any other way that you think you could show the sanctuary? That's a really nice idea, but it's a very difficult thing to draw, isn't it?

CLIVE: Certainly.

RESEARCHER: Can you think of anything you could include? It's fine if you can't.

CLIVE: No actually I can't think of something in to represent Sanctuary.

RESEARCHER: I mean, it's important that you said it, so, I think we know , we know that it's there, and I think that's probably symbolized quite well by your family anyway, isn't it because the way that they're kind of holding you with you in the middle? I think maybe that picture does both things at once, doesn't it?

CLIVE: Yes.

RESEARCHER: Fabulous right? Anything else for your home? Anything else you want to add?

CLIVE: No. I can’t really think of anything else.

RESEARCHER: That’s fine. Do you want to zoom back out again.

CLIVE: OK.

RESEARCHER: Right, now we're going to think about school. So, we're going to think about where on your body map you want to represent your school. But before we do that, I want you to have a think about what are the best and the worst things about school for you.

CLIVE: Well, probably the best thing about school is I get to learn there.

RESEARCHER: Yes.

CLIVE: But the worst thing about school is probably PE.

RESEARCHER: OK, tell me about what's wrong with PE.

CLIVE: Well, we're forced to physically exert ourselves, (unclear) transpires into competitive loons!

RESEARCHER: Yes. Are there any activities in PE you like or do you dislike all of them?

CLIVE: Well, the one I …. Well, I do like dodgeball but then table tennis. But that's just it.

RESEARCHER: Yes. No I. I tend to agree with you, although I shouldn't because PE is obviously very good for you. Right, so, how could we, on your map somewhere, represent the best things about school which is the learning and the worst things about school which is the activities that you don't enjoy?

CLIVE: I have an idea for the learning.

RESEARCHER: Yes.

CLIVE: How about a lightbulb. It's the classic symbol of genius.

RESEARCHER: Perfect. Right. Please tell me auto draw has a light bulb, although again your drawing is quite clear so…

CLIVE: No, it's coming up with keys.

RESEARCHER: So, tell me about putting it also, in your body. Why have you chosen to put it in your body rather than in a space?

CLIVE: Because I feel it's quite a part of me.

RESEARCHER: Are the worst things about school going to be inside your body as well or are they going to be outside?

CLIVE: They're going to be outside.

RESEARCHER: Yes. Well, it sounds like learning could go in lots of different areas, couldn't it? because learning goes in the bit that, um, on your hand, which is the important things about you and obviously learning is something that you enjoy doing at home as well as at school. So, I can see why that would go in that position. Tell me about this bit of the drawing Clive - I can see it's you running away.

CLIVE: I'm drawing a PE teacher.

RESEARCHER: Is the teacher chasing you to try and get you to do PE?

CLIVE: Yes. I've met PE teachers, and while you sometimes get lucky there being a few ones that you can trust, most of them represent the lowest form of humanity.

RESEARCHER: OK. Just a warning Clive. I used to be a drama teacher so, if you've got anything nasty to say about drama teachers, it's fine, I can take it, but just thought you might like to know in advance.

CLIVE: I actually think drama teachers are pretty nice.

RESEARCHER: Oh, thank you, that's good.

CLIVE: They are creative people. They allow others to show different sides of themselves.

RESEARCHER: That's nice to know. Right, I love that picture. It's fabulous, OK, anything else about school that you want to put on?

CLIVE: No, I feel no. I feel that's a pretty good summary of what I find good and bad about it.

RESEARCHER: Excellent. OK, so, we talked earlier in the week about transitions and about the tricky nature of transitions, particularly when things are unplanned and that you don't know that they're going to happen in advance. And the example that you gave, was if you've got to go to a different room for a lesson or if you have a supply teacher for a lesson or something that you were expecting to do in a lesson doesn't happen. So, what we're going to have to think about is how we could represent that on your map, and again, where on your map it's going to go. So, it could be about representing the feelings. Or it could be about representing the situation.

CLIVE: I think it's going to be outside again. So, me going to a different room. I know how I can represent that. Oh dear. I don’t know why that happened. Usually it highlights individual drawings.

RESEARCHER: It does. It’s a very strange program, this one. It does have a few glitches.

CLIVE: Yes, I guess there are some bugs.

RESEARCHER: It might be if you click out of it and then click on the select tool. Which is the arrows on the top left, that kind of cross with the arrows and then maybe click back on that. See if that will do it.

CLIVE: Yep. That does the thing.

RESEARCHER: OK, tell me about this drawing Clive, What are you doing?

CLIVE: I'm doing a couple of doors. The Red one is the one I usually go into and the green one is a different room which I'm now going into.

RESEARCHER: OK, why red and green?

CLIVE: Because they are two complementary colours. I feel that they show the opposites of tradition, and then newness.

RESEARCHER: OK, what about the feelings that you get if you can think about the feelings that you get when you have that situation where you have to go to a different room. Can you think where on your body those feelings are? Do you feel it in your tummy? Do you feel it in your head? Where do those feelings happen?

CLIVE: I would say they’re in my head actually.

RESEARCHER: So, could you find a way to join those two doors? Or maybe just the wrong door? Because that's what creates the feelings with your head that you think shows us something about what those feelings are like. so, it could be a line, it could be a picture….

CLIVE: There we are.

RESEARCHER: OK tell me about that.

CLIVE: Well. You know the, those times where they show you a picture and then use a zoom-in like on particular details by putting a ring around it. Sort of creating a triangle between it and a greater circle with the magnified thing in. That's what I'm doing here.

RESEARCHER: OK, So, what does that tell me about your feelings when you have tricky transitions?

CLIVE: That they’re in my head. Because you can see it connects to my head

RESEARCHER: And what about your choice of colour? Why have you done it in purple?

CLIVE: Well. I just felt it was a third distinct colour.

RESEARCHER: Is it a colour you like?

CLIVE: Well no, it's very much a complement to my favourite.

RESEARCHER: Yes, because orange is your favourite?

CLIVE: Yes. Lose the complement, but I already have plenty of that. So, yes.

RESEARCHER: Fabulous so, when you're feeling these tricky feelings. When you're in a situation where you're having a transition that is hard. Who or what would you say helps you the most? Are there any particular things that you know that you can do that make you feel better? Or are there any particular people that you go to that will make you feel better?

CLIVE: Well, it's usually my teachers. But if not them, then my fellow pupils.

RESEARCHER: OK, is there anybody specifically you can think of that you could add to your body map that would show us your support?

CLIVE: My one true friend at Wyvern – Charles.

RESEARCHER: OK, so, how could we add Charles to the map? We need to try and avoid putting his name on there because as I said last time you can't put any identifying features. So, how could you represent Charles on your map?

CLIVE: I have an idea. Darn it!

RESEARCHER: If you press the undo button, that should take you back to purple. That's it. And then if you click out of it. And then you should be able to change it. It might be worth clicking onto the select tool and then back onto the Magic Pencil.

CLIVE: Much better

RESEARCHER: So, where are you going to put Charles?

CLIVE: I’m going to put him here?

RESEARCHER: OK. It looks like Charles is waving. Is he waving?

CLIVE: Yes.

RESEARCHER: OK, tell me why you decided to put him inside your body.

CLIVE: Because he’s is an important person to me.

RESEARCHER: Is he in your year at school?

CLIVE: Yes

RESEARCHER: Yes. How long has he been your friend?

CLIVE: A couple of years now,

RESEARCHER: Yes? Right? Is there anything else that you can think of? All you mentioned teachers as well as being a support. Yes. Is there a particular teacher that you think that you would talk to? If you're finding things tricky,

CLIVE: My tutor Miss F.

RESEARCHER: So, how can we put your tutor? Where do you think they might go?

CLIVE: I'd say that also, going my body is OK.

RESEARCHER: Tell me a bit more about your tutor, is that hair?

CLIVE: Yes.

RESEARCHER: Lots of hair.

CLIVE: No, she doesn't have seriously a lot. They she has enough that it looks almost like a cushion on their head.

RESEARCHER: And what does your tutor teach?

CLIVE: She teaches English

RESEARCHER: Has she been your English teacher?

CLIVE: Yes, actually.

RESEARCHER: Yes, what is it about your tutor that you like do you think?

CLIVE: I think it's because she's always very nice to people unless she has to be mean that is.

RESEARCHER: Fabulous. So, if there was somebody - so, with my research what I'm going to try and do is to create some things that can help an. For other people to understand why transitions are difficult and what can be done to support them, is there anybody else that you can think of? Particularly? It's cool that you think it would be helpful if they knew more about. How you feel when transitions happen?

CLIVE: Well, no.

RESEARCHER: Do you think your school understands you pretty well and is pretty good at being supportive?

CLIVE: Well, some of them are. Mostly either teachers, the SENCO, a few of the students who are closer to me.

RESEARCHER: Do you think the students who are not so, close to you? Do you think that's because they don't really understand? But they don't really understand you or is it just that they've got different interests? What do you think?

CLIVE: Well, most of them it's because they have different interest to me, such as goofing off, buying things, texting on their phones. Those who do have similar interests don't really understand how I am. Except Charles. He does.

RESEARCHER: Do you think it will be useful if with my research if I created some way so, it could be we think you're doing it in quite a creative way so, it could be a cartoon? It could be a little magazine, it could be some drawings that explain a little bit more about the differences between the way that autistic brains work and the way that non autistic brains work. Do you think that would be a helpful thing?

CLIVE: Yes.

RESEARCHER: Who do you? Who do you think would be good to make that for? Would it be for other people your age? Would it be for the teachers?

CLIVE: I think that the primary target in this situation should be people of my age.

RESEARCHER: Excellent, that's really interesting, and it's useful that you said that the teachers are mostly pretty good and do understand and are supportive. So, certainly creating something to get other young people to understand sounds like a useful thing to do. Super right, your body map is looking fabulous and I love the fact that we haven't had to use the auto draw pictures very much that you've got your own pictures because I think they've got lots more personality than the auto draw ones, particularly the scary PE teacher who I love.

CLIVE: My drawings are much more cartoon-like.

RESEARCHER: Absolutely. Now I think that's great. So, is there anything else that you think is important about you and about the way that you get on at school and the way that you deal with transitions? Anything else that you think needs to go on the body map that isn't there at the moment?

CLIVE: No.

RESEARCHER: Fabulous, in which case that is your body map complete. I've just got a couple more questions which are about the process that we've just gone through. And then we are all done for the moment. So, when I first designed this task when I first started working on this project, coronavirus hadn't happened and the original plan was to get an enormous piece of paper that you would then lie on. And we draw around the outside of you and then you put all of these drawings that you put on your body map, but you do them using craft materials so, you have paints you have. And paper that you could cut out and stick on. You have pipe cleaners, all sorts of different things that you could use to create your image is do you think that you would have preferred to do it like that? Do you think you prefer to do it like this?

CLIVE: I think I've preferred this method to the original.

RESEARCHER: OK, why? Why is that?

CLIVE: Because I much prefer drawing to general arts and crafts.

RESEARCHER: And do you like doing things on the computer? Do you quite enjoy using the computer.

CLIVE: Yes.

RESEARCHER: Supre and the other thing that I thought about when coronavirus first happened was that instead of me doing the tasks with the people that were helping me out that I could give a list of the tasks to your parents instead and they could talk through them with you. Do you think it would have been easier or more difficult if your dad had talked you through the tasks?

CLIVE: I feel that for me it would be more difficult but for other Autistic kids it may have been easier.

RESEARCHER: Can you explain that a bit more to me? That's a useful, useful thing to say well.

CLIVE: My autism isn't really that different from a normal brain function, so, I find it easier to converse with others. However, some people’s autism affects them greatly so, they aren't really that good at really doing anything with other people outside their family group. So, I feel that for those children. They should have their parents explain to them what's going on, but for kids like me who's autism doesn't seriously affect them. Yes, you should do it.

RESEARCHER: Super, that's helpful. Do you? Do you think you would be more honest with somebody that you don't know very well? Or do you think it's just more interesting?

CLIVE: I'd say would be interesting .

RESEARCHER: Fantastic, I'm just having a look. I've got a list of questions in front of me and I'm just making sure that we've done everything, but I think we have. I think we've gone through it also. Just give your dad shout so, that he can have a look at your map before you then send it to me, OK?