

Transcript: Interview with R (Year Six) 24<sup>th</sup> July 2008

Speaker	Line		Macro-analysis
C	1	Now (.) / I'll just pop it on <i>there</i> is that <i>alright</i> ? [laughing]	
R		[Laughing]	
C	2	A-and just <i>ignore</i> it. (.) / How do you spell your name, R?	
R	3	<i>Second</i> ? [Or <i>first</i> ?	
C	4	[Yeah, your second <i>name</i> .	
R	5	Er [spells out name]	
C	6	[Yeah, lovely	
R	7	I've known <i>that</i> since I were <i>two</i> .	
C	8	<i>Have you</i> ? / Well <i>done</i> , you must be good at <i>spelling</i> , then.	
R	9	<i>A bit</i> .	Positive self-image
C	10	[Laughs] <i>Erm</i> (.) <i>ok</i> , now. /	
	11	Like I <i>said</i> , this research is about (.) <i>children</i> who are (.) <i>described</i> as being on the autistic <i>spectrum</i> / but what I'd like to, <i>you</i> to do R is for you to describe <i>yourself</i> . / How would you describe <i>yourself</i> to me?	(Describe yourself)
R	12	<i>Erm</i> , [sighs] it's <i>hard</i> to describe <i>yourself</i> , 'cos you <i>forget</i> about it most o'time, / <i>erm</i> mmm, a <i>bit</i> <i>talented</i> , er (.) <i>sometimes</i> I can be a bit (.) <i>edgy</i> like, not (.) <i>wanting</i> to do things (.) and <i>er</i> (.) <i>yeah</i> / I'm <i>not that</i> (.) <i>thingy</i> , I <i>can get</i> , I've got a <i>really bad</i> temper	Hard, you forget about it most of the time Talented, edgy, not that thingy, bad temper
C	13	<i>Have you</i> ?	
R	14	<i>Yeah</i> , so if, like <i>J threatened</i> me I'd <i>really</i> (.) I'd either <i>cry</i> or <i>hit</i> her or something.	
C	15	Ok (.) right. / Anything <i>else</i> , about you?	
R	16	Em, I'm <i>kind</i> of into <i>computers</i> .	
C	17	Are you?	
R	18	<i>Yeah</i> (.) and I <i>want</i> to be 'electrician when I grow up.	Computers, aspirations
C	19	<i>Do you</i> ?	
R	20	<i>Yeah</i>	
C	21	You're the <i>second</i> person, <i>actually</i> , in this <i>project</i> that wants to be, that I've <i>talked</i> to who wants to be an <i>electrician</i> (.) <i>yeah</i> . / Anything <i>else</i> ?	
R	22	<i>Erm</i> (.) I sometimes, I can be <i>upset</i> , you know, 'cos my sister's like (.) not my <i>real</i> sister she's <i>half</i> sister	Upset about family issues
C		Ok	

R	23	and er, like S said <i>technically</i> she's, not your <i>real</i> sister because she's got two re-the you've got different <i>dads</i> / and er I just <i>busted</i> out crying, and <i>that</i> upsets me.	Two different dads, what other say, cry and it upsets me
C	24	(.) <i>Ok</i> , I'll come-I'-Im, what I'm <i>doing</i> is jotting things <i>down</i> and I might come back to them <i>later</i> and ask you <i>questions</i> about them.	
R	25	<i>Ok</i> [ <i>quiet</i> ]	Fast cars
C	26	Anything else you can think of about <i>you</i> ?	
R	27	I'd <i>like</i> to own a (.) Ferrari.	
C	28	<i>Would</i> you?	
R	29	Yeah	
C	30	[Laughing] If you <i>win</i> a lot of [money	
R	31	Or a <i>fast</i> car (.) at <i>least</i> .	
C	32	(1 sec) Anything else?	
R	33	<i>That's</i> it.	
C	34	<i>Ok</i> ./ Now, I'm <i>gonna</i> go <i>back</i> to some of these things that you've <i>said</i> , R, is that <i>alright</i> ?	
R	35	Yeah	Talents
C	36	So, you've <i>said</i> that you're <i>talented</i> ./ <i>Tell</i> me how you're talented.	
R	37	I (.) play the <i>piano</i> (.) and er (.) I'm a <i>bit</i> , I-I'm good at film-making 'cos I did <i>that</i> at summer <i>school</i> and	Piano, film-making, summer school
C	38	<i>Oh</i> , so tell me about <i>summer</i> school then, <i>what</i> , [what	
R	39	[What <i>happens</i> is you <i>do</i> all these <i>activities</i> like <i>plays</i> and all that, and I <i>did</i> film-making and/ it were <i>like</i> sort of an S-A-S thing/ and t' <i>best</i> bit about it were't <i>end</i> bit where er <i>you</i> <i>shoot</i> / <i>everyone</i> were shooting each <i>other</i> / and er one of't <i>good</i> people shot the <i>camera</i> man, so, and I looked <i>up</i> at' <i>director</i> and he <i>went</i> , like that [demonstrates] I <i>thought</i> 'end it <i>this</i> way', I dropped <i>down</i> to't <i>ground</i> and I were <i>gonna</i> <i>turn</i> like that but I accidentally <i>paused</i> it, but <i>left</i> it as that.	Story about film-making
C	40	It sounds as though you had a good <i>time</i> .	
R	41	Yeah,	
C	42	<i>Yeah</i> ?	
R	43	We did <i>meeting</i> for it and er we did like the <i>voice</i> at the <i>beginning</i> , thing/ he said '(???)', I'm going <i>in</i> for the <i>meeting</i> .' [laughs]	
C	44	[Laughs] So wh-where is your <i>summer</i> school?	
R	45	<i>Erm</i> , D Comp.	
C	46	<i>Oh</i> <i>right</i> ./ And are you <i>going</i> , is there one <i>this</i>	

C		summer?	
R	47	Yeah.	
C	48	So is <i>that today</i> ?	
R	49	Er <i>yep</i> .	
C	50	(.) You're not missing it <i>are you</i> , to do <i>this</i> ?	Prefer to do this
R	51	Er, yes but I'm <i>not</i> , I re/ I pre-prefer to do <i>this</i> .	
C	52	Oh, <i>alright, ok</i> , (2 secs) <i>alright!</i> (.) so you're <i>talented</i> , that's <i>good!</i> Is there <i>anything else</i> you're <i>talented in-[at</i> ?	
R	53	[I know a <i>bit</i> of the <i>guitar</i> , and er this <i>might seem strange</i> , but I <i>completed!</i> when I <i>had</i> the Play Station 2, before I <i>sold</i> it for a PSP (???) I got a PS 3/ erm I completed the ' <i>Incredible Hulk</i> ' in three days.	Guitar PSP achievements
C	54	Is <i>that</i> really good?	
R	55	[Yeah,	
C	56	['Cos I don't know a <i>lot</i> about	
R	57	i-it's <i>like</i> , it's <i>really</i> , it's <i>not</i> one of them long games and/ but my, you-you <i>know D?</i> He says his cousin, <i>N</i> , completed ' <i>Gears of War</i> ' in a <i>day</i> , but when you <i>can't</i> it's too (.) <i>tactical</i> and I see	You know D?
C	58		I didn't complete it but... story about D's cousin
R	59	y-you <i>like</i> , you <i>can't go through</i> it, like you have-you've <i>got</i> to have the (.) you <i>can't</i> do it in one <i>day</i> , 'cos if you <i>did</i> it in one day you'd be a super <i>genius</i> there's (.) <i>that many creatures</i> that are <i>trying to kill</i> you,	
C		Right	Showing achievements
R	60	it's just I-I haven't even <i>completed</i> it (.) and it's took me like (.) half the <i>year</i> (.) to get to't <i>last bit</i> .	
C	61	But you're <i>at the last bit</i> which sounds [really <i>good, doesn't</i> it?	
R	62	[Yeah, yeah	
C	63	Gosh, ok (.) thank <i>you!</i> <i>Now</i> , you've said that you're, sometimes you're a bit <i>edgy</i> , and you don't want to <i>do</i> things,	
R	64	Yeah	
C	65	tell me about (.) <i>that</i> .	What makes me edgy
R	66	Like when <i>people</i> , like you <i>know</i> when you're <i>doing</i> er (.) <i>collages</i> and you like <i>make</i> little, you (.) <i>cut</i> , like the col-scrape the <i>colour</i> off and like <i>make patterns?</i> I didn't want to <i>do</i> that, 'cos I were afraid of <i>cutting</i> myself.	Afraid of cutting myself doing collage
C	67	Ok, is <i>that</i> recently?	
R	68	Er <i>no</i> , that were in Year <i>Three</i> .	

C	69	In Year <i>Three</i> ./ What about <i>now</i> , <i>R</i> . How is it <i>now</i> ?	Fear on the motor bike
R	70	Er, I don't/ <i>well</i> , when I went on't <i>motor bike</i> / 'cos I <i>got</i> , like a <i>motor cross</i> / I <i>didn't</i> like, as soon as I saw the <i>deep hill</i> / you know, <i>like</i> , er <i>up</i> at 'dippers', you know the 'dippers', the <i>woods</i> ?/ Er, if you (.) <i>carry on</i> going down <i>there</i> , I just <i>really</i> didn't wanna go <i>down</i> it/ and I <i>sort of</i> forced myself to fall <i>oe'r</i> , 'cos if I (.) <i>went down</i> it, I were afraid of <i>stalling</i> it, and	
C		yeah	Fears about what might happen if...           Temper laughs Regret but don't regret
R	71	<i>sort of</i> (.) <i>tipping</i> it.	
C	72	Yeah./ And do you <i>have</i> that feeling at (.) <i>other</i> times, as <i>well</i> ?	
R	73	Yeah.	
C	74	Can you think of any <i>other</i> times? [ <i>quiet</i> ]	
R	75	When I, <i>sometimes</i> when I go to <i>bed</i> I sort of <i>think</i> about, like (.) if my <i>dad</i> wa'nt there, and th' <i>engine</i> blew up/ <i>something</i> like that.	
C	76	Ok (.) alright [ <i>very quiet</i> ]./ And you said you've got a <i>temper</i> . [ <i>louder</i> ]	
R	77	Yeah(2 secs)/ <i>Bad</i> timing [ <i>laughs</i> ]	
C	78	[ <i>Laughs</i> ] What? [ <i>very quiet</i> ]	
R	79	When little <i>kids</i> here and on't (???) and all that <i>bug</i> me and <i>bug</i> me / I <i>really</i> get, you know, a <i>temper</i> / I <i>try</i> and <i>control</i> myself, like you know when people <i>really</i> , <i>really</i> , I <i>mean</i> like (.) you know, <i>force</i> me into something, <i>like</i> , <i>really</i> make me <i>angry</i> /	
	80	like <i>D</i> , he-he <i>strangled</i> me 'cos I <i>hit</i> him with't <i>dodge ball</i> / I thought we were <i>playing</i> / so he <i>went</i> like <i>that up</i> to me ' <i>Right</i> ' [ <i>loud</i> ] and I went ' <i>hit him</i> '/ I <i>call</i> that <i>Long Good Friday</i> ,	
C	81	Oh, <i>do</i> you?	
R	82	because I had three <i>fights</i> . [ <i>laughs</i> ]	
C	83	Right, does <i>that</i> happen at <i>school</i> as <i>well</i> ?	
R	84	Er that's what <i>happened</i> at [ <i>school</i> ]	
C	85	[Oh that happened at <i>school</i> ?	
R	86	Yeah, and it's <i>really</i> (.) I just <i>regret</i> it <i>now</i> , but, I don't <i>regret</i> it when I fall out with <i>D</i> 'cos he <i>swears</i> at you and <i>all</i> sorts.	
C	87	Right, I see, ok./	
	88	(2 secs) Has anyone <i>helped</i> you with (.) your <i>temper</i> ?	
R	89	T- <i>sometimes</i> like, at <i>C's party</i> I, er-I just (.) <i>whispered</i> to myself 'cos <i>B</i> were <i>crying</i> , you	Story of having

R		know/ you <i>know them</i> er toys what you blow up?	temper on
C		Mmm	
R	90	<i>Well</i> , we were <i>both</i> just hitting <i>each other</i> with	
	91	'em, you <i>know like</i> , they're <i>like</i> just <i>air</i> thingies,	
C		Mmm	
R	92	and er he <i>started crying</i> 'cos a <i>bit</i> of it hit him in't eye and I went 'wus'/ cos <i>earlier</i> I got hit in't eye with one/	
	93	I were like 'mmm, <i>that's</i> alright'/ and <i>then</i> he just o-over heard me, and he just (.) <i>took</i> me on't floor and went 'oi, don't call <i>me</i> wus'/ and I'd got 't' <i>temper on</i> / [I ended up just <i>getting</i> him on't ground, just <i>punching</i> him in't <i>face</i> / and I couldn't <i>really</i> stop it.	
C		[Mmm, mmm	
R	94	I had to be dragged out, C went 'calm down will you' [ <i>loud</i> ] and dragged me <i>out</i> (.) [the fight	
C	95	[Mmm, so (.) <i>how</i> did you feel <i>afterwards</i> ?	Upset afterwards because of the consequences
R	96	I just <i>felt</i> upset 'cos C kept on saying 'oh wait until <i>my</i> mum hears about <i>that</i> '	
C		Mmm	
R	97	and I were just, I <i>felt</i> like hitting <i>him</i> , but (.) I didn't wanna <i>start</i> owt 'cos er C said 'Ah, you ruined my <i>party</i> now'/ but er, <i>after</i> , you know after <i>school</i> on <i>Monday</i> she went-I went, 'sorry for ruining your <i>party</i> ' and she <i>went</i> ' oh, no you <i>didn't</i> , I <i>realised</i> it, I'm angry at <i>B</i> because <i>he's</i> the one that didn't want to <i>apologise</i> ' 'cos,	Apologise when calm but showing I is not his fault
C		Mmm	
R	98	<i>when</i> I were told to <i>apologise</i> to him he just <i>ran</i> away and	
C	99	mmm, [ok	
R	100	[yeah?/ Then I <i>went</i> home and I <i>felt</i> right <i>upset</i> , (.) I <i>just</i> (.) <i>felt</i> like I, (.) I'm <i>not</i> gonna have a warm <i>welcome</i> at <i>school</i> .	Upset if he thinks he will not have a warm welcome at school
C	101	Mmm (.) and how <i>often</i> does <i>that</i> kind of thing happen, <i>R</i> ?/	
R	102	Not <i>very</i> .	
C	103	Not <i>very</i> .	
R	104	No	
C	105	That's <i>good</i> , then isn't it?	
R	106	Yeah.	
C	107	What about <i>computers</i> ?/ You're <i>into</i> <i>computers</i> .	Computers
R	108	Yeah, <i>Play</i> Stations [and <i>that</i> stuff, yeah	
C	109	[ <i>Play</i> stations./ Has it <i>always</i> been that or have you been [ <i>interested</i> in?	

R	110	[ <i>Erm</i> , it's m-mainly that because/ yeah, it's really mainly that, mmm. (.) I just like, the best bit about it is/ (1 sec) well, there's two things, playing on them, going on the internet and you know, playing on Play Station 3/ and I reckon, the best bit is, learning how to build one, which I've always wanted to (.) do that.	Playing and aspirations to build a computer
C	111	Oh, right, so (.) that's something you'd like to learn [to do	
R	112	[Yeah	
C	113	(2 secs) and you want to be an electrician,	
R	114	Yeah	
C	115	that's good./ Now, you were talking about your sisters,	
R	116	Sister	
C	117	sister, and, and do-you were upset, and I just wondered what it was that made you upset, around [that?	
R	118	It were, it happened twice actually (.)/ erm t'first time involved S 'and she were, 'cos we were playing poker 'cos/ you know my cousin JJ? He's like (.) fifteen, sixteen/ he's got like chips, you know poker chips, and we were all playing/ and she helped me with my hand when I won it or got nine, eight, seven, six, five, I won 'em all and er I like, got like a big pile/ and I went 'oh thanks J, look you're't best sister in't world'/	Story about getting upset about sister having different dad
	119	and S went, technically, she's not your sister, because you've both got different dads/ and I just (.) busted out crying (2 secs) 'cos (.) I just felt hurt.	Felt hurt
C	120	(.) Right, just to be, to be reminded of it, is that what made you hurt, or?	
R	121	Er, she's (.) my real sister, but she's half	
C		Yeah	
R	123	but (.) she made it out like she weren't my sister at all.	What was said, did not make sense she is my half sister
C	124	(2 secs) Do you think that was just because you were playing a game?	
R	125	I don't know.	
C	126	But I think it might be because [quiet]	
R	127	Yeah	
C	128	you were playing a game. [very quiet]/ Does it happen very often, that kind of, you know?	
R	129	No./ But then i-it occurred with CJ when I were, he went/ I forgot how it started/ but he went	

R		'your <i>sister's</i> not your <i>real</i> sister, it's your <i>step-sister</i> '/ and er I <i>went</i> , 'no it <i>in't</i> , it's my <i>half</i> sister'/	
	130	because (.) <i>step</i> , 'cos when it's your <i>half</i> sister you've just got different <i>dad's</i> / and he went ' <i>no</i> , it's your <i>step</i> sister', and G were agreeing with him/ <i>but</i> Th backed me <i>up</i> and went ' <i>if</i> it were his <i>step-sister</i> he'd have, they'd <i>both</i> have two different mums and <i>dads</i> <i>completely</i> '/ and I <i>just</i> disagreed,	
C		Mmm	
R	131	and it <i>really</i> got on my nerves	
C	132	<i>Did</i> it?	
R	133	Yeah	
C	134	Is it important for <i>you</i> to be <i>clear</i> about [things like that?	
R		[Yeah	
C	135	Ok, <i>now</i> , so you <i>told</i> me a <i>lot</i> about yourself, there, R, in-in a (.) <i>not</i> very, short space of <i>time</i> , (???)/ in quite a short space of time/ so you've been (.) <i>really</i> <i>helpfull</i>	
	136	I want to talk about <i>school</i> a little bit <i>now</i> .	(school story)
R	137	Ok	
C	138	Ok./ What I want you to <i>think</i> of, is <i>you</i> at <i>school</i> , and to think of it like a <i>story</i> (1 sec)/ and it'll <i>have</i> a beginning, and you're in the <i>middle</i> of it now, <i>aren't</i> you,	
R	139	Yeah	
C	140	you being at <i>school</i> ?/ I want you just to <i>think</i> about and tell me <i>about</i> , anything that strikes you as being quite <i>important</i> , to <i>you</i> , about (.) you at <i>school</i> ./ <i>Events</i> , and things like <i>that</i> , like a <i>story</i> , what are the <i>things</i> that have been the most important things?	
R	141	Er, [laughs] (2 secs) <i>standing</i> out./ I don't know <i>why</i> , but (1 sec) I <i>just</i> like to <i>bel</i> you know <i>once</i> in a <i>while</i> to be the (.) person who gets (.) cheered <i>on</i> and, you know (.) <i>clapped</i> at and (.) people going 'you're <i>alright</i> R' and all that./	Standing out Like to be cheered on and clapped
	142	<i>Like</i> , school council and <i>all that</i> I got <i>boss</i> of it/ well <i>was</i> , til I <i>finished</i> and er (.) <i>yeah</i> ./	School council
	143	<i>Basically</i> , what I <i>really</i> <i>like</i> is (.) <i>just</i> (1 sec) being <i>in</i> (.) in the <i>right</i> side not in the <i>wrong</i> (1 sec) and, you know, <i>stopping</i> things/ and <i>once</i> / (.) it's <i>just</i> , it's <i>always</i> been <i>hard</i> for me 'cos er a couple of times I had to choose the <i>group</i> / he	Being in the right side

R		were going 'chuck the basketball in't net if you want to be in my group' CJ said/ and, 'let J and K', they were like, one of 'em red and one of 'em blue, what had pitches and that way, and/ I just/ I didn't know what to choose./ I just got confused, completely.	Hard to make choices about groups
	144		
C	145	(2 secs) So (.) it's been important to stand out?	
R	146	Yeah (.) a bit, yeah (.) / I know it sounds stupid but	
C	147	No,	
R	148	only at times.	
C	149	(2 secs) so I'm just trying to understand (.) what you mean by it, really.	
R	150	Erm (.) I like being the one that (.) gets (.) cheered on, once in a while and go/ 'lets see you R' and all that.	Likes affirmation, once in a while
C	151	Yeah, s-so it's how other people (.) think of you	
R	152	Yeah	
C	153	that's been important?	
R	154	A bit, yeah.	
C	155	Does that happen a lot for you, or does that happen sometimes [and that's important? [quiet]	
R	156	[Sometimes	
C	157	Ok (1 sec) but you liked it when it happened?	
R	158	Yeah.	
C	159	So er-er tell me about some other things that for you ha-have been/ stick out in your head as being quite important things at school.	
R	160	Maths (2 secs) 'cos if I don't do maths I don't get a good job, and friends	Maths
C	161	A-and having friends [quiet]. Ok./	
	162	Have there-have there been any things that have happened at school that, you, erm (2 secs) t-been like turning points?/ You know, like in chapters in a story?	Friends
R	163	Erm (.) this is more	
C	164	[More about you [very quiet]	
R	165	[You know, you know I were looking in't thesaurus, then what happened were/ Mrs M went 'R' [loud]/ er like, you know, lo-ong page on't web, about that big [demonstrates] I were reading 'em all/ and I were just sat like that, you know, reading it, and then er, I went 'I'm not talking' and th-then she went (.)'No, you-I know you're not talking, you're slooping on your chair and you're staring at the book'/ [shouting]	Mrs M as turning point  Being misunderstood (intertextuality)

R	166	you know, she <i>really</i> gets on my <i>nerve</i> s, she hardly <i>knows</i> owt (.) <i>about</i> what I'm <i>doing</i> .	
C	167	So <i>what</i> is it that she <i>does</i> , that <i>really</i> (.) gets on your <i>nerve</i> s?	
R	168	<i>Shouts</i> ./ (2 secs) I just <i>really</i> wanna (.) <i>strangle</i> her at points, like, er/ S when she <i>went</i> , when I got called <i>in</i> at <i>lunchtime</i> and er sh-it were't same <i>day</i> and she <i>went</i> / 'R, your <i>attitude</i> is <i>completely pointless</i> ' s- <i>something</i> like that/	
	169	and er she <i>kept</i> on <i>blaming</i> it 'cos I-she <i>said</i> I weren't bothered when I <i>was</i> / it's just <i>her</i> ./	Getting me wrong, strong emotions
	170	I felt like <i>shouting</i> back, but if I did I'd just probably get kicked <i>out</i> .	
C	171	Mmm [ <i>quiet</i> ]./ So you kept <i>that</i> under control well then, <i>didn't</i> you? [ <i>louder</i> ]	
R	172	Yeah	
C	173	Ok./ (.) When <i>you</i> , you-you <i>know</i> the fact that you've got this <i>diagnosis</i> ?	
R	174	Yeah	Asd/AS
C	175	Is <i>it</i> a- <i>asperger's</i> syndrome that <i>you've</i> got a diagnosis of, R, or is it au-autism?	
R	176	I think it's autism, but my <i>mum</i> says (.) <i>asperger's</i> , but er they're <i>two</i> different things, and it's <i>autism</i> .	Two different things?
C	177	[Right	
R	178	[I <i>sort</i> , I <i>sort</i> a classify 'em as 'same (.) thing.	
C	179	I-I <i>agree</i> with you, so do I. (.)/ So that's <i>why</i> (.) it's <i>like</i> / I don't <i>know</i> if anyone's, has anyone <i>talked</i> to you about it? About how to <i>understand</i> it?	Asd and as are the same thing
R	180	I <i>don't</i> (.) [sighs] erm (1 sec)/ I've <i>been</i> to D <i>Comp</i> .	
C	181	[ <i>Oh</i> the (???)	
R	182	[and, you <i>know</i> , erm, you <i>know</i> / <i>moving</i> up <i>there</i> , <i>needing</i> help, but, yeah.	
C	183	You went to the <i>group</i> , [ <i>didn't</i> you?	
R	184	[Yeah	
C	185	So was that <i>useful</i> ?	
R	186	A <i>bit</i> ./ I <i>met</i> -I met a <i>friend</i> called <i>E</i> and, and <i>he</i> were alright, yeah.	
C	187	But if you <i>think</i> of it like, you know like a <i>spectrum</i> (.) like a rainbow/ so you've got <i>people</i> who er- and it's called the <i>autistic</i> spectrum [C draws a diagram to show R] (4 secs)/	(My agenda Autistic spectrum)
	188	This is how I think of it/ so at <i>one</i> end, you've got people with <i>no</i> autism at all,	

R		Yeah	
C	189	at the <i>other</i> end, you've got people who (.) might not <i>speak</i> , who are <i>really, really</i> autistic,	
R		Yeah	
C	190	and <i>I</i> think <i>most</i> people, <i>actually</i> , are on here at <i>some</i> point./ I think <i>everybody</i> (.) is <i>here</i> [C points to spectrum] and (.) <i>asperger's</i> syndrome, would be down <i>there, somewhere</i> .	
R	191	Ok	
C	192	It's, it <i>is</i> on the the autistic <i>spectrum</i> (.) <i>it's</i> not something <i>separatel</i> but (.) a <i>lot</i> of people, have lots of <i>bits</i> of things that are autistic <i>within</i> them/ (.) <i>you know</i> , who <i>might</i> not have got a diagnosis.	
R		[Ok	
C	193	[do you <i>understand</i> ? Do you-do you <i>get</i> what I'm <i>saying</i> ?/ And then (.) there are some people who have a lot <i>more</i> difficulties than <i>you do</i> ,	
R	194	Yeah	
C	195	who might be further <i>along</i> there.	
R	196	(2 secs) I <i>get</i> that, yeah.	
C	197	[Laughs] <i>Yeah!</i> so (.) <i>anyway!</i> so I just <i>wondered</i> if (3 secs) you <i>thought</i> that it had been <i>important</i> in any way while you'd been at <i>school</i> ?/ Has it affected you in any way while you've been at <i>school</i> , the <i>fact</i> that (.) you've got this <i>diagnosis</i> ?	
R	198	Yeah. ( 4 secs) [sighs] Er I don't <i>know</i> really. [quietly laughing]/ I don't <i>think</i> it's important to me at <i>school</i> (.) though.	Don't know
C	199	Mmm ( 3 secs) mmm [ <i>quiet</i> ] / When did you find <i>out that</i> (.) when did you (.) <i>learn</i> about having the <i>diagnosis</i> ?	Not important at school
R	200	<i>When</i> did I (.) <i>learn</i> ?	
C	201	Yeah	
R	202	<i>Like</i> (.) find <i>out</i> , in a way?/	
	203	Well I <i>knew</i> , I knew I <i>had</i> it before (.) <i>they</i> knew./ Well I <i>think</i> they <i>knew</i> , but (.) before my <i>parents</i> knew I knew.	Knew before they knew
C	204	<i>Tell</i> me about <i>that</i> , that's <i>interesting</i> .	
R	205	<i>Because</i> er A, you know A the <i>psychologist</i> ?	
C	206	AB? [Yeah	
R	207	[ <i>Yeah.</i> / He-he-he were <i>talking</i> about <i>autism</i> to my <i>dad</i> and er he-I <i>think</i> , from <i>there, there on</i> , er I knew I <i>had</i> it.	Overheard
C	208	Ok./ And did-did <i>you</i> look it <i>up</i> on the <i>internet</i> ?	

R	209	No	
C	210	Oh I thought that you <i>might</i> have done [laughs].	
R	211	My <i>mum's</i> not <i>letting</i> me on't internet, I just <i>sneak</i> on't PSP, on't internet, yeah	Other things-sneaking on the internet for PSP
C	212	Oh do you?	
R	213	and I go 'I'll just <i>check</i> if my <i>mum's</i> not <i>looking</i> and use the (???) and go! 'Right (.) <i>what's</i> on the internet <i>today</i> ?' [laughs]	
C	214	[Laughs] So you-you-you <i>knew</i> because you overheard a <i>conversation</i> ?	
R	215	Yeah	
C	216	Did you <i>feel</i> that there was <i>something</i> (.) that was <i>different</i>	(leading?)
R	217	Yeah	knew there was something different
C	218	for you?	
R	219	Yeah	
C	220	Did you <i>feel</i> that at <i>school</i> ?	
R	221	Yeah	
C	222	So <i>tell</i> me about <i>that</i> .	
R	223	They <i>didn't</i> (.) <i>treat</i> me at <i>school</i> // but (.) you <i>know</i> when I (.) <i>found out</i> I had (.) <i>autism</i> for <i>definite</i> , and er <i>parents</i> <i>knew</i> ?/ I <i>didn't</i> get no <i>help</i> at <i>all</i> , like I-I <i>just</i> , I <i>just</i> <i>didn't</i> get no <i>help</i> .	
C	224	Do you [th	
R	225	Wh-I <i>need</i> , when I needed <i>help</i> I <i>didn't</i> <i>get</i> it but when I <i>didn't</i> want the <i>help</i> , I <i>got</i> it,	Didn't get the help I needed when I needed it
C	226	<i>Ooh</i>	
R	227	Do you <i>know</i> what I <i>mean</i> ?	
C	228	Yeah	
R	229	They (.) <i>sort</i> of mixed it <i>up</i> .	
C	230	<i>Right</i> ./ How (.) <i>so</i>	
R	231	Like, when I'm <i>working fine</i> and, and er I-I <i>just</i> tell S how to <i>spell</i> <i>summat</i> , 'cos he can't <i>find</i> it in't <i>dic-dictionary</i> er (.) the <i>teacher</i> goes/ 'would you two stop <i>talking</i> '.	Teacher interfering when I am helping someone else
C	232	Mmm	
R	233	It <i>really</i> gets on my nerves.	
C	234	(2 secs) So when-when do you <i>think</i> that you need <i>help</i> , when you don't <i>get</i> it?	
R	235	Like (.) in <i>maths</i> when I'm stuck on a <i>question</i> , or in <i>English</i> , and <i>like</i> , or <i>understanding</i> what I should <i>do</i> / like Mrs B (1 sec) says ' <i>well</i> , you should a <i>listened</i> ' when I <i>did</i> , I <i>just</i> <i>didn't</i> <i>understand</i> it./ and (.) she's <i>just</i> (.) <i>all</i> gets on my nerves./	
	236	<i>Sometimes</i> I <i>just</i> <i>wish</i> er Mrs T-T you <i>know</i> ,	

R		<i>Th?</i> / Mrs <i>Th</i> was there.	
C	237	Was she in Year <i>Five</i> when you were in Year <i>Five</i> ?	Certain adults make it better
R	238	Yeah.	
C	239	Yeah, I <i>know</i> Mrs <i>Th</i> .	
R	240	Yeah, (1 sec) well, she <i>stayed</i> there./ I don't know <i>why</i> .	
C	241	Mmm./ So, do you find it better with <i>some</i> people than with <i>other</i> people at school?	
R	242	Yeah.	
C	243	<i>Adults?</i>	
R	244	Yeah	Nice, kind, helpful
C	245	So what, <i>which</i> are the adults that make it <i>better?</i> / <i>How</i> er, you don't need to tell me their <i>names</i> , but what are <i>they</i> like, the ones (???)? [ends quietly]	
R	246	Well, really <i>nice</i> and <i>kind</i> and, <i>helpful</i> .	
C	247	(2 secs) Right/ and Mrs <i>Th</i> , when she was in your class in Year <i>Five</i> , what did <i>she</i> do that made it <i>better</i> ?	
R	248	Erm <i>she</i> like (.) she <i>just</i> told me, er, helped me <i>out</i> , in a way <i>explained</i> it (.) in a way.	Explained
C	249	(1 sec) T-and in Year <i>Six</i> , has there <i>not</i> been anyone in the classroom who (.) <i>does</i> that?	
R	250	Yeah, Mrs <i>P</i> .	
C	251	Right	
R	252	She really <i>helps</i> .	
C	253	She <i>does</i> ?	
R	254	Yeah	
C	255	Ok.	
R	256	<i>That's</i> slipping off. [referring to the voice recorder]	
C	257	<i>Thank</i> you for noticing./	
	258	Did- <i>did</i> you, erm do you ask for help, R?	
R	269	<i>Sometimes</i> yeah/ but (.) once I started <i>crying</i> because I had to write about <i>D</i> [ <i>secondary school</i> ]/ and (.) I thought I had to do a <i>diary</i> entry when I'd finished writing about <i>D</i> but I <i>didn't</i> and just <i>got</i> /	Crying, shaking because not sure about the task
	270	I just ended up <i>shaking</i> 'cos it were Mrs <i>B</i> , <i>teaching</i> , like she were <i>meant</i> to/ and er-er I just <i>started</i> <i>crying</i> in my own way/ but no-one <i>heard</i> me, I didn't want them to <i>hear</i> me.	Nobody heard, did not want them to hear
C	271	<i>Right</i> , so is it something <i>about</i> , sometimes when you're not <i>sure</i> what you've got to <i>do</i> , and you <i>think</i> [(???)	

R	272	[Yeah, I <i>think</i> I'm gonna <i>get in really bother</i> and (.)/ <i>sometimes</i> I don't wanna give my <i>work</i> in (.) like (.) I just <i>hide</i> it, I just give it <i>in</i> when like <i>they're</i> not <i>there</i> , erm, <i>and</i> I [just slip it <i>in</i> .	Scared to hand in work, like it to be right, scared they will say it is wrong	
C	273	[Right./ and <i>why</i> do you do that?		
R	274	I (.) <i>just don't</i> want them looking at it and go, 'right, this is <i>wrong</i> , <i>change</i> this, <i>change</i> that' and		
C	275	So, it's <i>something</i> about you <i>need</i> it to be <i>right</i> ?		
R	276	Yeah		
C	277	(1 sec) Is it <i>their</i> reaction [you,		
R	278	[Yeah		
C	279	are you <i>scared</i> of their reaction		
B	280	Yeah		
C	281	(.) to you (.) would you <i>say</i> ?/ (1 sec)		
B		[Sighs]		
C	282	That's <i>interesting</i> ./		
	283	So, <i>what's</i> gone really <i>well</i> at school for you, though, R?		
R	284	Erm, t (3 secs) I don't <i>know</i> , to be <i>honest</i> wi' you, er		Not sure what has gone well
C	285	(.) 'Cos the <i>first</i> thing you <i>said</i> to me was that you <i>like</i> it when (.) when you've done <i>well</i> ,		
R	286	Oh yeah		
C	287	like <i>now</i> , like <i>being</i> on the school <i>council</i> , doing the school council/ you've <i>liked</i>		
R	288	Yeah, I'm <i>boss</i> of it.		
C	289	yeah, and you <i>like</i> that, <i>do</i> you?		
R	290	Yeah		
C	291	Yeah./ What <i>decisions</i> have you made on the school <i>council</i> ?		
R	292	I made, I got new <i>equipment</i> , but there <i>weren't</i> (.) <i>all</i> of it/ I didn't <i>choose</i> (.) <i>all</i> of it, er I <i>ordered</i> some of it and it <i>never</i> come,		
C	293	Oh		
R	294	like <i>them</i> I <i>like</i> mou, massive <i>ball</i>		
C	295	Yeah		
R	296	at <i>about</i> (1 sec) <i>that</i> big, [demonstrates] and like you get to <i>roll</i> on it and do <i>all</i> sorts, but, never <i>come</i> ,		Equipment never came
C	297	Oh, <i>that's</i> a <i>shame</i> .		
R	298	paid-paid in <i>vouchers</i> and <i>all</i> sorts, but/ I <i>guess</i> <i>they</i> just <i>cancelled</i> it off the <i>list</i> .		
C	299	<i>Maybe</i> , unless they're <i>out</i> of s- <i>sometimes</i> things get out of <i>stock</i> , don't they [and		
R	300	[It (.) would have <i>said</i> , though		

C	301	Yeah, oh I don't, I don't understand why <i>that</i> might have <i>happened</i> ./ Ooh <i>that's</i> good, th-the school <i>council</i> ./	(trying to point out positives)
	302	<i>Right</i> , R,	
R		Mmm	
C	303	<i>I've</i> asked you lots of <i>questions</i> ! (.) now i-is there anything that's popped into your <i>head</i> that you think ' <i>ooh</i> , I've not mentioned <i>that</i> , and I'd really like her to <i>know</i> '?	not convinced
R	304	Erm	
C	305	And it <i>could</i> be about <i>school</i> or it <i>could</i> be about <i>you</i> .	
R	306	(3 secs) [sighs] What were't <i>first</i> bit again?/ About <i>me</i> ?	(Anything else to talk about?)
C	307	Yeah	
R	308	Yeah, <i>erm</i> (5 secs) like (.) <i>actually</i> , like I-I <i>just</i> (1 sec) <i>thing</i> like, <i>just</i> like (1 sec) <i>completely</i> !	
	309	I don't know <i>why</i> but (.) I <i>think</i> about (.) my <i>parents</i> dying and if they're gonna <i>die</i> like/ if there's gonna be <i>war</i> and if me <i>dads</i> gonna get <i>involved</i> or <i>summat</i> (.) and er I'm <i>just</i> ! I-I <i>just</i> think about dad-my dad <i>dying</i> when I don't (.) <i>want</i> to. [voice gets quieter	Thinking and worrying about parents dying, will there be a war, don't want to
C	310	<i>Right</i> ./ Does it h-do you find it hard to get to <i>sleep</i> , then, ['cos you're <i>worrying</i> ?	
R	311	[Yeah	
C	312	What do you <i>do</i> that <i>helps</i> ? (.) <i>What</i> can you do?	
R	313	I take <i>sleeping</i> tablets.	
C	314	<i>Do</i> you?	
R	315	Yeah	
C	316	Mmm./ Has anyone done any <i>relaxation</i> with you, t-to <i>help</i> you, so that you <i>know</i> how to	
R	317	<i>My</i> <i>mum</i> .	
C	318	Yeah./ 'Cos you can tr-it's <i>better</i> than tablets really if you can <i>try</i> to <i>do</i> some <i>relaxation</i> .	
R	319	I <i>take</i> them before <i>bed</i> .	Tablets to help sleep
C	320	Yeah./ And you know your <i>thoughts</i> , when you're <i>thinking</i> ? If you can (.) <i>just</i> think about them, you know like <i>cars</i> on a <i>motorway</i> ?	
R	321	Yeah	
C	322	And if you <i>think</i> you can (.) pop all those (.) <i>worry</i> thoughts onto the <i>cars</i> , let them go <i>away</i> ! and let some <i>nice</i> thoughts come <i>along</i> , and what would <i>they</i> be?/	(feeling need to help)
	323	Something really <i>calm</i> , something really <i>happy</i> .	

R	324	Like going back to <i>Mexico</i> .	Good thoughts Mexico
C	325	<i>Right</i> ./ So you could think about <i>Mexico</i> ./ Did you go on <i>holiday</i> to <i>Mexico</i> ?	
R	326	Yeah	Relaxation
C	327	Lucky <i>thing</i> , <i>aren't</i> you?	
R	328	Yeah	
C	329	And-and <i>let</i> the <i>worry</i> thoughts go- <i>disappear</i> ./ 'Cos we <i>do</i> know that things, bad things <i>do</i> happen and (.) but they're not happening <i>now</i> ,	
R	330	No	
C	331	and they might <i>never</i> ha-and the ones <i>you're</i> thinking about might never <i>happen</i> ./ so <i>let</i> them, send them away in a <i>lorry</i>	
R	332	Yeah [laughs]	
C	333	and have some <i>nice</i> lorries come along in your <i>head</i> , bringing <i>Mexico</i> and bringing all the <i>lovely</i> things that you can <i>think</i> , and-and <i>that</i> sort of thing, <i>try</i> and (.)/	
	334	and always push your <i>shoulders</i> down 'cos that helps you <i>relax</i> when you're in bed (.) ok?/ And just have a (.) think of <i>yourself</i> on that <i>beach</i> or wherever you <i>are</i> , swimming in the <i>sea</i> in <i>Mexico</i> / (.) and any time a bad (.) <i>thought</i> comes along, send it away.	
R	335	Ok	
C	336	<i>Ok</i> ./ <i>Well</i> , I think you've been <i>great</i> R, you've had <i>loads</i> to <i>say</i> ./ (1 sec) is there anything <i>else</i> before we switch the tape off that you think ' <i>ooh</i> , that's quite <i>important</i> '?/	
	337	(.) What about going to <i>D</i> , how do you <i>feel</i> about <i>that</i> ?	
R	338	<i>Fine</i> [laughs quietly]/ I-I get <i>nervous</i> , when like (???) [R changes position and stretches]/	
	339	Th-there <i>is</i> an <i>issue</i> , like every time I go to't <i>toilet</i> (.) I have to take a <i>shower</i> , 'cos (.) I just don't <i>wanna</i> be dirty, mucky and all that, Mmm	
C	340	(.) like when I go to't <i>toilet</i> .	Do not want to be dirty Don't like the school toilets
R	341	Do you <i>go</i> then when you're at school or do you <i>wait</i> until you get <i>home</i> ?	
R	342	I-I (.) <i>don't</i> go (.) at school/ I wh-er (.) <i>go</i> for (.) <i>normal</i> (.) things at school, but <i>not</i> when I (4 secs)	
C	343	<i>Not</i> when you need a <i>poo</i> ?	
R	344	<i>Yeah</i> ! (1 sec) I don't go at <i>school</i> (.) 'cos, I don't like the <i>toilets</i> and I never <i>need</i> one at school.	

C	345	<i>Right</i> and I <i>think</i> if so-some, a lot of <i>people</i>	
R	346	Yeah	
C	347	erm <i>don't</i> (.) <i>go</i> (.) for a <i>poo</i> (.) when they're at <i>school</i> ,	
R	348	Yeah	
C	349	and they <i>manage</i> themselves so that they can always go at <i>home</i> , erm, I think <i>provided</i> you can go for a <i>wee</i> , that's	
R	350	Yeah,	
C	351	<i>some</i> people don't go for a <i>wee</i> you see,	
R	352	cool,	
C	353	so -is, you're not <i>that</i> unusual, in <i>that</i> way, erm/ (1 sec) I don't know many people that want to go for a <i>shower</i> after they've been to the toilet, but on the <i>other</i> hand (.) it-I suppose it depends what time of <i>day</i> , how <i>inconvenient</i> it becomes, Yeah	(I normalise)
R	354	it depends what time of <i>day</i> / so if you go at a time when it's <i>alright</i> to have a shower afterwards, then/ (4 secs) yeah, people <i>do</i> have funny things about <i>toilets</i> (.) R, and <i>sometimes</i> they've got a (.) autistic (.) spectrum diagnosis and sometimes they <i>don't</i> / sometimes (.) you know, people <i>don't</i> also have toilet <i>issues</i> and (.) so long as you're <i>managing</i> it and it's not (.) <i>interfering</i> too much with your <i>life</i> (.) and it doesn't <i>sound</i> as though it is	toilet
R		[Laughs]	
C	355	<i>Does</i> it?	
R	356	No	
C	357	So, when, is it, does it happen in a <i>morning</i> or does it happen at <i>night-time</i> ?	
R	358	<i>Erm</i> , <i>sometimes</i> <i>morning</i> , <i>most</i> at' <i>time</i> at <i>night</i> .	
C	359	So (.) you <i>go</i> and then you can have a <i>shower</i> and get into your ' <i>jam</i> s, is that how it <i>works</i> ?	
R	360	Yeah./ Sometimes on <i>Sundays</i> , like before <i>dinner</i> / I (.) just, you know, I just <i>don't</i> (.) I just <i>really</i> , <i>don't</i> like to be mucky and all that/ I <i>don't</i> <i>wanna</i> , you know (.) like (.) <i>just</i> be <i>dirty</i> , yeah.	
C	361	What do you think'll <i>happen</i> to you if you got <i>dirty</i> ?	
R	362	Like (.) I'd, I'd <i>have</i> to (2 secs) I'd <i>get</i> worms, I'd <i>get</i> the worms.	Worry about getting worms
C	363	<i>Right</i> ./ So what you need to <i>do</i> / what you need to <i>try</i> to do is change your <i>thinking</i> , change your <i>thoughts</i> about it/ because you <i>wouldn't</i> get	

C		worms (.) you <i>wouldn't</i> (.) get worms/ (.) well (.) <i>factually</i>	
R	364	I <i>would</i> 'cos, well I get itchy <i>bums</i> .	
C	365	People <i>do</i> , and <i>that's</i> not always associated with (.) with <i>worms</i> ./ Erm, try just to keep yourself <i>clean</i> with <i>toilet</i> paper [(???)	
R	366	[That <i>wouldn't</i> <i>work</i> .	
C	367	Ok./ But s (.) t-d'you <i>know</i> what people <i>have</i> in/ you might not have got <i>one</i> , have you heard of a <i>bidet</i> ?	Persistent, trying to make me hear
R	368	<i>Yeah</i> , we <i>used</i> to have one.	
C	369	<i>Right</i> ./ Are you missing your <i>bidet</i> ? Did you <i>use</i> it?	
R	370	<i>Yeah</i>	
C	371	[For what it was <i>for</i> ?	
R	372	[ <i>Yeah</i>	
C	373	<i>Sol</i> (3 secs) <i>maybe</i> let (???) do it <i>instead</i> of (???) <i>having</i> to go into the <i>shower</i> (.)	
R	374	Ok	
C	375	You c-you <i>know</i> , but you <i>wouldn't</i> get worms, R,	
R	376	Ok	
C	377	so you're not, change the <i>thought</i> , <i>factually</i> (.) <i>factually</i> you <i>wouldn't</i> ./ You could look it up on the <i>in-well</i> , look it up in a <i>book</i> , go the <i>library</i> and look it <i>up</i> , and you <i>wouldn't</i> th[(???)	
R	378	[Ho-how do you get <i>ringworms</i> , then?	
C	379	That's a <i>disease</i> that's <i>passed on</i> , between <i>people</i> [and	Still pre-occupied
R	380	[ <i>water</i> and <i>all</i> that?	
C	381	<i>Erm</i> (.) d'you <i>know</i> I don't know enough <i>exactly</i> ./ I <i>do</i> know that <i>once</i> when I was <i>younger</i> there was a girl at <i>school</i> (.) who had <i>that</i> and/ it-it was <i>something</i> to do with <i>horses</i> and <i>animals</i> and it was <i>nothing</i> to do with	
R	382	(.) <i>food</i> and,	
C	383	<i>food</i> .	
R	384	and putting <i>muck</i> in your mouth.	
C	385	<i>No</i> ./ It wasn't <i>anything</i> to do with <i>that</i> ./ So, I <i>think</i> you need to <i>change</i> yo-you need to <i>try</i> and just look it <i>up</i> , and find <i>out</i> , <i>factually</i> ./ and then that'll <i>sort</i> of go away, then 'cos you'll <i>know</i> that <i>that</i> won't <i>happen</i> .	(not hearing?
R	386	Ok	
C	387	Alright./ Is there anything <i>else</i> that you want to talk about (.) around <i>school</i> ?	
R	388	That's <i>it</i> .	

C	389	That's it? Well I think you've been <i>great</i> , R./ And very ho-and very <i>honest</i> and <i>open</i> ./	008
	390	I'll switch it off.	
C	1	So I'll just put that over there so it catches your voice, but pretend it isn't there (???)	
B	2	Alright [quiet]	
C	3	Can you remember who I am, B?	
B	4	Um, yes.	
C	5	Mrs. Whiting, yeah, well remembered./	
B	6	Erm, I'm an Educational Psychologist and I'm doing this bit of work just around young people in a secondary school, who've got (.) a diagnosis of (.) that puts them somewhere on the autistic spectrum./	
	7	Now, whatever you say to me B is confidential, and that means that I'm not gonna go round saying, BS said this./	
B	8	That so what happens is that when I have to do my piece of work, I (.) take your name out of it so people don't know what you've said so that means that you can be as honest as you want to be, like you were before./	
	9	Erm I-if at any time that you don't want to do it any more just tell me, don't you?	
B	10	Right	
C	11	Ok./ And, (1 sec) what else do I need to say to you? (2 secs) I am gonna give you the chance to to look at what I've done when I've put it together if you want to, but you don't have to.	
B	12	Ok.	
C	13	Ok	
	14	Erm, if you can't answer a question just let me know, but really I'm wanting you just to chat (.) about things, for you./ So shall we start? [quiet]	
B	15	Yeah	
C	16	Yeah./ Right, so, some people, some people would describe you as being on the autistic spectrum, that's how some people would describe you, but what I want to know, what I'm more interested in, is how you would describe yourself?	What I want to know
B	17	Fine. (2 secs)	I am fine
C	18	Talk to me about that then	
B	19	I'm fine, but people sometimes laugh me.	Once
C	20	Ok	sometimes
B	21	Um, C- Cos people, when I've, like when I've	told me

Transcript: Interview with BS (Year Seven) 26<sup>th</sup> June 2008

Speaker	Line		Macro-analysis
C	1	So I'll just put that <i>over there</i> so it catches <i>your</i> voice, <i>but</i> pretend it isn't <i>there</i> (???)	
B	2	Alright [ <i>quiet</i> ]	
C	3	Can you remember who I <i>am</i> , B?	
B	4	Miss Whiting?	
C	5	Mrs <i>Whiting</i> , yeah, well <i>remembered</i> ./	
	6	Erm, I'm an Educational Psychologist and I'm doing this bit of <i>work</i> / just <i>around</i> young people <i>in a secondary school</i> , who've got (.) a <i>diagnosis of</i> (.) that <i>puts</i> them somewhere on <i>the autistic spectrum</i> ./	
	7	<i>Now</i> , whatever you say to <i>me</i> B is <i>confidential</i> , and that <i>means</i> that I'm not gonna go <i>round</i> saying, BS said <i>this</i> ./	
	8	That-so what happens <i>is</i> that <i>when</i> I have to do my piece of <i>work</i> , I (.) take your name <i>out</i> of it so people don't know what you've <i>said</i> / so <i>that</i> means that you can be as <i>honest</i> as you want to be, <i>like</i> you were <i>before</i> ./	
	9	<i>Erm</i> t-if at any time that you don't want to <i>do it</i> any more just <i>tell</i> me, won't you?	
B	10	Right	
C	11	Ok./ <i>And</i> , (1 sec) what else do I need to say, to you?/ (2 secs) I <i>am</i> gonna give you the <i>chance</i> to-to look at what I've <i>done</i> when I've put it <i>together</i> if you want to, but you don't <i>have</i> to.	
B	12	Ok	
C	13	<i>Ok</i> /	
	14	Erm, if you <i>can't</i> answer a question just let me <i>know</i> , but <i>really</i> I'm wanting you just to <i>chat</i> (.) about things, for <i>you</i> ./ So shall we <i>start</i> ? [ <i>quiet</i> ].	
B	15	Yeah	
C	16	Yeah./ Right, so, <i>some</i> people, some people would describe <i>you</i> as being on the autistic spectrum/ <i>that's</i> how some people would describe you/ but want / want to know, what I'm <i>more</i> interested in, is how <i>you</i> would describe <i>yourself</i> ?	What I want to know
B	17	<i>Fine</i> . (2 secs)	I am fine
C	18	Talk to me about <i>that</i> , then.	
B	19	<i>I'm</i> fine, but people sometimes <i>hate</i> me.	Others sometimes hate me
C	20	Ok.	
B	21	Mmm./ 'Cos <i>people</i> , when I've, like when I've-	

B		when I'm at <i>home</i> , and I've got <i>one</i> set of friends, <i>another</i> and <i>another</i> , <i>right</i> ! and <i>then</i> I've got one lot that's <i>all</i> on my drive, and that, and my, where <i>I</i> live	I have got lots of friends all over
C		Yeah	
B	22	and <i>then one</i> in <i>KP</i> and <i>one</i> in a different/ it's in the same <i>village</i> but in a different <i>place</i> , <i>right</i> ?!	All my friends at home but they all bully me except one
	23	And er, the <i>one</i> that lives on my <i>street</i> all fell out with me, except for <i>one</i> of 'em and/ (.) because, erm I've (.) been playing with me <i>other</i> sets of friends and then <i>started</i> , like calling me 'take-off' and stuff <i>like</i> ! I don't know <i>why</i> though! and <i>if</i> , started being <i>nasty</i> to me and calling me a <i>moley</i> face and stuff, and 'I <i>don't care</i> ' and stuff and (.)!	
	24	I just (.) <i>ignore</i> them but (.) they <i>always</i> like <i>bully</i> me or, like, do <i>handsigns</i> and stuff! and (.) when I have to go in <i>early</i> a bit, like for me <i>tea</i> or something! they always say 'it's your <i>bathtime</i> ' and stuff and er they say erm <i>when I'm</i> hanging around with me <i>other</i> friends they call me a 'take off' and <i>that</i> ! like the <i>other day</i> , off this person called <i>J</i> (.) C, erm (.) <i>he</i> went to my house 'cos my <i>other</i> two friends were <i>there</i> ! and then he said 'are you coming <i>out</i> ?' and I said ' <i>no</i> ' and he said ' <i>why</i> ?' and I said 'I'm playing with <i>these</i> ' and he went 'but <i>why</i> ? Do <i>they</i> want to come <i>out</i> ?' and I asked them and th-they said ' <i>no thanks</i> ' and I said 'I'm, not coming out if <i>they</i> don't wanna come out 'cos I'm not leaving <i>them</i> ' Mmm	What they do (in a stream, intertextual)
C			
B	25	And 'I c-called for them <i>first</i> before (.) <i>you</i> ' and then he <i>started</i> saying! in my own <i>garden</i> , erm/ 'take-off' and stuff and then I told him to <i>leave</i> and I said it 'walk out the front <i>door</i> ' and then he just went ' <i>no</i> ', jumping o'er th' <i>fence</i> .! Where my (.) <i>fences</i> were it's a bit <i>dangerous</i> 'cos (.) it's got (.) <i>spikes</i> all over it	What I do and what they do
	26	Did he <i>do</i> that?	
C	27	Yeah	
B	28	Did <i>he</i> ?	Story-telling to anchor that the boy does dangerous things
C	29	He didn't <i>care</i> , he just <i>does</i> it, he then(.)! when we went on holiday for <i>two</i> weeks, I'd smashed my <i>window</i> , about two weeks <i>before</i> ! erm he started trying to (.) <i>throw</i> stuff and he <i>pushed</i> ! d'you <i>know</i> o- th- <i>things</i> and! they've got little	

B		<p><i>gaps, and the-they're poking them all't time and then they s-can see straight through the fence and they can throw sticks and stones at the windows and it smashes and that and so then they can get in and steal stuff and/ it's (.) like, it's a bit hard 'cos they keep doing that and we/ like erm like last time the-they always try/ and then whenever they come oe'r to my house they always poke it and try and smash it, whilst I'm there/ and they were like throwing sticks and that, to it, and then (.) and after when I came from holiday I saw all't sticks and stuff and I weren't bothered/ and all't holes, it's like a line of 'em and then it goes up, and that and/ (.) when I were (.) trying to find something s-people were peeking through the (.) thing, like and I were trying to find something, and that and er (.) they after th'/ no before that they threw this ginger cat up, and we like it, this (.) little cat, and they threw it up and down, like that [demonstrates]</i></p> <p>Mmm</p>	<p>Pitch – strong emotion</p> <p>I weren't bothered</p> <p>Stories</p>
C			
B	30	and it were like (.) <i>screaming</i> a bit	
C	31	Ah	
B	32	and then (.) <i>when I</i> , and it come to my <i>door step</i> and I (.) like, <i>stroked</i> it/ and they came along and said, 'we didn't (.) <i>throw</i> him up and down we were trying to put his <i>collar</i> on'.	To show they cannot be trusted
C	33	<i>Right</i> (.) well, I mean you've told me <i>loads</i> of stuff there B, all at once [laughing] all about your fr	
B		[Laughs]	
C	34	well, a-are they friends?	
B	35	No, not much./ I don't know <i>why</i> , though, 'cos they're (.) just <i>argumentative</i> and they just <i>don't</i> like me no more/ 'cos erm they just, I <i>don't know</i> they just <i>hate</i> me and that/	Don't know why they hate me
	36	and the <i>last</i> time me and my friend <i>W</i> , we got picked on by <i>A</i> , <i>L</i> and <i>H</i> , <i>right</i> and, then they were throwing <i>stuff</i> at us, and <i>R</i> came along because he got <i>hurt</i> , and then he-he followed <i>us</i> , and we had to jump over't <i>fence</i> , and <i>R</i> (.) got <i>though</i> , and (1 sec) someone through a (.) a <i>mud bomb</i> at my <i>back</i> , and I-I'd just gone <i>over</i> , and then <i>he</i> came along, but then <i>A</i> <i>pulled</i> him, from the <i>fence</i> , flung him to't <i>ground</i> and <i>H</i> threw a <i>stone</i> at him/ and he's <i>about</i> , it-I'd say	Don't know if they are friends
	40		More stories to show the things they do
	41		(stream, anchored in events)
	42		
	43		



C	44	'cos I know that you've got <i>loads</i> to tell me, <i>about</i> this, erm/	
	45	in <i>your head</i> , [right	
B		Hm- <i>mm</i>	
C	46	'cos, 'cos when I asked you about the autistic spectrum you(.) started to tell me about <i>all</i> these-all these things that are happening for <i>you</i> out-like with y-your <i>friends</i> ./ In your <i>head</i> has it all mixed up with <i>that</i> ? Has that got anything to <i>do</i> with it?	(Connection with autism?)
B	47	Kinda, but [ <i>quiet</i> ] 'cos I've got <i>loads</i> a friends but (.) I can't hardly play with <i>one</i> set and leave the other one (.) <i>alone</i> , but I play with (.) <i>each</i> other <i>equally</i> ! and then when I (.) play with <i>them</i> , not the (.) <i>two</i> people, the <i>gang</i> then they y say (.) 'oi, come (.) <i>crawling</i> back to us, now <i>ha'nt</i> ya?' (.) yeah, and <i>stuff</i> , and I just don't know <i>which</i> (.) <i>set</i> to go with/	back to friends
	48	I <i>mainly</i> play with (.) the (.) others.	Don't know which to go with
C	49	It sounds as though you've got <i>some</i> people that you <i>do</i> play with [and	
B	50	[and some people you <i>don't</i>	
C	51	and some people that-that, <i>don't</i> , that are <i>not</i> horrible	
B		Mmm	
C	52	and then <i>some</i> people that	
B	53	just (.) <i>not</i> proper friends.	
C	54	Yeah.	
	55	<i>What</i> (.) just tell me a <i>little bit</i> about what that's got to <i>do</i> with (.) how you feel about (.) this autistic spectrum <i>thing</i> .	
B	56	Because (2 secs) erm (1 sec) you've-you can make <i>lots</i> of friends <i>but</i> you can't always play with [one <i>set</i>	Want to scream out because you get upset about friends
C	57	[No	
B	58	and <i>then</i> sometimes when er-you get a bit <i>upset</i> yeah [ <i>quiet</i> ]	
C			
B	59	you-you just want to scream out and stuff and then/ er I <i>don't</i> know really, I just <i>said</i> it 'cos, I had to tell <i>someone</i> and, and I had to (.) <i>thingy</i> , <i>just</i> erm (.) tell (.) another person <i>about</i> it and (.) stuff and what it's got to <i>do</i> we it, yeah	Had to tell someone
C	60	and that, but (.) I don't, I just have to say it	
B		[laughs]	
C	61	[Laughing] You know at <i>school</i> , then	

B	62	Yeah	
C	63	Is it important at <i>school</i> ? Ha-as it affected you at <i>school</i> in any way?	School Came to WHS because those people were going somewhere else
B	64	No, <i>well</i> , erm I was <i>mainly</i> supposed to go to E but my <i>parents</i> didn't want me to/ 'cos those people <i>went</i> there, and everyone <i>goes</i> there and <i>even</i> my <i>old</i> friends, so, I had to leave <i>them</i> and (.) I <i>still</i> (.) <i>see</i> em, but <i>rarely</i> /	Sometimes fall out with these friends but not a lot
	65	and I had to move 'ere, to <i>this</i> school, but I didn't moved <i>house</i> and (.) so that it's <i>alright</i> but sometimes I have a bit of a <i>fall out</i> with people, but <i>not</i> a <i>lot</i> , from 'ere.	
C	66	Friends?	These lot are my friends
B	67	Yeah. But these lot <i>are</i> my friends, and that, and I've got another friend called <i>R</i> stopping over (.) this (.) <i>Saturday</i> to-[breathing heavily] for me <i>birthday</i> .	
C	68	<i>Oh</i> (.) <i>that's</i> good, <i>isn't</i> it?	
B	69	Yeah.	
C	70	Do <i>you</i> find, then, that it-it's only a problem at <i>home</i> and it's not a problem at <i>school</i> ?	(problem at home, not at school?)
B		Mmm	
C	71	Is there anything <i>good</i> about <i>being</i> , having the/ you know when you found <i>out</i> , because I know that you found out at <i>school</i> , didn't you? Mr <i>S</i> mentioned it and you didn't know anything <i>about</i> asperger's syndrome or anything like <i>that</i> .	I don't really think of asperger's
B	72	I don't really <i>think</i> of it actually./ Sometimes when I'm <i>alone</i> I might be a bit <i>stupid</i> and stuff and in <i>class</i> I am./ <i>But</i> , I'm not <i>always</i> stupid like.	When alone might be a bit stupid, and in class But not always stupid
C	73	So do you think it-how-how do <i>you</i> think of it then, it's something <i>that</i> (3 secs)	
B	74	<i>doesn't</i> affect [ <i>quiet</i> ]	
C	75	That it doesn't <i>affect</i> you. [Oh [ <i>quiet</i> ]	
B	76	[No but sometimes I'm just <i>stupid</i> and that.	Doesn't affect me (normalise)
C	77	But <i>other</i> people get stupid, <i>don't</i> they?	
B	78	I <i>know</i> but <i>not</i> as stupid as <i>me</i> (.) literally./ I <i>don't</i> like (.) <i>smash</i> windows and [stuff	
C	79	[Mmm, I was going to <i>say</i> , compared with what <i>they're</i> doing. You're not jumping over spikey <i>fences</i> (1 sec) you're not doing stuff like <i>that</i> , are you?	not as stupid as me
B	80	No I just (3 secs)	
C	81	I <i>think</i> it's erm (2 secs) it's a <i>trolley</i> [referring to a noise outside the room]	

B	82	Yeah, <i>sorry</i> , I was just <i>like</i> 'what <i>the heck</i> is that?' / I've <i>never seen</i> that part of the school <i>before</i> .	
C	83	I think it's <i>probably</i> because <i>you've</i> never been in this bit of the <i>building</i> , <i>before</i> , <i>have</i> you, because this is <i>where</i> , you know where all the <i>teachers</i> come/ it's teachers' toilets are just <i>down there</i> and things like <i>that</i> [so you	
B	84	[Yeah (.) see different things	
C	85	see different (.) yeah, yeah./	
	86	What did I <i>ask</i> you then B, I've <i>forgotten</i> ?	
B	87	Er how does it (1 sec) <i>affect</i> people? [ <i>quiet</i> ] how does it (.) <i>oh</i> [ <i>louder</i> ] <i>erm</i> , what does it-how does it (.) make you <i>feel</i> like, when you're <i>stupid</i> and that [ <i>quiet</i> ]?	How does it make you feel when you are stupid
C	88	<i>Yeah</i> . (???) th-that <i>other people</i> can be stupid, yeah, other people can be[stupid [ <i>very quiet</i> ]	(other people can be stupid)
B	89	[I'm not all <i>that</i> stupid, I just can (.) <i>shout out</i> and <i>swear</i> a bit and be a bit <i>racist</i> , but I'm not <i>always</i> racist but I on-I only make racist <i>jokes</i> , but, never say it, but <i>that's hard</i> like, when I'm <i>like really, really giddy</i> ,	But I am not that stupid
C	90	[Right.	Really really giddy
B	91	[but I <i>don't</i> (.) <i>really</i> say it actually, 'cos (.) I know it's <i>wrong</i> , but (.) <i>sometimes</i> I say it.	
C	92	What happens <i>then</i> , then, does it pop <i>out</i> [when you're not <i>thinking</i> about it?	
B	93	[ <i>Sometimes</i> [yeah (1 sec)]/ mmm, <i>sometimes</i> but not <i>all't</i> time.	When I am angry and alone
	94	When I'm really <i>angry</i> and alone, it's <i>fine</i> ! but sometimes when I'm (1 sec) w-with my <i>friends</i> it's a bit <i>stupid</i> , but I'm <i>not</i> (.) <i>really bothered</i> / but I (.) have tried and stop being <i>racist</i> and <i>swearing</i> but (.) the racist thing's working (.) not to say racist <i>words</i> but the <i>things</i> alright, swearing. [ <i>quieter</i> ]	Not bothered
			Racist thing is working
C	95	Did you <i>know</i> that it was wrong to be, to do racist things before <i>someone</i>	Swearing is alright
B	96	Mmm someone <i>told</i> me once my little <i>brother</i> ! he didn't say <i>anything</i> , he didn't say the <i>n-word</i> to <i>someone</i> , so this l-lass called L/ that I ha-that I really <i>hatel</i> sh-she told his mum and <i>dad</i> , and then his mum come storming <i>down</i> ! when he didn't do anything/ and he started crying, <i>M</i> and that, and she had a <i>go</i> at my <i>mum</i> ! but they made <i>friends</i> and stuff, and I'm <i>her</i> friend and	Being racist Story about brother and how I realised what racism is and what it can do

B		M's <i>her</i> friend/ but <i>he</i> didn't say <i>anything</i> about it	
C		Right	
B	97	and stuff, so I <i>realised</i> that, well, I <i>know</i> what it could <i>do</i> so I stopped. But (.) I am gonna <i>stop</i> . <i>Now</i> [laughs].	
C		[Laughs]	
B	98	I've <i>stopped</i> . [laughs]	
C	99	You-when- you, last time I <i>talked</i> to you, <i>B</i> , you talked about it being <i>hard</i> , moving from your old school to <i>this</i> school.	Moving schools Hard
B	100	Well, it <i>was</i> , actually, at <i>first</i> because I didn't <i>know</i> anyone, at all./ <i>Hardly</i> anyone came to look from <i>my</i> school, to <i>here</i> , only about <i>five</i> people that I <i>knew</i> , and stuff.	
C	101	<i>Has</i> it-it- <i>has</i> it got <i>better</i> ?	
B	102	<i>Yeah</i> , well, sometimes it's a bit <i>confusing</i> .	Confusing
C	103	Is there anything that sticks out in your mind?/	
	104	You <i>know</i> if you think about being at school like a <i>story</i> , and there are important <i>bits</i> ?/ Is there anything that sticks out in your <i>mind</i> as being, 'Ooh (.) <i>yeah</i> , that were <i>important</i> because it were really <i>good</i> , or that were <i>important</i> because it were really <i>bad</i> '?	
B	105	Well (2 secs) I don't know, [quiet] (2 secs) I <i>don't know</i> that question. [louder]	Not sure
C	106	You told m-you <i>talked</i> to me <i>last</i> time about <i>teachers</i> .	
B	107	<i>Yes</i> . <i>Mr H</i> . I've stopped going to his <i>lessons</i> , I'm not allowed to <i>go</i> now.	
C	108	Is <i>that</i> music?	
B	109	How did you <i>know</i> ? [mock-serious voice]	(Rapport)
C	110	Because you <i>told</i> me before.	
B	111	Oh <i>yeah</i> .	
C	112	You see I <i>remembered</i> (.)/ It's alright I'd written it <i>down</i> [laughing], I've <i>not</i> got a <i>super</i> memory./	
	113	What-what <i>erm</i> , so t-tell me about <i>that</i> then, what do you think <i>happened</i> ?	
B	114	Er when I <i>first</i> moved <i>there</i> , saying 'if you're not behaving I'll <i>hang</i> you all', which were a bit, over the top of <i>stuff</i> , and (.) <i>all</i> of us were a bit <i>scared</i> / and then he started being <i>stupid</i> , and saying 'don't drop your <i>pen</i> ' and he just <i>drops</i> it, and then he ma-he <i>makes</i> the (.) p-person pick it <i>up</i> , and <i>that</i> / and then he hadn't, when I, I'd say the sixth or seventh <i>lesson</i> , he started	Teacher saying stupid things and effect on somebody else with the same thing

B		having stupid <i>can't</i> act, no <i>arguments</i> we me/ and I've got a friend called <i>DH</i> , that's got the same <i>thing</i> , but he's got a bit of a speaking <i>problem</i> , and he made fun of him, he went 'do this, do that, do this' [mimicking speech impediment]	Story about it
C	115	<i>Did he?</i>	
B	116	<i>Yeah</i> , and then I – he said <i>something</i> , but I can't <i>remember</i> and <i>that</i> and he (.) were a bit <i>upset</i> and he asked/ <i>still</i> he goes to his lessons <i>but</i> he's <i>alright</i> now/ but erm I-I don't go to his lessons 'cos he's a bit <i>stupid</i> and stuff/ and (.) I don't understand his <i>work</i> because he co-he speaks <i>half</i> at'time, <i>sometimes</i> erm, <i>Latin</i> [laughs]	Stupid
C	117	Does <i>he?</i> [laughing]	
B	118	I don't <i>like</i> him, <i>at</i> all.	
C	119	How did it make you <i>feel</i> then erm (1 sec) when he said some of the things he <i>did?</i> How did it, how did, how did <i>you</i> feel, how did you <i>feel</i> when he starts speaking in <i>Latin</i> and when he says things like 'Oh when you're <i>naughty</i> I'll <i>hang</i> you?'	
B	120	Oh, it-it's a bit <i>scary</i> and it's a bit <i>annoying</i> 'cos he just-it's the way he says it and his (.) <i>personality's</i> horrible 'cos some teachers yo-(.) yo-(.) you <i>annoy</i> you/ 'cos some people <i>hate</i> him, and that and he's got a stupid <i>personality</i> , and how he <i>talks</i> and stuff/ like when he had to (.) come into my <i>tutor</i> he-he went 'g-g-g-g-good <i>morning</i> ' [B knocks on the table] (.) to be <i>stupid</i> and <i>embarrass</i> other students like when he goes ' <i>how</i> does your- <i>how</i> does the <i>ink</i> run out the thing?' s- my friend <i>D</i> said 'the <i>ink</i> ran out so I couldn't <i>do</i> it' and he went 'what do you <i>mean</i> the <i>ink</i> ran out' and stuff.	Scary and annoying  He embarrasses other students
C	121	So he makes jokes about <i>words</i> does he?	(makes jokes about words)
B	122	Sometimes <i>yeah</i> , [but	
C	123	[and is that <i>hard?</i>	
B	124	[but <i>last</i> time, which <i>made</i> me ma- <i>mental</i> and when I had to come <i>out of</i> -when I came out of his <i>lessons</i> er I, he threw some <i>books</i> at me that were about that <i>thick</i> [demonstrates] about, I'd say about [intake of breath] <i>six</i> or <i>seven</i> , or <i>ten</i> , and he threw 'em at me <i>chest</i> and it bounced <i>off</i> and it hit the <i>chair</i> , and I had to pick 'em all up.	makes me mental

C	125	What had <i>happened</i> to make him throw the books B?	
B	126	I don't know he just <i>throws</i> them and just (.) <i>throws</i> them at people like <i>that</i> [demonstrates].	Don't know why he does it
C	127	<i>Right</i> , that (.) when he's handing the <i>books</i> back out?	
B	128	Yeah.	
C	129	Right.	
B	130	It's <i>annoying</i> .	
C	131	What about teachers you <i>do</i> get on with?	
B	132	Well, <i>they're</i> [fine].	
C	133	[What, what are <i>they</i> , how are <i>they</i> different?	(teachers you do get on with)
B	134	They don't have stupid <i>personalities</i> , they (.) <i>talk</i> properly, they haven't, make stupid <i>comments</i> and say it 'I'll <i>hang</i> you' and stuff/ they say 'if you do that you've got a <i>detention</i> ' or (.) you-you can <i>get</i> something [ <i>quiet</i> ], er you get a <i>warning</i> or something and that and they have proper arguments not (2 secs) stupid, <i>stupid ones</i> [laughs] and that.	do not make stupid comments give warnings
C	135	Right./ What <i>I've</i> – it <i>sounds</i> as though you've got lots of <i>friends</i> at school,	proper arguments
B	136	I have.	
C	137	<i>here</i> .	Friends at school
B	138	But, <i>some</i> people <i>hate</i> me (2 secs) and that.	
C	139	Do you <i>feel</i> that they hate me or do they <i>really</i> hate you?	
B	140	Loads./ They <i>feel</i> , I <i>feel</i> like they <i>hate</i> me and they sometimes <i>do</i> hate me, and that and (2 secs) stuff/ and when I want to talk to somebody they (.) <i>don't</i> talk to me (.) sometimes [ <i>very quiet, to a whisper</i> ](4 secs)	A lot but some people hate me
C	141	Do you- you see Mr S, don't you, [do you <i>like</i> , seeing Mr S?	Feel they hate me and they do hate me, do not talk to me when I want to talk to them (Mr S)
B	142	[Yeah (.) yeah./	
	143	Me and J (.) <i>E</i> go to him (.) c-we miss second <i>lessons</i> (.) on Tuesdays/ and we (.) we <i>do</i> this <i>project</i> called ' <i>Relationships</i> ' 'cos we've finished this 'All about <i>me</i> ' book/ I'll let you <i>show</i> you when c-m-my (.) <i>teacher</i> finishes we <i>it</i> , [cooking [Ok	Sharing 'all about me' book
C	144		
B	145	and I (2 secs) I (.) <i>oh</i> (.) yeah, and then I started <i>that</i> and I <i>made</i> , and he said make one about the <i>teachers</i> and erm, I <i>put</i> , like a full page of Mr <i>H.</i>	
	146	He's <i>hairy</i> and I've put him in a <i>suit</i> , and he's a	

B		<i>monkey</i> (???)/ I'm not bothered about <i>that</i> , I'm not bothered if he <i>sees</i> it, I'm <i>glad</i> if he sees it.	Strong emotions about teacher
C	147	It sounds as though he <i>really</i> upset you.	
B	148	I <i>hate</i> him [laughs].	Preoccupied
C	149	What have you got in your 'All about <i>me</i> ' book?	
B	150	<i>It's</i> (1 sec) <i>er</i> , what I <i>like</i> , it <i>er</i> what I <i>don't</i> like, erm, what I <i>eat</i> (.) what I <i>don't</i> like eating, erm, friends, <i>family</i> , not family, erm (2 secs) who I <i>like</i> , <i>erm</i> , what stuff I <i>like</i> , erm (.) about asperger's, <i>what</i> I think about it, and (2 secs) that's <i>it</i> . [laughs]	
C	151	What things do you <i>like</i> , then?	
B	152	Football, curry, all (.) curry's for sure [ <i>quiet</i> ]	Likes
C	153	[Laughing] <i>What's</i> your favourite?	
B	154	I don't <i>know</i> (.) my dad makes it (.) <i>good</i> [ <i>quiet</i> ]/ (2 secs), and that (.) and (.) <i>biking</i> , jumping over <i>fences</i> , but <i>not</i> (1 sec), <i>thingy</i> ./	Thingy
	155	When there's like a <i>holiday</i> and then someone (.) someone (.) p-put it <i>in</i> I just (.) go <i>through</i> it or, y-just (.) walk <i>around</i> it in't back <i>field</i> and stuff/ but I <i>don't</i> care, no-one-well <i>some</i> people care but I don't really <i>listen</i> to 'em/ but they <i>don't</i> come out and <i>shout</i> at you, but, only if you <i>smash it in</i> (.) and that and it's to (.) <i>s-stop</i> people going over/ and I <i>climbed</i> this massive <i>tree</i> , with (.) some <i>friends</i> and that and (2 secs) <i>er</i> (.) that's it. [ <i>quiet</i> ]	(Defends stake) about fences don't care or listen sometimes
C	156	What <i>football</i> team do you support then, B?	
B	157	Sheffield <i>Wednesday</i>	Knows what I feel from my reaction
C	158	<i>Ooh</i>	
B	159	<i>You</i> support United [don't you?]	
C	160	[I <i>do</i> , yeah. (.) I <i>do</i> ./ I'm going to do <i>some</i> erm, <i>group work</i> at another <i>school</i> , and (.) I needed a <i>ball</i> , and the only one I'd got were a <i>Sheffield United</i> ball so I'm hoping there are no <i>Wednesday</i> , no <i>Wednesday</i> [laughing] supporters when I take it to this <i>school</i> [quieter]./ <i>But</i> at least they managed to <i>stay</i> (.) in't <i>Championship</i> , didn't they?	
B	161	Mmm	
C	162	They were <i>lucky</i> , weren't they?	
B	163	They always <i>are</i> , but they <i>never</i> move <i>up</i> , and they've <i>never</i> moved <i>on</i> , well sometimes they <i>do</i> .	Football
C	164	Well, they didn't (.)/ <i>One day</i> ./ I mean things change I think, if you look at the <i>Football</i>	

C		<i>League</i> about ten years ago it's really <i>different</i> to what it is <i>now</i> . They <i>do</i> change, it just <i>seems</i> slow.	
	165	So <i>B</i> , I think you've been <i>great</i> , actually, talking to me./	Didn't realise I was a bit different
	166	What you said about the <i>asperger's</i> , were you, does it make you <i>sad</i> ?	
B	167	I <i>did</i> , but I <i>didn't realise</i> I were a bit (.) <i>different</i> from everyone <i>else</i> but (.) it <i>didn't</i> really <i>affect</i> me or owt [laughing].	Doesn't affect me  (normalise)
C	168	Did you <i>want to know</i> ?/ 'Cos everyone is different aren't they, <i>everyone's</i> different.	everybody is different
B	169	Their <i>faces</i> are and their <i>voice</i> [laughing] <i>yeah</i> .	
C	170	Is-is it important it's got a <i>name</i> , your bit of <i>difference</i> , or <i>not</i> ?	
B	171	(2 secs) No [quiet]	
C	172	So maybe you could <i>think</i> of it, how could you <i>think</i> of it, in a <i>way</i> [that	
B	173	[No, like any other <i>human</i> .	
C		<i>Yeah</i>	
B	174	It's not like I'm an <i>alien</i> or something is it?	Not that I am an alien
C	175	No./ So is it <i>just</i> your bit of <i>difference</i> , you <i>know</i> / like <i>I've</i> got (.) a different shaped face to <i>you</i> , <i>haven't</i> I, and <i>that's</i> how <i>we're</i> different, and <i>I'm</i> a female and <i>you're</i> a male and er, people have got (.) red <i>hair</i> and black <i>hair</i> , haven't they and brown hair and <i>everyone's</i> different.	
	176	So d- <i>but</i> on the other hand, you know when you said you get a bit <i>giddy</i> ?	
B		Mmm	
C	177	Does it <i>help</i> to have an <i>explanation</i> , to think, 'oh well that might be because of <i>that</i> or'?	
B	178	I don't <i>know</i> , it just comes <i>out</i> sometimes, and that, and (2 secs) stuff (6 secs) [sighs then laughs]	Just comes out and stuff sometimes
C	179	In a <i>way</i> , I suppose, if you <i>hadn't</i> (.) had it, hadn't, didn't <i>know</i> , you (.) wouldn't be going seeing Mr <i>S</i> .	
B		Mmm	
C	180	S-so is it <i>good</i> that you ca[n] go	
B	181	[I <i>knew</i> I had something <i>up</i> with me [louder]	I knew I had something up with me
C	182	<i>Did</i> you?	
B	183	<i>But</i> my (.) <i>old</i> teacher Miss <i>J</i> never <i>told</i> me owt <i>about</i> that because there's like sh (.) I <i>think</i> she thought I weren't ready. [laughs]	
C	184	<i>Yeah</i> ./ And when you <i>did</i> find out do <i>you</i> think	

C		you were ready, or <i>not</i> quite ready?	
B	185	I were <i>fine</i> . [laughs] I were just a bit <i>amazed</i> that, I'd got something <i>up</i> with me. [laughs]	Was fine, amazed something was up with me
C	186	Or maybe you'd just got <i>something</i> that makes you a bit different to everyone <i>else</i> / but then, I <i>bet</i> you can't find any- <i>anyone</i> in this <i>school</i> that a'nt got <i>something</i> that makes them a bit different to somebody <i>else</i> have they?	
B	187	Mmm	
C	188	It's just that yours has got a <i>name</i> ./ (2 secs) But I'm <i>glad</i> you <i>think</i> , you know I'm really <i>pleased</i> that it doesn't affect you very much.	
B	189	I know it doesn't really <i>do</i> owt.	
C	190	'Cos it <i>doesn't</i> does it, 'cos it, <i>yeah</i> .	It doesn't really do 'owt
	191	So is there <i>anything</i> else that we've (.) not <i>talked</i> about, about <i>school</i> , anything that's been <i>really good</i> that you've <i>done</i> or anything that (.) you've thought ' <i>ooh</i> , that was <i>hard</i> '.	
B	192	No.	
C	193	Is there anything <i>else</i> / what about your <i>action</i> men, you didn't <i>really</i> / you've got your action men <i>bedroom</i> , are you <i>into</i> action man?	
B	194	<i>No</i> , I just had it when I was <i>six</i> and that and I think it's good 'cos my <i>dad</i> do it, did it all and it looks (.) <i>fantastic</i> / but sometimes I want to get rid of it and sometimes I <i>don't</i> / but I like the <i>army</i> but I do-sometimes I don't want to get <i>rid</i> oe'r it/ I don't know <i>why</i> , though/ but I just want to look a bit more (.) <i>adult</i> / but i-it's <i>good</i> and it's <i>bright</i> , that's why I <i>like</i> it.	Likes bedroom because dad did it and bright
C		<i>Yeah</i> ./ Well maybe you could change it a <i>little bit</i> , then, to make it a bit more [grown up	But want it to be more adult
B		[I'll just <i>make</i> it an army	
		[Interview stops because B has to go to his next lesson]	

Transcript: Parents Focus Group 25<sup>th</sup> June 2008

Speaker	Line		Macro-analysis
C	1	Right, I've not got many <i>questions</i> (.)/ erm, what I'll <i>do</i> is (.) follow up as they <i>arise</i> / and I'm not gonna take it in <i>turns</i> , so it will be up to people to, to <i>speak</i> / but then, I <i>might</i> follow up questions, following on from <i>things</i> that people have <i>said</i> .	
	2	(.) So if you <i>think</i> there are two <i>things</i> (.) that you all have in <i>common</i> ./ One is that (.) your <i>child</i> or (.) your <i>grandchild's</i> got a diagnosis (.) that places them on-on the <i>autistic</i> spectrum (1 sec)/ and the <i>other</i> is that they're at, they're at <i>school</i> !	
	3	(.) <i>erm</i> , and I <i>want</i> you to think <i>about</i> their experience at <i>school</i> like a <i>story</i> ! so it had a <i>beginning</i> (1 sec) they're in the <i>middle</i> of it somewhere (.) eventually it'll have an <i>end</i> ! and there'll have been <i>important bits</i> (.) <i>important events</i> in that story that'll have stuck out to you (.) as being <i>significant</i> , as being <i>important</i> (.)/ t- so just have it in your <i>mind</i> that it's like a <i>story</i> ./	
	4	So (.) the <i>question</i> for <i>me</i> is (.) how far do you think <i>having</i> (1 sec) a diagnosis that places them on the <i>autistic</i> spectrum/ how far do you think that's been (2 secs) <i>important</i> , how far has it <i>affected</i> (.) <i>their</i> experience at school?!	
	5	<i>That's</i> the question and c-you <i>might</i> want some time to to think about it.	
P1	6	(4 secs) It's <i>support</i> really in't it? [quiet]	Support?
P2	7	Mmm, yeah [quiet]	
P3	8	(1 sec) It's <i>support</i> , erm, that's what I <i>need</i> , support [very quiet] (3 secs) I <i>don't</i> understand it at all.[quiet]	Understanding (strong emotions)
P1	9	And I <i>think</i> the the thing is with a <i>lot</i> of it, er, erm [sighs]/ some (.) part of <i>me</i> , thought at the <i>beginning</i> (.) ' <i>why</i> give him a label?'/ Is <i>that</i> gonna make things <i>worse</i> , or is it going to make things (.) <i>easier</i> ?/ <i>Erm</i> and I (.) I <i>think</i> its, the <i>thing</i> is, you <i>know</i> it's (.) in <i>my</i> case it's <i>been</i> (.) you know (.) both./ I think you <i>feel</i> sometimes that (.) you <i>know</i> !	Labels? Ambivalence but not now
	10	<i>but</i> , I mean S has asperger's, and it's a <i>case</i> of/ <i>look</i> , it's <i>not</i> like a <i>physical</i> disability, he's-he's not walking round on a pair of <i>crutches</i> , he	Disability you can't see

P1		hasn't got <i>callipers</i> , he's not got a <i>frame</i> , or <i>whatever</i> , <i>erm</i> /	
	11	and I <i>think</i> that's one of the <i>hardest</i> things about any <i>mental</i> disability/ (1 sec) <i>erm</i> , it's <i>not</i> a <i>seeing</i> disability <i>it's</i> , <i>it's</i> , you know, it's not <i>immediately</i> apparent to people that will <i>stand</i> and <i>talk</i> to him/	
	12	yet when he has his moments and his <i>meltdowns</i> as I <i>call</i> them/ or, he doesn't <i>understand</i> some things, something <i>upsets</i> him that, it <i>is</i> very apparent that there's something, you know/ and I think a <i>lot</i> of us feel that <i>it-it</i> , <i>that's</i> one of the <i>hardest</i> things/ because sometimes I can be walking round with him, <i>in</i> the middle of the shopping centre (.) and he can be getting <i>upset</i> for <i>some</i> reason there and you can feel people <i>looking</i> at you or <i>sommat</i> /	His understanding Not always apparent but sometimes is
	13	and you just want to <i>stand</i> in the <i>middle</i> of that shopping centre/ and he's <i>quite</i> a big boy for his age, he's <i>no-nearly</i> as tall as me/ and just <i>stand</i> in there and just <i>scream</i> at everybody, 'will you just stop (.) <i>looking</i> '/ th-you know, he's <i>not</i> being <i>naughty</i> , he's not being badly <i>behaved</i> , he (.) can't <i>help</i> it/ and you <i>really</i> <i>really</i> <i>do</i> get to that depth sometimes.	Want to stand and scream so they stop looking – wish they understood my child?
C	14	(2 secs) In terms of <i>school</i> , then (.) how does that impact? [from <i>your</i> perspective?	(School – my agenda)
P1	15	[ <i>Erm</i> , it was <i>extremely</i> hard, when he first started <i>here</i> / (.) we had a <i>lot</i> of problems with the <i>transition</i> from primary to (.) High School/	Transition
	16	<i>erm</i> , we'd had a lot of problems with the <i>floods</i> in that <i>year</i> , when he came <i>up</i> / and <i>the-the</i> , we were supposed to have like a three or four <i>visits</i> , separately as <i>well</i> as with his <i>class</i> , and all the <i>rest</i> of it, which/ unfortunately, <i>nobody's</i> , you know, <i>nobody</i> was really at <i>fault</i> ,	Nobody's fault Primary school knowing the teachers and environment
G	17	It was this week last <i>year</i> , because th-it's the same <i>this</i> year,	
P1	18	it <i>was</i> [yeah, yes it <i>was</i> ,	
G	19	[we've got the transition week <i>this</i> week.	
P1	20	but it never <i>occurred</i> / (.) so all of a <i>sudden</i> , from (1 sec) <i>going</i> from a primary school where everything's structured and there's more or less just <i>one</i> teacher (.) and everything's <i>constant</i> / to coming to a school of <i>this</i> size/ (.) not knowing where <i>anything</i> is, it, for <i>any</i> child, without any	Size of secondary schools

	21	disability, <i>is extremely</i> daunting/ I mean / can remember my <i>first</i> day at High School and how scary it was/ and you're thinking 'wow, this is <i>big</i> , you <i>know</i> '/ [laughs] with <i>all</i> these people and <i>all</i> the children and different <i>teachers</i> /	For anybody is daunting
	22	so to a child that hasn't <i>had</i> any, and all of a sudden they're <i>thrown</i> into like this <i>lion's den</i> , of all these <i>people</i> / and 'no, hang on, no you've got to pick your <i>bag</i> up, you've got to <i>move</i> somewhere <i>else</i> , now, you've got another <i>lesson</i> '/ 'well <i>alright</i> then'/'well <i>no</i> , you've got <i>another</i> lesson, and <i>another</i> lesson, and <i>another</i> lesson [and'	Scary different teachers Size people Thrown into lions den Constant demands
P2	23	[At <i>primary</i> they-they're just used to just being with <i>one</i> teacher	Compared with primary
P3	24	Only <i>one</i>	
P2	25	and like <i>one</i> set of <i>people</i> , and it's all chop and <i>change</i> , so <i>it's</i> , I don't know (2 secs well [I've got two, I've got <i>two</i>	One teacher
P1	26	[Yeah (.) well for <i>our</i> children (.) I think <i>most</i> of 'time	Secondary chop and change
P2	27	Yeah, I've got <i>one</i> whats like S, <i>very</i> hyper, [Laughs]	Our children
P1			
P2	28	and all-all <i>over</i> , it's getting <i>her</i> to concentrate/ but then B, she (.) sort a (.) <i>retracts</i> herself, sometimes, sh-she finds it <i>hard</i> to probably <i>express</i> herself/ unless she really <i>knows</i> somebody, then she <i>will</i> open up/ (.) but she <i>like</i> , she'll bring things <i>home</i> (1 sec) rather <i>than</i> , you know/ I say ' <i>no</i> , you've got to go and (.) <i>speak</i> to your <i>teacher</i> ' or [sighs] I'll <i>not</i> say nowt, I'll just put a (.) little <i>note</i> in her-her <i>planner</i> , and then it <i>helps</i> her (.) start <i>opening</i> up/	Differences  Communication
P2	29	but sometimes it's <i>just</i> (.) <i>knowing</i> , <i>ways</i> she can get it/ you <i>know</i> , probably <i>help</i> from, or (.) <i>where</i> to <i>start</i> , it's the sequencing	Knowing where she can get help
C		Mmm	
P2	30	you know how to <i>get</i> things (.) <i>rolling</i> , sort of thing.	Help sequencing
C	31	For (2 secs) I <i>know</i> you described it as a lion's <i>den</i> ,	
P1		Mmm	
C	32	how-how does it make you <i>feel</i> when you, you <i>know</i> that th-there are these <i>experiences</i> that	feelings

C P4	33	you're perceiving that your children have <i>got</i> ? It's like, for <i>me</i> it was like cutting off absolutely every apron string possible,	
P2 P4	34 35	Yeah I <i>went</i> though the six weeks <i>holidays</i> , and <i>hated</i> every minute/ and its <i>literally</i> you feel as though you're sending your child off to outer <i>space</i> , and any contact is <i>gone</i> !	Cutting away, sending to outer space
	36	'cos with <i>Infant</i> School and <i>Junior</i> School I was always sort of very <i>in</i> and very <i>active</i> / <i>not</i> hands on, not <i>nosey</i> <i>nebbing</i> erm (.) but it <i>is</i> / you sort of (.) <i>leave</i> them on that school bus that <i>first</i> day and <i>that's</i> it, you've got <i>no</i> concept of what they're going through at <i>all</i> [it <i>is</i> , it's like a <i>bereavement</i> ,	Different to hands on at junior school Bereavement
P2 P1	37 38	[it's taken <i>out</i> of your <i>control</i> yes it <i>is</i> , it-its <i>all</i> of a <i>sudden</i> its just, you know, from being <i>there</i> , you know quite a lot of the <i>time</i> and all the rest of it/ like you <i>say</i> , you know, primary school is <i>small</i> [and everybody <i>knows</i> everybody <i>else</i>	Out of control Sudden
P3	39	[Mmm, cos you've got one <i>teacher</i> that, <i>any</i> <i>problems</i> , you can go <i>straight</i> to that teacher and say (.) 'come on, <i>this</i> has happened', whatever./ When you've got <i>lots</i> of teachers, it could be happening in <i>one</i> (.) class or (.) <i>several</i> classes, it, it's <i>hard</i> to know <i>where</i> to (.) start (.) <i>aiming</i> , you know where to get <i>support</i> for 'em, Mmm	Communicate with one teacher at junior school
C P2	40	<i>you</i> know, it (.)	Who? Where to get support?
P5	41	M- <i>my</i> experience with <i>J</i> , moving up <i>here</i> , is a lot more <i>positive</i>	
P1 P5	42	Yeah than that/ but at <i>that</i> point he hadn't <i>got</i> the A-ASD diagnosis, he was diagnosed with <i>ADHD</i> and <i>dyspraxia</i> [intakes breath]/ (.) erm, but <i>he'd</i> already got one-to-one full-time in <i>primary</i> school, so his visits <i>happened</i> because he didn't <i>come</i> with the rest of the class/ hi-his <i>support</i> worker brought him up on his <i>own</i> , and he had a load of <i>visits</i> before he <i>came</i> !	What made it positive? Visits separate to rest of class
	43	<i>primary</i> school were quite pleased to get <i>rid</i> of him th-er they were threatening to <i>exclude</i> him at the <i>time</i> , because he kept running <i>off</i> / er so he had quite a lot of <i>visits</i> coming up <i>here</i> / erm I had quite a few meetings with Mrs <i>M</i> who was	Mum met several times with SENCO

P5	44	the SENCO then, up <i>here/</i> er and we sort of went <i>in/</i> before we <i>ever</i> got <i>here/</i> we went <i>in</i> to every <i>aspect</i> of <i>how</i> his day was gonna <i>work</i> and who was going to be there and/ (.) he's <i>not</i> run off from class, particularly, since he's got <i>here</i> , it's been a <i>positive</i> experience/	Preparation for every aspect
	45	and then <i>two</i> years ago he got the ASD, erm, <i>diagnosis</i> , he came into contact with Mr S for the first <i>time/</i> and again that was another positive <i>mood, move</i> because/ (.) I think Mr S was the first person that <i>J</i> had really communicated with about how <i>he</i> thought and felt and different things/ erm, and it expanded <i>J's</i> understanding/ <i>plus</i> he was at an <i>age</i> then, he'd be (.) thirteen, so I think he was coming <i>up</i> to wanting to, <i>he</i> was sort of ready to explore it himself and to <i>accept</i> more things/ so, in <i>general</i> being here's been <i>positive</i> for him.	diagnosis Meeting GS  Able to communicate about how he thought  Age he was ready to do this
C	46	So (.) in terms of the way <i>you</i> felt about (.) him coming, were you <i>hopeful</i> , then?	
P5	47	<i>Er</i> (4 secs) <i>hopeful's</i> the wrong thing/ I don't (.) <i>ever</i> let my hopes get (.) raised, 'cos every time they <i>do</i> , either <i>J</i> himself or some (.) <i>professional</i> , excuse me, knocks me back <i>down</i> again/	Emotional responses to journey
	48	<i>erm</i> , so (.) we live each <i>day./</i> If <i>today's</i> a good <i>day</i> , we're on a <i>winner</i> (.) and tomorrow'll be whatever it <i>is</i> .	Never get hopes raised, each day
P2	49	I'd <i>agree</i> with that, <i>totally</i>	
P1,P4	50	Yeah, yeah	
C	51	<i>When</i> you talked about professionals knocking you down/ sorry to go <i>back</i> to that/ just in what way, without (.) <i>naming</i> any <i>names</i> .	J and professionals
P5	52	<i>Er</i> (2 secs) [sighs] I <i>think</i> it's just, it's (.) <i>not</i> so much what they say or do it's just the general attitude and I suppose <i>that's</i> (.) partly erm coloured by my own <i>guilt/</i> because I feel that I should be able to <i>protect</i> this child and these things shouldn't <i>happen</i> (.) and/ (.) the <i>system</i> of education in <i>schools</i> says (.) they must fit into that little <i>box</i> , and/ (.) no matter <i>how</i> I try I <i>cannot</i> get him to fit into that <i>box/</i>	Professionals attitude Guilt Supposed to protect but system says they should fit in and He is not happy (helpless? Frustration? cannot fulfil role)
	53	and he ain't <i>happy</i> [intakes breath] <i>and/</i> on the <i>whole</i> a <i>lot</i> of people are (.) <i>fine/</i> but then you get (.) <i>individual</i> (.) <i>teachers</i> that either (.) haven't got the <i>time</i> or they don't <i>want</i> to know	

P1	54	they haven't got the <i>knowledge</i>	individuals
P5	55	and haven't got the <i>knowledge</i>	who do not
P2,P3	56	yeah, yeah	know my
P5	57	and you get these <i>phone</i> calls or these little <i>notes</i> (1 sec) as if it's <i>your fault</i> ,	child
P1	58	and that's <i>exactly</i> how [we feel	make it your
P5	59	[ <i>make your child do this</i>	fault
P1	60	yeah [ <i>that</i> , when they're coming home with <i>detentions</i>	how we feel
P5	61	[and I want to <i>ring</i> 'em up but how the <i>hell</i> do they want me to achieve [ <i>this</i> ?	don't know
P2	62	[yeah,	how to do it
P5	63	You [know	
P1	64	[ <i>This</i> is, yeah, <i>exactly</i> , [yeah	
P5	65	[Give <i>him</i> realistic goals, give <i>me</i> realistic goals (.) and I'll do me <i>best</i> / but <i>some</i> of these things you're <i>asking</i> , you know, <i>why</i> waste the <i>time</i> ?	impossible
P1		Mmm	for me
P5	66	It's all <i>that</i> sort of thing, and when we sort of <i>er</i> / at <i>moment</i> its <i>careers</i> , careers, with <i>J</i> ./ They wanted him to erm, <i>set</i> up an interview for a (.) <i>work</i> placement./	
	67	<i>He</i> wasn't going to pick up a <i>phone</i> , <i>he</i> wasn't going to write a <i>letter</i> , but they <i>still</i> insist on sending the <i>same</i> letters home and saying to <i>J</i> 'you <i>must</i> complete this form, you <i>must</i> do'/ and <i>slowly</i> I like start losing me <i>temper</i> ,	Impossible
C		Mmm	for me to
P5	68	and me husband's ringing me ' <i>don't</i> ring 'em up and tell 'em what you <i>think</i> '/ do you <i>know</i> what I?/ It <i>ain't</i> ever gonna <i>happen</i> , so <i>why</i> insist on <i>putting</i> him through it?	get him to
P4	69	[I think, though with <i>this</i> school	do the
P5	70	[It <i>just</i> makes me <i>angrier</i> , it sort of, it highlights <i>his</i> inabilities	things you
P2	71	[But <i>then</i> it makes you feel <i>worse</i> , don't it?	want him to
P4		[(???)	do
P5	72	and it like, <i>knocks</i> you <i>down</i> all the time,	Strong
P4	73	But I think with <i>this</i> school the Learning Support Centre is, is	emotions
P5	74	is <i>brilliant</i>	
P4	75	<i>fantastic</i> , yeah	Knocked
P5	76	yeah	back
P4	77	Because I <i>know</i> before B came to <i>school</i> , we'd (.) not <i>discussed</i> the fact that he was different, that he might/ I mean I fell out with Mr S (???)	But... things
			that help
			Learning
			support

P4	78	I'm sorry, <i>yeah</i> , he got the full, full wr-wrath of <i>me</i> , didn't you, <i>really</i> ? [Laughs] [Clears throat]	But
C P4	79	<i>Erm</i> , because it <i>hadn't</i> actually (.) <i>occurred</i> to me at the <i>time</i> that somebody was going to <i>discuss</i> with <i>B</i> that <i>he</i> had <i>got</i> this thing/ and he came home one <i>day</i> and said 'I'm <i>different</i> ', he said 'I've got something to do with <i>burgers</i> '	Communication and what it did to child and parent and telling
???	80	[ <i>Yeah</i> [Laughter]	
Most P4	81	But the <i>thing</i> for <i>B</i> is that he's so <i>truthful</i> , and the <i>kids</i> where we <i>live</i> are so <i>horrible</i> ! he would've <i>gone</i> out and told everybody, and would've been a laughing <i>stock</i> ! so again to prevent him from being <i>bullied</i> , I was [ <i>then</i> [(???) [laughter and very low conversation for a two seconds]	Justifying why we did not say – protection (stake)
???			
P1	82	[I mean I <i>think</i> , I think that sort of thing with (.) with you <i>know</i> , a <i>few</i> teachers, not all teachers/ and I mean <i>S</i> (.) <i>lives</i> , for like (.) yesterday when he has his (.) <i>group</i> [we-]	But then it has been positive
	83	<i>yeah</i> , it's autism <i>day</i> and off to, all the <i>rest</i> of it because he doesn't feel out of <i>place</i> , because he <i>knows</i> that he doesn't feel,	Autism day, feeling the same, not out of place
P5	84	[J-J enjoys that (???)	
P1	85	[in <i>that</i> little <i>group</i> , he doesn't feel <i>different</i> , he is the same as <i>everybody</i> else	
P5	86	He's nor-he's <i>normal</i> , [for want of a <i>better</i> word	
P1	87	[He's <i>normal</i> , in his <i>own</i> little world, in that <i>place</i> .]	Normal
	88	Because I <i>think</i> i-it's just a case of, you <i>know</i> (.)/ I mean he <i>came</i> home and he'd done (.) a <i>piece</i> of <i>work</i> , erm, a <i>while</i> back and he <i>just</i> kept getting it <i>wrong</i> and he got a detention and he wouldn't <i>do</i> it and that and I said was <i>is</i> it?/ And he said 'well I <i>don't</i> understand it' and I said 'ask!' 'well I'm <i>scared</i> to ask, I'll get <i>shouted</i> at!' 'no, you <i>must</i> ask, you <i>have</i> to ask for help, if you <i>don't</i> understand it you ask for <i>help</i> './ He'd <i>gone</i> and asked for <i>help</i> (.) and I said 'what was said at the end of the day?' and he said <i>nothing</i> , my book, he didn't say anything, my book was just <i>handed</i> back [(???)	Anchoring
	89	[Yeah, and I think that <i>happens</i> , that happens quite a <i>few</i> times	Making him ask for help
P5	90	[(???) that is <i>not</i> gonna help him, [I'm <i>sorry</i>	Sad and frustrated, sorry (to us)
P1	91		Aware of our feelings

P5	92	[But, the thing at the <i>moment</i> , the drawback about J <i>going</i> to Mr S is th/-when we come into parents evening we get told about how many <i>classes</i> they've missed and why is it always <i>their</i> classes, how much <i>work</i> they've got to catch up and/	Cannot get it right – feeling for them
	93	and then J says 'I'm getting into <i>trouble</i> , because I haven't done <i>such</i> and <i>such</i> '/ 'well where <i>were</i> you?'/ 'I was with Mr S'.	
P1	94	I mean we <i>fully</i> understand [(???)	
P5	95	I mean, you <i>know</i> it's a no- <i>win</i> situation for the kids.	
P1	96	Yeah, I mean we-we <i>know</i> they've got a <i>classroom</i> of teachers, a <i>classroom</i> of children, to teach, they have/ and they <i>can't</i> just focus on our children, we <i>know</i> that and we <i>understand</i> that/	The kids, our children
	97	But the <i>government</i> and the <i>LEA</i> in their <i>wisdom</i> (.) want to integrate our children/ there <i>has</i> to be <i>more</i> , in <i>my</i> view (.) <i>more</i> , <i>much</i> more support in schools/ in <i>mainstream</i> schools for them.	Understand the pressures but...these are our children
P5	98	But J gets full-time one, one-to-one <i>support</i>	
P1		Yeah	
P5	99	he still <i>does</i> / <i>how</i> much he uses it i-is down to <i>him</i> , because he <i>has</i> behaviour and attitude problems and can be an absolute <i>pain</i> in the <i>arse</i> no matter <i>whose</i> with him/ but we still <i>get</i> the same things from the <i>teachers</i> , and I (.) I've said 'e-mail me <i>home</i> , at <i>home</i> and <i>tell</i> me what it <i>is</i> he's supposed to have <i>done</i> , what you want him to <i>do</i> '/	Even with support it is what he is asked to do and I can't help if they do not communicate
	100	but they'll just <i>send</i> things like 'J has got <i>homework</i> '/ (2 secs) <i>don't</i> tell me he's supposed to <i>do</i> , what it <i>is</i> , you <i>know</i> / and like J is very <i>terra-territorial</i> about his <i>possessions</i> and (.)/ you don't <i>see</i> his homework diary, you-you approach his <i>bag</i> he becomes <i>violent</i> , Yeah	
C			
P5	101	and <i>they</i> send me a <i>thing</i> home saying 'J has got <i>homework</i> ' (.) and I/ and no matter <i>how</i> many times I say, ' <i>be</i> specific', tell me <i>what</i> it is, <i>what</i> (.) references he's got to use, <i>how</i> much you expect him to produce, and I'll do me <i>best</i> / but if you <i>only</i> put homework (.) I've <i>lost</i> before I even <i>start</i> '/	Try to communicate what he needs
	102	and he- <i>he's</i> got one-to-one, and <i>apparently</i> (.)	I've lost before I start

P5 C	103	we <i>still</i> can't get <i>past</i> this. Is there any time when it's <i>better</i> ?/ Is there any time when you think (.) 'oh, <i>that's</i> been really <i>useful</i> , <i>that's</i> been really <i>helpful</i> ?	(When it is better? My agenda)
P5 (???)	104	When he's <i>in</i> Learning <i>Support</i> Unit [laughs] <i>Yeah</i> , <i>yeah</i>	Torn – do not want segregation but when they are it is positive and they learn
P2	105	Mr S's <i>really</i> supportive,	
P4	106	He <i>has</i> been to <i>B</i> as <i>well</i> .	
P5	107	When-when they <i>are</i> segregated, you don't <i>want</i> 'em segregated/ but when they <i>are</i> with <i>other</i> kids, and they're <i>in</i> the Learning <i>Support</i> Unit (.) it's a positive experience for <i>them</i> , they <i>get</i> the work done, and there's no <i>hassle</i> when they come <i>out</i> .	Learning Support and Mr S
P1	108	[It's a <i>comfort</i> zone	Comfort zone
P2,	109	[ <i>Yeah</i> [ <i>yeah</i>	
P4	110	[a <i>comfort</i> zone	
P3	111	Could you <i>tell</i> me why K likes to be <i>isolated</i> , he likes to be on his <i>own</i> ? When he does his <i>work</i> he <i>does</i> -he thought, he thinks that <i>everybody's</i> (3 secs) er (2 secs) <i>gets</i> on his <i>nerves</i> .	Why? Being isolated
P1	112	That's just <i>D</i> .	
P2	113	It's <i>just</i> sensory, it's a <i>sensory</i> thing with them, they <i>don't</i> , you <i>know</i> / I mean S'll sit there sometimes and it'll be a case of, you know ' <i>what</i> you looking at me <i>for</i> '?	Giving answers
P1	113	<i>Yeah</i> , <i>yeah</i>	Sensory
P2	114	'I'm not looking at you'/ 'oh you <i>are</i> , you <i>are</i> '/ and that's <i>it</i> , he's <i>up</i> in his <i>room</i> and [background talking]	'they'
P2	115	They're very <i>unsociable</i> sometimes, they like their own company	
P3	116	'Cos he don't go <i>out</i> at <i>all</i>	
P1	117	No, S doesn't	
P4	118	Our <i>B</i> doesn't	
P1		(???) he <i>doesn't</i> , he finds socialising <i>extremely</i> difficult, I mean/ or he will <i>do</i> it in a way that (.)/I mean <i>one</i> example he was sat in <i>class</i> / <i>again</i> , <i>one</i> <i>day</i> / erm, making these silly <i>noises</i> and (.) <i>drawing</i> attention to himself/ everybody's <i>laughing</i> at him, so the <i>more</i> they <i>laughed</i> the <i>more</i> he <i>did</i> it,	Story to anchor perception of what is happening and his lack of understanding
P3		Mmm	
P1	120	and wh-when I had a <i>word</i> with him on, when he came <i>home</i> I said, you know, he said 'and I got in trouble for <i>doing</i> it'/ I says, 'S' I says 'they're	

P1		not <i>doing</i> it	
P3	121	[(???) [ <i>quiet</i> ]	
P1	122	[yeah [it's <i>not</i> , it's <i>not</i> worth	
P3	123	[Like er (2 secs) <i>how</i> can I put it?/ (3 secs) It's <i>just</i> like <i>imagining</i> ,	
P1	124	Yeah	Different positions imagining and what happened to mine
P3	125	<i>imagination</i> but it's <i>wild</i> , his <i>imagination</i> .	
P1,P5		[Quiet talking in the background] Yeah, yeah	
P1	126	but it's like <i>he</i> , I <i>said</i> , you <i>know</i> , sitting <i>down</i> and trying to <i>explain</i> to him ' <i>well</i> are they <i>gonna</i> , they're me <i>friends</i> / I ' <i>no</i> they're <i>not</i> they're laughing <i>at</i> you, they're not laughing <i>with</i> you, they're <i>doing</i> it because they <i>know</i> they're going to get <i>you</i> into trouble' [(???)	They are laughing at you
P5	127	and then you go away and <i>cry</i> [because your kid's so <i>isolated</i> and <i>lonely</i> , and doesn't [background talking]	Impact emotionally
P1	128	[and that <i>first</i> couple of weeks/ I mean I had a <i>meeting</i> with Mrs <i>L</i> and everybody else, and we, you <i>know</i> , we <i>really</i> went through a lot of <i>stuff</i> and <i>CJ</i> [Autism Communication team] came in and all the <i>rest</i> of it, ' <i>cos</i> / I <i>really</i> could've/ I mean <i>I'm</i> a single parent and <i>I</i> could have <i>literally</i> have gone and, and (.) <i>run</i> over a cliff sometimes./	Isolation Loneliness
P1	129	It <i>really</i> does get that bad (.) it's so <i>isolating</i> . <i>They're</i> <i>isolated</i> , and we are too sometimes.	Depression (run over cliff)
P5	130	I mean I've got a <i>partner</i> , we've <i>been</i> (.) married twenty-odd years, and I had a (.) nervous <i>breakdown</i> and clinical <i>depression</i> / and <i>basically</i> I wanted to (.) take <i>both</i> my kids, in the <i>house</i> , lock the <i>door</i> and never come <i>out</i> ,	Not wanting to come out
P1		Yeah, mmm and I contemplated <i>suicide</i> (.) and killing my	Suicide to protect them
P5	131	<i>kids</i> , because the thing was, if <i>I</i> was dead, <i>who</i> was gonna see to <i>them</i> ?	
P1		Yeah, [yeah	
P5	132	[and (.) to <i>me</i> it was the easy way <i>out</i> .	
P2	133	That's, <i>both</i> my kids fear if I go <i>out</i> , ' <i>cos</i> <i>I'm</i> a single parent an' all/ if <i>I</i> go <i>out</i> it's a case of ' <i>Is</i> my Mum <i>alright</i> ?'/ and I <i>mean</i> they're <i>with</i> my mum and <i>dad</i> , they know where they <i>are</i> , but the <i>fear</i> o' <i>me</i> being away from 'em/ 134 (.) like our <i>B</i> she'll <i>not</i> go <i>out</i> (.) and like, you know, <i>play</i> (.) a kid o' <i>twelve</i> , you know what I <i>mean</i> ? Sh-she just <i>won't</i> do it/ so in a <i>sense</i>	How their needs affect our lives Going out

P2	135	when you go <i>shopping</i> you have to go (.) <i>when</i> it's early or (.) <i>when</i> there's not as many people <i>about!</i>	
P5		You're (.) <i>rul-</i> , you know you're <i>ruled by</i> (???)	
P2	136	<i>When they're at school</i> this is our <i>respite</i>	Ruled by
P5		Yeah	
P1	137	[Laughs] I mean I was taking our S a <i>while</i> back to the <i>dentist</i> or something/ and you <i>know</i> they have a community support worker for the, the people from the education <i>checking</i> why your <i>child's</i> not in <i>school</i> and <i>that</i> sort of thing/ and she <i>came</i> up to me and asked 'do you <i>mind</i> me to, asking what <i>school</i> he goes to and <i>why</i> he's off school'/ I said 'oh he's got a <i>dental</i> appointment and all the <i>rest</i> of it'/	
	138	and <i>just</i> as I was going I turned round and I, and I <i>laughed</i> and I said, I says, I says, I says 'no' I says 'you're looking at the wrong <i>person</i> ' I says, 'if you <i>think</i> that I'm, you <i>know</i> , <i>letting</i> him have time off school, [so, <i>honest</i> [[Laughter]	School is respite
P1	139	[I says 'if you want to take him now you can', and she <i>really</i> did see the funny <i>side</i> of it, she said 'do you <i>know</i> I've never <i>come</i> across that <i>attitude</i> before' [more laughter]	Laughter in sharing the need for respite, it is ok to have this need
	140	I says 'no', I said 'no, he can go whenever he <i>wants</i> ', [I said lik	
P5	141	[Whoever invented school summer holidays [wants shooting	
P1	142	[Well exactly, yeah [Laughter]	
P2	143	I've got, I've got <i>shadows</i>	
All		[general talking and extended laughter for twenty seconds] (???)	
P5	144	I did <i>well</i> last year, J went on er, <i>summer</i> camp last year, nineteen <i>days</i> I had last summer	
P1	145	Oh, <i>crikey</i> [more laughing]	
P2	146	Lucky <i>you</i> [laughing]	
C	147	(.) I'm <i>just</i> interested <i>in</i> , are-are you <i>grandma</i> [or are <i>nannan</i> ?	
P3	148	[Yes, <i>Grandma</i>	
C	149	In <i>Grandma's</i> point of <i>view</i> because (.) do you (.) does erm, <i>K</i> live with <i>you</i> , or does he?	
P3	150	He <i>lives</i> with me.	
C	151	And erm, has he <i>just</i> had a diagnosis?	

P3	152	No, erm (.) when he was a <i>baby</i> , I brought him <i>up</i> , you know, because his mum <i>worked</i> (2 secs)/	Grandmas story
	153	erm, and <i>I</i> didn't/ he were, he were a <i>lovely</i> baby, do you know what I <i>mean</i> ?/ I mean he's a <i>lovely child</i> , right, but <i>I</i> had him twenty four- <i>seven</i> (.) right/ he often saw his mum (.) t-and <i>when</i> he <i>did</i> see his <i>mum</i> , she used to get, she kept saying to me 'he's <i>different</i> '/	Lovely baby
	154	I kept saying 'C, don't be so <i>stupid</i> ' (1 sec) right, but she was <i>suffering</i> then	Did not believe daughter, he is different, but she was suffering
C P3	155	Mmm with her <i>nerves</i> , <i>right</i> / and erm (.) <i>K</i> er (1 sec)/ <i>one</i> day she <i>had</i> him, and er, we <i>arranged</i> to <i>meet</i> , to go to er (2 secs) <i>CP</i> [local shopping centre] (.) and he started having one of those <i>tantrums</i> ? Right,	Story
C P3	156	Mmm and he <i>lay</i> / he was <i>three</i> , at this particular <i>time</i> / and he <i>laid</i> down on the <i>floor</i> (.) <i>kicking</i> , <i>screaming</i> / and she <i>picked</i> him up [voice shakey] (2 secs) and <i>shook</i> him, <i>so</i> / and I <i>went</i> (3 secs) and I just <i>whipped</i> him off her, and I says 'don't <i>ever</i> , <i>ever</i> do that to my <i>grandson</i> again'/ (.) <i>right</i> , 'cos it <i>really</i> , <i>really</i> <i>did</i> (.) hurt/	Bitter memory of how daughter responded
	157	but (.) after <i>listening</i> to you <i>all</i> , <i>talking</i> / (.) <i>that's</i> why C <i>killed</i> herself, <i>because</i> (3 secs) [crying] [some background murmurs] yourself, <i>you</i> said you'd locked yourself in the <i>house</i> ,	But now understand
P5 P3	158	Mmm and <i>she</i> did [sighs, crying] and <i>K</i> / it had no <i>effect</i> on K, 'cos <i>K</i> had been living with me twelve <i>month</i> (.) after, with, I mean <i>before</i> (.) <i>she</i> did it, <i>like</i> /	Strong emotions (guilt and grief) after sharing
	159	and erm, she'd <i>all</i> the time she was <i>coaxing</i> , erm <i>telling</i> him/ 'mummy won't be <i>here</i> one <i>day</i> ' and she <i>was</i> (1 sec) <i>telling</i> him, so that when she <i>did</i> , she <i>knew</i> she were gonna <i>do</i> it/ (2 secs) right?/	Understanding why she did what she did
C P3	160	She were <i>conditioning</i> him <i>all</i> the <i>time</i> Mmm	
	161	and er I've had <i>nothing</i> , he's had <i>no</i> (2 secs) he didn't <i>cry</i> , he didn't (2 secs) <i>talk</i> about her/ he's <i>just</i> started talking about her/ and when he <i>does</i> talk about her, it's as though she's <i>alive</i> /	Not understanding his responses

	162	(3 secs) and I <i>said</i> to him/ we was on the <i>bus</i> , and we was <i>passing</i> where (.) he <i>used</i> to <i>live</i> ?/ (1 sec) and he says er he's going like this [gestures a wave] through't bus window/ and I says to him 'what are you <i>looking</i> for, love?'/ He says 'I'm looking, I'm <i>looking</i> to see if I can see me <i>mummy</i> '/	Trying to explain how he things
	163	and I <i>said</i> er, 'K, mummy's not <i>here</i> any more, she's up <i>there</i> with <i>Jesus</i> [voice shakes] (1 sec)/ so he says 'oh <i>grandma</i> , she's <i>not</i> , she's <i>here</i> '/ and he were beating his <i>chest</i> on the <i>bus</i> [she beats her chest]/	Story to show how he is, his responses
	164	and I <i>said</i> to him (.) 'yes, she <i>is</i> there, <i>ok</i> ?' with that it, I er (.) <i>wouldn't</i> have a (.) <i>do</i> on the bus./ Yes K used to have those <i>do</i> 's he doesn't <i>have</i> them now./ He's not, he's very <i>good</i> for me, <i>actually</i> / (.) I <i>don't</i> even know I've <i>got</i> him.	But good for me
C	165	But you want to <i>understand</i> him?	
P3	166	But I want to <i>understand</i> him, because <i>when</i> (.) they phone me up from <i>school</i> (.) saying 'K's done so and so'/ I mean I only stepped <i>into</i> school, and Mrs T <i>got</i> me 'K's doing so and so in <i>school</i> ' and I says (.) 'yes but people are <i>doing</i> it to <i>him</i> '/ 'yes but he's doing it <i>first</i> ' /	Need to understand him because of what happens at school
	167	(.) 'cos I says (.) his <i>legs</i> are <i>terrible</i> , he's one mass of <i>bruises</i> (.)	
???		yeah	they get me when I step in
P3	168	But she said 'yes, but he's doing <i>that</i> to [them <i>first</i> .'	
P5	169	[But I <i>think that's wrong</i> , from a <i>school</i> point of view, because I've had that <i>before</i> , <i>not</i> necessarily for me (.)/ but as <i>soon</i> as they see you approaching the school <i>gates</i> , <i>somebody</i> hurtles <i>out</i> , whether it's a <i>parent</i> or a <i>teacher</i> or <i>other</i> staff (.) to say 'your child's doing so and so'/	fear of school contacting you
	170	and it <i>makes</i> you (1 sec) not <i>afraid</i> but (.) <i>not</i> want to <i>come</i> to school, <i>not</i> want to <i>approach</i> school, because you think 'every time somebody <i>clocks</i> me they're going to <i>tell</i> me he's done somat else <i>terrible</i> '.	what has he done?
P1	171	You <i>dread</i> the phone ringing sometimes	
P5	172	Yeah [ my <i>mobile</i> (2 secs) on- <i>only</i> people who ring me are <i>school</i>	Dread the phone
P1	173	[ <i>during</i> the day, I think 'oh, what is it?/ Or if it's <i>ringing</i> from the <i>school</i> , you see W High School	

P1		'oh <i>what's he done?</i> ! That's the [ <i>first thing you think of,</i>	
P5	174	[ <i>First thing you think of, shit</i>	
P1	175	' <i>what's he done?</i> ' You know, <i>what's happened?</i> <i>What's he done?!</i>	
	176	And it's <i>nice</i> 'cos you get the receptionist saying 'Mrs B, it's W High School, <i>don't</i> worry everything's <i>alright</i> ' [laughs] [Laugh, some comments] (???)	Nice when they say it is alright
	177	That's the <i>first thing</i> they say./ He's <i>ok</i> , right what <i>is</i> it then, you <i>know</i> ./	
	178	But I <i>had</i> a, I had a-an <i>infamous do</i> with a <i>supply teacher</i> at W <i>primary</i> , <i>didn't</i> I that time?/ I mean she <i>didn't</i> know S, <i>bless her</i> , so I suppose, you know, I suppose <i>all</i> of it, you know, you go <i>round</i> and [ <i>read</i> [laughs]	Bless her (teacher) who did not understand
P2	179	[You know [laughs]	
P1	180	She <i>wouldn't</i> , R <i>wouldn't</i> do <i>matball</i> , [ <i>would</i> she?	
P2	181	[No	
P1	182	in <i>PE</i> , because she's scared of <i>balls</i>	
P2	183	She has a <i>lot</i> of syndromes (???)	Telling the story
P1	184	She thinks when it's coming <i>towards</i> her she's <i>scared</i> , and our S <i>knew</i> this (.)/ and this (.) <i>supply teacher</i> said 'no, no she's <i>got</i> to do PE, no, <i>no</i> excuses, no no no no no' or <i>something</i> and she got <i>really</i> upset or something <i>happened</i>	
P2	185	[She just <i>wanted</i> to go home.	
P1	186	so S went <i>up</i> to her and/ <i>not</i> exactly in her <i>face</i> or something/ but he <i>just</i> sort of like/ I mean she was <i>only</i> little wasn't she so he was <i>probably</i> on a level with her even at <i>primary</i> school and said/ ' <i>don't</i> you understand R has <i>asperger's</i> syndrome and she's <i>scared</i> of that ball (.)/ 187 <i>please</i> don't frighten her anymore./ <i>Come</i> on R', and he actually, <i>physically</i> , <i>put</i> his <i>arm</i> around her/	Details to show son was doing positive act (stake)
P2	188	[Ah, ah	
P1	189	[now for <i>him</i> to do anything (.) <i>physical</i> , <i>gesture</i>	
P2	190	yeah	
P1	191	is <i>amazing</i> , which is probably like a <i>second</i> cuddle and then straight <i>off</i> again [laughs]/ but he <i>did</i> it, you <i>know</i> [laughs]/	Hurts, strong emotions
	192	and I <i>thought</i> and he came <i>home</i> , and then, then she <i>said</i> something, and she'd (.) <i>got</i> to the wall, that was <i>it</i> , I were just in floods of <i>tears</i>	

P1	193	in the middle of the <i>playground</i> , when everybody's <i>looking</i> at me and I'm thinking 'oh' [laughing] (???)	
P2	194	About five <i>teachers</i> come <i>zooming</i> in at me saying 'your R' and I thought 'ooh, what's <i>happened?</i> ' [laughs] (???)	Supply teachers, even less control?
	195	I think that's <i>it</i> , sometimes <i>if</i> they're supply teachers they <i>don't</i> always understand, <i>what</i> , exactly, because <i>each</i> kids different/	
	196	as I say I've got two <i>totally</i> different kids/ <i>one's</i> a bit same, <i>sort</i> of thing, but (.) <i>what</i> , <i>how</i> you treat <i>one</i> , you're <i>not</i> going to treat the <i>other</i> one/ like R you <i>shout</i> at her, whatever, that's <i>it!</i>	Understand different needs of the children
	197	our A, I mean <i>she'd</i> just like, she'd be (.) <i>in</i> your <i>face</i> and you've got to really <i>get</i> her to calm <i>down.</i> Whereas B she's <i>other way</i> , so sh-she needs a more (.) <i>gentle</i> approach, so (.) and <i>reminding</i> as well, 'R did you <i>get</i> that?'	
C		Mmm	
P2	198	So <i>it's</i> (.) I don't know it's <i>sort</i> of- <i>having</i> (.) <i>probably</i> a more standard <i>knowledge</i> (.) of <i>how</i> that child <i>is</i> , probably <i>i-you-you're</i> <i>involved</i> <i>more</i> , you know, [you get	Standard knowledge?
P5	199	[I-I'd find it <i>useful</i> , <i>though</i> , if school let me <i>know</i> if there's been a <i>change</i> like a supply <i>teacher</i>	Communication would help
P2	200	Yeah	
P5	201	because J's behaviour deteriorates <i>more</i> at home than it <i>does</i> in school/ I think <i>most</i> , <i>usually</i> in school he's a bit <i>verbal</i> sometimes, more than <i>anything</i> (.) but he <i>saves</i> any <i>violence</i> what he's <i>got</i> for when he walks in that (.) <i>door!</i> and <i>sometimes</i> it can be as <i>simple</i> as (.) the teacher having been <i>changed</i>	Impact at home
???		[(???)	
P5	202	[but I don't know what (.) I don't know what he's kicking <i>off</i> about,	
P1,P2		Mmm, yeah	
P5	203	you <i>can't</i> calm him down but <i>then</i> you don't know [what	
P1	204	[(???) I <i>think</i> sometimes the <i>thing</i> is as <i>well</i> they <i>don't</i> know what they're kicking off about/ they <i>honestly</i> don't know [why	Hard for children to know how they feel
P5		[know <i>why</i>	
P1	205	I mean S'll come home <i>sometimes</i> and if he's had a particularly bad day or whatever/ he <i>looks</i> upset and he <i>goes</i> a bit (.) <i>quiet</i> and stuff and,	

P1	206	you know 'wh-what's wrong (???)?' 'How can I <i>tell</i> you how I <i>feel</i> when I <i>don't</i> know how I <i>feel myself</i> ?'	
	207	and out of this <i>young</i> eleven year old's <i>mouth</i> comes this <i>string</i> of long words that an <i>adult</i> would say, and you think [' <i>crikey</i> ']	They surprise you with maturity of language
P5	208	[I watch him, I watch him crossing the <i>road</i> from <i>school</i> , to try and read his <i>body</i> language so I <i>know</i> what's coming in my <i>back door</i> ! and how far away to <i>stand</i> [laughs]	Practical impact
P1	209	yeah [background laughter] (???) yeah, oh	
C	210	Sorry (???) I was just <i>thinking</i> about what you just <i>said</i> , about what would be <i>helpful</i> , is there anything <i>else</i> (.) that'd <i>help</i> ?	
P4	211	(1 sec) I <i>think</i> more <i>knowledge</i> of <i>actual</i> (.) teachers 'cos we've only <i>had</i> one parents <i>evening</i> , so if ever he comes <i>home</i> (1 sec)/	Knowledge of staff to help with communication
	212	I mean I <i>did</i> ask for a <i>photo</i> of all the, all the (.) <i>support</i> staff, with the <i>names</i> on and things like <i>that</i> , 'cos <i>then</i> as B's <i>talking</i> he can put a-a-a a [face to the <i>name</i>	
???	213	[face to the <i>name</i>	
P4	214	you <i>know</i> if you <i>have</i> to go into school and you see that person you can sort of say Mr or Mrs, whatever and-and just <i>speak</i> to them, [like <i>that</i>	
P5	215	[But it'd be <i>useful</i> to <i>know</i> (.) <i>which</i> support staff they had in <i>which</i> lesson,	
P4		[Yeah	
P5	216	['cos they <i>don't</i> always, they <i>don't</i> have the same <i>one</i> in every lesson/ so if they've got a problem with a particular subject <i>then</i> at least you'd <i>know</i> <i>which</i> one to <i>talk</i> to/ 'cos you could spend <i>half</i> your <i>morning</i> chasing round Learning Support and school in general trying to find out which one/ that was the <i>right</i> person to deal with that <i>first</i>	Who to talk to
P4	217	But <i>sometimes</i> the actual teaching <i>assistant</i> isn't <i>sitting</i> with the [pupil	
P5	218	[pupil, no they're just in the <i>room</i>	
P4	219	and the <i>one</i> where B was having most of the <i>problems</i> , I found out that the teaching <i>assistant</i> was at the back of the <i>room</i> , and he was actually <i>plastered</i> bang slap in front of the <i>teacher</i> , (???) <i>him</i> sorted out [smacks hand] I came and (???) Mr S [laughing]/	Needing to go and sort it out
	220	Yes I'm a bit vocal	

P5	221	But to me, you sort it out in <i>one</i> class, and then it rears its head in <i>another</i> class	All transitions are hard – having to start again every year
???		Mmm	
P5	222	and <i>every</i> time of year they <i>change</i> you end up going back in September to sort out the same sorts of problems you sorted the September before	
???		Mmm	
P5	223	It-it don't, it don't <i>continue</i> , from year to year	Want continuity of care
P4	224	Con-continuity of <i>care</i> that you need, you know like you get on the NHS?/ You <i>could</i> sort of, <i>need</i> to combine that with <i>school</i> ./	
	225	'Cos <i>we</i> all know that Mr S is extremely <i>good</i> at what he <i>does</i> so we all come to <i>him</i> ! but it's <i>unfair</i> that he has to <i>have</i> (.) <i>everybody</i> coming to <i>him</i> ! when we should <i>actually</i> be able to go to each (.) in-individual teacher and say 'do you not <i>think</i> you could <i>alter</i> this, that and the <i>other</i> ?'/	Appreciate those staff who help
	226	And I think us as <i>parents</i> , we <i>know</i> what (.) would <i>make</i> our child/ sorry, <i>grandparents</i> ! what would make our child <i>happy</i> and what would make things a lot easier for the <i>teaching</i> staff, n-no matter <i>us</i> !	Listen to us we know what makes our children happy
	227	I mean <i>I</i> don't send my child to school, <i>forget</i> about him, and <i>think</i> 'oh <i>dear</i> , he's coming <i>home</i> in a <i>minute</i> !' 'cos he's <i>not</i> that badly <i>behaved</i> , he's, you <i>know</i> what <i>I</i> <i>mean</i> ?/ <i>Erm</i> (.) but <i>I</i> <i>do</i> , <i>I</i> <i>do</i> like to <i>know</i> exactly what's gone <i>off</i> in <i>school</i> , and if <i>we</i> / you <i>know</i> if he comes home from t' <i>car</i> and he's like <i>this</i> [puts her head down] and he's had a <i>fight</i> with somebody	Need to know what has happened when I see how he comes home
P3	228	K walks in like <i>that</i> (.) <i>always</i>	
P4	229	<i>Yes</i> <i>then</i> you know for a <i>fact</i> that <i>something</i> ! and it takes <i>ages</i> to actually <i>EEK</i> out of them what's <i>happened</i> , <i>who</i> you need to go and (.) <i>speak</i> to/ and then <i>poor</i> Mr S [laughing] gets another phone call from (.) <i>me</i> . [Laughter from several parents]	
C	230	There's a bit of a <i>theme</i> , of you feeling that you ha-need to sort it <i>out</i> , [sort things <i>out</i> .	having to sort it out
P4	231	[But, but we-we've <i>had</i> to because when they were <i>little</i> ! when <i>mine</i> were <i>little</i> they were like <i>rockets</i> with no <i>sticks</i> !	
	232	and <i>I</i> <i>used</i> to get people/ <i>I</i> went to ' <i>learning</i>	
	233		

P4		living with children' <i>courses</i> / we were told to <i>reason</i> with them this, that and the <i>other</i> / children with <i>asperger's</i> [you <i>cannot</i> reason with them	
???	234	[you <i>can't</i> reason with	
P4	235	you have to stop them <i>there</i> , and (.) <i>when</i> I started speaking to my children like that I got told that I was speaking to them like <i>dogs</i> (.) from somebody I thought was my <i>friend</i> /	Judged hurtful comments
	236	so <i>then</i> you build a great big bubble/ you go through the <i>depression</i> , you go through the <i>anger</i> , you go through the <i>anti-depressants</i> , you go through <i>absolutely</i> everything/ and you get a <i>big</i> bubble half-headed bubble around you that says ' <i>it is</i> my job to protect this child no matter <i>what</i> / I don't care what anybody says to me, I don't care what they <i>think</i> about me, <i>that's</i> it.	Have to carry on protecting despite what people say
P5	237	And if they <i>don't</i> like it's <i>their</i> problem.	My job
P4	238	<i>Exactly</i> , it's <i>their</i> problem, [ <i>they</i> don't have to <i>live</i> with it.	A bubble
P1	239	[You get <i>extremely</i> protective of them	Hard not to be protective even though want them to be independent
P4,P5		[Yeah, yeah	
P1	240	[you know we <i>do</i> try not to wrap them up in cotton wool but it's <i>bloody</i> hard, excuse my <i>French</i> (???)	
P5	241	It <i>is</i> hard/ I-I want him to go out in the <i>world</i> and I want him to be <i>independent</i> /	
P1	242	<i>Exactly</i>	
P5	243	But I-but <i>every</i> time I do <i>that</i> I know that <i>somebody</i> (.) is going to <i>hurt</i> him, whether physically or mentally	experience tells me he will be hurt hard to trust when you are not there
P1,P2		Yeah, mmm	
P5	244	and you/ <i>every</i> time you send him <i>out</i> that <i>door</i> , I've like, I've got <i>nerves</i> up here	
P1	245	Oh yes, [yes	
P5	246	['cos <i>something</i> is gonna (.) <i>happen</i> ,	
P1	247	Yeah	
P5	248	You just <i>know</i> it, as <i>soon</i> as he goes out.	nerves, worry
P1	249	I mean I think, I <i>think</i> some of the things as <i>well</i> are (.) you know its/ you <i>know</i> like I <i>say</i> after the <i>incident</i> when he was, <i>S</i> was er talking about, you know (.) <i>people</i> <i>laughing</i> at him in the <i>class</i> / and you know/ he was <i>giggling</i> and all the <i>rest</i> of it/	
	250	and h-he said, you know ' so <i>why</i> do they do' you know ' <i>why</i> do they do 'cos it's not <i>nice</i> and	

P1		it's like bullying and stuff but <i>why</i> do people <i>do</i> that/ I wouldn't do that to anybody <i>why, why</i> do they <i>do</i> it?/	How can I answer you do not fit
	251	And I <i>thought</i> 'I <i>can't</i> give you an <i>answer</i> / I <i>don't</i> know <i>why</i> you <i>don't</i> fit into their (.) <i>normal</i> (.) <i>group</i> (.) you know, and all the <i>rest</i> of it/ and I think the danger for <i>ours</i> is (.) you <i>know</i> , it's, it's a <i>thing</i> of, well, you <i>know</i> /	
	252	I mean if <i>somebody</i> told S to <i>do</i> something and <i>he</i> thought they <i>liked</i> them he'd probably <i>do</i> it/ and it doesn't matter <i>what</i> it is and <i>that, that, really</i> does scare me,	Ours Fear of child being led to do unsafe things
P5	253	Yeah	
P1	254	<i>That</i> really does scare me.	
P5	255	J is growing <i>out</i> of that, a <i>bit</i> , but I think that's <i>age</i> .	Hope
P1	256	Yeah, yeah	
P5	257	Although I wouldn't rule it <i>out altogether</i> [laughs]	Things can change
P1	258	Yeah (.) yeah, it's the <i>only</i> takes somebody to give him a <i>smile</i> or [(???)	
P5	259	W-well they're <i>desperate</i> to fit <i>in</i> , they're desperate [to <i>have</i> friends and they're desperate to <i>be</i> like everybody <i>else</i> / (.) they <i>just</i> don't know how to do it.	They are desperate to be like everybody else
??s		[Yeah [???)	
P4	260	Can I just <i>ask</i> this, <i>this</i> sounds really <i>personal</i> , do you get any <i>support</i> at <i>all</i> ? [directed to P3] (1 sec)	Connections with each other, to support
P3	261	None	
P4	262	<i>None</i> ?/ 'Cos I <i>think</i> (.) <i>not</i> , I mean, perhaps (.) not as a <i>group</i> , but I think perhaps we get a <i>way</i> of finding you some <i>support</i> because I don't think you <i>know</i> [you don't know how, how to <i>deal</i> with it	
P3	263	[I <i>don't</i> know <i>anything</i> about it	Understanding emotions
P4	264	Because I think we've all <i>gone</i> through the <i>emotions</i> and the <i>anger</i> and the/ but you're really <i>raw</i> [I think you need some <i>help</i>	
	265		
P3	266	[Yeah (,) it's <i>choking</i> me [quiet]	
P4	267	[Yeah, but you need some he-some <i>help</i> , so I don't know <i>if</i> (.) anybody <i>knows</i> where we can get some <i>help</i> ?	Choking me
C	268	But <i>maybe</i> as a, as a <i>group</i>	Do not understand how to deal with it
??s		Mmm	
C	269	(2 secs) you're a huge <i>resource</i> , <i>aren't</i> you?	
??s	270	Mmm, yeah, mmm, mmm [quiet]	

C	271	as parents (.) for helping with understanding,	
P2	272	Well, really we've been <i>lucky</i> , haven't we 'cos [we've	
P1	273	[We've been <i>friends</i> to start with	Helps if you are friends
P2	274	[with <i>B</i> and [(???)	
P1	275	[and we've got that in <i>common</i> / and but a <i>lot</i> , a lot of it with <i>autism</i> it's <i>just</i> been a <i>learning curve</i>	
P2	276	Yeah	Got in common
P1	277	From <i>start</i> to [ <i>finish</i> .	
P2	278	[ <i>finish</i>	
P1	279	<i>Nobody</i> comes in and says (.) 'give me your hand, we'll do <i>this</i> , we'll	
P2	280	Yeah	
P1	282	<i>do this</i> , we'll help you <i>this way</i> , we'll <i>do this</i> , <i>do this</i>	
P5	283	It's a <i>bit</i> like a <i>secret society</i> .	Secret society (unlike expectation of being a parent?)
P2	284	Yeah	
???		(???)	
P5	285	<i>Nobody</i> tells you <i>anything</i> [you <i>have</i> to find it out for <i>yourself</i> .	
P1	286	You have to fight for <i>anything</i> you want	
???		Yeah, yeah	
P1	287	you know, for [ <i>absolutely anything</i> .	
P3	288	[I think (.) I <i>wanted</i> that <i>book</i> .	
P1	289	It, you know, <i>yeah</i> , well <i>that's</i> what we've done, we've <i>read</i> books (???)	Find things out
G	290	' <i>Freaks, Geeks and Asperger's</i> '? (???) I've got a copy of <i>that</i> .	
		[at this point some of the parents and the teacher present began separate conversations that I was not able to record clearly because they occurred simultaneously]	Books
C	291	I was <i>going</i> to say that there <i>are</i> , in the authority, there are <i>various</i> parent support groups as <i>well</i> that, that have (.) <i>set up</i> around (.) the authority/ but (.) what we're <i>hoping</i> for is that something <i>local</i> (.) <i>will</i> happen, that simply as a <i>sharing</i> , and, and look at <i>experiences</i> and look at what you would <i>like</i> to, what <i>is</i> it that you would <i>like</i> to know?/	
	292	Erm, can I <i>just</i> (.) t-say <i>thank you</i> to people for <i>sharing</i> some <i>intensely</i> (.) <i>personal</i> (.) information and (.) and it's been very <i>moving</i> actually and (.) <i>thank you</i> very much for <i>doing</i>	

C		<i>that, erm (.) and thank you for everybody for, for listening!</i>	
	293	but what we <i>want</i> to move on to is the <i>practical</i> bits/ but (.) does anybody <i>else</i> feel that they want to say something that they want me to <i>record</i> before I switch off the (.) before I switch it off?	
	294	[To the professionals in the room] I <i>don't</i> know whether anybody's got any <i>questions</i> or anything that they want to ask the <i>parents</i> ?/ Anything that springs to <i>mind</i> ?	
P1	295	(3 secs) They <i>daren't</i> [laughs, most present join in, for eight seconds]	
C	296	I think it's been a privilege to <i>be</i> here, because it's been er (.)/ thank you./ I'll <i>switch</i> it off, <i>now</i> , ok?	

Transcript: Interview with Mrs B 24<sup>th</sup> July 2008

Speaker	Line		Macro-analysis
C	1	It was <i>school</i> that <i>really</i> I wanted to	Telling the story of how she knew there was something different and why she moved schools
Mb	2	Ask [about?	
C	3	[talk about.	
Mb	4	<i>Right</i> , so what-what it was with <i>school</i> , is I knew some of the teachers from going to mass at <i>K</i> , right/ 'cos it's a <i>Catholic</i> school, isn't it/ I used to go to mass at <i>K</i> before I got <i>sick</i> , so I knew them from <i>then</i> ./	
	5	And <i>when</i> he was at school <i>in</i> , like I said the <i>early</i> times just after <i>nursery</i> and going in to the erm/ d'you <i>know</i> the school all <i>day</i> ?	
C		Yeah	
Mb	6	all <i>day</i> school, and (.) I-I was in the middle of the naves coming <i>in</i> and he was <i>rocking</i> more than <i>usual</i> and getting me <i>up</i> and he said that he didn't like this little boy at <i>school</i> (.) <i>and</i> he was taken in with issues at <i>lunchtime</i> because to <i>me</i> it was too <i>crowded</i> for him (.)	Rocking and getting me up
C		Mmm	Why I thought it was, crowds and too big
Mb	7	and it was too <i>busy</i> and it was a bigger <i>school</i> .	
C		Yeah./	
Mb	8	so I'd asked the teacher at the time and I said 'I think there's something not <i>right</i> ' and she was like 'oh, everything's <i>fine</i> , I don't think there's anything to <i>worry</i> about, everything's <i>fine</i> ./ <i>But</i> , I was at <i>mass</i> once and somebody said St <i>J</i> 's school is a really good <i>school</i> and I was happy enough to <i>move</i> him because I just went on my gut <i>instinct</i> !	Gut instinct rather than listening to teacher who said he was fine
C		Yeah	
Mb	9	and do you <i>know</i> when the MMR thing was <i>out</i>	MMR afraid of making him worse
C		Yeah	
Mb	10	You know a few <i>years</i> ago	
C		I <i>do</i> , yeah	
Mb	11	I didn't go there with <i>R</i> , because I was afraid of it making him <i>worse</i>	
C		Mmm	
Mb	12	I don't <i>know</i> (.) I would like schools to have more of an <i>understanding</i> because I think it's	

Mb		<i>hard</i> for somebody to have a more <i>understanding</i> about it when you see somebody like R whose so high <i>functional</i> ?	Want schools to understand
C		Mmm	Empathy for
Mb	13	T (2 secs) and because you can't see (1 sec) the <i>bad</i> times that <i>we're</i> getting from him, when he gets over <i>anxious</i> and he gets over (.) <i>worried</i>	schools hard to see R's issues because he is high functioning (technologisation)
C	14	Yeah./ (.) Because that's at <i>home</i> ?	
Mb	15	<i>Yeah</i> and he's probably more <i>relaxed</i> and he trusts <i>mum</i> [and	
C		[Mmm	
Mb	16	[it's <i>not</i> as instruct-as structured an <i>environment</i> / which I <i>get</i> / but it's <i>still</i> not helping the <i>kids</i> and not helping the <i>parents</i> / because the parents who are still <i>suffering</i> because they're not getting the right (.) <i>understanding</i> in <i>school</i> , even if they are very (.) high functional.	they do not see the problems at home, where he is more relaxed, trusts mum
C	17	[Intakes breath] <i>How</i> would you want it to be <i>different</i> , <i>what</i> would you want [(???)	not structured like school
Mb	18	[I think c-the teachers should have a <i>more training</i> in it	
C		Mmm	
Mb	19	<i>not</i> just like <i>little</i> training that we have <i>had</i> in <i>autism</i> , we as parents since he's been <i>diagnosed</i> and it's <i>had</i> like <i>two</i> Fridays of training./	
	20	<i>I'm</i> talking about <i>proper</i> training/ decide even though <i>you</i> have a child that's high functional and you can't see it	Teachers should have proper training
C		Mmm	
Mb	21	<i>that</i> doesn't mean to say he's not autistic and has <i>autism</i> ./ <i>Even</i> with the <i>diagnosis</i> , have the, they-they, I-I <i>believe</i> that <i>they</i> still thought it was a load of <i>nonsense</i> , even though they didn't say that too me/ <i>that's</i> the way I <i>felt</i> ./	Feel teachers do not believe me
	22	And when I had the autism outreach team up for a meeting at St J's, the <i>lady</i> told me that I knew what I was <i>talking</i> about/ so <i>that</i> made <i>me</i> feel <i>good</i> , that somebody out of the autism outreach team was able to <i>tell</i> me that I wasn't talking nonsense/	Validation from another professional made her feel better
	23	Because a <i>lot</i> of the times there was a previous parents meeting a few weeks	

Mb		<i>before that (.) and the teacher was going 'no, nothing, lovely little boy. There's nothing wrong, everything is fine, but yet I could see the other side of this little boy</i>	
C	24	Mmm	
Mb	25	that was <i>up</i> at night and <i>doing</i> strange stuff at night/ when he got really <i>anxious</i> .	Anxiety at home but teacher could not see it
C		Yeah, yeah	
Mb	26	And <i>still</i> to this <i>day</i> he does get messy when he goes to the <i>toilet</i> ./ And <i>I</i> think <i>that's</i> why he has to have a shower straight <i>after</i> ./ but he <i>does</i> it when he's stressed <i>out</i> .	(Defends stake) strange stuff
C	27	Mmm. <i>Yeah</i> ./ I ca-I can see that (.) I can see <i>school's</i> point of view as <i>well</i> in that [(???)	messy toilet
Mb	28	[ <i>Yeah</i> , I <i>know</i> , and I have said <i>that</i>	
C	29	[Because what is presented to <i>them</i>	
Mb	30	but at the same <i>time</i> , I said, <i>C</i> , with the diagnosis a-of <i>asperger's</i> ./ (.) <i>anything</i> to do with the autism spectrum disorder or <i>whatever</i> ./ 'cos I don't know what I'm talking about <i>here</i> in what way it <i>goes</i> ./	I don't know what I'm talking about (ASDs) but despite it being hard they should understand better and they do not
	31	<i>I</i> think that the schools <i>still</i> should have more of an <i>understanding</i> ./ And they're <i>not</i> going to get it./ I mean a <i>few</i> times <i>R's</i> been <i>talked</i> to in school, and he's <i>tried</i> to tell the teacher he didn't <i>do</i> something	
C		Mmm	
Mb	32	and <i>sometimes</i> if he's stressed out his <i>change</i> of tone will <i>change</i> in his <i>voicel</i> and <i>I've</i> said to him a <i>few</i> times when he didn't <i>realise</i> 'you're being <i>cheeky</i> will you <i>stop</i> being'./	The autism comes in when I notice his tone change it sounds cheeky but he is trying to make his point
	33	'But I'm <i>not</i> being <i>cheeky</i> , I'm trying to <i>tell</i> you'	
C		Yeah	
Mb	34	And <i>I</i> think this is where the <i>autism</i> comes in.	
C	35	Yeah, he <i>mentioned</i> it./ I mean <i>R's</i> mentioned it as <i>well</i> .	
Mb	36	<i>Really?</i> ./ So, <i>I</i> think <i>this</i> is where the autism comes <i>in</i> , because <i>you're</i> , he's, <i>that's</i> why these kids <i>have</i> the social interaction <i>impairment</i> ./ which <i>is</i> a big impairment at the end of the <i>day</i> ./	(technologisation)
	37	Because <i>even</i> though you can talk <i>away</i> and I'm talking to <i>you</i> and I can say ' <i>please</i> ' ' <i>thank you</i> ' , <i>still</i> have interaction./ But with <i>R</i>	social interaction

Mb		the interaction and playing with other kids, social interaction is really <i>impaired</i> .	
C		Mmm	
Mb	38	Like R <i>says</i> ./ I think R's classmates <i>now</i> (.) started noticing the difference <i>now</i> that they're coming to an age when they're going into <i>secondary</i> school and they're <i>that</i> little bit more <i>maturer</i> .	
C		Yeah	
Mb	39	Because <i>sometimes</i> when R's <i>talking</i> he'll <i>talk</i> (.) the way you would make up a story and imagining it/ which I have read his school work, and I think it's absolutely <i>fantastic</i> the way his imagination	It is fantastic his imagination
C		Yeah	
Mb	40	it's <i>just</i> a bit more (.) <i>activer</i>	
C		Yeah	
Mb	41	I think than what <i>mine</i> would be.	
C	42	Yeah./ It's <i>probably</i> very <i>detailed</i> .	
Mb	43	Yeah, but <i>still</i> he erm (.) <i>sometimes</i> he would talk and his imagination and it's <i>when</i> he should be talking <i>normall</i> he-does <i>that</i> make sense [to you?	When he should be talking normal
C	44	[It <i>does</i> , yeah.	
Mb	45	Know what I <i>mean</i> ? And <i>that's</i> when A [R's dad] used to go ' <i>what's</i> he talking rubbish again'/ and I'd go to him 'well no <i>actually</i> , if you sit and listen to what he's <i>saying</i> './	Dad said he was talking rubbish
	46	<i>Technically</i> it's not <i>really</i> , but you <i>wouldn't</i> get <i>another</i> eleven year old, at times talking like <i>that</i> ./	Not like other eleven year olds
	47	And I <i>do</i> think the signs <i>do</i> get showing at <i>school</i> ./ I think there're <i>that</i> many <i>kids</i> the-the and <i>because</i> they don't <i>understand</i> it, they can't see it.	This is why they do not understand, they cannot see it
C		Mmm	
Mb	48	But if <i>you</i> had a ch-kids <i>say</i> with the likes of R that's in the very high functional <i>end</i> or <i>any</i> child/ <i>why</i> shouldn't the help also be given to R?/ Because <i>that</i> social interaction impairment is still <i>there</i> ./ Sh-and there <i>should</i> be at somebody (.) in the <i>class</i> , I think./ I mean the government <i>spend</i> their money putting swimming pools in schools and things like <i>that</i> in, you <i>know</i> , <i>getting</i> kids to do more <i>swimming</i> ./ The parents can do	Why should they not have help because it is still there Reasons why the money should go to this

Mb	49	that <i>anway</i> ./ Kids with autism need that help in school whether, whether the resources are there or <i>not</i> , it should be <i>very</i> important that they <i>get</i> it	Even if resources not there
C		Mmm	
Mb	50	and if <i>you</i> have a child in one class that has <i>one</i> helper for the <i>asperger's</i> (.) child, there should <i>still</i> be the help in class for the highly <i>functional</i> asperger's <i>child</i> . / <i>Even</i> if they can't see it.	Why the high functioning child should still have help
Mb	51	(4 secs) There was an <i>incident</i> at <i>school</i> , right?	
C		Yes	
Mb	52	A couple of years <i>ago</i> (.)and <i>D's</i> [another child with a diagnosis] helper/ <i>this</i> was this lady I <i>used</i> to go in and I used to <i>talk</i> to her and I used to go round, still (???) , can <i>you</i> not see nothing?/	Do you not see it?
	53	And I <i>remember</i> one day in school R, <i>apparently</i> he was <i>that</i> upset about something/ and he needed to be sent outside the <i>classroom</i> , <i>stand</i> outside the <i>classroom</i> for a while/ now I wasn't told about that <i>incident</i> ./	I wasn't told
	54	I asked 'was he <i>alright</i> ?' and <i>then</i> she come out and <i>said</i> to me/ do you <i>get</i> what I'm <i>saying</i> ?	Seeking validation from me
C		Mmm	
Mb	55	Now I wasn't/ I <i>felt</i> that R was a wee bit overly cautious at the time and had, was <i>having</i> an awful <i>time</i> / now I was having to ask 'was <i>he</i> alright in <i>school</i> today?'/	
	56	'Well <i>actually</i> , I see what you mean now because he <i>got</i> a little bit, he had to <i>stand</i> outside the classroom, but <i>why</i> wasn't I <i>told</i> about it?	Questions of school
C	57	(.) So it's <i>about</i> communication.	
Mb	58	<i>This, this</i> , the <i>communication</i> sometimes is a <i>big</i> (.) <i>big</i> thing.	
C		Mmm	
Mb	59	I worry (.) about him going to the <i>big</i> school <i>now</i> (.) and <i>even</i> though he <i>honest</i> with him he said he <i>really</i> likes <i>going</i> to this <i>club</i> (.)/	Worry about transfer to secondary
	60	(2 secs) He's <i>masked</i> his difficulty/ he was a bit <i>off</i> yesterday so I said to him 'that's <i>fine</i> if	

Mb		you don't want to <i>eat</i> it don't <i>eat</i> it' because he's already had a problem anyway at lunchtime, with <i>eating</i> and is lunch box is absolutely is, is/ you'd say is (.) ridiculous for <i>neglect</i> but <i>I</i> think these kids are kids that are <i>very</i> fussy eaters, even though sometimes they eat a <i>lot</i>	Masks difficulties
C	61	<i>sometimes</i> yeah, yeah	These kids
Mb	62	so	Could be accused of neglect
C	63	and it can get <i>better</i> .	
Mb	64	but he <i>always</i> had a problem at lunchtime you <i>see</i> and <i>I</i> don't think, no matter what, what <i>I</i> put in it, which I've <i>tried</i> (.) <i>it'll</i> make much <i>difference</i> because if <i>he</i> says I'm not eating it and there's <i>too</i> much <i>happening</i> he <i>ain't</i> gonna eat <i>anyway</i>	
C	65	Right (4 secs). It's a <i>worry</i> isn't it./ It must, <i>must</i> be a worry for <i>you</i> .	
Mb	66	Well the <i>worry</i> for me <i>is</i> , is when other, <i>other</i> people (2 secs) erm when he gets that bit <i>older</i> and (.) to <i>me</i> <i>I</i> don't know what I'm <i>talking</i> about, C, <i>I'm</i> only a <i>parent</i> , like <i>yourself</i>	I don't know what I'm talking about, C, I'm only a parent like yourself (seeking reassurance?)
C	67	But <i>I</i> <i>think</i> that (.) you saying <i>that</i> , 'cos you <i>do</i> , you know a <i>lot</i> about a lot of <i>things</i>	
Mb	68	But may be <i>I</i> have it, who <i>knows</i> I've never been <i>tested</i> my <i>husband</i> actually said the same <i>thing</i> , 'maybe <i>I</i> have it' because you start <i>questioning</i> 'have you got it?'	Have I got it? Start questioning
C	69	But <i>yeah</i> I mean <i>I</i> just <i>accept</i> that I <i>know</i> I've got <i>bits</i> of it	
Mb	70	[ <i>Yeah</i> , but the	
C	71	That's, <i>that's</i> what I would	
Mb	72	Mrs G,	
C	73	<i>I</i> <i>recognise</i> that in <i>myself</i> , when things	
Mb	74	Yes, but you see <i>I</i> , the <i>only</i> thing <i>I</i> have is that I like <i>everything</i> in order with the <i>house</i> ./ I have to be <i>ironed</i> , cleaned and put away	Well I'm fine I just...
C		Yeah	
Mb	75	(???) then I'm like ' <i>Oh</i> , I've got to get this' but <i>I</i> think that's <i>everybody</i>	
C		Yeah [laughs]	
Mb	76	But not, not <i>everybody</i> (???) <i>would</i> be (.) <i>like</i> that.	But that's everybody, but is it?
C	77	It <i>is</i> (.) I-I would say <i>that's</i> (.) I-I get very anxious and worked up if things are not, not	

C		<i>in order</i>	
Mb	78	You know, you know what I <i>mean</i> [(???)	
C	79	[That, <i>that's a trait</i> (.) I would say that a <i>trait</i>	
Mb	80	Yes, but which, which, we <i>could</i> say that we've <i>all</i> got traits.	
C	81	Exact/ that's what I mean we [(???)	
Mb	82	[I mean you <i>have</i> somebody would say <i>somebody</i> that's an <i>artist</i> and that's <i>artistic</i> well, they're an <i>artist</i> and they <i>do</i> different things and they have a different way of <i>looking</i> at it/	You could say it is a different way of looking at it
	83	but what I'm <i>saying</i> is with <i>R</i> , he's always been and I'm <i>putting</i> it like <i>this</i> /	
	84	from <i>he</i> was a <i>baby</i> , just that wee bit more of a <i>problem</i> , that's the <i>only</i> way I can <i>describe</i> it/ I-I it <i>annoyed</i> me that much that the MMR// it was <i>not</i> a question he wasn't <i>getting</i> it/ I <i>didn't</i> want it making him <i>worse</i> .	A wee bit of a problem from a baby (therefore more than above)
C		Mmm	
Mb	85	And I-I felt that strongly about it (.) that I moved him to a different school and worked with my gut <i>instinct</i> /	
	86	and it <i>helped</i> him, to me it <i>helped</i> him/ <i>because</i> it was a smaller <i>school</i> and less <i>k-less, less</i> / it <i>helped</i> him, but the problem I <i>have</i> <i>is</i> / I can <i>foresee</i> , and <i>everything</i> I have predicted for <i>R's</i> always seems to <i>happen</i> / probably <i>you're</i> kids, <i>even</i> when they <i>don't</i> have asperger's	Gut instinct as a mum
		Mmm	
C		Mmm	
Mb	87	They're <i>still</i> / <i>you don't</i> , you <i>know</i> when there's something <i>wrong</i> with them like my daughter/ she's <i>eighteen</i> this year but I can <i>tell</i> if she's <i>upset</i> , it's that with <i>all</i> kids.	My experience predicts what will happen (appeals to me being a mum)
C	88	You <i>know</i> your own children don't you.	
Mb	89	<i>Yeah</i> and I see, I can foresee that the <i>social</i> interaction is going to be a <i>big</i> impairment (.) as he <i>gets</i> that bit older and, and I <i>think</i> that the <i>adolescence</i> and these kids (.) is going to be a <i>lot</i> more difficult than what a normal adolescent child <i>is</i> / or, or (.) is it <i>not</i> ?/ You <i>tell</i> me ( 1 sec) I'm <i>asking</i> [you	Worry about adolescence
		[I think it <i>depends</i> (.) on the <i>individual</i> ./ I've been <i>doing</i> some work at <i>W</i> High School, 'cos that's my school that I'm a psychologist <i>for</i> / erm with some, a <i>group</i> of young people	Appeals to me as professional, and wants to know
C	90		

C	91	with (.) the <i>diagnosis</i> erm and (.)/ some are sailing through school/ (1 sec) others are having more <i>difficulty</i> and I think it <i>does</i> depend on the individual/ I think that the <i>fact</i> that R's (.) going to the summer <i>school</i> , he went to the group so he's <i>more</i> familiar with the building and (.) <i>some</i> of the <i>staff</i> , <i>already</i> before he goes	All kids do that, even though he (making it positive)
Mb	92	Yes but you see I'm [(???)	
C	93	[He's <i>not</i> , he's not <i>terrified</i> of <i>going</i> , which is	
Mb	94	no	Do have to look at both ends
C	95	and other children <i>are</i> / so he's (.) <i>all</i> those things are very <i>positive</i> things (1 sec) because <i>some</i> (2 secs) children (.) <i>one</i> little boy (.) ran away when he heard the <i>bell</i> , at <i>W</i> , and he's not been on the <i>site</i> , since./ He won't <i>go</i> (.) he <i>can't</i> [(???)	But his issues make me cry especially when it has been a bad day
Mb	96	[You see R, R isn't <i>used</i> to the noises and everything <i>else</i> .	Looking for ways to validate her fears so that I can see her view
C	97	But, but (.) I think he's <i>been</i> on the site when (.) he was going to the <i>group</i> , and the bustle was <i>there</i> , and he <i>coped</i> ./ So <i>all that</i> is really <i>positive</i> .	
Mb	98	Yeah (.) the <i>autism</i> group [that, that they <i>did</i> every Friday	
C		[Yeah	
Mb	99	and I think that was an absolute fantastic thing well I think it was <i>fantastic</i> .	
C	100	So, I think there are <i>lots</i> of <i>positive things</i> (.) around R./ Now there <i>might</i> be times where he's (.) he will feel more <i>anxious</i> and stressed because it's <i>different</i> and it's <i>bigger</i> and (.) <i>all</i> those things and/ (.) <i>as far</i> as the <i>friends</i> and interactions go, I don't think you <i>can predict</i> (.)	I try to normalize
	101	It <i>might</i> depend on <i>his</i> friendship groups, and whether they (3 secs) a-s- <i>sometimes</i> <i>some</i> young people are very <i>tolerant</i> of (1 sec) someone whose a bit <i>different</i> /	
	102	and they <i>like</i> it and incor-and <i>include</i> that <i>person</i> (.) and sometimes it's more <i>difficult</i> (.) and those friends aren't <i>there</i> ./ But R seems to have <i>got</i> (.) a circle of <i>friends</i> .	Agrees with positives then but
Mb	103	Yeah he-he <i>does</i> , he has his, his <i>friends</i> down the street P and	
C		Yeah	

Mb	104	but there <i>is</i> times where/ although <i>all</i> kids do <i>that</i> / which you'll find wi' R./ He'll be <i>very</i> excited about going to do something with his <i>friends</i> , and if <i>he's</i> said something that's (.) sometimes not <i>acceptable</i>	All kids do that, even though he does this (can normalise)
C		Mmm	
Mb	105	he's back inside ten <i>minutes</i> , but then <i>all</i> kids are like that I <i>think</i> .	
C	106	Yeah (.) <i>yeah</i>	
Mb	107	So I have to look at <i>both</i> ends, here../ But <i>what</i> I'm <i>saying</i> is <i>when</i> I'm having a hard time wi' R/ <i>even</i> though you can see he's <i>very</i> highly functional on the other <i>end</i> / it <i>stresses</i> me out that much I just want to <i>cry</i> me eyes out and sit and <i>cry</i> /	Do have to look at both ends
	108	because to <i>me</i> that's where the autism (.) sets <i>in</i> ./ You've had that bad <i>day</i> .	But his issues make me cry especially when it has been a bad day
C		Yeah	
Mb	110	And no <i>matter</i> what I say to him I can't calm him <i>down</i> './ Sometimes I'll <i>go</i> , you know, 'sit down and we can <i>talk</i> about it' but he was <i>sitting</i> there last night and I was a bit worried about this (.) <i>thing</i> 'cos of the <i>eating</i> , right?	Over cautious
C		Yeah	
Mb	111	And to <i>me</i> that's <i>part</i> of it (.) because he was <i>getting</i> really stressed out [and you can see the <i>emotion</i> in his <i>face</i>	
C	112	[Yeah, yeah	
Mb	113	To <i>me</i> it was a bit more (.) overly <i>cautious</i> than what a <i>normal</i> child would be.	(I try to normalise)
C	114	I wouldn't <i>say</i> that going to (3 secs)	
Mb	115	I would, I would it-it's a <i>confidence</i> thing that he's <i>going</i> .	
C	116	Yeah I mean I <i>think</i> that, that he's/ that <i>that's</i> a really <i>good</i> thing that he's going, I think (.) for <i>all</i> (.) children this, this (.) <i>period</i> isn't it between [eleven and eighteen	
Mb	117	<i>Oh</i> yes, it's <i>bad</i> isn't it, yeah	
C	118	And I mean, all the changes <i>anyway</i>	
Mb		Yeah	
C	119	Erm and I <i>don't</i> think you can <i>predict</i> what, <i>what</i> it might be like for R/ and I'm sure there <i>will</i> be anxious times, but <i>also</i> , he's got a <i>better</i> chance than a <i>lot</i> of young people with [his diagnosis I think	
Mb	120	[Yeah, yeah	

C	121	for, for it going <i>right</i> for him, erm	Seeking the diagnosis has helped there be the positives
Mb	122	But <i>I</i> don't think if I hadn't 've <i>brought</i> him/ in the bottom of my <i>heart</i> / that he would have been as (.) <i>well</i> as what he's doing <i>now</i> .	
C	123	Right, so that <i>fact</i> that he's (.) <i>got</i> the diagnosis and that he's been able to <i>tap</i> into that group	
Mb	124	And he's been able to (.) go to C House [CAMHS] and talk to A (.) W./ <i>I</i> think all through them, <i>them</i> three years when we have <i>seen</i> him and now/ <i>I</i> think it was a <i>positive</i> thing, that R <i>needed</i>	Being able to talk
C	125	<i>Right</i> so that	
Mb	126	and to <i>me</i> that, <i>that's</i> made the <i>difference</i> ./ to the way R is <i>right</i> now.	
C	127	Yeah./ Erm and there <i>are</i> people at D [secondary school] (.) that are	
Mb	128	Mrs W is <i>brilliant</i>	
C	129	Yeah there's Mrs W, there's a lady called Mrs C?	
Mb	130	I've <i>heard</i> of her, but I've <i>also</i> heard, what worries <i>me</i> is (2 secs) [intakes breath] <i>you're</i> sitting there but <i>then</i> you're saying that in W High School [another local secondary school]/ <i>J</i> goes to W High School and if <i>I'd</i> have had a choice <i>he'd</i> 've been <i>going</i> to W High School./ But <i>my</i> problem is, <i>I</i> don't drive, and <i>what</i> if, what, <i>when</i> he has a bad day	Positives about school, teachers, but
C		Er	
Mb	131	And <i>stuck</i> on the bus [laughs in a high pitch] when he's having a bad <i>day</i> / I'm giving you an example of <i>what</i> he would do-what he would <i>do</i>	(dialogical) How he is on a bad day I need to be there and I cannot drive
C		Yeah	
Mb	132	And looking at people gone <i>out</i> , because sometimes he <i>does</i> that (.) <i>that's</i> to me is where the <i>impairment</i> is.	
C	133	Yeah, yeah	
Mb	134	<i>That</i> , to me./ Is <i>your</i> son? Is <i>your</i> ?	
C	135	Er [sighs] (2 secs) it's	
Mb	136	It's on <i>record</i> isn't it?	
C	137	<i>It's</i> (.) erm (3 secs) <i>D</i> [my son] has er <i>learning</i> needs as <i>well</i> so he's	Interested in hearing about me and my son again for validation?
Mb	138	Like <i>D</i> [another child] like the little, the <i>other</i> little boy at St J's?/ <i>Had</i> the learning	

Mb		difficulties as <i>well</i> .	
C	139	<i>Yeah</i> , so <i>he</i> was in mainstream primary school, it was a <i>very</i> difficult time the <i>transition</i> ./ <i>I</i> was, he was gonna got to W High School and <i>in</i> the end (.) he's gone to <i>special</i> school.	I know what I was (connection with his feelings, adjustment?)
Mb	140	<i>Where</i> did he go to then?	
C	141	Er <i>he's</i> gone to <i>M</i> [special school] ( 2 secs) <i>he's</i> at <i>M</i> .	Wants me to understand
Mb	142	<i>Where's</i> that now?	
C	143	It's (.) at the <i>time</i> ( 2 secs) it, erm it's the <i>other</i> side of the <i>borough</i> , its in <i>S</i> .	
Mb	144	Oh <i>right</i> ./ Ok, <i>yeah</i> .	
C	145	I <i>wanted</i> him to go to mainstream school but at the <i>time</i> (.) staff were/ it's a <i>while</i> ago and staff were <i>different</i> (.) and	
Mb	146	You see <i>I</i>	
C	147	They <i>didn't</i> think that (.) they could <i>cope</i>	You see (I override her)
Mb	148	Oh <i>right</i>	
C	149	with his <i>needs</i>	
Mb	150	You see <i>I</i>	
C	151	so it, it's a <i>hard</i> time isn't it, transition	
Mb		<i>Yeah</i>	
C	152	to <i>secondary</i> , when you're <i>parents</i> ./ Erm <i>he's</i> (.) <i>not</i> as independent as <i>R</i> is (.) erm (.) he would have needed a lot more <i>support</i> .	Wants to share experiences, (feel she is not the only one?)
Mb	153	So <i>is</i> , what, what/ do you <i>mind</i> me <i>asking</i> you this?	
C	154	No [laughs] it's <i>alright</i> I <i>shan't</i> be, I won't be <i>use</i> it as, as part of the <i>research</i> .	
Mb	155	<i>Yeah</i> ./ Erm <i>what</i> , what, erm <i>when</i> did you start thinking that there was something <i>wrong</i> ?	
C	156	( 3 secs) Er he was <i>two</i> ./ He was <i>two</i> when I (.) <i>noticed</i> [that (???)	
Mb	157	[My <i>mum</i> used to go <i>J</i> will you <i>stop</i> getting <i>J</i> to talk for him and then maybe he'll start talking and I was thinking ' <i>no</i> , I'm <i>not</i> '/ but he was just not <i>speaking</i> / and <i>then</i> I remember when I <i>first</i> started <i>childminding</i> and he went up, <i>up</i> into the <i>cupboard</i> and he got some <i>calpol</i> and <i>took</i> it/ he said he felt <i>sick</i> / (.) and he <i>couldn't</i> explain <i>why</i> he felt sick but he said 'I felt sick and I needed some <i>calpol</i> ' but he, he like didn't have a <i>temperature</i> or anything	Wants to tell her story of why she thought R had a difficulty

C Mb	158	Mmm <i>This is the only way I can explain it to you, but I knew it was because I had somebody new in the house minding him and he wasn't used to having somebody else being in the house!</i>	I knew what it was (connection with his feelings, attunement?)
C Mb	159 160	Do you <i>get</i> what I <i>mean</i> ? Yeah And I told him that it was <i>wrong</i> (.) and he <i>didn't</i> like it, he <i>explained</i> that he <i>didn't</i> like the <i>fact</i> that the kids were there in the <i>house</i> and it made him feel <i>sick!</i> so he <i>went</i> to get the medicine out of the cupboard to make him <i>feel better!</i>	Wants me to understand
C Mb	161	Yeah But, <i>obviously</i> the carry on (???) to me but the <i>point</i> is it was <i>took away</i> and I was so <i>glad</i> that he, he you <i>know</i> , he only took a <i>bit</i> 'cos I knew what was <i>in</i> it.	
C Mb	162	Yeah I was in a <i>panic</i> but erm! (.) to me this is where I have a problem because er the <i>days</i> when he's gonna <i>be bad!</i> what am I gonna <i>do</i> am I gonna get the <i>support</i> at the school? Are they <i>gonna</i> understand? Although when they <i>do</i> get involved they <i>do</i> have to treat them like every other <i>pupil</i> .	Worry about whether school will understand but know R had to be treated like any other pupil
C Mb	163 164	Yeah <i>I've had!</i> can I <i>tell</i> you what happened a few <i>weeks ago?</i> And I <i>want</i> you to be totally <i>honest</i> with me as a <i>mum!</i> Erm (.) <i>R</i> doesn't <i>do</i> this./ <i>R</i> knows that there's <i>things</i> that are provided for him and that he gets it ok he's pretty (.) <i>comfortably</i> off for a kid	Wants me to comment as a mum
C Mb	165	Mmm <i>right?!</i> A lot of kids are a lot less <i>fortunate</i> than R and (.) [intakes breath] so (.) I was <i>minding</i> , a few <i>weeks ago</i> , the last <i>holidays</i> it was/ and <i>one</i> of the kids mums <i>rang</i> me and said (.) has <i>R</i> got (.) A's <i>memory</i> card for his PSP because he said he <i>lent</i> it him./ So I shared it all round 'R have you got (.) A's <i>memory</i> card for the PSP 'cos he's <i>looking</i> for it.'/ He says 'I don't (.) <i>have</i> it mum'./	Telling the story

Mb		So I <i>agreed</i> to it that everything was <i>fine</i> he didn't <i>have</i> it because he doesn't <i>need</i> , see the need to have to <i>take</i> something Mmm	
C	165	from <i>somebody</i> ! but this isn't <i>R</i> ! so anyway that <i>left</i> , the <i>mum</i> phoned about three <i>times</i> ! I says <i>I'll</i> have a <i>look</i> for it but I can't! so I asked him <i>again</i> does he have it and he said 'No, I don't <i>have</i> it, <i>honestly</i> I don't <i>have</i> it'! The way he was talking to me I didn't have <i>no</i> kind of <i>(.)</i> ! 'cos he, he was, was so <i>normal</i> in <i>saying</i> it and everything!.	
Mb	166	So so many weeks, a <i>couple</i> of weeks later <i>(.)</i> I usually when I go <i>up</i> ! when I'm <i>leaving</i> the school from nursery at St J's I <i>let</i> R walk down on his <i>own</i> <i>(.)</i> <i>ten</i> minutes previously because the school gets out at ten, and it's <i>fifteen</i> minutes before the <i>nursery</i> !.	I could see he had had a difficult day, frustrated
	167	It's a <i>long</i> time for R 'you can go down and stand outside, but <i>don't</i> get yourself into mischief' because I know well <i>R</i> , he could <i>send</i> you every time, you <i>know</i> what I <i>mean</i> ?!	
	168	So I come back from school this <i>day</i> , but he was a bit! he'd <i>had</i> a bit of a, a bit of a <i>difficult</i> day at school and I could see the change in him when he came out of school that <i>day</i> ! and then he was <i>also</i> frustrated!.	
	169	He'd <i>had</i> a bad day at school and I could see his facial <i>expression</i> from it all when he came <i>out</i> ! but he <i>wanted</i> to go into the house on his own and I said he <i>couldn't</i> , he had to stand outside round the back of the <i>house</i> and wait for me <i>coming</i> .	
C		Mmm	
Mb	170	[Intakes breath] but this, this, the <i>likes</i> of time between me <i>(.)</i> <i>coming</i> and him coming <i>down</i> ! there's <i>not</i> very much in between it, do you <i>get</i> what I <i>mean</i> ?! 'Cos he's <i>not</i> left very long on his <i>own</i> !.	
	171	So I <i>comes</i> down from school, and the next door neighbour's <i>out</i> , and the <i>other</i> neighbour's <i>out</i> ! 'Somebody's just smashed your window' and <i>R</i> run and got the next door <i>neighbour</i> , for <i>help</i> ! because there was two youths come <i>up</i> , and <i>one</i> of had	Did not leave him alone for long (good mum)

Mb		smashed the <i>window</i> / and <i>R</i> said he was at the back door (.) <i>waiting</i> , when he heard the <i>banging</i> and he went and got <i>D</i> [next door neighbour]/ and I went 'R, that's so <i>good</i> that you got <i>D</i> / because that was really <i>positive</i> that you knew to <i>do that</i> './	
C	172	So <i>that</i> was alright.	
Mb		Mmm	
C	173	Going <i>back</i> to the play station <i>thing</i> 'cos when you <i>think</i> about it these kids they spend <i>half</i> lives/ you <i>know</i> what I mean, right?	These kids
C		Yeah	
Mb	174	Erm (.) <i>I</i> discovered/ <i>J</i> , <i>J</i> my daughter discovered that <i>R</i> had <i>got</i> <i>A</i> 's <i>memory</i> card all <i>along</i> and he'd had it for five <i>weeks</i> / but <i>that's</i> not like <i>R</i> to <i>take</i> something belonging to somebody that doesn't <i>belong</i> to him./ Although <i>I'm</i> a very <i>strict</i> mum, you have to <i>believe</i> that I really am [ <i>I</i> believe in the old <i>fashioned</i> way of bringing them <i>up</i> .	Had stolen the memory card but not like him
C		[Yeah, yeah	Strict mum, old fashioned way (can't be my fault)
Mb	175	Er (.) so what <i>happened</i> was <i>I</i> says to him/ (.) and <i>I</i> want you to <i>tell</i> me <i>C</i> have <i>I</i> been talking <i>rubbish</i> , 'cos <i>I've</i> need the reassurance from <i>you</i> / if you <i>think</i> <i>I'm</i> looking too much <i>into</i> it./	Seeking reassurance
C		[Intakes breath] <i>I</i> was disgusted that he had the wee lads <i>memory</i> card, and <i>I</i> goes 'is there anything <i>else</i> you need to tell me?/ Because you've <i>already</i> been caught out about the <i>memory</i> card have <i>you</i> smashed my window?/	
C		(.) <i>I</i> thought if <i>I</i> said it like <i>that</i> to him <i>I</i> might get the information out of him who <i>did</i> it./	
Mb	177	Mmm 'Yes it was me.'/ <i>I'd</i> had the police <i>out</i> (.) because somebody had smashed the window <i>I</i> thought/ and <i>then</i> when he went to talk to the two police officers in the kitchen and there wasn't a <i>flinch</i> out of him./ There wasn't even a-a <i>nervousness</i> whatsoever./ He <i>talked</i> about, he <i>asked</i> me a couple of times 'were the <i>police</i> coming?', and <i>stood</i> and talked to the two police officers like <i>this</i> and went/	Telling the story to show how shocked she was he could have lied in this way

Mb	178 'Well there were two <i>youths</i> , <i>one</i> run up L Drive and the <i>other</i> one went <i>that way</i> and erm/ I <i>don't</i> know I didn't really <i>look</i> 'cos erm (.) their <i>faces</i> were covered'/ <i>talking away</i> telling them like <i>that</i> .	
C Mb	179 [Intakes breath] So <i>this</i> is what annoyed me, you <i>see</i> / so I rang up C House in a <i>state</i> and I asked to <i>speak</i> to somebody and <i>luckily</i> I got AW, who <i>knows</i> him as an <i>individual</i> Yeah 180 and I <i>went</i> to A what <i>really</i> bothers <i>me</i> is with R is the <i>fact</i> that he was able to tell the lie to the police as though there was <i>nothing</i> / you know he was able to <i>tell</i> them about these to <i>me</i> that's, that's <i>bad</i> , that's <i>bad</i> [raising voice]/ <i>how</i> he could <i>do</i> that./ 181 And <i>according</i> to A (.) <i>that's</i> because o' the <i>autism</i> ./ That he was able to <i>talk</i> about it as if there was <i>nothing</i> .	Upset, challenges her moral views
C Mb	It's 182 So what did I do?/ 183 (3 secs) [whispers] I <i>phoned</i> the police and told the police and <i>asked</i> them to me a big <i>favour</i> ./ And I <i>got</i> the police man to come <i>up</i> 'cos I don't want him to learn that you can lie to the <i>police</i> ./ 184 So the police man come <i>up</i> and went 'I've <i>reason</i> to believe this <i>statement</i> that was made a few weeks ago was <i>false</i> about your front <i>window</i> ./ And I went 'R, the <i>police</i> man's looking at you' and the police man went 'I <i>believe</i> the young <i>lad</i> , I <i>think</i> this statement that you made about this window's <i>false</i> .' [intakes breath]/ 185 He <i>said</i> because I-I it <i>just</i> doesn't <i>seem</i> to be adding up, your <i>statement</i> '/ and-and he went 'it was <i>me</i> '/ and he went 'I think you'd better <i>come</i> with me young <i>man</i> to the <i>police</i> station'/ and I <i>went</i> to the police station <i>with</i> him in the <i>car</i> [(???) 186 [(???) And it was <i>recorded</i> and all the police man went 'you <i>can't</i> let this'/ I said 'Do you <i>see</i> R?'/ It's <i>consequences</i> when you <i>lie</i> ./ 'How did the police find out?' he says to me./ 187 'Because <i>they'd</i> 've looked at evidence, <i>forensics</i> and stuff./ They can <i>tell</i> if there was	Pulls me into the conspiracy (Defending stake) – doing the right thing

Mb	188	something through the <i>window</i> / <i>what</i> tests and everything, the police aren't <i>stupid</i> ./ <i>That's</i> what I said./ R said they'd (???) and send my <i>dad</i> round/ but to <i>me</i> that's where the autism <i>had</i> come in./	
	189	<i>I</i> was thinking it (.) <i>before</i> A had said it./ Do you <i>get</i> what I mean? <i>I</i> said it would have <i>been</i> because and he went ' <i>yeah</i> , plus R, <i>underneath</i> , would've been worrying <i>sick</i> even though he's going ' <i>I'm</i> having a <i>good</i> day when he arrived from his <i>transition</i> day at D <i>School</i> ./	Autism is the reason for this
	190	But <i>underneath</i> R'll be (.) <i>panicking</i> ./ But <i>I</i> have seen it with the <i>messiness</i> in the toilet. <i>Yeah</i>	Will be worrying (helps to explain) including the toilet
	191	So, so to <i>me</i> these little <i>elements</i> say <i>everything</i> ./ It's all the <i>one</i> thing to do with his <i>condition</i> ./ Or do you <i>think</i> I'm looking too much <i>into</i> it?	By suggesting she is talking nonsense or looking too much into it provokes opposite answer and the reassurance
C	192	<i>No</i> I mean I <i>think</i> I've (2 secs) <i>any</i> parent'd be <i>concerned</i> about	
Mb	193	To <i>me</i> most eleven year old's would <i>panic</i> , <i>wouldn't</i> they?/ 'Oh' [gasp] ' <i>mum</i> I went and broke the <i>window</i> ./	
	194	<i>I know</i> not everybody thinks like <i>me</i> but to <i>me</i> most eleven year old's would've <i>panicked</i> ./ But R was like in <i>fantasy</i> land [(???)]./ You see what I mean?	
C	195	[ <i>Yeah</i> (???) living <i>out</i> the <i>fantasy</i> .	You see what I mean?
Mb	196	And to <i>me</i> that's (.) to <i>me</i> that's the bit with the <i>autism</i> ./ That, that <i>affects</i> him./ Or do you think that I'm talking <i>nonsense</i> because <i>I've</i> said that a <i>lot</i> of times?	
C	197	<i>I don't</i> think you're talking nonsense, but I <i>think</i>	Wants to give point, interrupts, control
Mb	198	But he's <i>had</i> to <i>understand</i> (.) the <i>consequences</i> ./ To <i>me</i> it was so important because if I <i>hadn't</i> ve done that <i>then</i> consequences as he got older would <i>be</i> a big thing./	Needs to defend action (guilt, involved lying to R as his mum)
Mb	199	He's <i>always</i> been fascinated about the <i>army</i> , he's always fascinated about the <i>police</i> , he's fascinated about (2 secs) <i>people</i> (2 secs) erm/ (.) ' <i>when</i> I get older I'll make a <i>bomb</i> and (.) <i>stuff</i> like <i>that</i> ' when he's <i>talking</i> sometimes./ So <i>I</i> had to make him realise	Why he needs to learn, to protect him

Mb C	200	that he couldn't lie to the police. Yeah, and (.) <i>hopefully that'll</i> , I mean I <i>think</i> quite <i>often</i> / sometimes, <i>though</i> , when something <i>happens</i> (.) there'll <i>not</i> be a <i>thought</i> about consequences./ Because <i>Yeah</i> because what <i>happened</i> that day./ <i>He</i> didn't, <i>he</i> just wasn't <i>thinking</i> consequences./ <i>That's</i> what A was trying to <i>explain</i> . [Which is <i>bad</i>	
Mb	201	[And it's <i>very</i> difficult to make the connection [The interview is interrupted as somebody enters the room and speaks to Mrs B]	
	202	Yeah, so <i>that's</i> why I'm asking <i>you</i> ./ What-what I'm <i>saying</i> is (.) <i>we</i> obviously know a lot <i>about</i> it because we have kids <i>like</i> it.	We know a lot as we have kids like it...
C Mb	203	Mmm Right. (.)/ But the <i>teachers</i> really need to (.) <i>understand</i> ./ Because you see, <i>I've</i> had some hard <i>times</i> coming out of there when R was coming <i>in</i> this way having two different <i>personalities</i>	But the teachers don't believe me It is hard
C Mb	204	Yeah But that <i>trip</i> that three day <i>trip</i> ./ <i>I</i> was going up to the <i>school</i> and I'm <i>just</i> giving you an example of what like parents go <i>through</i> when they go <i>through</i> ./ <i>I</i> went up to the <i>school</i> and I went ' <i>Look</i> he's really <i>worried</i> about this <i>trip</i> ' [interview interrupted]	What parents go through
Mb	205	And <i>I</i> , <i>I</i> was explaining that he was worried six months, well, twelve months before the trip <i>even</i> ./ He was getting anxious about this trip, right./ <i>I</i> went	Trying to explain
	206	Mmm Right? And R <i>corrected</i> me once, and he went <i>actually</i> mum it was <i>six</i> months before the trip./ You see the <i>difference</i> now?	Noticing R's differences
C Mb	207 208	Yeah <i>They</i> can remember exactly <i>when</i> ./ Sometimes he'll <i>talk</i> to me in two thousand and <i>three</i> / and R remembers when I was/ (.) he-he'll <i>still</i> talk about R, <i>other</i> , who <i>picked</i> on him when (.) he'd only went to school all <i>day</i>	
C Mb	209	Yeah all <i>day</i> ./ The <i>one</i> that he used to <i>hide</i> from, he <i>still</i> talks about him <i>now</i> ./ Now a <i>wee</i>	

Mb		normal eleven year old <i>wouldn't</i> be talking about <i>him</i> from that first day at <i>school</i> .	Normal eleven year old
C		No	
Mb	210	That <i>wouldn't</i> be a <i>threat</i> to him, <i>now</i> ./ do you see the <i>difference</i> ?	Wouldn't usually be a threat
C	211	I <i>do</i> .	
Mb	212	<i>Even</i> though (.) you've got the <i>high</i> functioning <i>end</i> of it you <i>still</i> have the difficulty with the <i>autism</i> .	Sought support from CAHNS
C		Yeah	
Mb	213	The way they <i>think</i> at times.	
C	214	The <i>other</i> things that you need (2 secs) that [(???)	Interrupting
Mb	215	[But when I went to <i>school</i>	
C	216	Yeah, <i>sorry</i>	
Mb	217	for this <i>trip</i> ./ I'd <i>run</i> up and explained to the <i>headmaster</i> and they would <i>go</i> 'but it would <i>really</i> do him <i>good</i> './	Can see the difference in tone
	218	I says 'look, the <i>last</i> time he went on a <i>trip</i> (.) / I was a bit worried about him staying over <i>night</i> ,	Competing w/ to (nony)
C		Mmm	
Mb	219	and the next morning, <i>one</i> of the mums <i>approached</i> me and said the kids were keeping him <i>going</i> and <i>told</i> him to pull his trousers <i>down</i> ./ And they took <i>photos</i> of him.	One of the mums told me what happened (not school)
C		Mmm	
Mb	220	And the <i>headmaster</i> didn't tell me because <i>he</i> knew I was concerned about him going in the <i>first</i> place/ and <i>he</i> had said, <i>he</i> had said, that he was going to <i>watch</i> him./	Not going to over-ride gut instinct (after last time) didn't get it
	221	So he <i>kept</i> going <i>on</i> and <i>on</i> about this <i>trip</i> and I kept saying 'but you're not <i>getting</i> it. He's <i>worried</i> about it and I'm going with my gut <i>instinct</i> './	
	222	And no <i>matter</i> what you say it's not going to <i>change</i> ./ But I felt under so much <i>pressure</i> ./ because it kept getting <i>mentioned</i> and <i>mentioned</i> and <i>mentioned</i> ./	But under pressure
	223	R (.) was pulled over a few times in school by the <i>headmaster</i> , going <i>on</i> again about the trip, <i>even</i> after me saying 'you're better <i>off</i> just <i>leaving</i> it'./	Did not do what I wanted
	224	<i>He</i> was even (.) in <i>round</i> the school/ <i>he</i> was telling the school./ <i>He</i> was even getting to the <i>point</i> where he was giving in the	Pressure on R to say what he did not mean

Mb		<p>headmaster and saying 'yeah I really want to go on the <i>trip</i>'/ 'cos they were telling-talking about the trip that <i>much</i> he was <i>memorising</i> out in his head and going 'yeah, I really want to go on the <i>trip</i>'./</p> <p>225 So I had such a hard time that I went down to get his (???) [medication] from C House one <i>day</i> and I just went 'can I <i>speak</i> to <i>somebody</i>? Is there <i>somebody</i> I can <i>speak</i> to?'/ And it <i>just</i> so happened that <i>after</i> he was <i>diagnosed</i> he happened to walk out, <i>right</i></p> <p>226 and I was going he-like and he's <i>messing</i>./ That's when I know when he's having a hard <i>time</i>.</p>	Sought support from CAMHS
C Mb	227	<p>Yes, yes</p> <p>So <i>what</i> I'm trying to explain is, C/ <i>even</i> though they thought they weren't doing no <i>harm</i> they were doing <i>mega</i> harm, 'cos I could see the difference, when he was at <i>home</i>.</p>	Can see the difference at home (compelling me to believe)
C Mb	228	<p>Mmm</p> <p>And the <i>only</i> way I could get that wee lad to calm down was to go 'oh <i>look</i>, I'll <i>tell</i> you <i>what</i>, you <i>know</i> when the <i>trip</i>'s on? So you don't have to deal with it <i>you're</i> not <i>there</i> for the three days of the <i>trip</i> whether I get in trouble or <i>not</i>', because he was <i>that</i> desperate./</p> <p>229 It <i>wasn't</i> the fact that he wanted to go on the <i>trip</i>/ (.) <i>even</i> though, they'd drilled it into his head that <i>much</i> he started thinking he <i>wanted</i> to go <i>himself</i>./</p> <p>230 When I had said that he didn't have to <i>cope</i> with it the <i>difference</i> in that kid was <i>amazing</i>/ and I said, I went to the headmaster and I said 'I <i>know</i> he's talking about going on the trip like the <i>other</i> kids because he <i>doesn't</i> want the other kids to <i>know</i> (.) <i>why</i> he-he <i>doesn't</i> wanna go on the <i>trip</i>/ so the <i>best</i> thing for you to handle that is <i>just</i> let him go <i>along</i> with it and say he's <i>going</i> on the <i>trip</i>/ and <i>then</i> I'll just say he was <i>sick</i></p>	Wee lad – evoke sympathy
C Mb	233	<p>Yeah</p> <p>so R <i>doesn't</i> have to cope with it' (.)/ So <i>why</i> didn't they do <i>that</i>?/</p>	Cannot understand why Feels like they

Mb		<p>They <i>didn't</i> help me whatsoever, they did the complete <i>opposite</i>./ They <i>went</i> and told the class that R wasn't going on the <i>trip</i>./ And <i>that's</i> the part that I'm finding <i>frustrating</i>./ You get asked, the <i>teacher</i>, to <i>try</i> and explain to the teacher to give you a wee bit more <i>understanding</i> with it (.) and you're <i>not</i> getting the-the <i>support</i>./</p> <p>234 <i>Something</i> that was so <i>simple</i> like that and all I <i>wanted</i> them to do was let them <i>talk</i> about the trip as though he's going <i>on</i> it./ He's not <i>going</i>, he's <i>not</i> wanting to deal with the classroom to have to explain <i>why</i> he's not going, and you're better <i>off</i> just letting him talk about it as <i>if</i> he's <i>going</i>.</p>	<p>do not want to help</p> <p>Frustrating because wants to help them understand</p>
C Mb	235	<p>Yeah</p> <p>But <i>they</i> wouldn't <i>come</i> to, wouldn't <i>come</i> to understand what I was trying to <i>explain</i> to them./ So <i>therefore</i> I had a few days <i>not</i> sleeping, <i>really</i> anxious, <i>up</i> in the middle of the night and <i>messy</i> when he went to the toilet./ So <i>you</i> tell me where the right and <i>wrong</i> is there./</p>	<p>Emotional effect on R</p> <p>School will have said what Mb wanted was wrong, but she sees a different right and wrong, and feels let down as some of teachers were form church</p>
C	236	<p>And to <i>me</i> <i>that's</i> where the teachers <i>have</i> to start <i>understanding</i>./ And the <i>funny</i> part about it <i>is</i>/ I knew some of them from <i>church</i> before so they <i>already</i> knew me as a as a person <i>outside</i> school.</p>	
Mb	237	<p>I <i>think</i> it is re-really <i>hard</i> because what they (.) <i>don't</i> see [is what you see at <i>home</i>.</p>	
C Mb	238	<p>[Which is what I'm saying wi R because he's so highly functional but at the <i>other</i> end, the <i>stressful</i> bit is what, where we have the hard <i>time</i> with.</p> <p>Yeah</p>	<p>Stress causes the autism to come out at home</p>
C	239	<p>And the <i>social</i> action-interaction is more <i>impaired</i>, and to <i>me</i> the autism it comes <i>out</i> even <i>more</i>, when he's <i>stressed</i></p> <p>240 Yeah (.) yeah./ I <i>think</i> that <i>that's</i> a really important message, I'm <i>glad</i> that I've got <i>that</i> (1 sec) message from <i>you</i> on the (.) on the <i>recording</i>./ There <i>is</i> another school that I'm involved with at the <i>moment</i>/ I <i>can't</i> say which <i>one</i>./ <i>Again</i> the school staff are <i>not</i> understanding the effect on the child at <i>home</i>./ And and can't/ and the parents are</p>	<p>(Try to show this does happen)</p>

C		finding it really <i>frustrating</i> because they (.) <i>she's</i> not feeling that <i>her</i> voice is being <i>heard</i> (.) by the school <i>staff</i> [because <i>they</i> see a different <i>child</i> (.) to the <i>one</i> that's at home.	
Mb	241	[And <i>I</i> didn't have (.) yeah (.) yeah.	(hard for schools)
C	242	And it <i>is</i> hard, <i>I think</i> for them as <i>well</i> because they, they see <i>one</i> thing.	
Mb	243	And, and <i>I mean even</i> (.) at <i>that meeting</i> that we <i>had</i> with the autism outreach team and parent partnership <i>I actually felt</i> that day/ because <i>I was ill</i> at the <i>time</i> before <i>I</i> went in for my operation so <i>I</i> was like, <i>I</i> found it in difficult just to <i>do</i> my everyday things [intakes breath]/	How hard it is as a parent though
	244	and when <i>I went</i> to the meeting in and the lady at the autism <i>outreach</i> team <i>said</i> / which <i>I</i> think is a good thing that they <i>do</i> praise parents because it makes us feel <i>better</i> / (.) as if <i>we're</i> not talking rubbish.	Praising parents makes you feel better, need to know am not talking rubbish
C		Yeah, yeah	
Mb	245	And to <i>have</i> somebody like <i>that</i> telling you that <i>you're</i> not talking rubbish was a big <i>thing</i> for <i>me</i> ./ <i>I</i> was explaining to the lady that if <i>A's</i> [ <i>R's</i> dad] working in the <i>house</i> you cannot really stop <i>upstairs</i> where <i>he</i> can get at it, you <i>just</i> couldn't <i>do</i> it./	Giving example of what normal eleven year olds would do
	246	Or of <i>R'</i> was doing something <i>I</i> always go and <i>check</i> to <i>see</i> ./ With <i>J</i> at that age it was <i>never</i> a problem./ With <i>R</i> you're <i>always</i> going to get <i>that</i> that's <i>more</i> difficult./	
	247	And <i>R</i> had went <i>up</i> the stairs a few <i>months</i> ago it was/ and d' <i>you know</i> them expanding foam guns? That you <i>use</i> if you're filling out a (.) <i>putting</i>	
C		Yeah, yeah	
Mb	248	conservatory <i>windows</i> in?	
C		Yeah	
Mb	249	Well he had <i>lifted</i> it/ but <i>I</i> had got distracted 'cos somebody had <i>came</i> to the <i>house</i> / and <i>I</i> was <i>distracted</i> for about ten <i>minutes</i>	
C		Mmm	
Mb	250	and <i>he</i> had been up the stairs, and he came down/ and he'd <i>spread</i> the whole expanding foam all over his two <i>hands</i> so it was <i>stuck</i> to his hands and it was like two <i>gloves</i> , right?/	

Mb	251	Now <i>my</i>	Interrupts to make point
C	252	Is <i>that</i> to see what would <i>happen</i> ? He <i>simply</i> [did it to see what, perhaps?	
Mb	253	[What?/ Yeah, <i>well</i> , to <i>me</i> a normal eleven year old would <i>go</i> (.) 'Huh, what have I done <i>that</i> for?/ It's all over my <i>hands</i> '	
C		[Yeah	
Mb	254	[This <i>is</i> (.) what way <i>I'm</i> thinking./ To <i>me</i> because he's <i>autistic</i> , he just <i>did</i> it, not realising the <i>consequences</i> (.) at the <i>time</i> he was doing it, but <i>obviously</i> discovered to was <i>stuck</i> to his hands.	
C	255	I think <i>perhaps</i> the <i>feeling</i> of what it might <i>look</i> like was more important than <i>what</i> might happen <i>afterwards</i> . [laughs]	
Mb	256	Yeah, and <i>then</i> coming down and <i>I</i> was explaining to the <i>lady</i> , to <i>me</i> (.) an <i>eleven</i> year old/ (.) 'cos he was <i>eleven</i> in January, he's gonna be <i>twelve</i> in <i>January</i> again so there's not <i>long</i> before he's <i>twelve</i>	Not the same as other eleven year olds, important
C		Mmm	
Mb	257	And erm to <i>me</i> a normal eleven year old woulda had the <i>sense</i> not to <i>do</i> it.	
C	258	Yeah (1 sec) well may be	
Mb	259	with his <i>background</i> being the way it <i>is</i> .	
C		Yeah	
Mb	260	I <i>know</i> you get eleven year olds just a <i>wee</i> bit behind because	
C		Yeah	
Mb	261	it's their <i>background</i> ./ To <i>me</i> because R's <i>background</i> and I'd <i>pushed</i> him, and it's a <i>good</i> <i>background</i> ./	
	262	To <i>me</i> he <i>should</i> a been, would have had the <i>sense</i> to <i>know</i> better, but he <i>didn't</i> ./ Or am <i>I</i> just looking too much <i>into</i> it?	Seeking validation
C	263	No (.) I think <i>probably</i> the <i>reason</i> why he <i>did</i> it was more <i>important</i> than any <i>consequence</i> at the <i>end</i> of it.	Is it part of the autism? (not waiting for all the answer)
Mb	264	So is <i>that</i> a part of it with the [autism?	
C	265	[So <i>yeah</i> , 'cos I <i>think</i> whether it was a sensible thing to do probably wouldn't have crossed his <i>mind</i> .	
Mb	266	Yeah, yeah./ (.) Which is <i>why</i> when he [(???)	
C	267	[So yes it <i>would</i> be around that way of <i>thinking</i> / that, that [(???)	
Mb	268	[(???)	

C	269	autism, yes it <i>would</i> be the autism./ 'Cos it <i>just</i> wouldn't <i>be</i> , have crossed his <i>mind</i> .	
Mb		Yeah	
C	270	Because <i>either</i> it could be the <i>feeling</i> , the <i>sensation</i> , it could have been [(???)	
Mb	271	[Well, d'you <i>know</i> what the funny part <i>about</i> it then?/ He was <i>going</i> to school the next day and it was <i>that</i> badly over his two <i>hands</i> / and A went 'right that's <i>it</i> R you've <i>done</i> it you have to try and get it <i>off</i> ./	
	272	Although I was trying to get it off with soapy water and that./ Now, it was still <i>bad</i> when he went to <i>bed</i> ./ But you know <i>what</i> , I <i>knew</i> the next morning it wouldn't have been <i>bad</i> and it would've been <i>alright</i> for him <i>going</i> to school because <i>he</i> would have sat and <i>picked</i> and <i>picked</i> at it until it was <i>off</i> (.) in the middle of the <i>night</i> .	
C		Mmm	
Mb	273	And the problem <i>also</i> another instance I want to <i>explain</i> to you about the school is/ a <i>lot</i> of the <i>time</i> (.) <i>before</i> even approaching <i>me</i> , R was getting tired in <i>school</i> // And <i>all</i> I got was/ I <i>mean</i> , a <i>couple</i> of years ago it's <i>even</i> in one of the school reports that (.) he's (.) <i>come on</i> R, get <i>off</i> the play station and start (.) <i>showing</i> us what you've <i>got</i> ./	Back to school
	274	But R was getting frustrated in <i>school</i> and he was doing <i>that</i> with his hands but he <i>does</i> this with his <i>hands</i> when he gets <i>frustrated</i> .	Say he is tired for going on the playstation
C		Mmm	
Mb	275	He goes like <i>that</i> [demonstrates] and then he'll go like <i>that</i> and he'll sit and <i>talk</i> to me like <i>that</i> if he's	But then he was picking his hands, nervous and frustrated
C		Yeah	
Mb	276	If he's	
C		Yeah	
Mb	277	nervous and <i>frustrated</i> ./ And <i>that's</i> part of the autism./ 'Cos it's <i>all</i> the <i>time</i> .	
C		Mmm	
Mb	278	He'll (.) put his <i>fingers</i> like <i>that</i> and then he'll go like <i>that</i> and he'll <i>talk</i> but wi' R it's 'ha-ah-ha-ah' <i>that</i> kind of, it comes out <i>that</i> way <i>when</i> he's over <i>anxious</i>	To me that is the autism (dialogical)
C		Yeah	
Mb	279	and to <i>me</i> (.) <i>that's</i> the <i>autism</i> ./	

Mb	280	I think the-the <i>only</i> thing (.) [to think about [They were saying (.) he was <i>tired</i> (.) and he was <i>up</i> at night and I was going 'no./ He gets <i>up</i> at night I'm trying to <i>explain</i> to you but he's not <i>on</i> the play station all the <i>time</i> ' I said/ because I let him have it for a <i>treat</i> Mmm	Blaming me for playstation but they had made their minds up
C Mb	281	but it's a <i>treat</i> ./ Yes he <i>has</i> a play station and he <i>loves</i> it and he's <i>on</i> it./ But <i>not</i> as much as what <i>yous</i> are <i>thinking</i> he is. Mmm	
C Mb	282	I says it's <i>because</i> , to <i>me</i> , he's getting <i>frustrated</i> . Yeah	It is down to his frustration
C Mb	283	And I was trying to <i>explain</i> that to the <i>teacher</i> and it was going in one ear because <i>they'd</i> already made their <i>mind</i> up about him./ And they weren't <i>giving</i> him another <i>chance</i> ./ <i>This</i> is before the <i>diagnosis</i> ./	
	284	And I actually had <i>said</i> to Mrs G a couple of years <i>before</i> that/ 'Do you know <i>what</i> Mrs G I <i>think</i> he's slightly <i>anti</i> -I <i>think</i> he's <i>autism</i> ./ A <i>form</i> of like he's <i>autism</i> . Mmm	
C Mb	285	'Cos we were <i>talking</i> about this a few days/ because there was an <i>incident</i> in <i>school</i> one day, where <i>one</i> of the wee lads had <i>said</i> something really <i>vulgar</i> (.) and <i>told</i> R to say it./	
	286	And R not having the sense at the <i>time</i> (.) went and <i>said</i> it, then <i>proceeded</i> to go into the <i>classroom</i> and <i>said</i> and started <i>laughing</i> and <i>said</i> it in <i>front</i> of the all the <i>classroom</i> ./ And the <i>teacher</i> went 'no, no, no, no, no d-don't say it./ But you see to <i>me</i> other kids can pick up that <i>this</i> kid (.) is a bit <i>different</i> . Yeah, <i>yeah</i> ./ There is that vulnerability [isn't there.	Story to show that when R has been in trouble it is because he has repeated something innocently
C	287		
Mb	288	[And <i>that's</i> why (.) when <i>he</i> went look 'you go and turn round and <i>say</i> it/ it was <i>something</i> vulgar like a <i>child</i> molester would say [lowers voice]/ you <i>know</i> what <i>kids</i> is <i>like</i> / they <i>don't</i> even know what they're saying <i>themselves</i> ./ But the <i>point</i> is (.) R went in (.) <i>said</i> -repeated what he-the wee <i>lad</i> had <i>said</i> to him to say, and then <i>proceeded</i>	

Mb	289	to go into the <i>classroom</i> ./ Like the <i>incident</i> when he was away and they <i>told</i> him to pull his <i>pants</i> down./ To <i>me</i> all the <i>other</i> kids have <i>noticed</i> ./ <i>Why</i> haven't the <i>teachers</i> noticed?/ <i>That's</i> what my <i>frustration</i> is.	He is vulnerable
C		Yeah	
Mb	290	<i>Because</i> do you <i>get</i> it, C?/ You've sat and <i>talked</i> to him./ He's <i>just</i> so <i>normal</i> . [laughs]/ It's like having <i>two</i> different personalities he's so <i>normal</i> you wouldn't <i>think</i> that I have a really hard <i>time</i> wi' him.	Do you get it C? Two personalities
C	291	(2 secs) No I er I <i>think</i> that he-he's <i>able</i> to <i>present</i> himself in that way, <i>isn't</i> he?/ But, you <i>know</i> what you <i>say</i> / you're his <i>parent</i> (.) you're his <i>mum</i> , you know <i>him</i> (.) more than <i>anyone</i> ./ And from what you're <i>saying</i> it just does-it <i>does</i> fit that (.) pi-that <i>picture</i> to <i>me</i> of (.) somebody on the <i>spectrum</i> ./ Er	(validate Mb)
Mb	292	Oh I've no [clears throat]/	
C	293	But with, with (.) <i>some</i> difficulties (.) in <i>some</i> <i>situations</i> that are creating <i>some</i> <i>anxieties</i> for him.	
Mb	294	Yeah and-and it's <i>difficult</i> , with the <i>social</i> <i>interaction</i> ./ <i>Although</i> I, you see I always thought a <i>social</i> <i>interaction</i> <i>impairment</i> was, was/ I <i>know</i> it is where a <i>lot</i> of the kids it can be so <i>obvious</i> , when you're <i>talking</i> to them/ because <i>R</i> went to <i>me</i> (.) er 'J's em (.)/ <i>sometimes</i> J says things that's a bit <i>silly</i> ./	Not obvious with R
	295	But <i>this</i> was one of the <i>kids</i> that was in this <i>autism</i> group.	
C		Right	
Mb	296	So, <i>maybe</i> J's a bit more <i>behind</i> than what <i>R</i> is, and <i>things</i> .	
C	297	<i>Yeah</i> and I <i>think</i> it's (.) there <i>will</i> be <i>differences</i> / I mean (.) <i>R</i> will (.) <i>get</i> to know, I'm <i>sure</i> ./ He'll-he'll <i>know</i> the other (.) <i>kids</i> that went to the <i>group</i> (.) and he'll have <i>noticed</i> that they're <i>not</i> (.) like <i>him</i> , <i>all</i> of them./ [(???)	(not all the same)
Mb	298	[ <i>Yeah</i> ./ <i>E</i> he said <i>E</i> , he <i>really</i> liked <i>E</i> / and he's <i>got</i> along really well with this <i>E</i> , and he <i>can't</i> wait to see <i>E</i> when he starts <i>school</i> ./ <i>This</i> was the wee lad that was in <i>second</i> year in <i>D</i> ./	

Mb	299	And I thought there was a lot of kids that had autism, and you know what worries me too, how does it make people in the (???) think that my wee lad has asperger's./	What will other people think (of me?)
C	300	So you think, is there too much of it now?	Is there too much of it?
Mb	301	(2 secs) I think it's it's how (2 secs)	
C	302	Do you get what I mean?	
	303	Once they get to (.)/ some of the young people that I've been working with at W [High School]/ (.) some of them have got a real problem around their ident-around their own identity and how it affects them./ And is it a name./	(how it might be an issue for R)
	304	One (.) lad doesn't like the word disorder, autistic spectrum disorder, because it makes him feel that there's (.) something wrong with him./ And he doesn't want to feel like that./ And I think just to be (.) sensitive to the fact that as he gets, because he is very (.) bright, as he gets	
		[The interview was interrupted]	
C	305	But to be aware that 'cos he's bright, he will start to be think about his own identity as he gets a bit older (.) and how you want to manage that.	
		[The interview was interrupted again]	
	306	Do you-do you understand what I'm trying to say, that i-it might be an issue for him (.) as a person	
Mb		Yeah, yeah	
C	307	as he's getting older.	
Mb	308	Oh it's becoming an issue now.	
C	309	About how he thinks about it, and I think (.) in some ways (.) it-it's sometimes (.) helpful to think of it being as-as as a difference./ It can be a different way of being rather than (.) a disorder.	(my agenda - different way of being rather than a disorder)
Mb	310	Well I've told him that he says to me, when he had his diagnosis, yeah/ and I went to him 'but mum' 'cos he was being telling me before he had the diagnosis, 'I've got autism mum. I've got autism mum. I'm telling you I've got autism./	already an issue
	311	Anyway, the point is, that I just sat down and I went to him 'well look, R, what do you mean?/ You're always going to be my R and	Had to reassure R that he is loved

Mb	312	you've always been <i>you</i> , R and you've <i>always</i> been <i>unique</i> ./ I <i>carried</i> you in my stomach for nine <i>months</i> and you've <i>always</i> come out of it/ I wouldn't <i>change</i> my R for <i>nobody</i> ./	I wouldn't change him
	313	You <i>know</i> that's when I was <i>talking</i> to him./ So <i>even</i> though you have <i>asperger's</i> you're still my R and I wouldn't <i>change</i> you for <i>nobody</i> , because <i>then</i> you wouldn't be R.	(when I was talking to him)
C	314	Yeah, and it's about, <i>more</i> about (.) being R (.) [than about (.) having <i>autism</i> .	
Mb C	315	[Yeah, yes [Cos <i>autism</i> / what I say to <i>my</i> son is its a way of <i>thinking</i> , and <i>everyone's</i> different, and that's <i>you're</i> difference, you <i>know</i> / and it's <i>important</i> to <i>understand</i> it because you need to <i>know</i> , to understand <i>yourself</i> but (.) it doesn't make you any (.) <i>better</i> or <i>worse</i> than anyone <i>else</i> / 'cos <i>everyone's</i> got/ (2 secs) we're <i>all</i> different.	(what I did)
Mb	316	Yeah./ And we <i>all</i> do sometimes think different/ <i>my</i> (.) husband'll go to me <i>now</i> , I really <i>do</i> think I <i>have</i> it, and I'll go 'Are you <i>sure</i> you're not using that as an <i>excuse</i> sometimes when you get <i>mad</i> '	We all sometimes think different
C		[Laughs]	Using it as an excuse
Mb	317	'Cos I go to him 'I think <i>you've</i> got it'./ But <i>not</i> in front of R	You've got it
C		Mmm	
Mb	318	I tell him 'I think <i>you</i> have it' (.)/ because he's (.) <i>so</i> funny about <i>food</i> and	
C		Mmm	
Mb	319	<i>when</i> he gets out he doesn't like <i>shopping</i> and he <i>gets</i> into a <i>tizzy</i> and me and him end up arguing <i>every</i> time [or <i>maybe</i> it's <i>just</i> that, maybe it's <i>just</i> that (.) he <i>doesn't</i> like <i>shopping</i> .	
	320	[(???) yeah	
	321	But <i>my</i> husband is very <i>intelligent</i> in his <i>job</i> / he's really really <i>good</i> at what he <i>does</i> ./ You know he renovates <i>houses</i> and stuff./ He, <i>him</i> with his partner would say he <i>carries</i> most of the <i>business</i> because he's so good at what he <i>does</i> ./	But then my husband is very intelligent
	322	But erm (.) <i>then</i> you're looking at but <i>then</i> you're <i>looking</i> at, I <i>remember</i> one day my	

Mb		<i>mum coming and my mum/ R went to the dentist with me and my A went to the airport to pick my mum up./</i>	Back to R
	323	He <i>knew</i> my mum was <i>coming</i> , but he <i>went</i> upstairs/ a couple of <i>years</i> ago it was/ and he was <i>standing</i> and he was <i>looking</i> in the, at the, at the <i>wardrobe</i> and he <i>wasn't</i> being badly behaved, because I'm <i>strict</i> , right, so he <i>wasn't</i> doing it for the <i>attention</i>	Story of how upset he gets when there is a change to routine
C		Mmm	I am strict so not about being badly behaved or attention
Mb	324	to be badly <i>behaved</i> ./ But he <i>took</i> his time and he was standing <i>going</i> 'hu uh <i>something's</i> not <i>right</i> , <i>something's</i> not <i>right</i> ./ <i>tears</i> were tricking and he was (.) <i>really</i> full a lot of <i>anxiety</i> ./ It was because my <i>mum</i> 'd came, and she normally comes (.) <i>earlier on</i> in the day when he goes to the airport to pick her <i>up</i> ./ It was <i>different</i> and he couldn't understand why he felt so <i>bad</i> .	
C	325	So-so <i>maybe</i> part of his self <i>understanding</i> , it's <i>important</i> then he's, he's, you <i>know</i>	Couldn't understand his own feelings
Mb	326	He <i>couldn't</i> understand <i>why</i> he was feeling the way he was <i>feeling</i> .	
C		Yeah	
Mb	327	But I <i>knew</i> what it was it was because he <i>didn't</i> go to the <i>airport</i> to pick my <i>mum</i> up and it was <i>different</i> ./ Whereas if he <i>had've</i> been, if it <i>had've</i> been like a <i>normal</i> time when he <i>went</i> , and he <i>wouldn't</i> have got in/ but <i>he</i> couldn't understand why he was (.) <i>feeling</i> the way he was <i>feeling</i> .	
C		Mmm	
Mb	328	But I (.) <i>knew</i> by the way it was because, <i>that</i> was diff( .) <i>that</i> was <i>different</i> .	
C		Yeah (.) yeah	
Mb	329	So <i>is</i> there <i>any</i> (.) has it been a <i>help</i> to you or have I <i>bored</i> you?	Have I bored you? (unsure – seeking reassurance)
C	330	<i>No</i> [laughs] <i>no</i> it's been <i>really really</i> helpful./	
	331	What will <i>happen</i> is that I've got <i>lots</i> of parent's voices, <i>different</i> parent's voices, and I'll be <i>picking</i> out (.) [ <i>particular</i> things	
Mb	332	[Different things that <i>you've</i> like, that's <i>more</i> - yeah But the-the most <i>important</i> thing is going to be the <i>children's</i> voices, what <i>they're</i> [saying	Good to hear the child's voice
	333	[Yeah <i>that's</i> right, <i>that's</i> really good	

C		with the <i>parent's</i> things in the <i>background</i> , but <i>that's</i> not to say that I might not use [in	Doesn't matter?
Mb	334	[It <i>doesn't</i> matter to me	
C	335	<i>conversations</i> with schools and and	
Mb		yeah, yeah	
C	336	in the <i>service</i> as well (.) when we <i>talk</i> about <i>parents!</i> 'cos our-our big <i>thing</i> , this-this coming year is about (.) <i>supporting</i> parents, so we'll/ you <i>know</i> with children with <i>all</i> sorts of different needs (.)/ but in <i>this</i> area, we-we are looking <i>particularly</i> at parents with children with <i>autism!</i> so I'll be feeding in (.) some of the <i>messages</i> into into that, <i>those</i> conversations, and <i>hopefully</i> (.) that <i>will</i> start to feed in that message into <i>school</i> .	
Mb	337	I know what you <i>mean</i> , so [yeah, yeah	
C	338	[You <i>know</i> what I <i>mean</i>	
Mb	339	'cos <i>even</i> though the <i>person</i> , the <i>mum</i> it's <i>not</i> 'cos <i>automatically</i> they'll think you're an over-anxious <i>mum!</i> 'cos I said <i>even</i> though he's got his diagnosis he's <i>not!</i> they <i>didn't</i> diagnose, diagnose immediately and they <i>wouldn't!</i>	They judge you as an over-anxious mum
	340	But a <i>couple</i> of years ago A didn't know nothing <i>about</i> the case and was <i>able</i> to go up and see him at school and thought <i>asperger's!</i> So it <i>must</i> [laughs] <i>that's</i> my <i>point</i> .	But then I was proved right
C		Yeah	
Mb	341	If <i>somebody</i> that is is <i>is</i> experienced at C House with <i>children!</i> goes to the <i>school</i> , and <i>looks</i> at this <i>kid</i> and thinks <i>asperger's</i> and <i>that</i> was a few years ago	
C		Mmm	
Mb	342	<i>this</i> kid hasn't been wrongly <i>diagnosed</i> he <i>has</i> this <i>condition!</i> And when you <i>talk</i> to other parents with kids like <i>this</i> , they can understand exactly where you're <i>coming</i> from.	And other parents understand
C		Oh yeah (.) yeah	
Mb	343	So I <i>mustn't</i> be talking <i>rubbish</i>	
C	344	<i>No</i> you're <i>not</i> talking <i>rubbish</i> [laughs]/. You're <i>not</i> (.)/ and I'm <i>really</i> grateful for you	So you are not talking rubbish (still needing reassurance)
	345	wanting to, you <i>know</i> (.) for sharing your	
	346	views as <i>well</i> 'cos <i>that's</i> (.) it's it's <i>those</i> messages that I <i>need</i> to be giving to schools.	

Mb C	347 348	So is <i>that ok?</i> Yes, that's <i>lovely</i> thank you very <i>much</i> . [The telephone is ringing and the interview ends]	
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Transcript: Teachers Focus Group 2008

Speaker	Line		Macro-analysis
C	1	<i>Now, you've got two things in common./ One is that you work in a school with young people, and the other one is that some of those young people you've (.) either been in contact with or that you do have contact with are on the autistic spectrum/</i>	(Narrative thoughts and feelings Personal encounters)
	2	and (.) <i>you'll</i> have different experiences, and different <i>thoughts</i> , and different <i>emotions</i> around <i>that</i> ./	
	3	<i>I want you to think about your experience as a story (2 secs)/ so (1 sec) the first time you met- or might have encountered or thought about somebody on the autistic spectrum and where you are now./ And really what I want you to do is talk about (.) your thoughts and feelings around that, what sticks out/ what has been important (.) in your experience and in your thinking.</i>	First experience
1	4	(7 secs) <i>The first time I (.) encountered anyone that'd got asperger's was er in my first year here./ And it were JM/ He were in Year Eight, I think, at the time./ Was it?</i>	Placing the pupil, time and context
2		Mmm	
1	5	<i>'Cos, yeah, I think he was, wasn't he?/ Two thousand, and he started ninety nine, didn't he, J?/Yeah</i>	Not knowing anything about asperger's until parents came in
2		Yeah	
1	6	and er, <i>not</i> really knowin- <i>I didn't</i> really know anything about it at <i>all</i> ./ I knew that <i>J</i> was really (.) <i>withdrawn</i> in the <i>class</i> (.) and—and quite <i>isolated</i> from the other <i>kids</i> , bit of a- <i>a target</i> sort of <i>thing</i> er (.)/ er but it <i>weren't</i> until his <i>mum</i> came in on (.) <i>parent's evening</i> (1 sec) I'd (.) <i>started to talk</i> about it a little bit and <i>explain</i> what was (.) the <i>problem</i> , well, <i>some</i> of the problems that <i>J</i> was <i>having</i> / that it (.) <i>actually</i> started to <i>register</i> that there was anything <i>different</i> really (.) like <i>significantly</i> different about <i>J</i> in the way that he approaches (.) <i>school life</i> ./	Pupil withdrawn and isolated Problems Significant differences in way he approached school life
	7	Erm (.) and I <i>think</i> that, for <i>me</i> that's where <i>my</i>	

1		sort of interest-I <i>know</i> I've got a bit more <i>invested</i> like/ but <i>that</i> was, <i>that</i> was where me interest <i>started</i> just from, from meeting J. (.)/ So (.) quite a <i>while</i> .	
2	8	<i>Mine</i> was the same, JM at the- <i>probably</i> round about the same <i>time</i> ./ I <i>think</i> he was in Year Seven in Two Thousand	Labelled as lazy
1	9	Was he?/ Oh it <i>might</i> have been [yeah.	
2	10	[Yeah./ I'm <i>sure</i> he was, but <i>he</i> started when I started (.) in Two <i>Thousand</i>	Major problems
1	11	Yeah, yeah	
2	12	and as you say he was <i>very</i> withdrawn, he was (.) <i>labelled</i> as being <i>lazy</i> (3 secs) er which he possibly was (.) <i>but</i> he'd had <i>major</i> problems as <i>well</i> ./ He was <i>diagnosed</i> with asperger's quite <i>late</i> (2 secs) <i>and</i> he-he <i>hated</i> the, the <i>label</i> ./ He <i>always</i> said when he was <i>eighteen</i> he was going to get <i>undiagnosed</i> (2 secs)/ but (.) as <i>far</i> as I <i>know</i> (.) erm he <i>went</i> to (.) <i>RCAT</i> [FE College] at the <i>end</i> of <i>Year</i> (2 secs) <i>whatever</i> (.) it is <i>now</i> [laughs]	Hated the label Wanted to get undiagnosed
3	13	Thirteen?	
2	14	Year <i>Eleven</i> , yeah/ No, the <i>end</i> of Year <i>Eleven</i> ./ He went to <i>RCAT</i> , did a <i>Performing Arts</i> and (.) <i>one</i> of their <i>basic</i> (.) courses and I <i>saw</i> him a year later and (.) he was <i>fine</i> , he'd <i>found</i> himself, basically (.) he'd <i>found</i> his level.	Fine when he found himself, his level
3	15	I'm <i>not</i> sure it's the same boy I- <i>I</i> remember a boy called <i>J</i> I was <i>thinking</i> it's (.)/ is he <i>quite</i> ruddy <i>cheeks</i>	High achieving and low achieving children
2	16	He was quite a <i>big</i> lad	
1	17	Yeah, yeah	
3	18	I <i>think</i> it's the same <i>boy</i> 'cos <i>if</i> he's called <i>J</i> ./ I taught him for <i>English</i> and it was a	
2	19	You <i>did</i> .	Isolated, withdrawn
3	20	I <i>did</i> , didn't I, it was <i>J</i> , <i>wasn't</i> it?	If he enjoyed it he the work was amazing
2		Yeah	
3	21	And it was a very, <i>very</i> challenging group and it was before we <i>settled</i> , it was in Year <i>Eight</i> / and so there were some very, <i>very</i> high achieving (.) <i>children</i> in there, and some quite <i>low</i> / and <i>what</i> I found with <i>J</i> it was/ again he <i>always</i> sat on his <i>own</i> erm, very <i>isolated</i> , very, <i>very</i> <i>quiet</i> , very	Did not like to accept support

3	22	<i>reluctant to accept any help and support / found/ Erm but if he, if he-if he had actually really enjoyed what you were doing there was just no stopping him at all/ if he enjoyed that project he/ the work that he produced was absolutely amazing./</i>	Would accept support from people he liked
	23	Erm <i>but</i> at the same <i>time</i> if it <i>didn't</i> interest him <i>that</i> was, then that was <i>it</i> , [there was <i>nothing</i> that you could <i>do</i> to interest him. [(???) mmm	
1	24	<i>He</i> would accept support from people he <i>liked</i> Mmm	All the same in that respect
2	25	But <i>nothing</i> would make him, make him <i>work</i> for somebody he <i>didn't</i> like. Mmm	Are alike
3	26	And (.) I <i>think</i> (2 secs) from <i>my</i> experience all aspergers' are the <i>same</i> , [in <i>that</i> respect.	Loves the label
2	27	They are alike <i>aren't</i> they, mmm Yeah	An excuse
4	28	It's quite <i>interesting</i> he didn't <i>want</i> , he didn't <i>like</i> the label because I'm <i>thinking</i> particularly of S, SB and, and [he <i>loves</i> having the label and	Doesn't matter, still doing something wrong
1	29	[S <i>loves</i> the label./ I was just <i>thinking</i> , I was just thinking of his <i>name</i> , but/ <i>when</i> he first <i>got</i> to us (.) in PE, he was <i>messing</i> around and he <i>said</i> to JB (.) oh, it's <i>oh</i> , you <i>know</i> , he <i>used</i> that as an <i>excuse</i> as a post/ you <i>know</i> , I've got <i>asperger's</i> and J was <i>iike</i> , well it doesn't <i>matter</i> because you're doing something <i>wrong</i> and er/	
4	30	(2 secs) <i>he's</i> quite an <i>interesting</i> one because (.) er he was <i>s-struggling</i> because er/ <i>he's</i> quite a well-set lad <i>isn't</i> he? Yeah	Struggling, did not enjoy PE
2	31	And he was <i>struggling</i> quite a <i>lot</i> with PE and er/ er <i>obviously</i> he didn't, didn't particularly <i>enjoy</i> it and er/ the problem is we get sixty <i>lads</i> down there at any one <i>time</i> so I <i>imagine</i> it's quite (.) a <i>scary</i> environment for <i>him</i> / 'cos <i>obviously</i> it's all (1 sec) it's <i>difficult</i> for sort a/ for sortin' <i>out</i> and what have you./	I imagine it is quite scary
5	32	Erm but he kinda he <i>seems</i> to be <i>coping</i> a bit better the <i>back</i> end of the <i>year</i> .	Coping better back end of the year
4	33	Yeah he has backed off a <i>bit</i> with it, <i>hasn't</i> he?	

2	34	He was <i>very</i> immature.	Backed off
1	35	[He was <i>bullied</i> .	Immature
5	36	[He still is./ There are <i>certain</i> things that spring to mind/ about <i>three</i> weeks ago, erm, he <i>bumped</i> heads with, with one of the lads in, in the <i>lesson</i>	Bullied
2	37	That's <i>right</i>	
5	38	<i>and</i> (3 secs) one <i>lad</i> went, c-called him a <i>name</i> 'cos he was a bit cross, you <i>know</i> and he got in the <i>way</i> and he called him an <i>idiot</i> [lowers voice] or it could have been <i>worse</i> / and S stood there for about (.) ten <i>seconds</i> and then <i>swore</i> at him, <i>grabbed</i> something, <i>threw</i> it down on the floor and then (.) <i>stormed off</i> and had (.) almost half an hour out the <i>lesson</i> and just (.) stayed on his <i>own</i> ./	Incident described without judgement
	39	But since <i>then</i> he's just (.) <i>chatted</i> ./ <i>Today's</i> lesson (.) we've had him for <i>PE</i> and we've had them in the sports hall because it's all <i>together</i> and he does take part <i>usually</i> , you know, he <i>did</i> , he <i>did</i> what he was <i>meant</i> to do./ A <i>lot</i> of the time he was just kind of <i>moving</i> around and starting in a-in a <i>bit</i> kind of a in a <i>whirl</i> /	Did what was meant to do
	40	but, I think because we're <i>aware</i> of it and stuff <i>now</i> (.) I'm <i>not</i> , I'm not so <i>worried</i> that he can go off and <i>do</i> stuff like that./ I <i>think</i> if he feels a bit more <i>comfortable</i> (.)/ before I think he was feeling quite <i>nervous</i> about <i>doing</i> stuff like that./	In whirl
	41	Now I think he's quite happy to, it's not <i>dancing</i> but, you <i>know</i> , he moves <i>around</i> and stuff, you know./ He's quite an <i>interesting</i> one I would think.	Aware of it so ok to do stuff like that, he feels more comfortable
2	42	He's a <i>younger</i> version of CB	An interesting one
1	43	<i>Yeah</i>	
5	44	<i>Yeah</i> ./ (.) I found C (.) with C though I don't, I don't know if it's because he's in J's <i>tutor</i> group and stuff (.) I don't find him/	Don't know if the word extreme – do not want to seem an expert
	45	S just seems to me to be/ I don't know if the word's <i>extreme</i> but (.) but (.)/ I'm a lot more <i>aware</i> of his condition than I am of C's	
1	46	<i>Yeah, yeah</i> ./ I-I think so on the sort of, on the <i>ASD</i> sort of (1 sec) <i>level</i> of it, I <i>think</i> C has got a lot more (.) <i>weaknesses</i> than S/ but I <i>think</i> that,	More aware of condition

1		that S's a more <i>typical asperger's</i> sort of (.) <i>boy</i> in-in the way that he <i>looks</i> and the way that he <i>acts</i> and the way that he <i>responds</i> to you./	ASD level
	47	Whereas C, C will have like a-like a <i>tantrum</i> , you <i>know</i> , and-and [several of the staff talk together]	Weaknesses
6	48	Shall I talk about B?	Typical asperger's
1	49	<i>Yeah</i>	Looks and responses
6	50	B was in my tutor group and erm and the <i>first</i> time that I knew that he was <i>coming</i> and that he had <i>asperger's</i> was <i>obviously</i> when you get your <i>tutor</i> group lists, get your information/ and then I met <i>mum</i> on the <i>Year Six</i> day when they come in the <i>evening</i> and <i>mum</i> I think, mum and dad wer <i>very</i> und-very-very <i>concerned</i> !	Parents concern before transition
	51	Erm <i>was</i> he going to be able to <i>cope</i> , <i>this</i> , that and the <i>other</i> erm/ she <i>asked</i> that he had a timetable as-as <i>early</i> in advance as <i>possible</i> so that <i>over</i> the summer holidays he could erm <i>plan</i> and <i>prepare</i> for what he was going to have to <i>do</i> each <i>day</i> ./	Interesting
	52	So that it didn't just <i>land</i> on him and <i>mum</i> was doing all this work for him at <i>home</i> / and [intakes breath] (2 secs) I found that really interesting because I hadn't, well, obviously I'd <i>never</i> been a <i>tutor</i> of anybody that <i>had</i> any (.) autistic spectrum disorder or <i>anything</i> like <i>that</i> !	Apprehensive
	53	and erm, so <i>when</i> he came in <i>September</i> I was a <i>bit</i> apprehensive, I have to <i>say</i> / so <i>what</i> was I actually gonna <i>get</i> , what was going to <i>arrive</i> and B <i>bless</i> him/ <i>when</i> he arrived, he's a <i>lovely</i> , lovely young <i>man</i> erm that has <i>lots</i> and lots of <i>different</i> issues that, I don't <i>know</i> , I think they're/	Bless him – lovely young man
	54	G would say if he thinks they're <i>typically</i> asperger's but a <i>lot</i> of them <i>are</i> , I'd <i>say</i> ./ I find that he's <i>still</i> very childlike, he's <i>still</i> quiet immature./	Issues, not sure if they are' typically asperger's'
	55	Erm in <i>tutor</i> time he <i>loves</i> to bring things to <i>show</i> and <i>tell</i> , he <i>loves</i> to show you things./ So, if he does (.) <i>anything</i> he brings it into tutor group to <i>show</i> me./	I'd say they are
	56	And my <i>first</i> experience of <i>that</i> , which I'll <i>never</i> , ever forget was <i>when</i> , about the <i>second</i> or third	Childlike Immature Eg show and tell

6	<p>day of term <i>he</i> brought me his <i>towel</i> from <i>home</i>, to <i>show</i> me, that <i>had</i> a Dalmatian on it./ And, and [laughing] he had to <i>stand</i> at the <i>front</i> and this whole <i>group</i> of children/ that and he'd come from <i>K school</i> which is <i>outside</i> the catchment as well/ and he <i>just</i>, but he just happily <i>stood</i> at the front of the <i>classroom</i> with all these children and <i>went</i> 'I've <i>brought</i> my towel' [everybody laughs]</p> <p>57 with a <i>dog</i> on the front of it, and I was <i>sat</i> there thinking (2 secs) 'oh my <i>goodness</i>, how is he getting <i>away</i> with this?'/ Because, you <i>know</i> every-but <i>everybody</i> seemed to <i>appreciate</i>, straight <i>away</i>, that <i>he</i> was just a <i>little</i> bit <i>different</i>, and very <i>luckily</i> the class is very responsive to him, and they really <i>supported</i> him since day <i>one</i>./</p> <p>58 Today, for example, he brought me a CD Rom (2 secs) <i>and</i> er it was of his <i>Junior School</i>, of <i>K Junior School</i> that we had to <i>play</i>, and we didn't <i>finish</i> it so he asked if we could continue it in afternoon <i>tutor group</i>./ And the tutor <i>sat</i> and watched it in absolute <i>silence</i>, they didn't know <i>half</i> the <i>children</i> in this at <i>all</i> and <i>B's</i> stood at the <i>back</i> going 'do you <i>like</i> the music everyone' [Everybody laughs]</p> <p>59 and they're going '<i>yeah, yeah</i>' like <i>that</i>./ and I think <i>they</i> realise that ok, <i>yeah</i>, he can be <i>silly</i> and he can be, you <i>know</i>, a typical Year Seven going into Year Eight <i>lad</i>./ but there's just a <i>little</i> but more (.) <i>to</i> him than <i>that</i> er/</p> <p>60 <i>he</i> has a <i>fantastic</i> sense of <i>humour</i> though, absolutely <i>fantastic</i> sense of <i>humour</i>./ Really, <i>really</i> gets <i>jokes</i>, and can be really very <i>funny</i>./</p> <p>61 And sometimes you, I <i>look</i> at him and I think 'oh, (1 sec) <i>is</i> he being overly <i>serious</i>?' but he's actually, he's <i>actually</i> having a <i>joke</i> about something./ <i>erm</i> (.) and (3 secs) er do you <i>want</i> an example, for <i>example</i> we <i>said</i>./ I-we-I've been <i>poorly</i> and I've been <i>away</i> and we-we'd finished off on a <i>puberty</i> lesson which was [blows out] touch and go, at <i>times</i>./</p> <p>62 And <i>erm</i> (.) I'd <i>set</i> them on pieces of paper to</p>	<p>Stories to show social vulnerability, funny and endearing in innocence</p> <p>Oh my goodness, how is he getting away with it?</p> <p>It is lucky the class are responsive, know he is a bit different</p> <p>Silly, typical lad for age</p> <p>Fantastic sense of humour</p>
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6		ask any questions and I'll take them away and prepare some answers./	
	63	So I'd taken them away and prepared the answers but I'd been away for three or four weeks so I'd never actually given them the answers./ So today I gave them the answers and so I started off by saying 'Right, prepare yourselves, 7-3 we're going to do some puberty work' so B put his hand up and went 'Is it going to be a bit hairy miss?' [everybody laughs]	Anecdote, B's joke, showing how funny he can be, wants to engender positive emotions about pupil
	64	And-and-and-and it's just that kind of thing and (.) the problem is, in tutor time it can be, it's completely hilarious, and we all think he's brilliant./	We all think he is brilliant
	65	But B can sometimes say things in other classes Yeah	
2	66	Like JB	Doesn't understand
4	67	and I know particularly like in Geography and things he really doesn't understand that there's, there's just times and places for things./ He can be inappropriate, but he doesn't mean to be it's just how, how it comes out.	there can be times and place
6			
	68	It's gotta comes out, hasn't it, you gotta say it at that time, you thought of it and gotta say it.	Does not mean to be
4	69	JB's jokes are awful. [Everybody laughs]	
2	70	J's are aren't they?/ He'll go through it over-every week./ He'll tell the same joke every, every Thursday afternoon.	J's bad jokes, endearing but how we feel is a shared experience
1	71	Yes, his Michael Jackson jokes.	
2	72	It gets where I just can't [everyone laughs] er oh dear, give me another one/ and then he'll tell me about his dad's friend or his mum's mate and he'll go through/ we'll go through the routine of what we, what we, you know, what we talk about, to get into a conversation 'cos, 'cos he leads me in through his, what he knows is safe.	shared experience
1			
	73	You've got to go down the route.	What is safe
4	74	Then talk about something that he wants to talk about which is usually just girls at the minute./ He wants to talk about girls all the time.	
1			
	75	B only ever wants to talk about his guinea pigs. [laughs]	Talk about interests
6			

1	76	Yeah he <i>does</i> , yeah.	
4	77	I saw <i>B</i> this <i>dinner</i> time, in the dinner <i>hall</i> , and I <i>always</i> think 'oh <i>bless</i> him'./ You <i>do</i> don't you, because he's, he's <i>sat</i> there, and he's/ in a nice, <i>not</i> in a <i>condescending</i> way, in a nice way./ He's <i>sat</i> there with <i>all</i> this <i>noise</i> and the <i>hustle</i> at this, this time of the <i>day</i> / and he was <i>sat</i> at this <i>big</i> table for <i>eight</i> , on his <i>own</i> (2 secs) eating his <i>dinner</i> and he <i>always</i> has this <i>frown</i> .	Oh bless him, not condescending
6	78	That <i>looks</i> very, very [severe	
4	79	<i>Very</i> severe and <i>serious</i> and I <i>just</i> felt 'bless you' he looks <i>so</i> , <i>older</i> than his <i>age</i> ./ Yeah (.) eating his dinner, like, and he's <i>on</i> his <i>own</i> (3 secs) <i>maybe</i> just (.) <i>purely</i> accidentally, you <i>know</i> and <i>maybe</i> his mates had just <i>finished</i> and <i>gone</i> , but I thought	Looks serious
6	80	I <i>know</i> , I <i>just</i> he <i>does</i> , he just <i>very</i> , <i>very</i> severe looks, bless him./ He <i>thinks</i> very <i>deeply</i> [about things.	Thinks deeply
4	81	He was <i>looking</i> round/ I <i>want</i> to know what he was <i>thinking</i> with all the (.) <i>kids</i> in the room.	
5	82	Which <i>B</i> is this?	
1	83	BS	
2	84	S	
6	85	The S [Laughs]	
1	86	The S	
6	87	I call him./ But er er and with <i>you</i> , I <i>remember</i> when he went to <i>you</i> first of <i>all</i> and there was an <i>issue</i> with his parents, [ <i>wasn't</i> there?	
1	88	[Problem with his <i>parents</i> , yeah.	
6	89	The <i>problem</i> with <i>B</i> at the <i>start</i> of the year was (2 secs) <i>mum</i> and dad didn't, didn't <i>know</i> er mum and dad hadn't made it <i>clear</i> / hadn't told <i>me</i> at <i>all</i> , hadn't made it <i>clear</i> to <i>anybody</i> involved that <i>he</i> / it had <i>never</i> been <i>explained</i> to him that he <i>had</i> er er <i>anything</i> wrong with him./	Hadn't been explained there was anything wrong with him
	90	So er it was all very <i>well</i> them saying to <i>us</i> 'oh, you <i>know</i> we're going to do <i>this</i> , we're going to <i>prepare</i> him over the summer <i>holidays</i> / <i>giving</i> the <i>absolute</i> <i>impression</i> that he was well aware of what was going <i>on</i> / and obviously <i>when</i> he-he came <i>here</i> and we <i>put</i> him in place <i>everything</i> under the sun to support him and	Everything under the sun to support him

6		<i>help him explain things (.) he didn't have a clue</i>	
1		No	
6	91	didn't have a <i>clue</i> erm erm that <i>didn't</i> go down very well with mum and <i>dad</i> , unfortunately/ erm so there's <i>been</i> some <i>dealings</i> with, with mum and <i>dad</i> that have <i>obviously</i> come from (.) his <i>disorder/ asperger's, autism, not quite sure where he fits into (.) the bracket.</i>	Dealings with mum and dad  Disorder, asperger's, autism – not quite sure where he fits in
1		Mmm	
6	92	But erm, erm (3 secs) what <i>I</i> think, is that if <i>anything</i> <i>I</i> think it's <i>helped</i> him to er er realise that he <i>is</i> a bit different./ <i>I</i> really think it's <i>benefitted</i> him./ And he's, he's made a <i>booklet</i> recently 'All about <i>me</i> '/ <i>I</i> don't know did he do that with <i>you</i> ?	Talking about it has helped B realise he is a bit different
1	93	Yeah	
6	94	Well <i>he</i> er, <i>he</i> er, <i>he brought</i> that to <i>me</i> and we, <i>I</i> spent (1 sec) <i>most</i> lunch, well, <i>most</i> afternoon tutor groups <i>going</i> through it with him and looking at it and him <i>leaving</i> it with <i>me</i> / and <i>it</i> was erm, bless him [laughs], <i>he</i> erm <i>absolutely</i> loves it, he thinks it's <i>wonderful</i> and, you know, he's really, really <i>proud</i> of it./ <i>Particularly</i> the section where he lists <i>all</i> the <i>girls</i> that he likes, and <i>why</i> ./	Loves his 'all about me book'
6	95	And it's beautiful./ And <i>did</i> you ever read the <i>poem</i> that he wrote (.) for <i>O</i> ?	
1	96	<i>I</i> (.) no, no	Beautiful
6	97	He wrote this <i>love</i> poem, to <i>O</i> , in <i>my</i> , in my <i>tutor</i> group./ And it was the most (.) <i>oh</i> my <i>goodness</i> <i>I</i> could have <i>cried</i> , it was so beautiful./ And it <i>wasn't</i> that 'I love you because you are good <i>looking</i> ' it was 'I love you because you make me <i>laugh</i> , and you've got such a <i>lovely</i> personality and you help me in <i>lessons</i> './	Emotional impact of B opening up his feelings
	98	And <i>I</i> was like (.) <i>oh</i> (.) my <i>goodness</i> <i>me</i> [laughs]/ <i>I</i> and he was happy for <i>everybody</i> in the class to <i>read</i> it, you know, <i>open</i> up his feelings about <i>everything</i> .	Awareness of the feelings of others
1	99	Yeah	
4	100	It's <i>good</i> though that he's <i>aware</i> of other people's <i>feelings</i>	
6	101	<i>Oh</i>	

1	102	[Yeah	Some are not able to see beyond them
4	103	[You know, you look at <i>some</i> , you know (.) some of the children that are (.) not (.) <i>able</i> to	
6		No	
4	104	see beyond <i>them</i>	Centred
1		No	
6	105	you know, and their <i>their</i> time and place.	Narratives about self-centred choices, shared amusement
1	106	Very <i>centred</i> ./ I had, er, DA just period <i>four</i> / and er, it was the <i>last</i> lesson that <i>two</i> of 'em were gonna be <i>in</i> / so we had the <i>end</i> of term sort of <i>party</i> thing so I took a bottle of <i>coke</i> in (.) and it was to be shared out <i>amongst</i> us/ and DA sat there and drunk <i>most</i> of it [laughs] without getting' [laughs]/ and I'm like 'have you <i>thought</i> that anyone <i>else</i> might want some <i>D</i> ?' and he's like	
4	107	The story about C's sausages at C [outdoor pursuits residential centre]	Classic
2	108	Oh <i>yes</i>	
4	109	an absolute <i>classic</i> , I mean (.)/ when he went to C, C-CB/ and, and he was at the <i>front</i> of the <i>queue</i> because <i>food</i> is one of his few, one of his <i>passions</i> ./ And there's a <i>long</i> list of, a long line of <i>people</i> behind him and there's a bowl of <i>sausages</i> so C was putting some <i>sausages</i> on his <i>plate</i> , you know, and <i>how</i> many did he put on in the <i>end</i> ?	
1	110	Six	Bringing things in
4	111	<i>Six</i> sausages in the <i>end</i> , you know, on his <i>plate</i> / we catered for <i>two each</i> ./ I wasn't <i>there</i> but you know it's like/ C, I can just see him <i>doing</i> it, 'what about these <i>other</i> people?'/ 'What about 'em?'/ You know. [Several of the staff laugh and talk]	
2	112	But C <i>brings</i> things in to show I <i>mean</i>	We've gone from giraffes to cars
1	113	His <i>giraffe</i> collection	
2	114	well <i>no</i>	
1	115	did he show you <i>that</i> ?	
2	116	His <i>giraffes</i> (2 secs) he's <i>not</i> mentioned his giraffes lately	
4	117	We're on <i>cars</i> at the moment aren't we? (???)	
1			
2	118	I mean the giraffes in Year <i>Seven</i> ./ His <i>giraffe</i>	

2		was his only friend in Year Seven [one of the members of staff leaves]	Giraffe was only friend, talked to it (serious voice) empathy
	119	but (.) when, when C (.) B first came in Year Seven his giraffe was his friend./ (.) He used to talk to his giraffe./ (2 secs) Erm that was his best friend (2 secs) and er (3 secs) it's cars now.	
3	120	E's mine, isn't he?	
1		Yeah	Different from some of the others
3	121	E's a lot, a lot different, I think.	
1	122	He is (.) very different to some of the others.	
3	123	I think, I mean (.) I think he's, I think he's very intense but (.) I wonder if E is an intense kind of person because of the kind of people he hangs around with/ it's kind of, you know, the [sighs] (2 secs) without the stereotype it's the girls with the very dark eye liner, you know, and the dark hair and they come in (.) dark clothes	People he hangs around with are intense
1	124	They're all Goths [laughs]	Deep
C	125	There's a name	
3	126	I think that's an aspect to him/ but I mean I've found, I've found him great./ In tutor group, he's (.) he's what I'd always think he's a very deep (.) kid	Not sure it part of his asperger's
2	127	Yeah	
3	128	he's, he's just deep./ And I don't know if that's really to do with asperger's or if he's just deep./ You can see he's really intense./ Everything he does I think it's pretty much all or nothing/ I mean I know kind of relationship wise	Clever
1		Yeah	
3	129	very intense and, but/ you see I teach him for English as well I mean very, very clever./	motivation is an issue
	130	Motivation is a huge issue and it's an issue across the board in all his subjects./ But when he works and if he will work, very very clever boy./	if he will work he is very clever
	131	But he (1 sec) I don't know, I don't think he sometimes (.) gets why he sometimes has to work (.) hard or why he should/ and he gets into a lot of what/ I-I think a lot of him, I, I get on very well with him./ I know he can get into a lot of trouble, though, with some people	not sure he gets why he should takes things too far

1	132	He doesn't <i>do</i> homework.	
3	133	No, and I know his <i>friends</i> have told me that he- he just takes things too <i>far</i> sometimes.	
1		Yeah (.) yeah.	
3	134	But <i>again</i> I <i>don't</i> know how much that is <i>him</i> if that makes sense and <i>how!</i> I mean <i>you</i> work with him closely	Very comfortable with himself
1		Yeah	
3	135	I know <i>you</i> do G, but	
1	136	I-I just think E's <i>very</i> comfortable	
3	137	Yeah, <i>I</i> do	
1	138	<i>with</i> himself, which is the ag, which is the <i>exact</i> opposite of what JB is	
3	139	Yeah, yeah	
1	140	JB's <i>not</i> (.) happy and I think he has <i>lots</i> and lots of <i>anxiety</i> because <i>he's</i> an intelligent boy with asperger's	Making the connection between diagnosis and fitting in
3		Yes	
1	141	who (.) <i>can't</i> make the connection I don't think between <i>having</i> some th- <i>you know!</i> and, and <i>why</i> he can't fit in whereas <i>E's</i> quite at <i>ease</i> with, with the <i>fact</i> that he's <i>had</i> his diagnosis and- <i>and</i> that he <i>is</i> who he <i>is</i>	
3		Mmm	Why the relation- ships might not have happened: interaction between pupil and context
1	142	and, and <i>he</i> (.) he just gets <i>on</i> with it./	
	143	so, and <i>that's</i> why E's (.)/ <i>like</i> you <i>say</i> he's found his little <i>niche</i> in <i>school</i> with that <i>sort</i> of, with <i>that</i> sort of <i>crowd</i>	
3	144	Yeah, <i>absolutely</i>	
1	145	so he's <i>comfortable</i> there, and he was <i>comfortable</i> right from the <i>start!</i> whereas <i>J</i> came <i>in</i> , near the end of Year <i>Seven</i>	
2	146	Yes he <i>did</i>	
1	147	and so he'd, he'd not <i>made</i> those (.) <i>early</i> <i>friends</i> like E had <i>so!</i> he <i>tried</i> to hang around with them but then his <i>tutor</i> was slightly <i>different!</i> so he <i>tried</i> to hang out with the kids in his <i>tutor</i> so <i>some</i> of the relationships just <i>didn't</i> happen for him.	Other end of the spectrum  Notices others, thoughtful
3	148	I think <i>E</i> , <i>what</i> you said about <i>not</i> being aware of other people/ I think <i>E</i> <i>is</i> aware of other people as well./ Certainly <i>I've</i> found he's very <i>thoughtful</i> and -and he <i>notices</i> things/ so he's	(How do you think about autism?)

3 C	149	<i>totally</i> at the other end of the spectrum I <i>think</i> . I <i>noticed</i> there's a <i>bit</i> of a <i>theme</i> around (2 secs) what's <i>typical</i> , what's <i>autism</i> and what's <i>not</i> autism and (3 secs)/ I mean <i>how</i> do you all <i>think</i> about it?/ What-what <i>way</i> do you <i>think</i> about it? (3 secs)/ When you think about <i>typical</i> and <i>not</i> <i>typical</i> , and what? [quiet]	extremes rather than typical or atypical
3	150	<i>Typical</i> and not <i>typical</i> ?/ I don't know I always think of it as <i>extremes</i> , myself, I don't know.	
6	151	I don't know if this is <i>relevant</i> ./ I said to my husband this morning 'oh, I'm going to a <i>meeting</i> , I need the car <i>blah blah</i> ' and he said 'well what's <i>that</i> about?' and I said 'oh it's about <i>autism</i> '/ and he said 'well why are <i>you</i> going?' and I said 'oh! because of (.) <i>B</i> '/ and he said ' <i>Ooh</i> , well I didn't think <i>B</i> had autism'/	I go home and tell stories
	152	'cos <i>obviously</i> you know, I go <i>home</i> and I mention the <i>stories</i> / and <i>he</i> said to <i>me</i> , <i>he</i> said to me 'well <i>he</i> hasn't got <i>autism</i> , <i>has</i> he?' and I said 'well he's in that <i>kind of range</i> '/	Explaining to others range autism
	153	and he said ' <i>No</i> , well <i>autism</i> ' he said 'well autism, I imagine, when I imagine I think of somebody who can't cope in mainstream <i>society</i> who cannot <i>function</i> who, who-who sits un, sits under a <i>table</i> and can't, you know, <i>that's</i> '/	But I don't know – does not want to appear expert? (Fear?)
	155	and then I, I almost felt that I was trying to explain to him that 'oh <i>no</i> , there's a huge <i>range</i> ' and I'm thinking 'well I don't know' [laughs and others join in]/I was trying to explain to <i>him</i> , d' <i>you</i> know?	
3	156	It's <i>like</i> you see on TV the-the-the <i>people</i> they kind of p-point <i>out</i> / is it that young lad who could, could	Talking about well known autistic people
1	157	[Steven Wiltshire? Who could <i>draw</i>	
3	158	[who could like <i>look</i> at the, you <i>know</i> / and-and- and the sort of <i>college</i> ones the young lad who you know was <i>autistic</i> and you know/ <i>even</i> more insane, 'ask him, tell him any <i>date</i> and he likes telling you what <i>day</i> that was'/ you know	
1	159	Mmm mmm/ 'cos of (???) as well with all the <i>Rainman</i> , the film [several people talk at the same time]	Extremes, planets

2	160	But I mean <i>some</i> of these (.) <i>do</i> have extremes like that./ I mean <i>J</i> does./ If you get <i>J</i> talking about <i>planets</i>	
1	161	Oh yeah, he'll be able to tell you <i>anything</i>	
2	162	And, and well it goes (.) <i>way</i> over my head er and/ he'll talk <i>about</i> (.) different kinds of <i>storms</i> and (2 secs)/ <i>oh</i> he's just <i>very, very</i> knowledgeable <i>about</i> that type of <i>thing</i> ./ He would like to be an <i>astro-physicist</i> , and he knows an <i>awful</i> lot <i>about</i> it.	Good at getting the knowledge
1	163	He's good at <i>getting</i> the knowledge isn't he?/ He finds that sort of <i>getting</i> the knowledge and <i>just</i> programming it <i>in</i>	I don't know huge amounts, just what I've picked
2	165	<i>Yeah</i> , he does.	
5	166	You see <i>I</i> don't think I know many of the, well I <i>do know</i> some of the typical asperger's but I don't know a <i>huge</i> amount/ you know just what I've picked <i>up</i> over the last few years./	We haven't got children at that extreme
	167	My <i>girlfriend</i> works in a special <i>needs</i> school she said, she comes home with <i>all</i> sorts of/ but <i>her</i> school is an (.) <i>extremes</i> ./ She's got a <i>lad</i> she's <i>got</i> who says he <i>needs</i> you to say 'you've got five <i>minutes</i> , then <i>after</i> that five minutes we're going to do <i>this</i> '/ you <i>know</i> , and honestly, we <i>haven't</i> got children of <i>that</i> extreme level.	Disagreement
2	168	Oh I don't <i>know</i> .	
5	169	We have possibly, <i>I</i> don't know, I don't come I <i>couldn't</i> if I sat here <i>now</i> pick 'em <i>out</i> I don't <i>think</i> ./ I might say (.) <i>that's</i> a bit (.) different from <i>him</i> / but I think sometimes that <i>suits</i> us down in PE because (.) we don't particularly <i>label</i> them, and don't/ we're not <i>aware</i> of, we're not particularly <i>aware</i> because they're <i>all</i> in their <i>kit</i> , and they're <i>all</i> doing the same <i>stuff</i> , and sometimes you don't <i>notice</i> the behaviour as <i>much</i> because they're all off <i>doing</i> stuff.	I couldn't pick them out, we don't label, not as aware do not notice their behaviour in PE
			Do know he might be different from him
1	170	J, J <i>loves</i> his PE	
2	171	Oh he <i>does</i>	
1	172	He <i>loves</i> football.	
5	173	We <i>get</i> on quite <i>well</i> with J because <i>he's</i> in J's tutor group	Awareness helps you be more patient
1		<i>Yeah</i>	
5	174	I <i>think</i> it <i>helps</i> staff sometimes when we're	

5	175	<p>aware of it because S I think he had a hard <i>time</i>/ because he <i>just</i> came across to <i>us</i> as a very (2 secs) not <i>naughty</i> but (3 secs) just a <i>bit</i> (.)/ well I don't know what the word <i>is</i> really, I <i>don't</i> know how to quite <i>describ</i>e/</p> <p>I think that now we're <i>aware</i> of him, well <i>I</i> am definitely a lot more <i>patient</i>/ and I think <i>sometimes</i> that just suits us.</p>	Choose different intervention
2	176	<p>He would, I think <i>sometimes</i> (.) he'd be the <i>type</i> that would stamp his <i>foot</i>, when he was <i>younger</i>.</p>	
5	177	<p>He's a <i>guy</i> who <i>looks</i> like he might try it <i>on</i> and <i>obviously</i> that doesn't really <i>wash</i> down there, that <i>well</i>./</p>	
	178	<p>But, I <i>think</i> 'cos we're <i>aware</i> of it, and <i>now</i> what I will <i>do</i> with him, is I will <i>have</i> that quiet word and <i>say</i> like '<i>this</i> is, <i>this</i> is what we <i>expect</i>'/ and you know I'm <i>not</i> doing it because that's the way (???) <i>that's</i> what I do with some kids who are just <i>like</i> that/ and I <i>think</i> that <i>I'm</i> not, particularly aware of what's <i>what</i>.</p>	
1	179	<p>S just needs <i>boundaries</i>, doesn't he?/ I think if you <i>explain</i> to S what's (.) what's <i>expected</i> and then <i>that's</i> what you'll <i>get</i> from him.</p>	B does not fit in what I would say as typical
5	180	<p>Like with <i>B</i> er I didn't actually know <i>he</i> was, I didn't <i>know</i> er-er-er/ I <i>knew</i> when he first got here he <i>was</i> au, I don't know <i>what</i> it was/ I remember the <i>name</i> 'cos I <i>liked</i> it/ erm but <i>he</i> ob-he gets <i>on</i> with it./</p>	
	181	<p>He was in a lesson just <i>now</i> and he was <i>jumping</i> around and he was really <i>engaged</i>./ So I was thinking just <i>now</i> like the typically thing <i>is</i> that he'd be a bit <i>away</i> from the situation/ like <i>S</i> was this <i>morning</i> he was, he was in his own little <i>world</i> there, his own little <i>game</i>/ but he was <i>doing</i> something and I was quite <i>happy</i> for him to <i>do</i> it/</p>	
	182	<p><i>B</i> he was <i>bowling</i>, he was <i>batting</i>, he was running <i>round</i> well he was (.) <i>tackling me</i> (2 secs)/ you know, so <i>I</i> was</p>	
1	183	<p>He d-does have more <i>mates</i> as <i>well</i>, <i>B</i>, <i>doesn't</i> he?</p>	Has mates, other kids love him
6	184	<p>Kids <i>love</i> him./ They <i>re</i>-he really is very <i>popular</i></p>	

1		Yeah	
6	185	you <i>know</i> and if I ask <i>anybody</i> 'could you just sit with him and could you just <i>check</i> that he's got that in the right <i>order</i> ' or what <i>have you</i> / he's <i>happy</i> for people to go and <i>help</i> him and <i>not</i> just 'oh you do it <i>for me</i> ' but (.) <i>interact</i> with them <i>together</i> .	
1		Yeah	
6	186	And the <i>boys</i> in the class they're <i>all</i> (.) <i>happy</i> to be his <i>mates</i> and <i>invite</i> him to <i>parties</i> and 'B's coming round to <i>here</i> there' and that's <i>important</i> particularly as <i>well</i> because he was, he's <i>out of catchment</i> , you <i>know</i> ./	
	187	There was a <i>few</i> other people, like <i>CM</i> and (.) <i>LS</i> who came <i>from</i> his primary school and they're <i>all</i> in the same tutor group <i>together</i> .	friends
2	188	He is <i>related</i> to <i>LS</i> as well they're <i>cousins</i> .	Depends on the child as to whether they have friends
6	189	Oh <i>are</i> they?/ But <i>yeah</i> .	
C	190	But is it the <i>same</i> for (2 secs) <i>everyone</i> do you <i>think</i> , in the <i>sense</i> that <i>B's</i> friends are <i>supportive</i> of him?	
6	191	I don't <i>know</i> , I <i>think</i> it depends a <i>lot</i> on the, on the <i>child</i> , the child with, with the <i>issues</i> [because	
1		[ <i>Yeah</i>	Depends on how aloof, off or aggressive they can be
6	192	the <i>personality</i>	
1	193	<i>I think</i> it does as <i>well</i>	
6	194	It <i>depends</i> how, <i>kind</i> of, <i>aloof</i> they can be and how (.) <i>rude</i> they come across as being	
1	195	or <i>sometimes</i> how <i>odd</i> [they can be	
6	196	[ <i>odd</i> they can be or (.) <i>aggressive</i> because/ you <i>know</i> it <i>depending</i> on what <i>part</i> of the-the disorder you're <i>looking</i> at because <i>then</i> their <i>friends</i> er erm (.) might not <i>like</i> that/ so then they're not <i>friends</i> any more./ Erm I <i>think</i> that <i>B</i> kind of comes <i>across</i> a bit better.	J thinks he is odd What part of the disorder
1		Yeah	
2	197	<i>J</i> thinks he's <i>odd</i> (3 secs) doesn't he?	
1	198	<i>Yeah</i> (.) he <i>does</i> / and he and <i>then</i> because of <i>that</i> he <i>finds</i> it difficult to, to <i>initiate</i> conversations he would go/ we <i>talked</i> about it one day and he <i>said</i> , I <i>said</i> 'how do you go and say hello to make somebody' 'cos he was	

1		saying 'I just want to go and hang out with my mates' and I said 'how do you go and say hello' and (.) he <i>doesn't</i> ./ He will go and stand <i>near</i> them, but <i>not</i> quite near enough to be <i>part</i> of it.	How hard it is for J to initiate conversation with friend because of this
2	199	Yeah, no [quiet]	
1	200	But <i>not</i> far enough <i>away</i> from them for them <i>not</i> to notice that he's <i>standing</i> there, if you know what I <i>mean</i> / and I said 'well, you know' and-and-and we <i>worked</i> on it, you know, so I said 'well <i>this</i> time if you're with your mates in the yard, just go up and say 'hello'./ <i>Don't</i> go and stand <i>near</i> them, just go <i>up</i> to them and say hello/ and <i>listen</i> to what they're <i>talking</i> about and join <i>in</i> ' I said and 'try not to <i>steer</i> it, if you <i>can</i> '/	
	201	'cos J's <i>really</i> , <i>really</i> good at <i>getting</i> you to talk about what <i>he</i> wants to talk about./ I said 'you <i>know</i> , just <i>listen</i> to what they're <i>saying</i> './ (.) I said ' <i>sometimes</i> you don't have to <i>say</i> anything, you can <i>just</i> just be there and have <i>said</i> hello and you're actually <i>part</i> of it'.	Doesn't have friends
2	202	I <i>don't</i> think J could not, not say anything, to be <i>honest</i> [laughs]	
1		No	
C	203	You were going to talk about friends [to 5]	Space to play with PSP
5	204	I was going to talk about <i>friendship</i> groups, I just, I <i>know</i> from (.) C, <i>obviously</i> / he has <i>very</i> few friends, well he doesn't have <i>any</i> friends in PE./ He <i>won't</i> feel phased by hanging about with the likes of AP (.) and what have you and J actually gave him a <i>space</i> in PE where he could <i>sit</i> and (.) play with his (.) well, his PSPs aren't they they're <i>called</i> and he was playing on <i>that</i> and/	Will talk to adults
	205	but even <i>then</i> they were (.) sat in a <i>room</i> with each other, <i>again</i> they weren't <i>talking</i> , they weren't <i>friends</i> ( 2 secs)./	
	206	He-he <i>loves</i> it he comes in and <i>chats</i> to <i>us</i> / and he'll stand at the office <i>door</i> and h-he'll talk about his <i>dog</i> and his <i>fish</i> and <i>whatever</i> and <i>whatever else</i> it is/ and <i>try</i> and get his cars back off J because J's <i>confiscated</i> 'em for driving them up his <i>arm</i> or <i>whatever else</i> it may <i>be</i> /	Kids try their best, patient

5	207	Erm (.) so you can <i>have</i> conversations but (.) he doesn't really have any <i>friends</i> , and the kids are <i>great</i> / the kids are <i>fantastic</i> with him because (.) I remember when I was at <i>school</i> if-if <i>someone</i> was like, the way C is, the <i>reactions</i> and how immature he <i>can</i> be, he would have got a <i>lot</i> more <i>stick</i>	Hasn't got the ability to sustain friendship
1	208	Yeah and the <i>kids</i> are very <i>good</i> , they're very <i>patient</i> and/ <i>even</i> when he's working in <i>teams</i> they, you <i>know</i> they will get him <i>involved</i> and they will <i>try</i> their <i>best</i> with him./ (.) But he <i>can't</i> (.) he hasn't <i>got</i> the ability I don't <i>think</i> to s-kind of carry on that friendship./ He <i>might</i> be able to <i>start</i> a friendship but it <i>won't</i> , it's not, got no longevity.	
2	209	He's got no <i>social</i> skills, <i>really</i> .	I might be wrong
1	210	Mmm <i>No</i> (2 secs)/ he gets <i>excited</i> as <i>well</i> , you know./ He-he-he <i>wants</i> to have friends, I <i>think</i>	
5	211	Mmm I <i>don't</i> think he's exactly happy, he <i>may</i> be happy in his own company, he's quite happy <i>in</i> a group but it <i>won't</i> , it can't <i>last</i> almost./ I don't <i>know</i> , I <i>might</i> be wrong.	Girls looking out for her, girls world
2	212	But Em's like that as <i>well</i> .	
1	213	Em <i>is</i> .	Danger of isolation as they get older
1	214	Her, her <i>friends</i> in her <i>tutor</i> group, at the <i>minute</i> , <i>really</i> look after her.	
2	215	They <i>do</i> .	Danger of isolation as they get older
1	216	And they look <i>out</i> for her and, you <i>know</i> (.) and that's lovely and <i>it's</i> , it's quite a <i>girl</i> thing as <i>well</i> the fact that they're looking <i>out</i> for her the way they <i>do</i> ./ And <i>sometimes</i> you see them and they're <i>just</i> like brushing her <i>hair</i> / and I <i>know</i> she quite <i>likes</i> that and she will <i>let</i> them but it's <i>almost</i> like they've got a a <i>Girls</i> World.	
3	217	Is that Em <i>N</i> ?	Danger of isolation as they get older
2	218	Yes	
1	219	[Laughs] and so	Danger of isolation as they get older
2	220	Em <i>N</i>	
1	221	Em <i>N</i>	Danger of isolation as they get older
6	222	I've taken her for a <i>cover</i> a couple of times.	
1	223	But she can, you <i>know</i> I-I (.) I <i>don't</i> / I <i>hope</i> it	

1		continues but it it was like when MB was <i>here</i> / it got to Year <i>Nine</i> and everyone was , you <i>know</i> , looking out for <i>M</i> and all <i>that</i> / and then it got to Year <i>Ten</i> and he was left, kind of left <i>alone</i> a little bit, <i>wasn't</i> here.	Attached to TA
2	224	It was <i>when</i> they did their options.	
1	225	Yes because he wasn't going to be in their <i>classes</i> and/ so it became <i>less</i> .	Kids who are caring get preoccupied with other things and pressures, not their fault
1	226	then they <i>become</i> attached to a TA	
1		Mmm	
2	227	<i>permanently</i> ./ [Which is <i>not</i> good.	
1	228	[And o (.) er I <i>hope</i> that Em can stay in <i>some</i> groups and	
3	229	<i>Don't</i> you think as well as kids kinda get <i>older</i> and <i>get</i> / I <i>don't</i> know if it's just them getting <i>older</i> but, but they <i>worry</i> so much <i>about</i> their <i>options</i> and subjects and I <i>think</i> that sometimes <i>that's</i> when/ it's <i>not</i> that there's a lack of <i>concern</i> or a lessening of <i>concern</i> / it's just that their <i>time</i> somehow <i>is</i> taken up with other (.) [worries	Too vulnerable to have a boyfriend
2		[Yeah	
3	230	and other <i>things</i> , <i>isn't</i> it, and when they're <i>younger</i> I think <i>kids</i> are (.) you <i>know</i>	
2	231	The <i>thing</i> that worries me with <i>Em</i> is (.) they're <i>going</i> into Year <i>Nine</i> , and that's <i>generally</i> when girls start having <i>boyfriends</i> and (.) <i>Em</i> is definitely going to be left <i>out</i> ./ She's <i>too</i> vulnerable to have a boyfriend	Not sure of procedures for the children
1	232	Yes she <i>is</i> isn't she?	
2	233	<i>far</i> too vulnerable./ (3 secs) Because she <i>is</i> really immature.	
3		Mmm	
5	234	Do er <i>all</i> the kids with autism then <i>have</i> a TA with them or is that just in <i>relation</i> , in relation to <i>M</i> ?	
2	235	No <i>that</i> was, <i>that</i> was <i>M</i> .	
5	236	'Cos I wasn't <i>sure</i> .	
2	237	<i>No</i> it was because <i>M</i> had <i>Down's</i> and we'd never <i>dealt</i> with a <i>Down's</i> before (2 secs) ./ He <i>just</i> had one of <i>us</i> attached to his <i>hip</i> .	(Feel about them differently, affection?)
1		Yeah	
C	238	I <i>would</i> (.) I <i>will</i> close it in a <i>minute</i> but I was <i>just</i>	

C		thinking about what <i>you</i> said about feeling <i>apprehensive</i> and then <i>now!</i> how you <i>feel</i> about B is really <i>different</i> .	can't help it – I can't
6		Mmm	
C	239	and I just <i>wondered</i> about (1 sec) there's a lot of <i>affection</i> being expressed about these young <i>people!</i>	take up time
	240	(2 secs) <i>Do</i> you feel about them <i>differently</i> to (.) some of the <i>other</i> (.) young people that you <i>work</i> with, or	
6	241	I <i>don't</i> think that you can <i>help</i> , I can't <i>help</i> but feel like <i>that!</i> That's <i>probably</i> because they take up more of your <i>time</i> , you know, like/ I've got <i>other</i> people in the tutor group that <i>take</i> up my <i>time</i> for other reasons as in, they're very <i>naughty</i> or, or	Comes across as vulnerable  Puts himself in strange situations
1		Yeah	
6	242	you <i>know</i> they've <i>got</i> , got (.) <i>other</i> issues going on at <i>home</i> so you spend more time with <i>them!</i> but I <i>think</i> (.) [intakes breath] <i>because</i> (.) B comes <i>across</i> as slightly <i>vulnerable!</i> because he <i>doesn't</i> understand sometimes and he <i>puts</i> himself in strange situations and you end up <i>having</i> to spend that bit more time with him/ you <i>know</i> , (.) I guess you <i>do</i> (.) <i>tend</i> to	Awareness, like to talk with him about what he thinks
3	243	Do you <i>think</i> that that <i>awareness!</i> I find I'm just <i>more!</i> I-I-I don't <i>worry</i> about E I am just <i>aware</i> , and I often <i>check</i>	Vulnerability  Wouldn't say I was more aware, maybe as class teacher not tutor
6		Mmm	
3	244	if he's been in <i>trouble</i> I kind of, I <i>like</i> to sit down and <i>talk</i> with him because I want to know what <i>he</i> thinks <i>he's</i> done wrong because <i>sometimes</i> he-he <i>doesn't</i> get it	
1		Yeah	
3	245	and I <i>like</i> to, I <i>like</i> to explain to him exactly <i>why</i> what he's <i>done</i> is/ it's <i>that</i> <i>awareness</i> I <i>think</i>	
2		Yeah	
3	246	That like <i>vulnerability</i> .	
2		Yeah	
5	247	I wouldn't say I <i>was!</i> I <i>don't</i> think I've got any <i>affection</i> <i>for</i> , you <i>know</i> , it's <i>not!</i> <i>any</i> more than I have for <i>other</i> children.	Aware of my own behaviour, what I say
3	248	Is that <i>tutor</i> group thing.	

5	249	Maybe it's I've <i>got</i> like with my <i>tutor</i> group, and it may be <i>different</i> next year	
3		Mmm	
5	250	and I've <i>got</i> / I like the <i>children</i> , I get <i>on</i> with them,/ What I <i>do</i> do erm (.) I'm a <i>bit</i> more <i>aware</i> of what I'm <i>saying</i> to them and how I'm <i>acting</i> , my <i>behaviour</i> towards them (.)/ erm, but <i>no</i> I've got <i>no</i> more sensitivity for <i>them</i> than I <i>have</i> /	Not got an affinity
3	251	you <i>know</i> there are <i>some</i> kids I-I I actually think are <i>brilliant</i> / and <i>they</i> may be in that <i>bracket</i> and it <i>isn't</i> because of, you know, the <i>behaviour</i> (.) it's <i>just</i>	
6			
3	252	Mmm, yeah	As class teacher do not have time to talk to them, different relationship
1		Yeah	
5	253	sorry I just I <i>don't</i> think I've got an, an affinity, you <i>know</i> .	
5			
3	254	Isn't <i>that</i> just, <i>just</i> because of that, do you know what I <i>mean</i> ?	
5	255	I-I don't <i>know</i> , I think it <i>might</i> be because I've <i>not</i> , you <i>know</i> / I spend a <i>lesson</i> with them (.) as opposed to any tutor times, I'm not (.) <i>I'm</i> not doing possibly the things that <i>you</i> may be doing/ like I don't have <i>time</i> to sit and <i>talk</i> to them./	Air of vulnerability
	256	I'll <i>sit</i> and talk to C like a few minutes <i>before</i> / but <i>that's</i> because he's wandered in talking to J and J's his <i>tutor</i> , so there's a different <i>relationship</i> there and I'm involved with <i>that</i> / er so <i>that</i> might be (.) an <i>aspect</i> to it.	(connections – my agenda)
2	257	I <i>think</i> there's a <i>general</i> (2 secs) er vulnerability of <i>all</i> (3 secs) these <i>autistic</i> kids, definitely./ I think they have an <i>air</i> of vulnerability about them./ I don't know <i>what</i> it <i>is</i> , but they <i>do</i> .	social awkwardness you want to help as a teacher and adult (human)
1	258	Yeah	
C	259	It <i>must</i> be something that you <i>connect</i> with (.)./	
	260	It <i>must</i> be something that (1 sec)	don't want others to feel lonely or awkward
6		Mmm	
C	261	as <i>people</i> you connect with.	
5	262	(???)	
3	263	It's <i>almost</i> kind of that <i>awkward</i> , <i>socially</i> , though, don't you think as an <i>adult</i> and as a <i>teacher</i> ?	more comfortable talking to adults who
6	264	I <i>guess</i> you want to (.)	
1	265	You want to <i>help</i> [several of the group talk	

		together at the same time]	
6	266	You <i>shouldn't</i> be, you <i>shouldn't</i> feel <i>lonely</i> or awkward.	empathise and understand
5	267	No, it's <i>not</i> nice [[several of the group talk together at the same time]	
3	268	[But <i>whether</i> it's a child who <i>has</i> this, but <i>whether</i> it's a child who <i>has</i> this (.) or whether they <i>don't</i> .	children won't give the slack in conversation
1	269	They <i>tend</i> to feel <i>more</i> comfortable talking to adults who (???)	
6	270	Who <i>can</i> empathise who do <i>understand</i> .	
5	271	Definitely.	
6	272	Yeah, and <i>other</i> children might <i>not</i>	
1	273	They <i>won't</i> , they <i>won't</i>	
6	274	because they haven't got that <i>maturity</i>	joke about the faux pas's
1	275	They <i>won't</i> give them give that little bit of <i>slack</i> that they <i>need</i> in a <i>conversation</i> ./ Like when <i>E</i> tells er, not <i>E</i> , er <i>J</i> tells me I'm <i>fat</i> [members of the group laugh] (.) every <i>week</i> ./ <i>Cheers</i> <i>J</i> , cheers (.) <i>know</i> what I <i>mean</i> ? [Laughter and talk amongst group members]	
2	276	<i>G</i> don't <i>worry</i> he tells me I'm <i>old</i> .	attached, over-protective
1	277	But it's <i>one</i> of them things, it's <i>that</i> (.) little <i>thing</i> , those faux pas's that other <i>folk</i> are <i>not</i> gonna get that you're not <i>really</i> supposed to tell someone that they're <i>fat</i> ./ I <i>know</i> I'm fat but I <i>don't</i> want to be <i>told</i> , yeah, and it's one of <i>them</i> , so./	could just have been doing that
	278	But <i>yeah</i> I've, I've got attached to <i>all</i> of 'em 'cos I see, I see 'em every <i>week</i> ./ And I feel I've er er (.) a <i>little</i> while ago I was <i>getting</i> a little bit over-protective	
2		Mmm	
1	279	and I've <i>taken</i> a step back because I've <i>realised</i> that <i>actually</i> if I, If I got as <i>involved</i> as (1 sec) I was gonna end <i>up</i> being involved then I would just do <i>that</i> , that's <i>all</i> I would be doing <i>all</i> the time and (.) I <i>don't</i> have time (.) <i>unfortunately</i> / and so I <i>had</i> to (.) <i>not</i> (.) <i>stop</i> (.) but <i>just</i> (1 sec) assess myself what, <i>what</i> I'm doing and things, you <i>know</i> ./	I am just a teacher
	280	Well, there's <i>got</i> to come a point where <i>me</i> , as a <i>teacher</i> er <i>that's</i> what I <i>am</i>	

2		Mmm	
1	281	at the <i>end</i> of it I'm just a <i>teacher</i> , I'm <i>not</i>	
6		No	
1	282	a trained <i>professional</i> in-in <i>that</i> sort of, in that sort of, <i>well</i> , in <i>some</i> respects I <i>am</i> but/ you <i>know</i> , in <i>other</i> (.) I'm, I'm <i>not</i> that sort of <i>worker</i> , a <i>counsellor</i> , a I've <i>not</i> been <i>trained</i> in <i>that</i> (.) sort of <i>thing</i> ./ I just talk about (.) what <i>life</i> is wi'em and <i>talk</i> about the things that they wanna <i>talk</i> about wi'me/ in <i>that</i> respect and er I <i>know</i> that there's boundaries with, with all <i>that</i> sort of thing but/	Important to set limits and boundaries to roles
	233	yeah so <i>taking</i> a step back and <i>it's</i> , and it's kinda <i>helped</i> , I <i>think</i> (2 secs) I think it's helped <i>them</i> realise that there's <i>gotta</i> be, be (2 secs) <i>some</i> sort of er <i>limit</i> as to <i>our</i> relationship I <i>think</i> as <i>teachers</i> , and and <i>students</i> .	
3		Yeah	
C	234	I think the boundaries <i>around</i> that/ (.) you <i>need</i> to put them <i>in</i> otherwise there's <i>not</i> that understanding.	Does the diagnosis make any difference to how you think and feel about the child?
3	235	<i>Obviously</i> when kids get older, <i>all</i> kids they need to be <i>aware</i> of that [voice goes quiet]	
2	236	I think I could spend <i>all</i> day, <i>every</i> day, with <i>J</i> ./ Because he would <i>take</i> up that much	
1	237	and he would <i>let</i> you as well.	No
2	238	Yes he <i>would</i> , he <i>would</i> .	difference for B but
C	239	I was <i>just</i> inte- <i>one</i> last question/ I was just <i>interested</i> in (2 secs) that (.) you didn't realise that <i>B</i> had a <i>diagnosis</i> . [to 5]/	was for S
5		No	
C	240	Do you <i>wish</i> that you didn't <i>know</i> ? Do you <i>wish</i> (.) that [ <i>you</i>	I had read it somewhere
5	241	[It's hard to say I mean, with <i>B</i> it doesn't make a <i>difference</i> because of the way he is in <i>PE</i> / er he's, he's really <i>different</i> to the way <i>S</i> is/ I don't know <i>where</i> he is on the scale/ with <i>S</i> there's an obvious <i>issue</i> , so I thought out, I thought, <i>this</i> isn't quite right/ I think I knew <i>in</i> (.) the back of my <i>head</i> but/ yeah I <i>think</i> I'd read it <i>somewhere</i> so I <i>checked</i> it out/ and <i>because</i> of that I'm a <i>bit</i> more (.) more/ I guess the word's <i>patient</i> but I'm <i>not</i> because I'm <i>not</i> <i>horrible</i> to 'em <i>anyway</i> in	(Defence ) wasn't horrible to him so not more patient but think more about how to deal with what is happening

5	<p>242 the <i>first</i>, but you <i>know!</i> (.) if he (.) <i>runs off swearing and throwing things</i>, it's <i>not</i> saying we <i>actually</i>, you <i>know</i> I'm a <i>bit</i> more thinking like <i>this is happening</i> it's <i>how we deal with it!</i></p> <p>243 like <i>today</i> when he's (.) <i>dancing</i> around the sports hall punching a <i>bag</i> and stuff (.) you <i>know!</i> in his own little <i>world</i>, you <i>know</i>, I'm thinking the lad's <i>happy</i> he's <i>doing</i> something a bit <i>active!</i> he's <i>not</i> doing what I <i>want</i> him to be doing, but he's <i>had</i> a bat, he's he's <i>done</i> what I've <i>asked</i> him to, he's <i>had</i> a bat, he's, he's had a <i>bowl</i>, he's <i>done</i> that, and if he <i>wants</i> to run around for fifteen <i>minutes!</i></p> <p>244 you <i>know</i>, so in <i>that case</i> it's <i>great</i> 'cos I'm <i>aware</i> and I can, I'm a <i>bit</i> more <i>open</i> to (.) <i>how</i> I can <i>deal</i> with it./ In the case of <i>B</i> it doesn't <i>matter</i> because <i>he's</i> engaged in the lesson, <i>fully</i>.</p>	<p>Bit more open, think about it differently</p> <p>You wouldn't know there was an issue in the classroom</p>
6	<p>244 I think with <i>B</i> as well, on his <i>own</i>, or, you know, being told to <i>do</i> something he (.) <i>doesn't</i> question that/ and, and, in a <i>classroom</i> he-he will get on <i>fine</i> and you <i>wouldn't</i> know there was an <i>issue!</i> <i>B's</i> issues really <i>come</i> when <i>he</i> is asked to <i>interact</i> with <i>people!</i> There was, was a <i>time</i> when he was doing some <i>group work</i> in <i>geography</i> lesson and erm he couldn't <i>cope</i> with it and erm he <i>just</i> went out <i>crying!</i></p> <p>245 It was all <i>because</i> <i>S</i> had (.) <i>sensitively</i> done the <i>groups s-specifically</i> around him, but he <i>hadn't</i> been given a <i>specific task</i> and he <i>needed</i> a <i>specific task!</i> And (.) <i>so</i> we, I <i>established</i> that <i>with</i> him for the <i>next</i> lesson when the <i>group work continued</i> I <i>got</i> that <i>group</i> together before the <i>lesson</i> without <i>him</i> and <i>said!</i> '<i>look</i> (.) find him <i>one</i> thing to <i>do</i>, ask him to <i>do</i> it and when he's <i>done</i> it, give him something <i>else</i> to <i>do!</i></p> <p>246 <i>Don't</i> just say '<i>here's</i> a load of stuff, get <i>on</i> and do it'./ All work on <i>that</i> together'./ And that was <i>fine!</i> There was <i>no</i> issue the next lesson, and like <i>B</i> (.)/ Ooh when was it? <i>Monday, Tuesday?</i> <i>Whenever</i> it was, some time <i>recently!</i> he was <i>getting</i> involved in a bit of silly (.) stuff at <i>lunchtime!</i> He <i>got</i> into a bit of a <i>fight</i>, <i>throwing</i></p>	<p>Issues are to do with interactions with others eg group work and having specific task</p> <p>Story about lunchtime fight and impact on B and teacher's feelings about his strong emotions</p> <p>It didn't dawn on me anything was wrong</p>

<p>6</p> <p>247</p> <p>248</p> <p>1</p> <p>6</p> <p>249</p> <p>250</p> <p>251</p> <p>1</p> <p>6</p> <p>252</p>	<p>some <i>mud</i>/ somebody <i>else</i> in my tutor group, <i>that</i> person came in, <i>didn't</i> even know there was anything <i>wrong</i>./</p> <p><i>B</i> arrived, and he <i>looked</i> like he'd had some kind of <i>strange</i> allergic <i>reaction</i>./ And <i>I</i> was like 'Ooh, <i>B</i>, are you <i>alright</i>?/ and 'Miss, yeah he says he's just feeling <i>tired</i>' and <i>I</i> said 'ooh have you been rubbing your <i>eyes</i>?/ and it <i>didn't</i>, didn't (.) <i>dawn</i> on me that anything was <i>wrong</i>./ So <i>I</i> took the <i>register</i> and <i>I</i> said 'ooh do you want to go <i>outside</i> for a second <i>B</i>?/ thinking <i>I</i>'d get to the <i>bottom</i> of <i>this</i>./ and he just <i>burst</i> out into <i>floods</i> of <i>really</i> hysterical <i>tears</i> and <i>I</i> was like (.) 'oh my <i>goodness</i>' you <i>know</i>! 'what's <i>wrong</i>, what's <i>wrong</i>' really inconsolable (.) <i>crying</i>!</p> <p>and he'd <i>had</i> this <i>fight</i>./ and, you <i>know</i>, he-he just couldn't <i>cope</i> with the fact that he'd had this <i>fight</i>./ And for <i>DT</i> it was just 'oh, messing <i>around</i> and throwing a bit of <i>mud</i>' you <i>know</i>! it <i>hadn't</i> even gone like <i>that</i> for him, <i>straight</i> over his <i>head</i>.</p> <p>There's <i>lots</i> of things with (.) <i>that</i> sort of thing, there's <i>lots</i> of fights at <i>home</i>.</p> <p>Yeah he <i>just</i> he-he <i>can't</i> deal with <i>anger</i> very well-well <i>not</i>! (.) <i>I</i> think he's <i>much</i> better than he was to be <i>fair</i>./ because he <i>said</i>, he was <i>saying</i> things to <i>me</i> like er [sighs] 'what <i>I</i> want to do is <i>get</i> his head and <i>slam</i> it into that door handle but <i>I</i> <i>know</i> that that is <i>wrong</i>.' [laughs]</p> <p>And <i>I</i>'ll reply 'yes (.) yes it <i>is</i> <i>wrong</i>' [people in the group laugh]/ so and/ but he was really <i>cross</i> and <i>I</i> said 'what are you <i>cross</i> about?' and he said 'I'm <i>cross</i> that I'm so <i>cross</i>'.</p> <p>Yeah</p> <p>And, and he <i>is</i> he's <i>becoming</i>./ <i>I</i> <i>don't</i> think at the start of the <i>year</i> he would have been <i>able</i> to cope at <i>all</i>./ <i>I</i> <i>think</i> it would have just escalated into something <i>massive</i>./ <i>I</i> think <i>I</i> <i>really</i> would have known about it/ but for him to <i>come</i> into tutor group and <i>really</i> try hard to <i>pretend</i> that <i>nothing</i> was <i>wrong</i> and <i>insist</i> to me that (.) he was <i>just</i> being a bit <i>tired</i></p>	<p>(The logic simply stated makes us laugh)</p> <p>cross that I was cross</p> <p>Trying really hard to be like everybody else but he needs me to notice</p>
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1		Yeah	
6	253	you <i>know</i> , I-I-I-I I <i>feel</i> that he, at least <i>he</i> knows that this is <i>me</i> / ok, I've <i>taken</i> this really <i>personally</i> , I <i>need</i> to try and get over this/ erm I think he <i>needed</i> time (.) I think he <i>needed</i> me to <i>notice</i> and I think he <i>needed</i> the time to (.) get over it and <i>have</i> half the lesson <i>out</i> and just <i>explain</i> / because he was <i>desperate</i> to just <i>tell</i> somebody what <i>happened</i> ./	You need to be aware
	254	Erm, but, (.) <i>unless</i> something <i>happens</i> he's <i>just</i> , he's just <i>like</i> everybody <i>else</i> .	
5	255	But I <i>think</i> the problem, I think the problem with <i>that</i> / I think the question you're <i>asking</i> me ' <i>do</i> I want them to'/ I think you <i>need</i> to be aware	
6		Yes	
5	256	because <i>it's</i> alright, you <i>know</i> , <i>me</i> treating them <i>differently</i> but if you're <i>not</i> aware, you may not have <i>done</i> that	Very important, duty of care
2		Yes	
5	257	and <i>then</i> (.) you <i>know</i> something <i>might</i> have happened <i>from</i> that/ and I <i>think</i> that duty of <i>care</i> , that, you <i>know</i> , that <i>concern</i>	
1	260	Oh yeah	Variable experience
5	251	it, you <i>know</i> , so <i>yeah</i> , though I might (.) <i>act</i> a little but <i>differently</i> ./ I <i>think</i> it's extremely <i>important</i> erm	
C	252	And <i>would</i> you say that, for the <i>majority</i> of those <i>children</i> at the <i>school</i> / 'cos you're all <i>here</i> and you're <i>talking</i> about it and are, are <i>more</i> than aware of (.) the <i>needs</i> of (.) those young <i>people</i> / do you <i>think</i> that's <i>generally</i> their experience in <i>school</i> ?	Links to generations of teachers
6	253	I-I <i>think</i> it's, a <i>bit</i> , it <i>depends</i> ./ (2 secs) I <i>think</i> it's very <i>variable</i> , to be <i>honest</i> , [ I <i>think</i> it <i>is</i> patchy.	
1	254	[It's <i>patchy</i> isn't it?	
5	255	<i>Some</i> staff, I think <i>some</i> staff are very, <i>extremely</i> good, <i>some</i> staff are <i>just</i> (.) you <i>know</i> (.) a bit <i>unaware</i> maybe and then <i>some</i> staff are a <i>bit</i> kind of <i>dismissive</i> .	
6	256	[Yeah, yeah	
1		['when I was at secondary school' and stuff	Misunderstanding about training
5	257	[Yeah, <i>definitely</i>	
2	258	Erm (.) but I <i>think</i> that's <i>also</i> a generation gap,	

2		<i>isn't it, and the understanding/ we-we're all coming from, you know a fairly fresh, new background and</i>	
5	260	And you <i>do</i> have it built into <i>your</i> , your	
2	261	Not <i>hugely</i> , no	
5	262	Don't you? I <i>thought</i> you had	
2	263	[ <i>your training</i>	
5	264	[ <i>special needs</i> built into your <i>training</i> now.	
2	265	<i>My training</i> I went, went for a <i>visit</i> , for a <i>day</i> and we did an assignment./ And I-I <i>didn't</i> , when I came <i>here</i> , I didn't have a g-good <i>grasp</i> or anything <i>else</i> /	
	266	I've done bit out of <i>interest</i> , you <i>know</i> , for quite a long time with A [SENCO] because <i>she's</i> done things in <i>PE</i> , and <i>she</i> , you <i>know</i> / And <i>then</i> just <i>chatting</i> to people, [you <i>know</i>	
6	267	[What I really, you <i>know</i> , what I really think is different about it <i>now</i> , is that <i>even</i> / I can I mean I didn't, and I er (2 secs) eight, nine <i>years</i> ago I <i>trained</i> so there <i>wasn't</i> much on the <i>training</i> / and I <i>think</i> when we <i>started</i> it was, it was/ 'cos we all started <i>together</i> , <i>didn't</i> we?	Quite new eight or nine years ago
3	268	Yeah	
6	269	When we <i>started</i> , it was, it was <i>quite</i> a new <i>thing</i> , <i>wasn't</i> it, to <i>have</i> somebody <i>diag-relatively</i> new for <i>people</i> / so for <i>us</i> (.) we were <i>new</i> , it was all <i>new</i> , it was just <i>one</i> of those things, something else to <i>learn</i> about. [Members of the group talk together at the same time]	Older member of staff dismissing what was said
1	270	We <i>did</i> do some training, <i>didn't</i> we?	
6	271	Yeah, we did	
1	272	It was with CJ [Autism Communication Team]	
2	273	CJ, yes, we <i>did</i> .	
1	274	and I was sitting next to (.) one of the <i>older</i> members of staff [intakes breath] and and they <i>kinda</i> 'well, well (.) <i>this</i> doesn't mean anything [ <i>this</i> doesn't make any <i>sense</i> , what are they on about?'	
2		[Yeah	
1	275	You know what I <i>mean</i> , and <i>totally</i> dismissed what was being <i>said</i> and I was like	
2	276	[I <i>think</i> the <i>general</i> consensus w-was that <i>this</i>	

2		doesn't	
1	277	[well, come on	
2	278	apply to <i>me</i> .	
3		[(???)	
1	279	['Cos they were, 'cos they were <i>saying</i> / sorry/ they were <i>saying</i> it's a <i>communication</i> disorder they were like 'well (.) so well you <i>know</i> , I teach erm, you know, D and T or' [laughs]	Could deal with kids in a certain way and never have an issue
2,3	280	Yeah, yeah	
5	281	The problem <i>is</i> you can <i>quite</i> / I know this from a PE background (2 secs)/ I can, I can have <i>all</i> them kids in this <i>classroom</i> and I can <i>deal</i> with them in a <i>certain</i> way and I wouldn't have an <i>issue</i> ./	
	282	Now (1 sec) they could go <i>out</i> of that <i>lesson</i> and (.) <i>be</i> in floods of tears or (.) run <i>off</i> or whatever you <i>know</i> ./ It wouldn't affect <i>my</i> lesson	I am more aware of the impact of my behaviour on the children when they leave my lesson
6	283	No	
3	284	Yeah	
1	285	That's <i>true</i>	
5	286	because I've dealt with it in whatever way I like, you know, I can <i>do</i> whatever I <i>want</i> / I <i>think</i> that possibly <i>some</i> people don't see (.) the (.) <i>impact</i> upon the <i>children</i> and I <i>think</i> maybe that's the <i>difference</i> / I think that I'm aware that <i>my</i> <i>behaviour</i> / the way I <i>talk</i> to C, the way I <i>talk</i> to S, the way I talk to <i>someone</i> , would <i>affect</i> them a lot <i>more</i> , I <i>hope</i> .	Aware of the challenges children might be experiencing
3	287	The <i>thing</i> you said about the <i>generation</i> thing, I <i>think</i> there is an aspect/ I think <i>again</i> from, <i>our</i> background	
5	288	Yeah	Not an expert
3	289	We're very <i>aware</i> of what kind of person I am/ I'm <i>certainly</i> not an expert./ I am <i>aware</i> that there are <i>lots</i> of challenges that different children can, you <i>know</i> , be <i>experiencing</i> / whether it be <i>asperger's</i> or <i>dyslexia</i> or <i>dypsaxia</i> or things like <i>that</i> !	Know I need to give extra support
	290	but I'm <i>not</i> an <i>expert</i> in any way, I <i>think</i> it's just that I <i>know</i>	
6		Yeah	
3	291	and if it's <i>mentioned</i> to me then I <i>know</i> that I need to give extra support then./ And I <i>think</i>	

3	292	[there is a disturbance in the room] I think some of them teach as a class, as well./ I don't think we do I think we're aware of individuals.	
6	393	No, I agree, I think it is, I think it is a little bit of a generational thing.	It is also an attitude thing
5	394	Having said that, there's, there's plenty of staff, you know, who	
6	395	There are	Need to see beyond their lesson
5	396	It's also an attitude thing, you know/ I'm sure there's some staff from even my age, you know, who are thinking 'whoah, what's that about' it's that impact, yeah./	
	397	They might be able to deal with it, understand it, but, you know, if it doesn't impact on their lesson, then they've got great behaviour management/ and it's not so much about their management but the impact upon the children (.) later on.	Hope by explaining what the issues are they might treat him slightly differently rather than expecting the same reaction as everybody else
6	398	Certainly at the start of the year, and I know that G has been involved, in terms of B with other members of staff/ and erm/ at the start of the year when he came in, him getting into a bit of bother and explaining to that member of staff exactly what the issues are around B/ in the hope that they might view him and (.) treat him (.) slightly differently in order to get the best from him/	
	399	rather than just saying 'well I told him to do this and why hasn't he done it? Why has he reacted like this? Everybody else is able to do it, why can't he'	
3		Mmm	
6	400	I haven't seen so much of it (.) recently with B but I know when I was poorly there was an issue (.) in a particular subject	None of the kids on the spectrum like that lesson
1		Mmm	
6	401	that you had to deal with, can you remember?	
1	402	I don't know [whispers]	
6	403	Music [whispers and laughs]	
1	404	Oh yeah, oh yeah./ [No, there's a there's a whole	Noisy, chaotic
6	405	[I don't, I don't	

1	406	<i>it's a, it's the lesson that they won't er (.) that I don't think any of the kids er (.) on-on the spectrum like, at all.</i>	No leeway made Attitude
2	407	No	
1	408	Because it's er there's a <i>mixture</i> of the fact that it's a <i>noisy</i> classroom, it's <i>really</i> chaotic erm and then there's some <i>personality</i> clashes in there where the/ it's like an <i>attitude</i> thing	Just took B out
6		Yeah	
1	409	where (.) peo-people don't make <i>any</i> sort of, any (1 sec) [leeway at <i>all</i> , you know	
6	410	[Leeway	
3		Mmm	
1	411	and (.) but (.) I think for, for <i>anybody</i> , [the way that <i>that</i> teacher acts	
6	412	[Yeah (.) yes	
1	413	can be <i>quite</i> challenging./ And, and so for a kid with a <i>diagnosis</i> it's [ <i>very, very extremely</i> challenging.	
2	414	I have never <i>yet</i> come across (.) <i>anybody</i> with asperger's that <i>likes</i> that subject.	
1	415	No (.) and even <i>J</i> and <i>J</i> , <i>J</i> plays <i>guitar</i> , he plays <i>drums</i> he plays <i>keyboard</i> but he (.) <i>doesn't</i> like music.	
2	416	He <i>can't</i> cope	How B deals with another pupil who can be challenging  (laughing)
1	417	<i>Because</i> its (.) just <i>totally</i> different thing./ I say I mean with <i>B</i> I just <i>took B</i> out./ I've <i>changed</i> his time on the group so that he he comes/ he's <i>actually forming</i> a bit of a a <i>power</i> thing with <i>JaE</i> of <i>all</i> people but you <i>know</i> [laughs]	
C	418	<i>Really?</i>	
1	419	<i>Yeah</i> (.) they <i>get on</i> really <i>well</i> .	
6	420	<i>Really?</i>	
1	421	<i>Ja-Ja</i> just er <i>comes</i> along and he <i>gives B</i> a <i>stare</i> , you know/ and <i>B's</i> just like 'oh <i>alright!</i> but he <i>kind</i> of looks at me, <i>B</i> looked at <i>me</i> when <i>Ja's</i> being like <i>Ja</i> and <i>just</i> goes [demonstrates <i>B's</i> non-verbal signal and everybody laughs]	
6	422	<i>Yeah</i>	
5	423	<i>Can</i> I ask a <i>question</i> , it's a bit more <i>personal</i> one?	
C	424	<i>Yeah</i>	
5	425	You <i>know</i> , you were <i>saying</i> , like that kind of (.)	

5	443	<i>lesson c-er y-you'd almost describe it as PE lesson/ it's very, it is chaotic in that you know, there's, there's a lot of moving around there's (.) a lot of noise./</i>	
	426	It's (.) it's a <i>lot</i> of organisation, you <i>know</i> , in that we put a <i>lot</i> of emphasis on the children organising themselves, and we <i>don't</i> necessarily give them <i>rules</i> / you know, I'm just <i>thinking off the top</i> of my head	J gets on well with people
C	427	Yeah	
5	428	there's a <i>lot</i> of things, you know./ <i>How do they find PE type lessons?</i> / I <i>know</i> you said J enjoys it.	Not like picking teams
1	429	J <i>loves</i> sport.	
5	430	But I <i>think</i> , I <i>think</i> he <i>generally</i> , he <i>generally</i> gets on quite <i>well</i> with people I <i>don't</i> know if it's because of <i>that</i> .	Sport can be different
1	431	He <i>doesn't</i> like (.) picking <i>teams</i> .	
5	432	<i>No</i> , so	
1	433	because he <i>doesn't</i> like to be left <i>out</i> when they <i>pick</i> teams and things like <i>that</i> / but he <i>loves</i> , he loves playing-he <i>used</i> to play in a football team at <i>home</i> , and he used to <i>do</i> , you know, <i>other</i> things like <i>that</i> ./ I <i>think</i> that <i>sport</i> and things maybe just (.) act <i>differently</i> .	Status with sport? Can bring confidence?
C	434	I think yeah (.) <i>yeah</i> ./ I'm <i>sorry</i> we should have <i>finished</i> by <i>now</i> I was <i>just</i> letting the <i>conversation</i> carry <i>on</i> . [People in the group laugh]	
6	435	I <i>think</i> , I think B as <i>well</i>	
5	436	Likes <i>PE</i> ?	
6	437	He <i>likes</i> PE I think he plays cricket at <i>home</i> as well or something for another <i>team</i> .	
5	438	I think he's come along to football practice and stuff	
6	439	<i>Yeah, yeah</i> he's	
5	440	It's <i>like</i> with erm with C/ C <i>isn't</i> like a <i>sportsman</i> (.) but, but he-he <i>does</i> kind of take <i>part</i> in stuff and he <i>does</i> this <i>bocha</i> and stuff	PE brings time for reflection?
2		Yeah	
5	441	you <i>know</i> , I-I just wondered how that worked,	
	442	because obviously	
2		<i>No</i>	

5	443	there are a <i>lot</i> of things <i>in</i> PE that could <i>really</i> cause some <i>problems</i> .	You can't do it wrong
6	444	But I think that <i>also</i> in PE that maybe there's more <i>freedom</i> , and if they're, they don't <i>always</i> have to be <i>doing</i> something/ like if you're, you know, there is a <i>little</i> bit of time for <i>reflection</i> / like if you're in a <i>football</i> game, you're not <i>always</i> with the ball	
5	445	No	Release
6	446	do you see what I <i>mean</i> , so you <i>have</i> / there is a <i>little</i> bit of opportunity for <i>reflection</i> like in <i>cricket</i> / you <i>could</i> be <i>lining</i> up to bat or you could be <i>fielding</i> , so y-you've got a <i>personal</i>	
1	447	If you do <i>music</i> and you do it <i>wrong</i> , as well	
6	448	<i>Yeah</i> (.) <i>music</i> is a <i>very</i> hard subject	
1	449	you do it <i>wrong</i> , but if you're <i>playing</i> [football [(???)	
5	450	And a <i>lot</i> of these kids have <i>dyslexia</i> as well	
3,6	451	<i>Yeah</i> , <i>yeah</i>	
2	452	or <i>dyspraxic</i> .	
5	453	I see so <i>PE's</i> a-a <i>bit</i> of a (.) <i>release</i> as well	
6	454	<i>Yes</i>	
5	455	because it's <i>not</i> , you <i>know</i> , there's <i>no</i> (.) like	
2	456	<i>If</i> you're <i>dyslexic</i> then there's <i>no way</i> you can read <i>music</i> .	
6	457	<i>No</i>	
5	458	but, then <i>know</i> , in a in a <i>game</i> you can make a mistake, <i>can't</i> you, and kids can get <i>on</i> to you?	
C	459	I was <i>going</i> to say to you that you <i>must</i> have got a very good <i>PE</i> Department because in	
5	460	(???) [laughter from the group]	
C	461	no, because in <i>some</i> other <i>schools</i> (.) it is an <i>issue</i> (2 secs) er I think it is an <i>issue</i> , <i>especially</i> learning <i>games</i> and (.) <i>not</i> understanding [rules of <i>games</i> .	
5	462	[I <i>don't</i> think it's, I <i>don't</i> think it's necessarily so much/ <i>anyway</i> I think the <i>staff</i> (.) I think you're <i>right</i> , I think the <i>staff</i> that <i>we've</i> got <i>we're</i> very <i>lucky</i> / <i>most</i> of the <i>staff</i> are very good with <i>children</i> .]	
	463	But erm I <i>wouldn't</i> imagine it's a <i>conscious</i> thing/ I <i>wouldn't</i> sit down and think ' <i>right</i> , are we <i>aware</i> that when <i>we're</i> picking <i>teams</i> , you <i>know</i> ,	

5		such and <i>such</i> ', you <i>know</i> .	
C	464	It <i>must</i> (.) be the <i>way</i> that you're teaching it	
5		Mmm	
C	465	is-is a <i>good way</i> for	
5		Yeah	Staff
2	466	There <i>is</i> , I have to <i>say</i> , a <i>personality</i> clash in the	personality
		<i>music</i> department.	
	467	[Members of the group talk together at the same	
		time and laugh]	
1	468	I <i>have</i> to say that I find him very awkward as	
		<i>well</i> , so.	
6	469	I <i>do</i> as well./ And I <i>this</i> is to-to be <i>perfectly</i>	On autistic
		<i>honest</i> , I think we've said it <i>before</i> as <i>well</i> , I	spectrum
		<i>wouldn't</i> be surprised if <i>he's</i> not on this	
		spectrum. [several members of the group	
		laugh]/	
	470	But quite <i>genuinely</i> (.) quite <i>genuinely</i> ,	Issues
		<i>absolutely</i> <i>genuinely</i> .	(Rigidity?)
2	471	We've <i>all</i> said so.	
6	472	I think <i>if</i> you were to <i>do</i> some kind of <i>diagnostic</i>	
		test <i>he</i> would come <i>out</i> on that spectrum/ and I	
		<i>think</i> (.) <i>therefore</i> <i>he</i> has an <i>issue</i> with how <i>he</i>	
		deals with <i>himself</i> therefore dealing with	
		somebody <i>else</i> whose quite <i>similar</i> (.) it <i>just</i>	Way he
		doesn't <i>marry</i> , at all.	speaks to
C	473	I would say, I mean c-er s-somebody who goes	children
		around <i>schools</i> , some of the <i>difficulties</i> are	
		where staff who are more <i>rigid</i> , and if <i>rigidity</i> is	
		part of being on the spectrum [(???)	
1		Yeah, mmm	
6	474	Er er yeah, it's <i>not</i> even that, that he's <i>rigid</i> , I	
		think, I think it's the way that he <i>speaks</i> it's very	
		unpredictable/ and it's the way that he <i>speaks</i> to	
		the children. [laughs]	
2	475	I remember LM in a <i>lesson</i>	
1		Yeah	
2	476	And he said ' <i>right</i> give them a <i>clap</i> '/ so L [2	
		claps hands] <i>obviously</i>	
6		yeah	Laugh at the
2	477	<i>that's</i> a <i>clap</i> , to <i>most</i> people./ And, this teacher	thing the
		said ' <i>no</i> , I said ' <i>a</i> <i>clap</i> '" [2 claps once]/ and L <i>just</i>	teacher
1	478	He wouldn't <i>get</i> it, at <i>all</i> [laughs]	asked the
2	479	no, he <i>couldn't</i> understand <i>that</i>	child to do

1	480	'cos there's	
6	481	And with B somebody had put something in a pocket, do you remember that?	
2	482	Yes	
6	483	And it was, it was (.) now 'do you know that I know, that you know what's in that pocket?'	
1	484	No (.) he <i>wouldn't</i> know that [laughs] and I don't know <i>that</i> [several members of the group laugh]	
6	485	That's a <i>classic</i> theory of <i>mind</i> test that the, yeah	
1	486	Who <i>wouldn't</i> [laughs again]	
6	487	and and B's like 'I don't <i>understand</i> './ Let's try this <i>again</i> 'do you know that I know that you know what's in my <i>pocket</i> ?'/ I was like er 'just don't' and he was getting <i>crosser</i> and <i>crosser</i> / and he was just <i>persistent</i>	Dialogical sympathy for B and humour at what the teacher did
1		Yeah	
6	488	<i>persistent</i> , <i>persistent</i> , <i>persistent</i> , until it just <i>erupted</i> and B just <i>left</i> and it <i>all</i> [makes noise with breath] <i>didn't</i> it?/ I remember him coming down <i>here</i> about <i>that</i> and it all <i>being</i> 'I'm <i>never</i> going to music <i>again</i> , that's <i>it</i> , that's <i>it</i> [I can't do that	
1	489	[ <i>That's</i> alright he <i>doesn't</i> now	
6	490	No [laughs]/ And I, you know, and <i>even</i> / I ended up having to go and find out what had <i>happened</i> in this <i>lesson</i> and <i>asked</i> some reliable girls who <i>explained</i> to me what the <i>conversation</i> was/ and they were like 'we didn't even <i>understand</i> it' (.) you <i>know</i> . [members of the group speak at the same time and laugh]	
C	491	<i>Thank</i> you so <i>much</i> it's (.) it's (.) been a really <i>rich</i> conversation I think, and I <i>don't</i> know how much of it I'll be able to <i>use</i> [members of the group laugh]/ <i>because</i> it's their, because what I'm trying to do is put <i>their</i> (.) experiences first/ but <i>actually</i> that's really what you were saying, <i>isn't</i> it because if people heard <i>their</i> voices, they <i>might</i> see some of the effects.	
5	492	<i>That's</i> what it <i>needs</i> , I would say./ If you <i>actually</i> asked a child how a lesson went <i>sometimes</i> it's quite different to/ and <i>sometimes</i> I'm a bit	What is needed is to hear the child's voice

		nervous of <i>asking</i> a kid like, especially if it's an (???) or something (???) you know that <i>did</i> happen/ y-you <i>know</i> different <i>voices</i> , different <i>opinions</i> like	Caring and inclusive school
C	493	It is, <i>yeah</i> (.) but your experiences, you're <i>all</i> so pos, you're all so (.) <i>positive</i> about, <i>things</i> and seem (.) and just the <i>affection</i> ./ There <i>is</i> that there (.) and the <i>awareness</i> from <i>this</i> group.	I get things wrong
5	494	I think the <i>school</i> generally does plenty if <i>that</i> ./ there's an <i>ethos</i> (.) the school's (.) very <i>caring</i> .	
6,3	495	<i>Yeah</i> , <i>yeah</i>	
6	497	<i>Very</i> inclusive.	
5	498	No <i>yeah</i> ./ It's <i>not</i> always the <i>case</i> I know I get things wrong but, you <i>know</i> , everyone <i>tries</i> to	
3	499	<i>We</i> all, <i>yeah</i>	
5	500	kind of <i>push</i> in that direction	
C	501	But I <i>will</i> be using <i>some</i> of it, so	
6	502	Ok [members talk together]	

Transcript: LA Autism Interest Group 2008

Initials of speakers given

Speaker	Line		Macro-analysis
CT	1	I mean there are, there are a <i>number</i> of things that we discussed last <i>time</i> (.) and, and I've just sort of <i>listed</i> (.) as to <i>whether</i> we want to follow up on them or <i>not</i> ! and <i>P</i> [EP working for private organisation supporting young people with autism] <i>might</i> be coming but	What people want to discuss (Whether P comes makes it less driven by CT, stake inoculation?) What CT would like to discuss
R CT	2 3	Mmm we don't <i>know</i> , we'll see if she turns up! Erm, so (.) I mean we can <i>do</i> them in any <i>order</i> , er or if anybody <i>else</i> has got <i>anything</i> ! erm but <i>one</i> of the things I want to keep <i>discussing</i> is something we were discussing (.) <i>earlier</i> about the (.) <i>Disability</i> Team and <i>access</i> and <i>all</i> of <i>that</i> !	
	4	But <i>one</i> I've got down <i>here</i> was, was <i>just</i> to update you on the <i>PDA</i> (2 secs) where we <i>are</i> ! which <i>isn't</i> (.) any <i>further</i> forward but there are <i>meeting</i> dates and things (.)/ erm (.) and <i>then</i> there was this <i>idea</i> (.) which is for <i>us</i> but which could also be <i>accessed</i> , <i>this</i> <i>idea</i> of central <i>powerpoint</i> (.) erm <i>resource</i>	
C CT	5	Mmm which <i>I</i> thought was a <i>great</i> <i>idea</i> .	Disability team and access  Updating on PDA
L CT	6 7	<i>Central</i> <i>powerpoint</i> ? It came up at <i>staff</i> meeting <i>J</i> had <i>suggested</i> it, <i>J</i> the (.) <i>trainee</i> ! It's a central (.) <i>resource</i> base for all our <i>powerpoint</i> presentations.	Us= EPs  (Questioning rationale?)
L CT	8 9	Oh <i>right</i> Erm and it just <i>struck</i> me there are a number of <i>autism</i> ones <i>aren't</i> there er <i>including</i> the ACT [Autism Communication Team] you know the <i>basic</i> <i>assessment</i> <i>pack</i> and [things like <i>that</i> , that we <i>could</i>	notion of sharing, what people have done and prepared
	10	and our <i>governor</i> <i>training's</i> on, on <i>powerpoint</i> , so we <i>could</i> (.) put <i>into</i> that! So I <i>thought</i> , I mean I <i>don't</i> know if people <i>have</i> got them but I think that's <i>going</i> to be set up so <i>that</i> was, that <i>struck</i> me as being <i>really</i> <i>useful</i> ! And <i>just</i>	
L CT	11 12	I don't <i>do</i> things on <i>powerpoint</i> I don't mean <i>you</i> L [laughs]	
L	13	but I'm very <i>happy</i> that if people, you <i>know</i> , for the stuff that I <i>have</i> got	
CT	14	If <i>they</i> can be put on	

L	15	If <i>that</i> wants to go into the <i>same</i> database.	
CT	16	I mean <i>that</i> might be something that that maybe perhaps <i>D</i> [EPS administration] could <i>do</i> at a <i>slack</i> time./ I know that she does <i>all</i> sort of <i>S</i> 's [Principal EP] <i>and stuff</i> , so./	
	17	Erm, but <i>that</i> , that, <i>that</i> was <i>good</i> ./ Erm, and <i>just</i> on <i>that</i> there's a erm/ I <i>mentioned</i> it (.) <i>earlier</i> / but there's a <i>book</i> that GC's <i>bought</i> , called the Autism Inclusion <i>Toolkit</i> / I <i>don't</i> know if people have come <i>across</i> it?	Training toolkit autism inclusion
	18	It's <i>training</i> materials and facilitator <i>notes</i> and I've <i>asked</i> Si [Senior EP] to <i>order</i> it, and there's <i>one</i> at ACT as <i>well</i> , erm/ and it's actually really <i>good</i> , erm/ it <i>goes</i> through, I mean, what it says, it's a CD <i>Rom</i> and powerpoint <i>slides</i> (.) but there's a <i>book</i> that goes with it, an A4 <i>book</i> , and you can <i>photocopy</i> bits out of that if you want to as <i>well</i> ./ But it <i>just</i> goes through <i>all</i> (1 sec) all <i>different</i> areas, I mean I'm <i>not</i> sort of <i>going</i> but there's <i>lots</i> of <i>activities</i> and <i>case</i> studies to facilitate <i>discussion</i> and you've got the powerpoint presentations as <i>well</i> //	Defending use
	19	Erm I had a <i>quick</i> look at it and I used the last <i>chapter</i> on erm the <i>access</i> plans and the Disability (.) <i>Discrimination</i> Act last <i>night</i> to end the <i>governors</i> thing with and I <i>thought</i> (.) it was really <i>useful</i> , so/ and it's <i>only</i> twenty-five pounds, so, so <i>that</i> <i>again</i> could be (.) [part of the central bit.	
C, L	20	[Yeah, yeah	
L	21	So <i>how</i> are you getting on with the Tony <i>Attwood</i> book?	Challenge?
CT	22	Have you <i>seen</i> it out there? I dip <i>into</i> it [laughing]	
L	23	<i>No</i>	Can't just sit and read
CT	24	It's <i>there</i> to keep remind- I <i>can't</i> just sit and read, I-I I <i>don't</i> find that I can <i>do</i> that really.	
L	25	I couldn't, I couldn't do that <i>either</i> it took me two <i>months</i> to read it.	Reassuring there is not a lot new for professionals but promoting sections that are
CT	26	Yeah, yeah, so there <i>are</i> interesting (.) parts to it.	
L	27	Are you <i>finding</i> it, like I did, that it's very <i>reassuring</i> that there's very <i>little</i> of it that's <i>novel</i>	
CT	28	Yeah, yeah	
L	29	But the little bits that are <i>novel</i> (.) are like little <i>gold</i> nuggets.	(Dismissive)

CT	30	Yeah, yeah, yeah./ And obvi-it goes down really well with parents <i>anyway</i> , <i>doesn't</i> it anything that <i>he</i> writes, or or <i>does</i> !	goes down well with parents (professional knowledge?)
	31	Erm so <i>that</i> was just feedback on <i>that</i> ! and then the erm (.) the <i>other</i> thing was the follow-up to the (.) issues of <i>puberty</i> and <i>sexuality</i> which we discussed with <i>P</i> , <i>didn't</i> we and about <i>how</i> we could (.) <i>present</i> stuff on <i>that</i> !	puberty and sexuality
	32	Now I <i>know</i> <i>P</i> is <i>doing</i> ! did I <i>photocopy</i> it?! (2 secs) She did this O [private organisation] presentation, are people aware of <i>this</i> ?	
Ca	33	Oh I <i>went</i> to that in erm (2 secs) H, yes.	
CT	34	<i>That</i> one, right	brilliant presentation
Ca	35	with <i>P</i> ! She was <i>brilliant</i> .	
CT	36	Yeah? <i>Was</i> she? I <i>said</i> she would, <i>would</i> be.	
Ca	37	D [husband] came as <i>well</i> ! But we <i>didn't</i> have time for the (.) <i>sexuality</i> (.) and (.) <i>puberty</i> bit, which was a <i>shame</i> .	
CT	38	Oh <i>right</i> .	Chasing round presentations
Ca	39	I keep <i>chasing</i> that <i>round</i> to try and <i>catch</i> it somewhere.	
CT	40	It's a <i>free</i> seminar [several people speak at the same time]/ but <i>this</i> one is on the 20 <sup>th</sup> <i>June</i> and it's <i>free</i> , and basically <i>anybody</i> can go but I <i>think</i> it's largely for <i>parents</i> er/ it <i>is</i> for parents, yeah/ <i>Things</i> they don't <i>talk</i> about at <i>conferences</i> ! so it's looking at things like <i>sleeping</i> , <i>eating</i> , <i>feeding</i> and er	This is for parents sleeping, eating, feeding
R	41	<i>Is</i> it (.) during the <i>day</i> ?	
CT	42	<i>Ten-thirty</i> 'til one./ (.) So if <i>anybody</i> knows any <i>parents</i> (2 secs) you <i>know</i> , I'll perhaps/ shall I <i>put</i> that on the <i>notice</i> board or something or?	
L	43	When is that?	
CT	44	It's on the 20 <sup>th</sup> <i>June</i> , at <i>M</i> [local venue]	
C	45	Could you <i>photocopy</i> it and <i>put</i> it in	
CT	46	I don't see why not, <i>yeah</i>	
L	47	'Cos I'd er, you <i>know</i> for where the (2 secs) <i>messages</i> board is?	Where is the message board??
CT	48	No I'll <i>photocopy</i> it and put one in 'cos <i>then</i> people'll see it, <i>won't</i> they?	
L	49	You <i>know</i> where, you know where you get your <i>phone</i> messages?!	
C	50	Oh <i>there</i>	
L	51	<i>That</i> message board. [People laugh]/ You <i>know</i> sort of	
CT	52	Whether she'll <i>be</i> , kind of <i>filled</i> , it'll be <i>full</i> , I	I have...

CT		don't <i>know</i> ./ But it's <i>just</i> erm, I <i>know</i> they're usually very <i>good</i> ./ And <i>then</i> (1 sec) R [EP in the group] and I have organised (.) well, I've <i>run</i> JK[nurse who talks about puberty and autism] who was <i>great</i> , [really, really <i>nice</i> (.) and she's <i>going</i> to run	Praise for JK
L	53	[She's <i>ever</i> so <i>sweet</i> ./ You can't <i>imagine</i> her ever losing her <i>rag</i> or shouting, mildly	Justifying the group organised
CT	54	[No, no./ I mean she <i>says</i> she's (.) <i>not</i> doing as much <i>now</i> (.) erm but she's <i>happy</i> to do things for <i>parents</i> like <i>this</i> ./ and erm (.) so it's in early <i>July</i> and we've <i>booked</i> it in S <i>Comp</i> [school with enhanced resource] 'cos we're <i>trying</i> to get erm <i>groups</i> sort of going perhaps into a little bit into <i>there</i> ./ and it's it's <i>this</i> one is joint M [special school nearby with enhanced provision] and S <i>Resource</i> [KS2 enhanced provision]/ 'cos she <i>only</i> wants up to (.) <i>twenty-five</i> , isn't it, yeah, erm in the group./	
	55	And we're just going to run from ten 'til <i>one</i> , and it's about <i>sexuality</i> and issues around <i>that</i> , <i>puberty</i> , so erm	
C	56	Open to <i>all</i> M parents?	
R	57	B [headteacher] is going to <i>prioritise</i> a list.	
CT	58	We've <i>got</i> to do it like <i>this</i> [yeah	
R	59	Because we've only got <i>twelve</i> places for M, and twelve from S <i>this</i> time.	
C	60	But there <i>might</i> be another one?	
CT	61	Yeah	
R	62	And <i>then</i> the idea is we will, we'll <i>offer</i> places <i>just</i> to the first so <i>many</i> ./ First come first <i>served</i> and then we'll work <i>down</i> a list.	Shares knowledge some of group have
L	63	B's funded J's <i>fee</i> and S are doing the (.) the venue and the teas and coffees.	
CT	64	B had actually offered up to two hundred and <i>fifty pounds</i> , <i>hadn't</i> she, if a staff member could <i>attend</i> , which was <i>fine</i> ./ In <i>actual</i> fact J's <i>fee</i> is a hundred and <i>fifty</i> , so that's/	
CT	65	<i>now</i> what <i>is</i> she <i>is</i> she a?	
L	66	She's a <i>nurse</i> ./ Fundamentally she's a <i>nurse</i> ./ She's the <i>parent</i> of a er of an adolescent <i>boy</i> with an <i>autism</i> diagnosis and severe <i>learning</i> difficulties./ So he's sort of (.) <i>makaton</i> and (.) <i>single word</i> communication level, couple o' <i>words</i> maybe./	He is this (makaton and single word)
	67	Erm (.) and (.) as a nurse <i>one</i> of her specialities	

L		has been sexual health <i>clinics</i> ?/ So she <i>still</i> / or up to <i>last</i> year she's <i>still</i> doing <i>one</i> clinic a week, <i>just</i> to, to sort of (.) <i>keep</i> up to date in <i>that</i> erm, and (.) you <i>know</i> so it's, it's all <i>that</i> added <i>together</i> / and she's <i>based</i> in Ch [quite local town]	Giving the speaker credibility as professional and person
CT		Yeah	
L	68	and it was <i>PS</i> who gave me (.) [ <i>her</i> name	
CT	69	[ <i>her</i> name./ She <i>did</i> a session at <i>H</i> [special school] <i>didn't</i> she?	
L	70	<i>What</i> (.) about <i>two</i> years ago now?	
Ca	71	It <i>must</i> be that long.	
L	72	At <i>least</i> two years	
R	73	She <i>did</i> RO [specialist school for children on the autistic spectrum] as <i>well</i> , she <i>did</i> it for parents at [RO	
L	74	[She <i>did</i> RO.	
CT	75	It goes <i>down</i> very <i>well</i> .	
L	76	And she's able (2 secs)/ <i>when</i> I've advertised things to <i>do</i> with/ s, when sex education has been mentioned at <i>all</i> I've got (.) <i>little</i> or no <i>take</i> up from <i>parents</i> .	
CT		Yeah	
Ca		Yeah	
L	77	Right?/ But <i>when</i> I've said <i>puberty</i>	
CT	78	<i>That's</i> what we're going to put in our <i>letter</i> .	
L	79	and the <i>changes</i> that come with <i>puberty</i>	The special needs child
Ca		<i>Right</i>	
L	80	And that can <i>not</i> , then <i>lead</i> on/ <i>J's</i> (.) message is <i>very</i> much oriented <i>towards</i> (.) keeping the <i>special</i> needs child <i>safe</i> and keeping <i>other</i> people <i>safe</i> ./	Safe
	81	So for <i>example</i> <i>one</i> of the things that (.) she promotes <i>very</i> <i>positively</i> is (1 sec)/ having parents work with their <i>children</i> when they're <i>really</i> quite <i>young</i> / perhaps <i>not</i> much older than your <i>grandson</i> [to Ca]/ and looking at what's a <i>private</i> space and what's a <i>public</i> space	Starting with younger children, laying foundations
CT		Mmm	
L	82	So that <i>when</i> you come to have conversations about what's appropriate <i>behaviour</i> (.) then you've actually <i>laid</i> foundations	
CT		Mmm	
L	83	(.) that they're <i>used</i> to./ Like <i>if</i> you have a child with <i>sensory</i> difficulties on the sort of <i>tactile</i> end (.) and they like taking their <i>clothes</i> off	

CT L	84	Yeah Then, you know sort of, <i>one</i> of the foundations would be about (.) <i>where</i> do you take your clothes off, where do you <i>not</i> take your clothes off?/ And you know, <i>who</i>	Explaining the practical situations
CT L	85	Yeah counts as <i>private</i> , <i>who</i> counts as public, <i>those</i> kinds of issues./ So she's very much dealing with (3 secs) <i>real</i> , <i>practical</i> situations./	
CT	86	I-I've I've <i>organised</i> two or three <i>things</i> with J.	
CT	87	She's <i>done</i> something for Parent Partnership as well, <i>hasn't</i> she?	
L	88	And the <i>day</i> at/ yes and (.) and <i>again</i> I gave the <i>name</i> to RB [Parent Partnership representative]/ but the the <i>feedback</i> / it would be very easy to get <i>negative</i> feedback, if the parents <i>thought</i> 'oh <i>that's</i> not for <i>my</i> child' or, you know ' <i>that's</i> going a bit too far' or <i>whatever</i> !	Promoting speaker's style
	89	erm but she is able to <i>take</i> them in a very gentle way <i>through</i> lots of really quite <i>difficult</i> issues	
Ca L	90	Mmm Erm (.)so the <i>last</i> day I organised at er H with, with J, I wasn't able to stay the whole <i>day</i> ./ I went in the morning and, came <i>back</i> in the afternoon./ So we <i>did</i> like <i>half</i> past nine to half past <i>two</i> , with <i>lunch</i> ./ Erm the-the <i>atmosphere</i> changed from a group of <i>strangers</i> to <i>people</i> who were <i>really</i> (.) sort of <i>friends</i> for the <i>day</i> was quite <i>marked</i> .	Strangers to friends
CT	91	That's <i>great</i>	Alleviating anxiety
L	92	And and <i>that</i> was really <i>lovely</i> and and I'm <i>not</i> seeing (.) <i>any</i> faces, looking <i>anxious</i> or concerned or <i>confused</i> ! you know at the <i>end</i> of a session that she's <i>done</i> .	
CT	93	I <i>mean</i> (.) <i>one</i> of the things I wanted to <i>do</i> was, <i>because</i> the-the parents (.) at the resource at S living so (.) all over the authority they very rarely get <i>together</i> ./ At K there was more of an ethos of, of (.) <i>coming</i> up for coffee mornings and things <i>but</i> erm <i>something</i> like <i>this</i> just might <i>draw</i> people <i>in</i> or it might <i>not</i> ! and if-if they <i>don't</i> fill the <i>spaces</i> then <i>obviously</i> there'll be, there'll be <i>waiting</i> lists <i>anyway</i> ./	More justification, wanting parents to have chance to get together
	94	And <i>then</i> we thought <i>maybe</i> er/ <i>depending</i> on (.) J's commitments or if we want to follow something <i>up</i> , you know, it could either be done	

CT		at <i>M</i> as a base or	
R		Mmm	
CT	95	and <i>obviously</i> there are loads of, of (.) / erm there'll be parents in <i>mainstream</i> schools, as well / so <i>ideally</i> it's about, it's about looking at what can be offered.	
R	96	It <i>needs</i> to be part of an <i>ongoing</i> programme, <i>really</i> .	
L	97	Yeah / It will <i>probably</i> be <i>possible</i> (.) to get the <i>funding</i> (.) from the sort of <i>B's</i> [Family Learning Co-ordinator] [several members of the group talk at the same time] / I was thinking of <i>B's</i> (.) pocket.	Helpful to go wider?
CT	98	<i>Originally</i> we were going to <i>do</i> that, <i>weren't</i> we, but we didn't <i>have</i> to on this occasion. / But I think it <i>would</i>	
L	99	It would be / I think quite <i>helpful</i> to set it <i>up</i> on an <i>annual</i> basis.	
CT	100	<i>They</i> would say that it would <i>come</i> within their <i>remit</i> I <i>think</i> , <i>something</i> like that.	
L	101	It would be very <i>easy</i> to get the schools to give us a <i>room</i> .	
R	102	Hu-huh	
CT	103	<i>Oh</i> yeah	
L	104	And er, <i>W Comp</i> for <i>example</i> have been (.) <i>very willing</i> to give us a <i>room</i> (.) from <i>spring bank on</i> when their <i>Y's Elevens</i> have <i>left</i> /	
	105	they've got plenty of <i>space</i> , and <i>they've</i> made us very (.) <i>welcome</i> in the <i>past</i> , when we've <i>done</i> something.	
Ca	106	I think they <i>would</i> be	
C	107	They've already <i>asked</i> me about this <i>actually</i> , so I think <i>that</i> would be	
CT	108	Mmm. / So we're having <i>this</i> , I <i>think</i> it's [early July, we said	
R	109	[ <i>July</i> , yes	
CT	110	Erm, and we'll see how that goes. / And we(.) <i>gave</i> it a <i>morning</i> slot, <i>giving</i> people a chance to travel <i>in</i> / but that it <i>wasn't</i> a full day, because I <i>think</i> that can be quite <i>onerous</i> , for <i>people</i> to come in for a full <i>day</i> / although <i>S</i> would have provided <i>lunch</i> there, but we've <i>just</i> gone for sort of <i>tea</i> and <i>coffee</i> and a <i>one o' clock finish</i> . / And <i>J's</i> happy with <i>that</i> time (.) slot.	But we will see how this goes (maintaining control)
L		Mmm	
CT	111	So we'll see how that goes.	

Ca	112	I would <i>think</i> that some of the <i>things</i> that (.) come <i>up</i> (2 secs) are things that <i>parents</i> actually feel quite <i>embarrassed</i>	Parents feel embarrassed about their child doing these things and it is realisation you are not the only ones	
CT		Mmm		
Ca	113	(.) about their, <i>their child doing</i> and maybe <i>don't</i> want other people to <i>know</i> ./ But <i>when you go</i> to something like that and <i>realise</i> that [sighs] <i>other</i>		
CT		Yeah		
R	114	You're <i>not</i> the only one [laughs]		
Ca	115	<i>other</i> people's		
CT	116	and <i>J's</i> got the added <i>advantage</i> of having gone <i>through</i> it as well, <i>hasn't</i> she, [as a parent?		
L	117	[She <i>has</i> (.) she's <i>going</i> through it, so <i>she</i> will talk about, erm (2 secs)/ she <i>ends</i> up doing quite a lot of talking about <i>masturbation</i>		Advantage of having gone through it as a parent
Ca		Mmm		
L	118	and <i>in</i> her family they call it <i>rubbing</i> , because <i>that's</i> the level that her son can <i>understand</i> (.) <i>right?</i> / I <i>don't</i> think he has <i>any</i> idea what <i>masturbation</i> is, erm/		
	119	but <i>they</i> have set <i>rules</i> in her house for (.) <i>where</i> he's allowed to do <i>rubbing</i> , you <i>know</i> .		
CT		Mmm		
L	120	So it's <i>very</i> much in his <i>bedroom</i> ./ So <i>one</i> of the things she will <i>discuss</i> (.) with <i>parents</i> er (.) is <i>how</i> it's <i>not</i> a good idea to use (.) the <i>bathroom</i> (.) <i>right?</i> Or the <i>toilet</i> ./ Which it <i>is</i> a private room it has got a <i>lock</i> on it, you <i>know</i> , in <i>most</i> family <i>homes</i> ./ But (.) to think about (1 sec) <i>public</i> toilets		
CT		Mmm		
R		Mmm		
L	121	and that <i>this</i> might <i>well</i> get them into quite significant <i>difficulties</i>		
CT		Yeah		
L	122	so she's, she's <i>very</i> , <i>very</i> <i>good</i> ./ She <i>talks</i> in <i>such</i> a <i>gentle</i> voice [drops her voice and speaks quietly] (.) and she <i>clearly</i> (.) <i>loves</i> her son to <i>bits</i> ./ (2 secs) He has got <i>lots</i> of <i>difficulties</i> , <i>presents</i> her with <i>lots</i> of <i>challenges</i>	Loves her son to bits, her baby, parents identify with that	
R		Mmm		
L	123	but <i>that</i> does <i>nay</i> <i>matter</i> / you <i>know</i> (.) erm (.) <i>this</i> is her <i>baby</i> (1 sec)/ and <i>that</i> <i>communicates</i> itself <i>very</i> quickly and <i>very</i> readily to <i>other</i> <i>parents</i> / who <i>have</i> the same <i>views</i> , who are <i>in</i>		

L	124	the same <i>boat</i> ./ And I think that it's <i>very</i> much like (.) my <i>SMILE</i> group or the <i>group</i> that I-I <i>meet</i> in A [special school]./ The, the <i>only</i> people who bother to <i>come</i> to groups like that are gr-people who <i>care</i> about their kids (2 secs) and they <i>love</i> their kids to <i>bits</i> ./ And, you <i>know</i> , they <i>quickly</i> gel, those <i>groups</i> / <i>because</i> (.) this most <i>important</i> thing in their <i>lives</i> is something they <i>share</i> (2 secs) and I think it's <i>lovely</i> ./	Parents
	125	Erm (.) and either at <i>one</i> of those (.) days or (.) at <i>any</i> group where, you <i>know</i> , you <i>came</i> to <i>that</i> group and there was <i>only</i> a small number of people <i>came</i> / er but MP [parent] was saying how (.) how <i>good</i> she'd <i>found</i> it.	People bother to come to groups like that because they love their kids to bits, care
R	126	<i>Good</i>	
L	127	I <i>must</i> speak to you about <i>that</i> , erm/ you <i>know</i> sort of I've <i>never</i> once heard a parent be at <i>all</i> critical, <i>at all</i> critical/ er because they're <i>all</i> coming (.) from <i>exactly</i> the same place./ It's absolutely <i>lovely</i> ,	
CT	128	<i>Great</i>	
L	129	<i>I adore</i> it.	Lovely
CT	130	<i>Ok!</i> (2 secs) er <i>just</i> in line with, with the <i>parents</i> , then, we've <i>got</i> our [clears throat] EPS presentation, next <i>Tuesday</i> .	EPS presentation for parents
R	131	Yep are <i>handouts</i> on the way, by the way, about <i>that!</i> 'cos I suddenly <i>thought</i> if I'm not using <i>my</i> -the <i>powerpoint</i> , which [I <i>don't</i> think I <i>am</i> .	Practical issues
CT	132	Well what I've done is <i>just</i> (1 sec) erm (3 sec) printed <i>off</i> (.) <i>my</i> bit.	
R	133	<i>Your</i> bit?! <i>That's</i> alright it's <i>just</i> , just [(???)	
CT	134	[(???) I <i>assumed</i> that you would probably do the [ <i>same</i>	Encouraging to me when she says 'same'
R	135	[That's <i>exactly</i> what I'll <i>do</i> as <i>long</i> as I know that's what (.) <i>you're</i> doing	
CT	136	Yeah, yeah	
R	137	<i>How</i> many (.) <i>are</i> there this <i>time</i> ?	
CT	138	I <i>don't</i> know <i>exact</i> numbers but I will <i>do</i> twenty-five or something like <i>that</i> , I mean you might do <i>thirty</i> just to really <i>cover</i> it, I think that I'll do twenty-five.	
R	139	<i>You're</i> going to be <i>there</i> , <i>aren't</i> you? [to C]	
CT	140	<i>That's</i> what I was going to bring <i>up</i> , I <i>know</i> [laughing]/ because it suddenly <i>came</i> to me/ I'd left a message to L, because <i>you</i> don't normally	

CT	141	work on a <i>Tuesday</i> , <i>this</i> is our (.) <i>bit</i> ./ You <i>you</i> , yeah <i>G</i> 's done <i>hers</i> ! She did the Act- <i>this</i> is the <i>parent</i> group [to Ca]	Our bit
Ca	142	Oh <i>yeah</i> , <i>yeah</i>	
CT	143	Erm and it's, it's it's <i>fine</i> it's going <i>fine</i> and the (.) <i>Speech</i> Therapy are facilitating <i>this</i> one, so H, HG, and I think <i>JP</i> might have been to a <i>couple</i> ! so <i>they're</i> facilitating./ From <i>what</i> J said it's a <i>different</i> type of <i>group</i> ! erm and so, you <i>know</i> , we'll see when we, when we <i>get</i> there./	Explaining to members of the group not part of the EPS
	144	But <i>then</i> I suddenly thought 'oh <i>gosh</i> , right' [laughs]/ L and C/ and I <i>knew</i> I'd see you <i>today</i> , and I left a <i>note</i> for L because I <i>hadn't</i> seen her for about a <i>month</i> [laughs]/ er so <i>you're</i> going to bring J [grandson] <i>aren't</i> you and we're <i>going</i> to play with J while you're doing <i>your</i> bit [laughs]	
L	145	Are we aiming for quarter past <i>one</i> ?	
CT	146	Well <i>half</i> past would be <i>fine</i> , I'm <i>sure</i> because we	
L	147	Well we'll <i>get</i> there <i>early</i> and help you get (.) set <i>up</i> and	
CT	148	Well <i>that'll</i> be <i>good</i> , and I can	
L	149	let <i>him</i> get to <i>know</i> you	
CT	150	[ <i>Yeah</i> , <i>good</i>	
L	151	[I'll <i>bring</i> some stuff for him to [play with.	
CT	152	[ <i>Lovely</i> , <i>lovely</i> ./ So I'll (.) I'll kick off with <i>my</i> bit	
R	153	<i>Yeah</i>	
CT	154	and <i>then</i> (.) it's <i>over</i> to R for the social <i>stories</i> ./ [to C] I <i>don't</i> know, I <i>now</i>	
C	155	<i>my bag's</i> in the <i>car</i> with my <i>diary</i> in it.	
CT		<i>Yes</i>	
C	156	Er if I <i>can't</i> . I <i>know</i> it's not a <i>big</i> [input	
CT	157	[ <i>No</i> , but <i>people</i> , <i>people</i> parent's commented on how <i>nice</i> it was and	
C	158	What <i>time</i> is it?	
CT	159	Well it <i>runs</i> from <i>twelve</i> thirty to <i>two</i> thirty, so, more or less <i>any</i> time <i>within</i> that (.) <i>slot</i> .	
C	160	Can I <i>let</i> you know to-tomorrow?	
CT	161	<i>Yeah</i> just <i>leave</i> a note, leave a <i>note</i> [that's <i>fine</i> .	
C	162	[I'll <i>leave</i> a note, an <i>e-mail</i> .	
CT	163	Erm (.) if you <i>must</i> , alright. [laughs]	
R	164	Can you <i>bring</i> the social <i>stories</i> on the <i>key</i> ring?	
C	165	<i>Yeah</i>	
R	166	Thank you.	
CT	167	Mmm, <i>that</i> would be (.) perhaps, or perhaps you could <i>borrow</i> it if you <i>can't</i> .	

C	168	Yeah <i>K's</i> got <i>hers</i> hanging up [(???)]/ and I've got/ I <i>don't</i> know where mine are but I <i>did</i> find for <i>last</i> time.	
CT	169	Oh <i>that</i> would be <i>good</i> , <i>that</i> would be <i>good</i> ./ Er	
C	170	I <i>can't</i> remember what I <i>did</i> ./ What did I do [ <i>last</i> time?	Reassuring me, want me to feel included (I am worried about doing the right thing)
CT	171	[You <i>talked</i> , you talked about [the <i>bowling</i> , the <i>bowling</i> bit.	
C	172	[I talked <i>about</i> how it can be <i>ok</i> , the <i>bowling</i> , it was [ <i>after</i>	
R	173	[The <i>birthday</i> party, you talked about how it is [ <i>ok</i>	
CT	174	[ <i>Yeah</i> , <i>yeah</i>	
C	175	[ <i>Yeah</i> , <i>things</i> can turn out fine.	
CT	176	I mean in a <i>way</i> that's kind of a nice <i>end</i> of (.) <i>session</i> bit <i>isn't</i> it?	
C	177	<i>Yeah</i> (.) if I <i>can</i> .	
CT	178	So, you <i>know</i> , you <i>wouldn't</i> need to be there <i>before</i> / so we'll see.	
C	179	<i>Yeah</i>	
CT	180	And <i>what</i> we need to <i>do</i> then, is make <i>sure</i> (.)/ in <i>fact</i> , I can probably <i>give</i> you the <i>dates</i> , do you want the <i>dates</i> of the <i>next</i> one?	
R	181	<i>I've</i> got them already, the <i>September</i> ones.	
CT	182	The <i>September</i> ones.	
R	183	And then <i>G's</i> (.) sent an <i>e-mail</i> out to say that was there <i>any</i> possibility of us running a <i>second</i> group (???)?	
CT	184	Do you want to <i>know</i> my response? [laughs]/	
	185	<i>Yeah</i> we <i>had</i> an <i>e-mail</i> (.) erm <i>and</i> it was er (.) er <i>basically</i> saying/ so we've <i>got</i> this group running, and there are now <i>thirty</i> names (.) for <i>families</i> (.) for the <i>September</i> group./ Well we're <i>only</i> taking/ we-we're <i>taking</i> (.) roughly <i>fifteen</i> families.	Taking names of families
C	186	Newly <i>diagnose-of</i> parents of <i>newly</i> diagnosed?	
CT	187	Well, it's <i>not</i> only newly diagnosed you see <i>because</i> / well, we <i>started</i> off with the waiting list for <i>Early Birds Plus</i> / at the <i>end</i> of this session <i>more</i> or less <i>down</i> that, cleared the backlog which is <i>great</i> ./ There were about, at <i>least</i> (.) <i>forty</i> names on it <i>weren't</i> there?/ Erm, there <i>might</i> be a few more./	Lots of families who had not had anything
	188	But <i>obviously</i> <i>more</i> have been diagnosed in the <i>interim</i> , but there are <i>lots</i> of families who haven't had any (.) <i>anything</i>	

L CT	189	Mmm <i>offered</i> , and what we <i>don't</i> want to do is <i>not</i> , not give people the <i>chancel</i> so, <i>basically</i> it's er (1 sec) it was Y (.) C at STEPS [Tier 2 CAMHS] who was taking the <i>waiting list</i> / but she's <i>left</i> apparently so it <i>is</i> (.) [does it say it on there?	Admin issues
R Ca R CT	190 191 192 193	D-d-d-dum!/ <i>whose</i> taking over the <i>admin</i> ? (1 sec) I don't see it. Is it not <i>there</i> ? Sorry. If you ring er G (2 secs) then it's somebody <i>there</i> ./ So if anybody <i>does</i> have <i>parents</i> who <i>would</i> be interested, but it's, / so G's [laughs] G's put <i>here</i> ' <i>what</i> would be the <i>feasibility</i> of running <i>two</i> programmes i.e./ 'cos they're fortnightly, so to have <i>two</i> groups <i>running</i> / so, you <i>know</i> , obviously one a <i>week</i> .	Two groups?
L CT	194 195	[(???) But <i>absolutely</i> ./ Er I-I I <i>wrote</i> back and my immediate response ' <i>help</i> ' and it says here 'I will discuss <i>this</i> '/ but, and I spoke to S <i>about</i> it [PEP] because it it's <i>going</i> really <i>well</i>	Why we do not have the capacity to do this
L CT	196	Yeah Because, i-in <i>terms</i> of you-you <i>bear</i> in mind that they've got to have <i>facilitators</i> as <i>well</i> ./ Now it's <i>ok</i> sort of this <i>term</i> for us because we're <i>not</i> <i>facilitating</i> / <i>when</i> it comes to <i>facilitators</i> time it is a <i>huge</i> commitment	Especially when autism is not whole job
R CT	197	Yeah and to <i>have two</i> / it's <i>different</i> with somebody <i>like</i> G's team, because, clearly <i>they can</i> / <i>different</i> people can <i>do</i> it and they are committed to <i>autism</i> that's their whole <i>job</i> if you like	
R CT	198	Mmm so I <i>don't</i> think, and I can't <i>imagine</i> that that Ch [Tier 1 CAMHS] and and folk like <i>that would</i> have the <i>chance</i> really, erm of <i>doing</i> that (.) so	
L CT	199 200	Well they're (.) <i>divided</i> into small <i>units</i> and they have their <i>autism</i> team <i>within</i> that. Yes but <i>that</i> doesn't mean <i>H</i> , I mean <i>H</i> and <i>T</i> are (.) <i>facilitating</i> the <i>next</i> one.	
L CT	201	Right But <i>that's</i> not easy for them (.) <i>time-wise</i> / and <i>then</i> you've got <i>Ge's</i> [Children's Disability Team] sort of <i>cohort</i> , but <i>that's</i> only a small group as <i>well</i> , you see, so/ although <i>Ge</i> hasn't	Solutions?

		<i>done one yet well I-I can't see her having the time to facilitate.</i>	
Ca		[Y-you could	
L	202	[S-sorry, sorry./ (.) I was <i>going</i> to say we could <i>jointly</i> facilitate.	
Ca	203	That's what I was going to say./ (.) Or do you <i>think</i> that G means maybe running the the <i>two</i> groups alternate <i>weeks</i> , so if <i>you</i> and G were facilitating one	
CT	204	Yeah and somebody <i>else</i> would do <i>alternate</i> weeks, yeah, [yeah	
Ca	205	[but <i>then</i> the (2 secs) er Speech and Language might still take the <i>other</i> group on alternate weeks so it <i>wouldn't</i> be a heavier commitment than <i>when</i> you're <i>doing</i> it/ but you would get <i>through</i> the thirty.	It works but people cannot give the time for more
CT	206	But it <i>comes</i> / the <i>problem</i> is, it comes <i>round</i> ./ Because <i>when</i> we had the very first discussions about <i>doing</i> it/ it just <i>wasn't</i> getting off the ground because people could <i>not</i> give that <i>time</i> ./	
	207	So the <i>way</i> it's worked <i>out</i> , if it keeps <i>going</i> it each <i>term</i> it would be <i>roughly</i> once a year for <i>people</i> to facilitate/ to offer for that <i>term</i> that they would <i>facilitate</i> / and and <i>that's</i> been kind of reasonable/ but we've <i>had</i> to send <i>out</i> , and kind of <i>expect</i> that people would <i>do</i> that/ and it was the <i>only</i> way to get it off the <i>ground</i> ./	
	208	So, I mean it-it's <i>obviously</i> , it's going <i>well</i> and the <i>numbers</i> are there/ but (.) er (3 secs) I <i>suppose</i> from a <i>position</i> where <i>nothing</i> was being offered to a <i>position</i> where <i>instead</i> of having to wait kind of, <i>two</i> years and nothing, which is what with the Early Birds <i>Plus</i> list was, was happening/	The list is down but it is never enough
	209	at least we're maybe we're <i>down</i> to (1 sec) maybe even six <i>month</i> , not even <i>that</i> actually, a <i>term</i> wait./ It's much <i>better</i> it's just [laughs] it's never <i>enough</i> ./	
	210	Erm so I <i>don't</i> know (.) I <i>don't</i> know how that <i>that</i> could, erm that could happen because <i>also</i> (.) <i>presenters</i> would have to be <i>available</i> for both <i>groups</i> as <i>well</i> so it would be	
R	211	You'd be committing to <i>two</i> weeks, wouldn't you?	
CT	212	Yes actually <i>plus</i> the <i>last</i> one, so that would be	

CT		<i>four, four</i>	
R	213	And the <i>last</i> one, <i>four</i> sessions.	
CT	214	in a <i>term</i> , <i>plus</i> the facilitating./ It's it's a <i>lot</i> of time er	
Ca	215	When we did the [(???) [the group begins to talk about matters unrelated to the discussion and C is asked for a break in the recording]	Conference for parents?
Ca	216	When we did the <i>conference</i> , G always said she wanted to do a <i>parent</i> conference./ <i>Could</i> it be something (2 secs) that could be a <i>day</i> rather than (.) a commitment in every other week for six sessions?	The advantage of doing it the way we are doing it
CT	217	Oh <i>that's</i> interesting.	
Ca	218	<i>Could</i> it be done as a	
CT		Yeah	
Ca	219	<i>whole</i> day conference where you can <i>actually</i> have (2 secs) a <i>lot</i> of parents at <i>once</i> .	
CT	220	Well it would be a <i>different</i> (.) way (.) of meeting need <i>wouldn't</i> it/ because the <i>advantage</i> of <i>this</i> is that a group of parents <i>gel</i> together and they're <i>every</i> fortnight and <i>then</i> you come back with more <i>questions</i> and <i>all</i> of <i>this</i> .	But a conference for parents and professionals is interesting
Ca		Yeah	
CT	221	Erm (2 secs) / but but it's <i>interesting</i> because the <i>conference</i> idea (.)/ what we wanted to <i>do</i> for the <i>next</i> conference was to make it for parents <i>and</i> professionals so that it <i>was</i> / so it's <i>interesting</i> ./	
CT	222	It's <i>been</i> shelved a bit <i>simply</i> because there's so much else going <i>on</i> .	So much else happening
Ca		Mmm	
CT	223	Ca was just wondering about/ 'cos we <i>talked</i> ag- a <i>while</i> c-ago about doing another <i>conference</i> .	Alongside?
L		Yeah	
CT	224	Erm, to <i>involve</i> parents./ You <i>know</i> , whether or <i>not</i> something like <i>that</i> could take place <i>alongside</i> this as a way of of <i>offering</i> something.	Parents who want to re-visit?
C	225	'Cos I was going to say (2 secs) that there'd be the other <i>group</i> <i>isn't</i> there?/ The other <i>group</i> of parents where the <i>diagnosis</i> was given and they <i>accessed</i> (.) <i>Early Birds</i> or something <i>like</i> this and (.) <i>two</i> years later	
CT		Yeah, yeah	
C	226	a <i>year</i> later, <i>six</i> months, whatever	(My agenda – parents having someone to talk to)
CT		Mmm	

C	227	<i>That group (.) would really appreciate I think somewhere, some , someone to talk to./ Not a formal (.) weekly/ I know there are your informal parent groups/ but I was just thinking if there was (.) something to offer that group.</i>	
CT		Yeah	
L	228	<i>I mean, one of the things I-I've done this (.) week/ not anything to do with work in R [LA]/ F, my daughter came back last week and said to me 'this guy at work's adopted a daughter with ASD' (.) erm (1 sec)/ I can't remember what she said about him./</i>	
	229	<i>Erm (.) I said er if it would help I'll (.) come across one evening/ erm (.) if he sets the agenda I'll do my best to try and answer questions and (1 sec) think about the sort of issues they have./</i>	Parent keen to talk with professionals
	300	<i>(3 secs) And (.) F relayed that message back and says he's bitten me hand off [laughs] right?</i>	
C	301	<i>I think he I mean he would, [wouldn't he, yes?</i>	
L	302	<i>[And that sort of thing, and particularly of an evening (.) is a service that I think has a lot of potential/</i>	At strategy level a parent group has been subsumed into another group
	203	<i>erm (2 secs) but what I'm not sure about is how you would create such a service.</i>	
CT	204	<i>This is the issue, isn't it, and this is what/ again, at strategy level/ there was going to be a parent (.) group operating, one of the sub-groups./ (1 sec) Well that's (.) been (.) subsumed into other, other kind of remits at the moment, still being kept/</i>	
	205	<i>alright, ok [laughs] have a nice time [R leaves to deliver some training]</i>	
R	206	Thank you	
CT	207	<i>Ok, erm (1 sec) I can't remember, there was logic in it./ It wasn't that it was going to be taken forward/ but the opt-things that have been brought up could be done under different banners/</i>	We – put a paper together
	208	<i>but, but we'd put forward/ and it's coming up again at the next strategy group because/ probably about eighteen months ago we put forward a paper jointly with Ch and erm/ it was Ch, G, myself, KS [from Tier 2 CAMHS] those folk/ almost like a bid for a parent/ it-it was actually erm</i>	Who to talk to

L	209	Some sort of peer support service?	
CT	210	An an an actual service.	
C	211	Yes because the questions are different, aren't they?/ From when there is the first, di-the first diagnosis and then	Case is closed
CT	212	Yes they are, yes.	
C	213	I know in my situation it was sort of three, two or three years later and then I was thinking 'who can I ask?'	How professionals would love to be involved but
CT		Yes	
C	214	And I just phoned Ch and they said 'well the case is closed'./ And that's not helpful./ I got that and you don't know who to speak to next.	
CT	215	And yet all the folk working behind, behind that kind of barrier almost would love to be able to be involved, but	Parents group and web-site
L	216	Are people aware of SE's web-site and the forum within that? [There is a disturbance] S's a parent in R and she's one of the driving forces behind the ASAP group [parent's group] but this is separate, and it's called S's Info [spells the name of the parent and the site]	News about group's splitting up
CT	217	'Cos you know that ASAP have split	
L		No I didn't	
CT	218	Oh yes./ Erm (2 secs) the ASAP group has split into LSAP-ASAP and LAF, L-A-F	
L	219	Oh right	
CT	220	And I've got a flier erm I've got it electronically if you want it/ and it's (3 secs) not S (.) is it S-oh gosh who is it?/ It might be S (.) has gone over to LAF (.) erm and they're meeting weekly and it sounds like it's more of a cup of, a cup of tea and a laugh and a	Different kinds of group
C	221	Sort of mutual support I think.	
L	222	It sounds a bit like my SMILE group.	
CT	223	Yeah, that that sort of group whereas I understand/ this is from R [Parent Partnership]/ I understand that erm that the other group is going to continue involvement with the strategy (.) side of [things].	
L	224	[A a pressure group	
CT	225	Er (1 sec) erm (.) so, yeah./ I'm trying to think, it might be S whose gone to this LAF group (.) erm	
Ca	226	Is that L-A-F?	
CT	227	L-A-F, yes./ It does stand for something and I	

CT		can't remember what it <i>is</i> [laughs] (.) / I think <i>F</i> might stand for <i>Friday</i> [laughs]	
L	228	<i>Afternoon</i> , it <i>meets</i> <i>Friday afternoon</i>	
CT	229	<i>Yeah, yeah.</i> / So, er <i>those</i> are both still <i>going</i> but	
L	230	On the <i>web-site</i> , you, you <i>know</i> there is a <i>forum</i> within that and you can <i>post</i> queries and <i>get</i> (.) you know <i>people</i> will, will answer.	Parents need professional affirmation
CT	231	Brilliant	
C	232	I think <i>sometimes</i> it's the <i>professional</i> voice you want to <i>hear</i> , telling you that you're <i>doing</i> it <i>alright</i> / and I think <i>that</i> was always what I needed to hear, somebody <i>whol</i> [sighs] <i>other</i> parents can (.) say 'oh I had that problem' and 'oh I <i>know</i> ooh it's really <i>hard</i> and this is what I did' / but I so-sort of needed <i>someone</i> , <i>still</i> need someone to say 'yeah <i>that's</i> the right thing to do and it's <i>ok</i> to do that'.	Phone-line?
CT	233	Mmm / because we'd <i>talked</i> as well about even trying to set <i>up</i> a kind of a erm a <i>phone</i> line, thing [you <i>know</i> where parent's can <i>ring</i> (.) and (???)	
C	234	[ <i>Something</i> like that, yeah	
L	235	But I have got (???) of <i>running</i> a sort of <i>web-based</i> / you know sort of (.) question and <i>answer</i> session, and my <i>fingers</i> were quite <i>thoroughly</i> smacked.	Political connotations?
CT	236	I <i>know</i> I <i>remember</i> that.	
L	237	Because I <i>was</i> (2 secs) <i>perhaps</i> going to be (2 secs) you know sort of <i>saying</i> things which the authority wouldn't <i>approve</i> of	
CT		Erm	
L	238	and I <i>might</i> get them into <i>trouble</i> .	
CT		But	Need for reliability
C	239	But er well I don't <i>understand</i> that. / [Don't we do that <i>anyway</i> , give <i>advice</i> ?	
CT	240	[No I <i>know</i> , mmm. /	
	241	It was a <i>while</i> back, maybe <i>times</i> have / but <i>again</i> it was it <i>was</i> about / if it's <i>done</i> (1 sec) it has to be <i>reliable</i> , in the <i>sense</i> of being done <i>properly</i> / I <i>don't</i> mean, I'm <i>not</i> referring to <i>your</i> bit L now	How parents group will address this
L	242	[Oh no <i>no</i>	
CT	243	[I'm <i>meaning</i> that there has to be <i>time</i> and <i>commitment</i> and / and and <i>what</i> we're <i>doing</i> is erm(.) on the <i>last</i> session of the parent group	

CT		<i>now erm/ what we're going to do is have (.)/ the first-we're going to amalgamate some of the last session into the weekly sessions/ but the last session will be (1 sec) erm a run through of procedures, because I think people need to know that/</i>	
	244	but the vast majority of it is going to be like a surgery (1 sec) in inverted commas/ erm, so that people will be at desks and (.) a fortnight before if people wanted to (.) give questions in they can/ or it doesn't matter/ erm and then we'll have different people at different desks and folk can just go and chat about anything that's on top for them/	Will and need is there but not necessarily time and resources
	245	erm (.) and then sort of have that opportunity and it's that sort of set up that we'd like to (.) somehow extend/ but it is, it all comes down to time and resources/ ermand the and the will is there and the need is there (.) [erm	
L	246	[One of the things that (.) I have done in the past/ and I've actually got away without (2 secs) involving myself in a lot of work (.) has been/ I used to make a Tuesday afternoon my admin afternoon in the office erm/	
	247	and so when I worked A (.) and D [local areas] for at least a year, I promised to be in the office on a Tuesday afternoon, whenever I was working, if at all possible I'd be in the office on a (.) on a Tuesday afternoon/ and people could contact me then, you know directly, I would be there to answer questions [from SENCOs and things like that.	Being available to answer questions
	248	[Mmm./ I do that for S Comp.	
L	249	I got very little take-up of that, but I think people felt reassured.	
CT	250	Yeah, they say at er [a team	
L	251	[It might be possible to run that for parents.	
CT	252	A team have done that recently as well and not got any take-up	
C	253	I think it was STEPS used to do [always used to do that	
CT	254	Yeah, [they did, didn't they?	
C	255	twice a week.	
CT	256	I'm wondering if Ch did sometimes as well, I can't remember.	
Ca	257	Ch, don't Ch have a	
			Little take-up but reassurance

CT	258	Do they?	
C	259	It <i>might</i> be the same one./ A <i>phone</i> (.) <i>help</i> (.) for parents/ and <i>professionals</i> could ring as well with queries, <i>general</i> ones.	
L	260	<i>Certainly</i> STEPS used to <i>do</i> that for <i>anybody</i> and <i>everybody</i> / a <i>Tuesday</i> morning and (???) yes, yes they <i>used</i> to	
CT	261	So <i>it's</i> a/ and we're <i>all</i> going to use/ I don't know if everybody's been <i>up</i> to (.) where C and G and everybody's <i>based</i> now [the Autism Communication Team (ACT)]	Room available in new premises
L	262	No, I've not <i>found</i> them yet.	
CT	263	<i>But</i> erm [several of the group talk at the same time about the new premises for the ACT team]	
	264	But lot's of <i>space</i> , <i>lovely</i> / and there's a <i>room</i> (.) which we're going to be able to <i>use</i> (.) for the parents <i>groups</i> and that'll <i>mean</i> / you know I <i>think</i> it's bigger and it's <i>light</i> and it's free of <i>charge</i> , and we can just <i>book</i> it, so <i>that</i> / and, and it's <i>still</i> fairly <i>central</i> erm [(???)	
L	265	[(???) [PS, another EP who works for a private organisation supporting young people with autism arrives at the group. C hold conversation with another group member while PS is being greeted by others in the group]	(My agenda – asking a group member who is a parent about diagnosis)
C	266	You know your <i>son</i> , C./ If he'd <i>not</i> (.) if he <i>hadn't</i> been at <i>W</i> [Comprehensive School] would you <i>still</i> have gone for the <i>diagnosis</i> ?	school have done good things and other things that have been a huge problem
Ca	267	Erm, it <i>wasn't</i> , it <i>wasn't</i> the <i>school</i> (2 secs) that he had <i>issues</i> with/ I mean (.) the <i>school</i> they'd (.) they'd done a <i>lot</i> to [interruption to explain to PT about the recording] they'd <i>done</i> a <i>lot</i> of really (.) <i>good</i> work with him but they've <i>also</i> (2 secs) <i>done</i> things that have been a <i>huge</i> problem.	conference was wonderful
C	268	Yeah	
Ca	269	And/ hello [to PS] (.) I've got your <i>conference</i> your, your session was <i>wonderful</i>	
P	270	<i>Did</i> you?/ <i>Thank</i> you	
Ca	271	D [husband] and I came away from <i>there</i> <i>buzzing</i>	
P	272	<i>Oh</i>	
Ca	273	with <i>ideas</i> .	
P	274	<i>Oh</i> <i>that's</i> good, <i>that</i> was good, <i>thank</i> you.	
Ca	275	It was <i>just</i> the lift we <i>needed</i> .	

P	276	It was a nice <i>place</i> as well, wasn't it?	
Ca	277	It was.	
P	278	You <i>know</i> when there's a nice <i>room</i> it (.) <i>makes a difference.</i> Nice group of <i>people</i> as well.	OCD
Ca	279	So (.) <i>seeing</i> this <i>fire</i> going out/ I keep <i>saying</i> to everyone 'I've, I've <i>been</i> to <i>that</i> ' (.) and <i>it's</i> , it's <i>wonderful</i> .	
P	280	[laughs]	
Ca	281	Er <i>it</i> , it was the, the <i>change</i> itself and the (.) <i>fact</i> that this (.) OCD started (.) at that <i>time</i>	Diagnosis has helped school take notice
C		Yeah	
Ca	282	and <i>that</i> was just <i>gradually</i> getting (.) <i>worse</i>	
C		Yeah	
Ca	283	and <i>huge</i> problems with him <i>wanting</i> to go to <i>school.</i> I mean <i>up</i> until him-up, <i>up</i> until him <i>going</i> to <i>secondary</i> I <i>didn't</i> (.) <i>want</i> him, didn't <i>feel</i> he <i>needed</i> an (.) assessment at <i>all</i> but then <i>then</i>	
C	284	I <i>know</i> because I can remember <i>speaking</i> you about it.	
Ca	285	But <i>then</i> very <i>quickly</i> (???) [refreshments are distributed]/ and <i>now</i> , to be quite <i>honest</i> , I don't know what we'd <i>do</i> if he'd not <i>got</i> that diagnosis, <i>because</i> we <i>do</i> have problems (.) with <i>school</i> sort of (.) taking <i>notice</i> of it I <i>think.</i>	A working together group because of issues around communication
	286	I mean I would have <i>loved</i> to have started a <i>parent</i> group at <i>W</i>	
CT		Yeah	
Ca	287	with a <i>view</i> to (.) <i>parents</i> (.) meeting maybe, maybe <i>once</i> every half term but with someone from <i>school</i> , a <i>working</i> together group/ because to <i>think</i> there are so many problems (.) around <i>communication</i> when they get to <i>secondary</i>	Coming to solutions not problems
CT	288	And that's <i>one</i> of the <i>big</i> issues.	
Ca	290	and I think to work <i>with</i> school, so <i>not</i> as a group that's (2 secs) an an <i>action</i> group (2 secs) coming <i>up</i> with lots of <i>problems</i> ! but <i>also</i> coming <i>up</i> with <i>solutions</i> .	Sitting the other side of the SEN process
P	291	It's <i>difficult</i> though <i>isn't</i> it because if <i>you</i> , if <i>you</i> sit on the other <i>side</i> of special needs process <i>ever</i> ! it's a real <i>challenge</i> ! and that <i>phrase</i> (.) that worry a <i>parent</i> phrase, you seem to really <i>understand</i> don't you	
Ca		Mmm	
P	292	and so, and I think schools pick <i>up</i> on that (.) and <i>then</i> you end <i>up</i> in this kind of (1 sec) erm	Can be avoided?

P		(3 secs) <i>battle</i>	
CT	293	[It becomes a <i>fight</i>	
Ca	294	[Yeah/ which is <i>where</i> we're at at the <i>moment</i> and it can <i>be</i> , it can be <i>avoided</i> I think with good communication you <i>know</i> .	Harder in secondary school because it is about developing independence
P	295	But I <i>think</i> it's actually much <i>harder</i> in <i>secondary</i> schools (.) than it is at <i>primary</i>	But the children we work with
CT		Mmm mmm	
P	296	<i>because</i> (.) <i>because</i> <i>deliberately</i> what they want is <i>more</i> (2 secs)/ wh-wh- <i>what</i> not wh- <i>not</i> what they want as a <i>school</i> but what yo- <i>what</i> you're trying to <i>achieve</i> for children (.) <i>when</i> they reach <i>eleven</i> and <i>then</i> going into <i>secondary</i> school is growing up/	Do not have a sense of what is happening for them in this busy social world (But nowhere else like secondary schools? My agenda)
CT			
P	297	which is some <i>distance</i> from <i>self-responsibility</i> and all of those kind of <i>things</i> about, you <i>know</i> , <i>not</i> having your <i>mum</i> or your <i>dad</i> (.) following up your every <i>move</i> , <i>but</i> for a <i>lot</i> of these (.) <i>children</i> (.) that (.) we <i>work</i> with/ you don't, they don't <i>have</i> a real sense of what's <i>happening</i> for them in a (.) <i>busy</i> social world.	Like the army
CT			
P	298	But there's <i>nowhere</i> else (.) like <i>secondary</i> schools, <i>is</i> there?/ (???) they're <i>meant</i> to be <i>preparing</i> you, they're <i>meant</i> to be <i>preparing</i> you for adult <i>life</i>	Rules complicated
CT			
P	299	[Well I <i>think</i> <i>that's</i> really interesting./ I haven't been <i>anywhere</i> else (.) <i>ever</i> (.) like a <i>secondary</i> school [several of the group talk at the same time and the army is mentioned as a comparison]	So may folk to deal with, social experience
CT			
L	300	I-I think of school and the <i>army</i> as being the <i>same</i> / do as you're <i>told</i> , <i>when</i> you're <i>told</i> <i>because</i> you're <i>told</i> and do it <i>now</i> .	Rules of school and peers
CT			
P	301	I think even (.) <i>even</i> if schools are <i>better</i> than that (.) they're still the <i>rule's</i> are	Talking to young people
L	302	At least <i>not</i> worse.	
P	303	the <i>rules</i> are so <i>complicated</i> , the <i>social</i> experience	
CT			
P	304	There's so many <i>folk</i> to <i>deal</i> with Yeah	
CT	305	<i>aren't</i> there?	
Ca	306	We've got the <i>rules</i> of <i>school</i>	
P	307	[I'm just really interested in <i>why</i> kids go to <i>secondary</i> school/ <i>when</i> you <i>talk</i> to kind of (.) <i>children</i> , <i>young</i> people/	
	308	I've <i>talked</i> to my (.) erm <i>older</i> son and <i>his</i>	

P	322	friends/ and some-I was talking to some er some of my <i>older nieces</i> and nephews and <i>their</i> friends <i>recently</i> / and the <i>only</i> reason they go to secondary school <i>really</i> even/ <i>whatev</i> -whatever they <i>like</i> / this is talking to <i>teenagers</i> about the decision to stay on	Social friendships
CT	309	Yeah, yeah (.) <i>friendships</i>	
P	310	The decision to <i>stay</i> into sixth <i>form</i> and the <i>main</i> reason they stay (.) is <i>because</i> of the social <i>friendships</i> .	
CT	311	Yeah, mmm.	
P	312	<i>Even</i> when, <i>where</i> , you <i>know</i> , and the <i>ones</i> that are <i>borderline</i> about (.) <i>staying</i> in the sixth form/ they're <i>saying</i> things like 'well I don't want to leave because all (.) my <i>friends</i> are coming back I <i>want</i> ' you <i>know</i>	
CT		Mmm	
P	313	It's <i>not</i> about 'can I do the work or not?'	
CT		Mmm	
P	314	That's <i>part</i> of it./	
	315	But <i>had</i> you got <i>kids</i> / you know <i>if</i> you've got your son [to Ca] or my younger son, where <i>that</i> was <i>meaningless</i> / (.) s- <i>why</i> would you want to stay in a place where (.) <i>all</i> you get is curriculum that you don't like, with <i>adults</i> telling you what to <i>do</i> / that you <i>don't</i> understand why they're telling you what to <i>do</i> or what it's <i>about</i> / and you <i>haven't</i> got the <i>social</i> (3 sec s) [explanation	Why would you want to stay if that is meaningless and you don't like the curriculum, do not understand why you have to do as the adults are telling you
CT	316	[If there's <i>nothing</i> in it for you	
P	317	If there's <i>nothing</i> in it (.) <i>why</i> would you want to stay there?	
CT		Mmm	
Ca	318	I was in in er, I was at A yesterday, <i>Comp</i> and it was a <i>scary</i> (.) place to <i>be</i> at the <i>time</i> , at the <i>transition</i> time [several group members talk at the same time about this]	
P	319	I <i>think</i> it's scary when they come out of <i>school</i> / I <i>drive</i> on that road	
C	320	Yeah, and I found it as an <i>adult</i> a really <i>difficult</i> building.	
P		Yeah	
L	321	<i>Any</i> secondary school when you're <i>my</i> height is difficult, because <i>all</i> the bags are at my <i>face</i> level/ and I <i>choose</i> <i>not</i> to move in a secondary school at the change of <i>lesson</i> time.	

Ca	322	Mmm yeah./ We we, A and I walked <i>in</i> and we walked <i>past</i> two girls who were <i>bigger</i> than <i>me</i> / bigger so <i>that</i> in itself, <i>physical</i> size, kind of (.) <i>worries</i> you a <i>little</i> bit erm/ erm and as we walked <i>past</i> / we were <i>chatting</i> / and <i>one</i> of the girls <i>shouted</i> to us 'are you teachers?'/ and so (2 secs)	
CT	323	<i>Find</i> the right answer to <i>use</i> [members of the group laugh]	
Ca	324	<i>I</i> just <i>said</i> erm (3 secs) 'yes, we <i>are</i> '/ and I was sort of <i>smiling</i> and and <i>then</i> I said 'do we <i>look</i> like <i>teachers</i> ?' and she said 'oh, (2 secs) I don't <i>know</i> '/ and then as we got further past <i>shouted</i> 'you <i>look</i> like <i>slappers</i> '	Having the social skills to deal with social responses
CT		[Laughs]	
Ca	325	<i>Now</i> (.) <i>somebody</i> whose on the <i>spectrum</i> , well how/ <i>because</i> I'm, I've got the social skills to <i>know</i> what to <i>do</i> about <i>that</i> , and what <i>not</i> to do because if <i>I</i> take it at that <i>point</i> (.) a step <i>further</i> I take it to a situation of <i>conflict</i> that I can <i>just</i> avoid and (.) <i>ignore</i> !	Our responses
CT			
	326	but <i>what</i> do <i>our</i> children do (.) or <i>our</i> pupils that we're <i>talking</i> about?	
CT		Mmm	
C	327	It's how	
Ca	328	if that <i>happens</i> because <i>they</i>	
C	329	<i>how</i> do you <i>think</i> about it?	
Ca	330	<i>because</i> of the <i>social</i> rules in <i>school</i> at the times <i>when</i> they're, they're <i>all</i> coming together and and <i>having</i> break./	Social rules, not taking comments seriously
CT			
	331	That there was a <i>boy</i> and a (2 secs) a <i>girl</i> (.) in the <i>foyer</i> (.) <i>where</i> I kind of thought they'd <i>all</i> be (.) <i>fairly</i> calm, but/ they <i>weren't</i> but <i>they</i> were in the <i>foyer</i> and they were having a really good <i>flirt</i> with one <i>another</i> / and as the <i>girl</i> was walking <i>off</i> she turned <i>round</i> and <i>shouted</i> to the boy 'nobody likes you, not even your <i>mother</i> './	
CT			
	332	<i>She</i> was <i>laughing</i> , he was laughing because (2 secs)/ for (.) <i>most</i> of them at that <i>age</i> (.) <i>that's</i> the way they're <i>talking</i> to one another and they <i>don't</i> take it <i>seriously</i> / but for <i>our</i> (.) for <i>our</i> children (3 secs) it's <i>very</i> difficult./	
CT			
	333	It's it's <i>not</i> just the rules of <i>school</i> that the <i>teacher</i> gives them it's the <i>social</i> skills.	
P	334	There's <i>all</i> sorts of stuff <i>isn't</i> there because, like, I <i>work</i> with a (.) a <i>boy</i> wh-in the <i>place</i> where I	

P		worked <i>before</i>	
CT		Mmm	
P	335	which was a (.) <i>special</i> school/ oh and <i>he</i> (.) <i>he'd</i> been, <i>he'd ended</i> up there/ <i>he wasn't</i> a R [LA] child but <i>he'd end-ended</i> up there after being in a series of erm <i>mainstream</i> primary schools <i>all</i> of which <i>he'd</i> been permanently <i>excluded</i> from for his <i>extreme</i> and er <i>violence</i> and <i>aggression</i> erm in <i>schools</i> / which they said was <i>unfocused</i> and therefore was <i>actually</i> even more <i>dangerous</i> / that was their <i>sense</i> of it/	School sense of behaviour as aggressive, exclusions
	336	and this <i>kid</i> with <i>massive</i> (.) <i>sensory</i> and visual- <i>perceptual</i> issues <i>who</i> erm (.) <i>who</i> / and <i>I</i> kind of found <i>out</i> about it by <i>accident</i> because <i>foolishly</i> <i>I</i> was (.) being a <i>psychologist</i> and doing, <i>doing</i> some, doing some <i>stuff</i> with a <i>BAS</i> / and he couldn't <i>look</i> (.) at some of the <i>booklets</i>	When issues meant he was scared
CT		Yes	
P	337	he couldn't <i>look</i> at them at <i>all</i> ./ He said ' <i>I can't look</i> at those, <i>I don't</i> know <i>why</i> but <i>I can't</i> ./ 'Are there any <i>other</i> things you can't <i>look</i> at?/ He said ' <i>yeah</i> , black and white tiled <i>floor</i> ./ 'Anything <i>else</i> ?/ 'Erm <i>yeah</i> ./ <i>Displays</i> , on <i>walls</i> , <i>especially</i> when they're on <i>black</i> , with something <i>else</i> on and then, you <i>know</i> they're <i>busy</i> ./	
	338	and <i>then</i> he said and <i>then</i> you could put lots of <i>children</i> there as <i>well</i> <i>I can't</i> see their <i>faces</i> '	
CT		Mmm	
P	339	'and <i>I'm</i> really <i>scared</i> ' and <i>that</i> was his <i>construction</i> of, you <i>know</i>	
CT		Yeah	
P	340	but <i>nobody</i> (.) <i>nobody</i> had <i>thought</i> about that, <i>they</i> just thought he was <i>violent</i> and <i>aggressive</i> .	
C	341	<i>Not</i> frightened.	
P	342	Not, not <i>frightened</i> , not <i>scared</i> and <i>not</i> , not, you <i>know</i> (.) <i>nowhere</i> to flee to (.) so <i>I'll</i> <i>fight</i> .	Rules change
CT	343	Yeah, <i>yeah</i>	
L	344	And <i>one</i> of the really <i>difficult</i> things <i>I</i> feel about <i>adolescence</i> in <i>secondary</i> schools <i>is</i> that the <i>rules</i> <i>change</i> (.) <i>virtually</i> week by <i>week</i> / you <i>know</i> sort of <i>what</i> you have to <i>be</i> and <i>what</i> you have to <i>do</i> and <i>what</i> you have to <i>say</i> .	
P	345	It's <i>not</i> even week by <i>week</i> , <i>is</i> it?/ It's <i>lesson</i> by <i>lesson</i> .	
L	346	Yes./ You <i>know</i> sort of the <i>group</i> you were <i>in</i> /	Your child

L		like you were commenting about <i>that</i> dialogue between those two young <i>people</i> / erm (.) <i>that</i> sort of thing/ you think 'oh <i>that's</i> how we <i>do</i> it' you <i>know</i> sort of/	Caught it, social bit, abrupt style
CT	347	But <i>who</i> does <i>your</i> child choose (.) you <i>know</i> the <i>autistic</i> child choose to have <i>that</i> kind of banter <i>with</i> , without getting <i>into</i> potentially very considerable <i>difficulties</i> ?	
CT	348	I <i>caught</i> it with, a a <i>girl</i> Yeah	Different perception of what it means to be social
P	349	I caught it with a <i>girl</i> just, just on the <i>social</i> bit/ who (.) I <i>hadn't</i> seen for a few <i>years</i> and she <i>used</i> to be at the <i>Resource</i> Base at <i>KI</i> then, <i>then</i> she went into mainstream and she's at mainstream <i>comp</i> now/	
CT	350	Erm (.) but <i>very</i> (1 sec) <i>very</i> kind of an <i>abrupt</i> communication (.) <i>style</i> / but <i>she</i> was telling <i>me</i> about <i>no</i> problems, she hadn't got <i>any</i> <i>worries</i> , <i>no</i> problems or <i>anything</i> and (.)/ at <i>night</i> (.) she said 'I hang around with my <i>mates</i> , we go to the shopping <i>centre</i> , we go to <i>various</i> things like <i>this</i> / and <i>when</i> I've <i>talked</i> her <i>mum</i> afterwards/ but <i>she</i> <i>doesn't</i> she <i>goes</i> on <i>MSM</i> Yeah	
P	352	and she <i>looks</i> to see where people are <i>meeting</i>	
CT	353	And then she <i>goes</i> .	
P	354	and then she shows <i>up</i> . Yeah, yeah	
CT	355	And it's <i>just</i> a <i>completely</i> sort of <i>different</i> (.) <i>perception</i> of what a <i>social</i> life is. Mmm mmm yeah	
P	356	But <i>on</i> the <i>sensory</i> thing/ there's, there's <i>again</i> it <i>just</i> (.) <i>strikes</i> me because I'm <i>doing</i> it at the <i>moment</i> , <i>your</i> <i>sensory</i> <i>profile</i> (.) <i>on</i> a boy whose having <i>terrific</i> problems but it's a <i>joint</i> <i>ADHD</i> , <i>ASD</i> diagnosis and he's <i>twelve</i> and he's having <i>horrendous</i> <i>difficulties</i> / and his <i>mum's</i> done a <i>really</i> detailed <i>sensory</i> <i>breakdown</i> ./	
CT	357	<i>Really</i> , <i>very</i> important <i>things</i> and (.) <i>back</i> from <i>school</i> and it's <i>just</i> it's <i>all</i> crossed out with <i>no</i> problems <i>noted</i> .	
Ca	358	The <i>whole</i> form?	
CT	359	From <i>school</i> / <i>no</i> problems <i>noted</i> , <i>no</i>	
P	360	Oh we <i>looked</i> at one of those <i>this</i> <i>morning</i> (???)	
CT	361	And yet they're <i>talking</i> about <i>all</i> his <i>challenging</i> behaviour/ and and	

Ca		Mmm	
CT	362	erm <i>and</i> they	
P	363	They're <i>also</i> very challenged by the <i>concept</i> , often <i>schools</i> , I think	
CT		Yeah	
P	364	because <i>they</i> say things (.) they <i>continue</i> to say things <i>like</i> (.) 'well they <i>make</i> a lot of noise so they <i>can't</i> be (.) [you know, they <i>can't</i> have sensory problems']	
CT	365	[Yeah [laughs] It's the <i>understanding</i> isn't it, I <i>know</i> .	
P	366	They have <i>no</i> sense of this <i>need</i> to <i>actually</i> , for the <i>kid</i> to <i>get</i> themselves <i>back</i> to where they <i>were</i> , so <i>sometimes</i> , yeah/ <i>sometimes</i> you get an <i>over-reaction</i> and sometimes you <i>get/ none</i> of <i>that</i> makes <i>any</i> sense to	
CT	367	Yeah mmm mmm	
P	368	and <i>schools</i> seem to be really <i>bad</i> at it.	
CT	369	Yes./ And I <i>think</i> , in a way, there's <i>this</i> kind of/ this is going <i>off</i> at a <i>tangent</i> a bit/ this <i>almost</i> locked <i>into</i>	Do not use From the session Locked into the triad
C	370	I <i>think</i> it's <i>not</i> understanding.	
CT	371	we're <i>locked</i> into the <i>triad</i> , <i>aren't</i> we?! We're so <i>often</i> locked in, you <i>know</i> , in the way that autism <i>is</i> (.) <i>talked</i> about, <i>generally</i> .	Over simplifies, unhelpful
All		[(???) [group members talk at the same time]	Discussion
P	372	Maybe (.) maybe the <i>other</i> thing, as well, you <i>know</i> what I <i>think</i> about, yes (2 secs) you <i>know</i> that I <i>think</i> it's an <i>unhelpful</i> way of looking at it.	
C	373	Oh, I'd <i>love</i> you to say <i>why</i> you <i>think</i> it's	
CT	374	[Laughs] We've <i>had</i> this, we've <i>had</i> this discussion <i>before</i> it's, it's, <i>yeah</i> , <i>yeah</i>	
P	375	[Sighs] I <i>think</i> it's just an over-simplific- <i>simplification</i> / and I <i>think</i> that er it came <i>about</i> as a way of understanding autism that <i>came</i> from (2 secs) from, from the the Camberwell <i>work</i> which is about <i>looking</i> at/ it it was <i>almost</i> self-defining./	
CT	376	You know it's <i>almost</i> like you <i>choose</i> that <i>group</i> and <i>then</i> you've (.) to <i>find</i> the	Differences are more interesting
CT		Yes	
P	377	the <i>similarities</i> ./ And sometimes I <i>think</i> a a lot of the <i>differences</i> are are <i>more</i> interesting than than the <i>similarities</i>	
CT		Yeah	
P	378	and I <i>think</i> that, erm/ it <i>also</i> suggests that you've	

P		got these (.) sort of <i>three</i> and <i>despite</i> the way the way the diagnosis is <i>drawn</i> it's about <i>three</i> separate <i>areas</i> and it <i>just</i> seems to <i>me</i> there are some <i>very</i> artificial divisions, you <i>know</i>	
CT	379	Mmm./ And it doesn't <i>work</i> when you're <i>talking</i> about [it, <i>no</i>	
P	380	[It <i>doesn't</i> work when you're talking about it./ Y-you the you're <i>talking</i> about comm-the the <i>communication</i> element and the, you <i>know</i> the <i>social</i> hang on a minute, hang on a minute, <i>how</i> are they <i>separate</i> ?	
???	381	[(???) [group members talk at the same time]	
P	382	And <i>then</i> you start talking <i>about</i> er <i>flexibility</i> of <i>thought</i> , and <i>that</i> kind of area you think well ' <i>hang on</i> a minute' and (.) well, you know, we could <i>get</i> into real <i>debates</i> I suppose about <i>communication</i> , <i>language</i> and <i>thought</i> and kind of, you <i>know</i> the (.) chicken and egg (.) debate/ but (.) <i>if</i> you (.) erm (.) <i>if</i> you <i>if</i> your <i>communic-communication</i> , your <i>social</i> erm (.) <i>interaction</i> / however you wanted to <i>describe</i> that, your <i>social</i> <i>communication</i> , <i>if</i> they're <i>flawed</i> , then your <i>flexibility</i> of <i>thought's</i> <i>going</i> , you <i>know</i> !	Do not see them as separate
	383	I can't see them as <i>separate</i> really./ I <i>understand</i> why <i>psychiatrists</i> and <i>paediatricians</i> and <i>clinicians</i> needed a way of, you <i>know</i> , <i>defining</i> this (1 sec) <i>disorder</i> ! but I'm not <i>sure</i> if I've been <i>sat</i> there, working with <i>individuals</i> , say ' <i>oh that's</i> around' you <i>know</i> ./ I'm <i>much</i> more likely to <i>start</i> from (.) erm (.) <i>this</i> is a disorder of <i>social communication</i> [and development	Can understand need for definition Disorder
CT	384	[I <i>always</i> use that, I <i>always</i> use <i>that</i>	
P	385	<i>rather</i> than ' <i>oh</i> , you <i>know</i> , you need to know about the triad of <i>impairment</i> '.	
CT	386	Yes./ And the way that (.)	
P	387	And I'm <i>sure</i> , I <i>am</i> <i>sure</i> it was helpful at the <i>time</i> ! I'm <i>not</i> not saying that I'm	
CT	388	but the <i>bit</i> that I <i>always</i> used to get over was that we're going <i>back</i> 'cos you <i>just</i> kind of <i>bridge</i> it/ was <i>looking</i> at introducing theory of <i>mind</i> , and then, <i>then</i> looking at central <i>coherence</i> deficit and <i>those</i> sort of areas that kind of <i>somehow</i> brought, <i>brought</i> things <i>together</i> !	Deficit  (progress in thinking – my agenda?)

CT	389	and <i>then</i> we've moved on from <i>that</i> , really, <i>now</i>	
C	390	I think it's <i>understanding</i> that there can be <i>progress</i> in <i>thinking</i> about it	triad is useful if you are naïve but never sufficient
CT		Mmm <i>yeah</i>	
L	391	I think the <i>triad</i> can be (.) quite a <i>useful</i> thing to say to somebody who's (.) <i>completely</i> naïve	
CT		Mmm	
L	392	as a <i>starting</i> point./ (1 sec) but it's <i>never</i> (.) sufficient./ I will go with <i>you</i> C [CT] in <i>lots</i> of ways, <i>yes</i> I can <i>see</i> that as a <i>starting</i> point [but then you have to <i>add</i> in	theory of mind, sensory
CT	393	[I always <i>find</i> myself	training for governors
L	394	the theory of <i>mind</i> , the <i>sensory</i> stuff.	
CT	395	Yes, 'cos it was <i>interesting</i> the stuff we did in training for <i>governors</i> last <i>night</i> ! in <i>fact</i> it was <i>really</i> , it was <i>really</i> quite <i>good</i> !	basic awareness does focus in triad first
	396	Erm (.) and (.) so we <i>did</i> it with, we <i>did</i> it with G, C and G had done the <i>basic awareness</i> (.) training which <i>did</i> focus on the triad <i>first</i> but <i>then</i> we <i>looked</i> at it together and I <i>added</i> (.) the <i>bits</i> that erm (.) and <i>all</i> we got the <i>practical</i> examples because <i>they</i> show(.) erm (.) <i>they</i> show <i>more</i> , I <i>think</i> people get <i>more</i> from that <i>really</i> than <i>anecdotal</i> evidence!	people get more from anecdotal evidence
	397	<i>what</i> was! we were <i>talking</i> about this <i>earlier</i> ! <i>what</i> was <i>great</i> about that was by the <i>end</i> of it, <i>realising</i> the <i>number</i> of different people you'd <i>got</i> there from different (.) <i>spheres</i> of life!	exciting, really quite good (pleased with response at the training)
	398	a <i>chap</i> was going back to the Chamber of <i>Commerce</i> , and and was <i>going</i> to take some stuff back/ somebody <i>else</i> was involved in in (.) <i>Further Education</i> ! and it was (.) it was <i>really</i> (.) it <i>got</i> sort of <i>really</i> quite <i>exciting</i> erm!	for parents that is what is used as a diagnostic tool so they have to understand it
	399	(.) but <i>very</i> much when you're <i>talking</i> , and I'm <i>finding</i> it <i>more</i> and <i>more</i> if I'm <i>using</i> the triad as a <i>basis</i> and I <i>know</i> ! because <i>that's</i> where <i>parents</i> ! <i>they</i> have to go <i>through</i> that journey, <i>don't</i> they, because <i>that's</i> what's <i>used</i> as a diagnostic (.) <i>tool</i> !	but it is limiting
P		Mmm mmm	
CT	400	Erm (.) so you <i>do</i> , kind of have to <i>talk</i> about it/ but it <i>limits</i> things/ and they <i>are</i> arbitrary divisions./ [ <i>Everything</i> links	
L	401	[ <i>Yeah</i> , I would go with <i>that</i> .	
CT		Er	
P	402	<i>Maybe</i> it's the way the model's being <i>presented</i>	Is it the way it is being

P		rather than	presented
CT		Yeah	
P	403	the <i>work</i> that that Wing and Gould <i>did</i>	
CT	404	Yes <i>actually</i> did draw it together, <i>you</i> know, yeah	Medical model? but that is where the
P	405	but it's <i>also</i> very focused on a <i>medical model</i> isn't it?	the diagnosis comes and provision so we are tied to it
CT	406	It <i>is</i> , it <i>is!</i> and <i>that's</i> , and <i>that's</i> the <i>thing</i> is <i>that's</i> where the diagnosis <i>comes</i> in, <i>that's</i> where the <i>provision</i> comes <i>etc etc</i> so we are still (.) erm sort of tied <i>in</i> with <i>that</i> .	
		[the recording ends as C has to leave the discussion]	

Transcript: Autism Strategy Group 2<sup>nd</sup> July 2008

Ch: chairperson Other speakers from the group are numbered

Speaker	Line		Macro-analysis
Ch	1	A <i>couple</i> of things before, as we get started./ I have in my <i>diary</i> eleven til <i>one-ish</i> (1 sec) erm I'm almost/ (.) <i>that</i> will give us plenty of <i>time</i> I think/	Taking the chair and control
	2	erm I'll <i>take</i> any other business and we-we <i>have</i> a few <i>items</i> which I-I'll <i>come</i> under/ (.) I'll <i>include</i> under any other <i>business</i> [taps papers on table] but <i>that</i> would be, <i>that would</i> (.) be part of the <i>work</i> ./	Formal meeting, setting the scene
	3	So	
1	4	I have to <i>leave</i> erm by (.) half past twelve	
Ch	5	OK, <i>thanks</i> (.) J, so I'll, I-I'll <i>try</i> my <i>best</i> to [somebody clears their throat] <i>bring</i> the meeting to a conclusion <i>round</i> about [half past	
1	6	[ <i>That</i> would be great, thanks	
Ch	7	but you might have to throw something gentle at me for me to <i>do</i> that.	I am human (chair) and have a sense of humour
1		Ok [ <i>quiet</i> ]	
Ch	8	So	
8	9	[laughs] I've only <i>got</i> a cup	
Ch	10	<i>Thank</i> you <i>Ja</i> [laughter from several present] we all (.) we <i>all go through</i> this./	
	11	We-we've <i>got</i> (.) I think it's a very good erm development, I <i>think</i> it happened last time I believe it's a <i>much</i> (.) <i>neater</i> way of <i>dealing</i> with it so <i>thanks</i> <i>Ja</i> ! so we can <i>all</i> introduce ourselves and we can see that, so <i>that's</i> ok [referring to name labels on desks]/	
	12	We've got a <i>range</i> of apologies, I'll <i>go</i> through (3 secs) <i>those</i> [reads out names of people who have given apologies]/	
	13	Ok, erm (1 sec) if I <i>can</i> I'd like to go through the <i>minutes</i> and matters <i>arising</i> of the last <i>meeting</i> / (.) what I'll <i>try</i> and <i>do</i> if there is <i>items</i> that are on the <i>agenda</i> (1 sec) I'll <i>pick</i> them up on the <i>agenda</i> , if that's ok, so/	Going through minutes and matters arising before the agenda items
	14	Lets have a <i>look</i> at page <i>one</i> .	
	15	(2 secs) <i>Sub-groups</i> ?/ I think (.) <i>pick</i> that up on the sub-groups on the <i>agenda</i> ./	
	16	(3 secs) <i>Feedback</i> from parent <i>training</i> ?/ Can we <i>pick</i> that up under the CPD?	Parent training
2		(4 secs) Mmm	
Ch	17	(11 secs) <i>Spoke</i> to <i>T</i> (.) about the <i>conference</i> /	conference

Ch		and we will underwrite that <i>if</i> and <i>when</i> , you want/ when our <i>timing</i> comes in for that, really	
???	18	[laughing] (???)	
Ch	19	Oh (.) I <i>beg</i> your pardon, sorry.	
3	20	Is that <i>minutes</i> ? (.) Oh, <i>they're</i> not minutes	
Ch	21	<i>My</i> apologies, sorry, I'm <i>awfully</i> sorry [quietly]/	Others in group navigate the notes and show there are many issues
	22	(6 secs) [some low talking and paper shuffling]/ <i>Guide</i> response with regard to autism awareness?/	
???		(2 secs) Mmm	
Ch	23	SF <i>Eight</i> ?/ Has <i>P</i> had any <i>comments</i> from <i>that</i> ?	
4	24	Yes actually <i>P</i> 's just sent me <i>one</i> copy for <i>information</i> , do you <i>want</i> me to pick it up <i>here</i> , or?	
Ch	25	Yes, <i>could</i> we do that (???)?	
4	26	(23 secs) [looking through papers, sighs] <i>Sorry</i> about <i>this</i> I'm just er (???) (5 secs) ah, right/	National Service Framework standards steering group Action plan
	27	what I've got <i>here</i> is erm a <i>copy</i> of (3 secs) the <i>action</i> plan (.) for the <i>NSF</i> er <i>Steering</i> Group, which <i>met</i> last (.) <i>April</i> .	
Ch	28	(6 secs) So <i>what's</i> <i>NSF</i> (.) then?	
4	29	<i>It's</i> the <i>National</i> Service [ <i>Framework</i>	
?		[ <i>Framework</i>	
4	30	<i>Standards</i> , <i>so</i> / <i>this</i> was <i>the</i> (.) <i>action</i> plan/ I've <i>only</i> brought one <i>copy</i> / there is (.) a <i>reference</i> on the <i>second</i> page about developing support for <i>families</i> and children with <i>ASD</i> /	Support for families and children
	31	The <i>action</i> plan there is a lot more <i>work</i> , that is being <i>done</i> .	
5	32	Is <i>this</i> <i>R</i> [name of <i>LA</i> ] <i>specific</i> ?	
4	33	Yes, this is their, <i>R</i> 's <i>response</i> to the (.) <i>NSF</i>	
5	35	Ok	
4	36	<i>National</i> , er, standard <i>eight</i> is around <i>children</i> with er <i>disabilities</i> /	
	37	So <i>P</i> sent <i>that</i> , and then he's <i>also</i> sent me (5 secs) erm (2 secs) <i>the</i> / I <i>suppose</i> it-it's another <i>action</i> plan, <i>really</i> , <i>saying</i> what has been done so far./	Children with disabilities
	38	So we've got <i>quite</i> a <i>bit</i> on there around (.) <i>autism</i> ./	
	39	What he <i>did</i> ask me is to <i>tell</i> you is that <i>did</i> report to the <i>NSF</i> <i>Steering</i> Group, <i>that's</i> the report/	
	40	and there's <i>going</i> to be a full <i>audit</i> of Standard <i>Eight</i> in the near <i>future</i> and that's complete/ (.) <i>they'll</i> review the <i>action</i> plan <i>then</i> ./ if <i>that</i> makes	Audit to happen

4		sense	
Ch	41	(3 secs) Ok	
4	42	[Yeah	
5	43	[Is there anything worth <i>sharing</i> on that?	
4	44	Well, the <i>only</i> bit that was <i>specific</i> on this, on the (.) <i>action</i> plan from last <i>year</i> was er/ developing support for families and children with ASD, and I think <i>that</i> will link very nicely into what, for what we're talking about later/	
	45	Er <i>which</i> includes <i>improved</i> post-post diagnostic support for <i>parents</i> (2 secs) and/ which, <i>really</i> we're sort of developing and delivering the parent programme/ I'm not quite <i>sure</i> why <i>these</i> names are on/ which is <i>actually</i> been <i>met</i> , now/ and the <i>other</i> one was the <i>second</i> ASD conference, which/ <i>perhaps</i> we better (.) <i>look at</i> for those with a [somebody clears their throat]	Post-diagnostic support for parents
	46		Plans met
Ch	47	Sorry, D	
6	48	G is that from April '07?	
4	49	From April '07 but it-this is <i>the</i> , this is the <i>review</i> of it/ er this is the <i>action</i> plan 8 (.) er 08./	
	50	Th-the <i>action</i> plan runs from 2007 to 2010, so it was <i>put</i> together in '07.	
6	51	Can we have two?/	
	52	<i>Can</i> you get the <i>copy</i> and have it sent back to <i>me</i> and <i>I'll</i> get it out to the <i>group</i> ?/ Will you be able to <i>do</i> that or I can scan it if you <i>want</i> ?	Parents group acquiring formal approach
4	53	I'm sure <i>P</i> could do it [discussion takes place about copying the paper] [(???)	
6	54	[(???)	
	55	Sorry, <i>thank</i> you G.	
4	56	No that's <i>fine</i> er.	
1	57	This is Children and Young <i>People's</i> Services it's not just <i>education</i> is it, it's a (1 sec) <i>whole</i> thing?	
4	58	Yeah, no, [no	
7	59	[No, it's (.)/ because it's (.) we picked <i>up</i> on the <i>fact</i> that this <i>existed</i> , and we just asked (.) the <i>Health</i> Service for <i>clarification</i> and <i>that's</i> why <i>this</i> has come <i>back</i> , as to what (.) what R-R's [LA] <i>response</i> was.	
4	60	(1 sec) right./	
	61	<i>I'll</i> do it on that	
5	62	'Cos I'd be <i>interested</i> because it should go (.)	
		<i>way</i> beyond education	
4	63	No, [no	

5	64	[it shouldn't just be, you know	
4	65	So that's (.) shall I (.) feed back <i>anyway</i> with you	EP implies
7	66	J, just in <i>case?</i> / You're alright, that's ok	shared
4	67	'Cos I can always gather	knowledge
Ch	68	But I'm sure P (.) he <i>did</i> (.) <i>run</i> that off from	by not
5	69	somewhere, so	finishing
4	70	(3 secs) <i>Ok?</i>	sentence –
5	71	So <i>P</i> would <i>know</i> where that's <i>heading</i> , wouldn't	power over
4	72	he?	knowledge?
5	73	Yes [(???)	
4	74	[(???)	
Ch	75	But I <i>did</i> this <i>audit</i> that they're doing <i>now!</i> it's	
	76	sort of going to <i>fill in</i> (.) some <i>more</i> gaps there.	
	77	Ok./	
	78	(5 secs) <i>That</i> , that <i>actually</i> , erm (4 secs) <i>would</i> I	Would I be
	79	be right in <i>saying</i> that the <i>work</i> of our autism	right in
	80	strategy <i>group</i> (.) <i>should</i> , in fact, be located	saying?
	81	amongst <i>other</i> areas/ it stands by <i>itself</i> , but it	(deferent
	82	should also be located in (.) NSF <i>Eight!</i>	phrasing to
	83	and it should <i>also</i> be located in (.) the <i>other</i>	win trust and
	84	planning that takes place within the authority,	respect?)
	85	such as (.) The Children and Young People's	
	86	Inclusion Strategic <i>Steering</i> Group/ which we've	The work of
	87	<i>talked</i> about in the <i>past!</i>	the group
	88	So, so it-it's about <i>locating</i> that <i>work</i> , erm (.) in	should be
	89	the right <i>place</i> . (3 secs)/	located in
4	90	Ok so/ do we <i>know</i> when the <i>full</i> audit? We	NSF Eight
Ch	91	<i>don't</i> know when that will <i>be?</i>	(Children
5	92	He didn't <i>give</i> me a day.	with
Ch	93	Ok (.) so that needs to be <i>reviewed</i> .	disabilities)
5	94	(3 secs) Yeah it (.) <i>could</i> be carried forward to	And
4	95	the <i>next</i> agenda	Inclusion
Ch	96	Mmm	steering
4	97	<i>Thank</i> you [intakes breath]	group
Ch	98	Our/ <i>sorry</i> our first question for <i>P</i> .	planning
8	99	<i>Thank</i> you. Ok./	
Ch	100	(.) PDA? Did I put that on the <i>agenda?</i>	
8	101	(2 secs) Yes, yes	
Ch	102	Yes, so <i>keep</i> going then.	Checking
8	103	(???)	agenda
Ch	104	G, you met with DW, erm, Yorkshire and	
	105	<i>Humber</i> side, the <i>Partnership!</i> the Regional	
	106	Partnership is coming to an <i>end!</i>	Powerful
	107	What <i>actually</i> has (.) <i>also</i> happened, <i>since</i> then	group
	108	is (.) the (.) Yorkshire and <i>Humber</i> side (.) have	
	109	received some <i>money</i> from the (.) DCSF to set	

Ch		<i>up</i> (.) <i>another organisation, which</i> (.) <i>is going to try to facilitate regional working.</i>	
	90	It's <i>actually</i> (.) <i>going to be called</i> the Regional <i>Hub for Learning Difficulties and Disabilities</i>	
	91	and (.) <i>one of the things that we will</i> (.) <i>do is</i> (???)	Regional learning difficulties and disabilities
	92	Hi D/ [another person enters the room]	
	93	<i>one of the things that we will do is try and have some priority for the region/ work around autistic spectrum disorder.</i>	
	94	So the (.) the <i>regional development work</i> should <i>continue</i> , but in a <i>slightly different format</i> .	Disorder
4	95	And erm just (.) to <i>add to that</i> , the erm <i>autism strand</i> of those regional groups erm <i>agreed</i> that we would continue to <i>meet</i> (.) <i>on a regional basis</i> / (.) erm (2 secs) ' <i>cos we didn't, we didn't want to.</i>	
Ch		Ok	
4	96	But the <i>next meeting for that is</i> actually the erm the eighth of <i>July</i> and I'm <i>sending a representative</i> from the (.) <i>autism team</i> .	
Ch	97	Thanks G, thank you./	Provision
	98	(3 secs) Page, page <i>three?</i>	
	99	(2 secs) Erm <i>provision sub-group, professional development sub-group</i> / they're <i>on the agenda</i> but I'm just <i>checking</i> whether there's any er matters <i>arising?</i>	Professional development
5	100	(4 secs) Well <i>obviously</i> the situation's <i>changed, hasn't</i> it. At <i>K?</i> [Primary Integrated Resource for Autism]	Obviously – knowledge
Ch	101	Yes/ I-I'll come <i>on to</i> [that	
5	102	(???) <i>later, that's fine.</i>	
Ch	103	PDA?	
7	104	When have they had <i>Ofsted</i> at <i>S</i> then?/ [Secondary Integrated Resource] Would we <i>know</i> about it?	Parent strays from procedure and questions
Ch	105	Er (3 secs)	
7	106	Would we <i>know, as parents, if they got</i> (.) <i>done</i> at <i>S?</i>	
Ch	107	Er [several group members talk together, quietly, about the matter raised for ten seconds]	
7	108	<i>Is it like</i> (.) <i>inspecting the school?</i>	
Ch	109	[Yes	
5	110	[Yes, school, it <i>wasn't</i> the <i>resource, but I mean the resource is part of school.</i>	

Ch	111	Well (.) just for (.) <i>clarification</i> if I <i>may</i> / the, the <i>Ofsted</i> framework i-is <i>somewhat</i> (.) <i>different</i>	If I may – deference again, gains control
7	112	I <i>know</i> they <i>do</i> it on a (.) sh-shorter (.) time and then they're <i>in</i> .	
Ch	113	<i>Exactly</i> , as and it <i>took a</i> / it may <i>well</i> change, as <i>well</i> , in the sense that <i>one</i> of out local primary schools, recently, had a <i>one day</i> inspection/	
	114	One HMI came <i>in</i> , <i>looked</i> at Y <i>Six</i> , <i>Seven</i> <i>transition</i> / Y <i>One</i> , Y <i>Two</i> <i>transition</i> / and <i>that</i> was their <i>focus</i> of the <i>Ofsted</i> inspection./	
	115	Erm (6 secs) what is a-a (.) <i>good question</i> / and I <i>think</i> part of our responsibilities <i>here</i> / is <i>to</i> (2 secs) erm (2 secs) is to report on <i>that</i> if you understand me/ and I <i>think</i> it would be of <i>interest</i> and er-er <i>J</i> if I could do <i>this</i> er/	I think are part of our responsibilities
	116	I will (.) <i>check</i> (.) from (.) our <i>provision</i> if there were any <i>matters</i> that <i>cropped up</i> /	
	117	I <i>haven't</i> / I <i>met</i> with both <i>S</i> and with <i>K</i> er-er and <i>nothing</i> has come my way (.) <i>actually</i>	
5	118	There was nothing specific [er	
Ch	119	[ <i>Absolutely</i> / and <i>also</i>	
5	120	<i>Positive</i> comments that I heard from <i>K</i> , regarding the resource/ I <i>don't</i> know how <i>S's</i> was./ I read the commentary but I <i>haven't</i> seen anything in <i>writing</i> .	Will have the knowledge
Ch	121	And <i>nothing's</i> come/ I <i>also</i> attend a meeting every <i>month</i> , which is (.) <i>lovingly</i> called a ' <i>Schools of Concern</i> ' meeting (.)/ erm, <i>where</i> we (.) <i>sit</i> round the <i>table</i> and <i>raisel</i> talk about any issues that might have <i>cropped up</i> , if you <i>understand</i> me and (.)/	Facetious comment, makes it lighter
	122	And neither <i>S</i> nor <i>K</i> has <i>cropped up</i> at that <i>meeting</i> , if you <i>understand</i> me, <i>so</i> / I'm (.) not <i>aware</i> of any concerns, but I <i>would</i> just like to <i>check</i> that I before report <i>back</i> to you, <i>so</i> <i>thank</i> you.	Wants group to agree and understand
6	123	Am I <i>right</i> in thinking, <i>S</i> , sorry, that not every <i>Ofsted</i> , like you were <i>saying</i> , not every inspection would ask for <i>parent</i> [responses anyway, would it?	Parent apologises for raising point
Ch	124	[No, no it <i>wouldn't</i> ./ A <i>big</i> one (.) might, and they might <i>have</i>	
5	125	Tends to be <i>random</i> sampling, <i>doesn't</i> it?	
6, 7	126	Yeah, yeah	
5	127	Yeah	
1	128	[Ch taps the table] A- <i>all</i> people should know that	

1		Ofsted are into their <i>schools</i> , I think, as maybe (.) <i>that</i> , I <i>think</i> is maybe their <i>quality</i> assurance.	Table tapping, irritation that group is deviating from procedure
9	129	We get informed about <i>primary</i> ,	
1	130	Yeah	
9	131	and in the <i>primaries</i> you were always asked for your views and your <i>answers</i> as well.	
1	132	But if they're <i>not</i> wanting the <i>views</i> well it's, it's a matter of (.) <i>protocol</i> . [Several members of the group talk at the same time for four seconds]	
Ch	133	It's a fair <i>question</i> , I mean <i>usually</i> they find out on the <i>Thursday</i>	
1	134	Yes	
Ch	135	Or when the set is <i>cancelled</i> / er not <i>cancelled</i> , (.) <i>thrown</i> / (.) and they come in on the <i>Monday</i> , <i>so</i>	
6	136	Quick <i>turnaround</i>	
Ch	137	[(???) they have a standard <i>letter</i> which they fire out, but, but I <i>don't</i> know (???) I'm <i>sorry</i> , I (???) it's not <i>my</i>	
6	138	I was <i>made</i> aware, I was <i>told</i> on the grapevine	
7	139	You <i>do</i> get the (.) <i>results</i> at the end?	
1	140	Yes, yeah.	
7	141	Certainly at A, you don't [a large comprehensive school] [Several members of the group talk quietly about the matter at the same time for two seconds]	
Ch	142	Ok	
10	143	Are all the (.) representatives <i>invited</i> to this? <i>How</i> does that <i>work</i> ? [or MT? (Head of secondary school with the resource)]	
Ch	144	[M-M comes to represent, as a representative from the secondary <i>phase</i>	
10	145	Yeah [Oh, right./ Ok, no that's fine	
Ch	146	[(???)	
10	147	Oh, <i>right</i> , just <i>checking</i> .	
11	148	They have <i>been</i> in the <i>past</i> .	Bringing back to meeting procedure
10	149	Yes/ I <i>think</i> it's by <i>invitation</i> .	
Ch	150	<i>The</i> (3 secs) the sub-group developments?/ <i>Anything</i> ?/ I mean is there any matter <i>arising</i> here even though we're going to <i>talk</i> about it <i>anyway</i> ?	Do you want to talk about (suggesting a choice)
4	151	(???)	
Ch	152	(6 secs) Do you want to <i>talk</i> about the W [secondary school] <i>training</i> ? (???)	
4	153	Well, <i>what</i> can we say? [laughs]	Humour, affectionate, indicating it
Ch	154	<i>Stars</i> of the stage and screen?	

Ch	156	Stars of the <i>night</i> [laughs]/	was unusual
5	157	(3 secs) Well we just <i>did</i> some <i>governor</i> training at <i>W</i> (1 sec) to our <i>dismay</i> we found that we were in the (.) <i>A</i> [local paper]	Our dismay – show they did not want the limelight (repertoire?)
6	158	We <i>saw</i> you [laughs]	
5	159	The mayor and, the mayor and the <i>A</i> were <i>there</i> .	
1	160	They were <i>good</i> coming.	
5	161	They <i>were</i> , they were <i>fine</i> and the <i>picture</i> wasn't too bad.	
???		(???)	
5	161	<i>Didn't</i> know the <i>press</i> were going to be <i>there</i> / we'd heard the <i>mayor</i> was going to be there but we weren't quite sure <i>why</i> , but that was [laughing]	
???		(???)	
5	162	But it was <i>actually</i> , <i>I-I</i> quite <i>enjoyed</i> it/	Makes the enjoyment business
	163	by, <i>by</i> the end of the <i>evening</i> what you <i>had</i> there/ because actually they'd invited the <i>feeder</i> school governors which we didn't know <i>either</i> /	
	164	erm (.) <i>but</i> (.) you had such a <i>range</i> of people there/ because obviously with them being governors they weren't <i>all</i> teaching staff they <i>were</i> , you <i>know</i> not from education, erm/	
	165	and we got <i>talking</i> about things like post- <i>sixteen</i> and work <i>place</i> / and-and there <i>were</i> people there like the Chamber of <i>Commercel</i> 'oh <i>I</i> can take that back to my <i>group</i> '/	
	166	you <i>suddenly</i> thought 'oh, wow, we're reading (.) <i>reaching</i> a really wide range of <i>people</i> here'/ so it was actually (.) quite <i>stimulating</i> ./ It went down <i>well</i> .	Reaching a wide-range (evangelical?)
4	167	Yeah	
5	168	A <i>good</i> chance.	
Ch	169	Assessment sub- <i>group</i> ? Parental sub- <i>group</i> ?/ It's <i>on</i> the agenda I think?	
8	170	Yes	
Ch	171	(4 secs) Ok, page <i>four</i> ? (3 secs) Page <i>five</i> ?/	
	172	(5 secs) <i>Now</i> , the <i>top</i> of page <i>five</i> erm (6 secs) I was <i>hop-I</i> was <i>hoping</i> M (Social care representative) was going to be <i>with</i> us <i>today</i> , and-and <i>that</i> , that's	
5	173	And <i>also</i>	
4	174	What M <i>has</i> done, actually, is <i>just</i> sent me some <i>notes</i>	
Ch		Ok	

4	175	for <i>me</i> to report <i>back</i> .	
Ch	176	Can we <i>do</i> that?	
5	177	Yeah.	
4	178	M was (1 sec) <i>going</i> to <i>check</i> (.) <i>across</i> all (.) <i>neighbouring</i> authorities <i>what</i> the situation was <i>there</i> erm/ in terms of the differentiation between <i>autism</i> and <i>asperger's</i> ./	Support for families
	179	Erm, she'd <i>contacted</i> the <i>Social</i> (.) <i>Disabilities Social Care Teams</i> in both <i>D</i> and <i>B</i> [ <i>neighbouring towns</i> ]/ it's <i>very</i> interesting./	Which disabilities?
	180	<i>D</i> team does <i>not</i> accept referrals for <i>asperger's</i> unless the child has <i>other</i> disabilities/ and <i>B</i> do accept referrals for <i>asperger's</i> , but their <i>overall</i> level of referrals for <i>disabled</i> children is much <i>lower</i> !	Not aspergers
	181	<i>R</i> work with thirty three per cent more <i>families</i> and they have less <i>staff</i> than <i>B</i> ./ <i>That</i> was Mmm	Reading out that more families do receive support
5	182	the <i>interesting</i> (.) thing (???)	
4	183	And <i>that's</i> not down in any other business either	
5	184	Yeah./ Because I-I <i>don't</i>	
Ch	185	<i>That</i>	
5	186	I <i>don't still</i> <i>don't</i> know how we <i>resolve</i> ! I <i>don't</i> see that as a/	
Ch	187	that's <i>useful</i> to know	
5	188	<i>Right</i>	
Ch	189	But what I'd <i>like</i> to do is <i>have</i> a proper <i>discussion</i>	
4,5	190	<i>Yes, yeah</i>	
5		[(???)	
Ch	191	[Because there are (.) the <i>young</i> people with (.) a diagnosis of <i>asperger's</i> who <i>may</i> require levels of <i>support</i> ! and there are children with a diagnosis-young <i>people</i> with a diagnosis of <i>autism</i> , who <i>may not</i> !	I would like a discussion
	192	and it <i>isn't</i> just the <i>label</i> that should <i>lead</i> , it should be <i>need</i> [a group member coughs]	Aspergers and autism – is it the label that determines support?
5	193	Well that's the difficulty we had <i>last</i> time, and we had/ there were <i>parents</i> , two different <i>parents here</i> ! and we had Doctor <i>N</i> [school doctor] here as <i>well</i> and (.)!	Professionals out of the loop of knowledge
	194	the-the <i>medics</i> weren't <i>aware</i> that th-there was this (.) <i>different</i> support available depending upon what <i>label</i> you were given at <i>diagnosis</i> ! <i>M</i> erm (.) you know, shar-shared the <i>concern</i> ! erm because <i>different</i> services/ there are <i>barriers</i> to	Barriers to services

5		accessing them depending upon what <i>label</i> you've got/	depending on label
	195	erm (.) so for <i>example</i> / I mean this-this has come <i>up</i> , and I think it's <i>something</i> that really <i>needs</i>	Equalities
Ch	196	Well it's an <i>equalities</i> issue for <i>me</i> .	
5	197	Yes	
Ch	198	It could be that the services doesn't, <i>don't</i> have sufficient <i>resources</i> ,	
5	199	Then <i>that</i> needs to be <i>addressed</i> .	
Ch	200	it <i>may</i> be that everybody has to wait <i>longer</i> .	
5	201	Or, or that <i>that</i> needs to be <i>looked</i> at.	
Ch	202	Or it can be <i>addressed</i> ,	I am not saying we should put more money in, it is <i>how</i> the resources are distributed
5	203	Yes	
Ch	204	all I'm <i>saying</i> is (.) <i>resources</i> are <i>finite</i> / I'm <i>not</i> , I'm <i>not</i> saying necessarily that we should put more <i>money</i> in/ that's <i>not</i> what I'm saying [(???)].	
5	205	[Cos I <i>know</i> M's service are overstretched, so they <i>can't</i> (.) <i>take</i> on <i>more</i> .	
Ch	206	So, <i>how</i> (1 sec) <i>how</i> can we (.) <i>progress</i> this colleagues?	
6	207	If the <i>children</i> and the <i>families</i> need <i>assessment</i> it's <i>how</i> that action can be <i>done</i> / <i>Because</i> at the <i>moment</i> it is led by the <i>label</i> , <i>that label</i> is <i>discriminating</i> against that <i>child</i> , and that is <i>completely</i> [wrong.	Colleagues Parent: the issue is discrimination
???		[Yes	
6	208	There is also <i>confusion</i> in the label itself because <i>some</i> parents believe the child has <i>asperger's</i> and when they <i>look</i> at the diagnosis it says <i>ASD</i> , brackets <i>asperger's</i> .	Confusion about label
???		Mmm	
6	209	It's, there's no <i>overbearing</i> the diagnosis for parents (1 sec)/ and then as soon as they <i>phone</i> (.) an agency for some <i>help</i> and they say ' <i>what's the diagnosis?</i> '/	Services say what is the diagnosis
	210	If it's got <i>ASD</i> in it then there's a <i>slight</i> more <i>chance</i> of (.) <i>accessing</i> some <i>help</i> / if it's <i>just</i> <i>asperger's</i> they <i>don't</i> get help.	
9	211	The thing possibly I don't <i>get</i> S, as a <i>group</i> is that [several members talk at once]/ if children and families <i>are</i> signpoted-er <i>sign</i> posted to the Children's <i>Disability</i> Team/	
	212	(2 secs) then when you go to <i>them</i> and they say ' <i>no, you don't</i> fit our criteria you're not <i>suitable</i> '/	

9		<i>that</i> service offering an alternative, because currently, the <i>majority</i> of the time, we are finding <i>that!</i>	
	213	I <i>personally</i> have to (.) <i>find</i> myself, and go to <i>managers</i> and <i>search</i> for the right <i>people</i> to help <i>our</i> family/ <i>other</i> families [haven't got that ability	Parents have to find out for themselves, no alternative
????s	214	[(???) [Several people talking at the same time] Even if you've got your diagnosis and it's an autistic <i>spectrum</i> disorder/ even if you go along with <i>that</i> if your child's deemed to have (.) er not-not to have a certain level of <i>learning</i> difficulty	
5	215	Yeah [they stop (???)	
9	216	[ <i>They</i> don't get support <i>either</i> .	
9	217	Mmm	
5	218	So there are these-these <i>criteria</i> for access to <i>services</i> , which <i>mean</i> that a <i>wide</i> range of families who are <i>really</i> <i>needy</i> <i>aren't</i> getting <i>support!</i>	Wide range of families are not getting support
	219	Er <i>another</i> example is-is M's <i>team</i> , I <i>think</i> er, er it's a <i>shame</i> they can't be here/ but <i>we've</i> <i>discussed</i> this with her last night and she's <i>well</i> , well supportive of <i>discussion!</i> erm 'cos <i>they</i> don't take children with a, with a diagnosis of ADHD/ so you often get <i>joint</i> diagnosis, and <i>that</i> means that <i>those</i> families are often <i>also</i> barred from access to (???) <i>erm!</i>	
Ch	220	Ok	
5	221	And and just <i>one</i> little anecdote I mean when I was trying to refer a <i>family</i> , that-that really very <i>much</i> needed social work support of some <i>kind!</i>	Asperger's or autism
	222	I mean this boy/ you'd <i>have</i> to say asperger's/ if I was <i>asked</i> the direct question asperger's or <i>autism</i> , you-you <i>would</i> have had to say asperger's in <i>this</i> case although very very <i>needy!</i>	
	223	so it <i>went</i> to the <i>locality</i> social work <i>team</i> , who <i>then</i> phoned <i>back</i> , saying/ 'well we've <i>had</i> this referral but we don't know anything <i>about</i> (.) asperger's syndrome'	Services not knowing anything about asperger's
	224	so then you've got <i>that</i> gap, because if it <i>does</i> go to and-and <i>obviously</i> , locality social work teams are <i>very</i> <i>very</i> <i>stretched!</i> the <i>other</i> areas of priority <i>were!</i> there's a <i>big</i> , <i>big</i> <i>need</i> here.	Parents not knowing what locality teams are
Ch	225	So? (.) So?	

6	226	So the question that I brought up to Any Other Business was [‘what is meant by locality services and how can parents’	
???		[(???)	
Ch	227	I can, I can answer that	
6		Thank you.	
Ch	228	Can we do, can we do that bit under Any Other Business?	
6	229	Yes of course we can, yeah.	
Ch	230	What I’d like to do is still (.) I still like to move this forward.	
6,5	231	Yeah, yeah	
Ch	232	And (.) a suggestion might be (2 secs) if in fact, I arranged a meeting with a one topic agenda/ which is to do with services and diagnoses and terms/ er I mean, you know, language/ so, asperger’s, that, a-autism, ADHD if you like, but/ that might come into it,	Issues around diagnoses
	233	[5 clears throat] one topic agenda, and I invited the management of the Children’s Disability Team which I think would be P and M/ (2 secs) erm (.) if I may a representation from parents, from our ASD Strategy Group/ (2 secs) a member of the Diagnostic and Assessment Team/ and I’m open to suggestions	One topic agenda Who I think should be invited (I notice young people are not included)
1		erm	
Ch	234	J, H possibly, or?	
1	235	Er H would be great as long as it’s not a Wednesday or a Friday./ [She-she’d really like to come to that, yeah.	
Ch	236	[Right./ So, possibly would that be?	
1	237	That would be fine.	
Ch	238	Or yourself.	Deferent
1	239	Or myself/	
Ch	240	Or, or, sorry, please excuse me.	
1	241	That’s alright	
Ch	242	I was looking at the clock.	
1	243	No, obviously not saying and you.	
Ch	244	No	
1, 5		[Laughs]	
1	245	Myself or H	Paediatrician
Ch	246	But a member of the Diagnostic Team	
1	247	Or even possibly, J	
12	248	Yeah, and-and I certainly think a [paediatrician.	
1	249	A paediatrician as well.	
5	250	I was going to say, absolutely./ er Dr N was	

5		interested/ <i>wasn't aware of it at the last discussion</i> I was interested in	
1	251	So, Dr	
5	252	S	
1	253	<i>Dr S would be, yeah</i>	
Ch	254	So Dr S?	
1	255	Don't/ c-can we just <i>rewind</i> and <i>pause</i> that bit? [laughter from some group members]	
Ch	256	So <i>Dr S</i> ?	
1	257	Er <i>Dr S</i> ?	
Ch	258	So <i>who'd</i> be the <i>best person</i> ?	
1	259	<i>Dr S.</i>	
Ch	260	So (.) if we <i>invite S [Dr N]</i> as <i>well</i> and we can (.) you <i>know!</i> I <i>think</i> it's <i>important</i> we try and put this <i>around</i> [Dr N enters the room]	
1	262	We were just <i>talking</i> about <i>you.</i>	
Ch	263	[Laughs, joined by others in the group]	
5	254	<i>Hello</i> (3 secs) are you <i>alright?</i> [to Dr N]	
13	255	I'm <i>fine.</i>	
5	256	And the <i>other!</i> <i>maybe</i> somebody from erm <i>Ch</i> [Child and Adolescent Mental Health Services] er like <i>Dr D</i> ?	
1	257	Or <i>Dr</i>	
5	258	<i>Whoever</i>	
Ch	259	Yes, <i>Ok.</i>	
1	260	Mmm, mmm.	
5	261	I mean I know <i>A [Art Therapist]</i> but I think it's the <i>Diagnostic!</i> the <i>actual</i> (.) <i>people</i> diagnosing	
1	263	<i>People consulting.</i>	
4	264	It's <i>very</i> interesting to notice this <i>issue</i> is being raised <i>nationally</i> , though?	
5	265	<i>That's</i> what I <i>thought</i> <i>M</i> [was going to	Big issue
1	266	[I thought, I <i>thought</i> it was going to be <i>bigger</i> than (.) <i>just</i> [(???)	nationally
5	267	[ <i>Yeah, yeah</i>	
Ch	268	[ <i>Can we!</i> so	
5	269	<i>Not</i> just <i>M</i> , no	
1	270	I mean <i>nationally</i> it's an issue for us for <i>DLA</i> because of (.) <i>families</i> who <i>don't</i> get their <i>DLA!</i>	
	271	They're under <i>assessment</i> and we <i>haven't</i> got, you know, the-the (.) <i>box</i> to tick	No support without the label
5		Mmm	
1	272	All the evidence is <i>there</i> but <i>without</i> the label	
5		Mmm	
1	273	that <i>still</i> doesn't get you into your <i>DLA</i> so it's a	

1		<i>big issue.</i>	
Ch	274	Ok	
4	275	Oh S could I <i>just</i> suggest or (.) might it be worth considering inviting (.) the <i>Director</i> of (2 secs) [Social	
5	276	[Social <i>Care</i>	
4	277	[Services	
5	278	I <i>think</i> it needs the <i>actual</i> (.) <i>policy makers</i> , the <i>decision-makers</i> .	Needs policy makers? (further and further from the child's experience)
Ch	279	Oh right., ok./ It <i>might</i> do (.) erm./	
	280	(4 secs) So, can I <i>just check</i> /	
	281	(6 secs) a <i>one</i> agenda meeting (.) with (.) erm (.) <i>specifically</i> invited people/ which I-sound like (.) <i>Representatives of the Children's Disability Team</i> / which may well <i>include</i> (.) YW as the er Director of Borough Wide <i>Services</i> , P and M, parental <i>representation</i> , <i>members</i> of the <i>diagnostic team</i> / which might <i>include</i> er Dr S, AW, J, H/ are you <i>with me</i> here?/ A <i>number</i> of (.) appropriate colleagues, possibly Dr D/	
	282	a <i>one</i> agenda <i>item</i> which is (2 secs) <i>around</i> the I-labels and localiti-er-er-erm [clicks fingers] of <i>diagnosis</i> and it's implications.	Implications (for who?)
5	283	[Coughs] Yeah, yeah/	
	284	So it's <i>then</i> it <i>is</i> the labels and then it's the <i>next</i> step/ what resources <i>are</i> then available/ because what you <i>can't</i> have is a <i>vast</i> increase in referrals to, say, M's <i>team</i> because they <i>haven't</i> got the <i>capacity</i> / so <i>that's</i> why you need the policies.	
Ch	285	Well (.) <i>it</i>	
5	286	at that <i>level</i> .	
Ch	287	<i>that's</i> going on from the <i>discussions</i> ,	
5	288	Ok	
Ch	289	in <i>my</i> view.	
5	290	Ok	
Ch	291	'Cos it <i>can</i> be that the-the <i>resources</i> remains the <i>same</i> , it <i>just</i> means that the <i>waiting</i> list gets longer.	
5	292	(3 secs) Right	
Ch	293	So another <i>solution</i> / I'm not <i>arguing</i> for it, I'm just (???)/ (.) erm but <i>that's</i> into the <i>solution phase</i> ./	Phases of the discussion
	294	So, a-a <i>one</i> item agenda, we can <i>arrange</i> that meeting <i>out</i> of the ASD Strategy Group./	
	295	[another group member arrives] Good <i>morning</i> ./	

Ch		We're <i>just</i> going through the <i>minutes</i> and matters <i>arising</i> (???)! We're <i>on</i> , we're (.) <i>moving</i> down page <i>five</i> at the moment.	New arrival formal procedure
5	296	Can I/ sorry, just <i>one</i> thing on <i>that</i> ! I just remembered that a <i>discussion</i> ! because it's <i>been</i> (.) quite close to my <i>heart</i> this with a <i>number</i> of families recently! and Parent <i>Partnership</i> have talked to me about a number of <i>cases</i> where <i>they've</i> found that discrimination happening [ <i>again</i> ]	Different groups to contribute
1	297	I was just wondering, so Parent <i>Partnership</i> , <i>Welfare Rights</i> , somebody [like <i>that</i> who comes across <i>different</i> issues	
5	298	[Yeah	
1	299	which might <i>not</i> be	
5	300	[a <i>range</i> of-of <i>knowledge</i>	
1	301	so it's <i>access</i> to <i>services</i> ! but it's also <i>general</i> access to <i>lots</i> of things.	
5	302	Yeah	
Ch	303	<i>Book</i> the Albert Hall	
5	304	I <i>know</i> , I know	Parents see it as crucial
1		[laughs]	
5	305	But it's <i>very</i> -it's <i>really</i> crucial.	
Ch	306	It <i>is</i> , it's a	
5	307	Yeah	
14	308	It's a <i>big</i> issue though, <i>isn't</i> it?	
Ch	309	It <i>is</i> (.) it is! Ok, <i>thank</i> you..!	
	310	ASD <i>conference</i> ? (4 secs) I haven't had any further discussions on <i>this</i> and I don't know	
4	311	No	
Ch	312	whether <i>you've</i> had more <i>thoughts</i>	
4	313	(.) I have <i>lots</i> of <i>thoughts</i> .	
Ch	314	<i>Sorry</i> , of <i>course</i>	
4	315	But erm	Pressure on professional groups
5	316	It's <i>been</i> about <i>priorities</i> ! it's been about w-what <i>our</i> priority has been	
4		Mmm	Priorities
5	317	it's been the parent <i>support</i> group.	
Ch	318	Ok	
4	319	But it's <i>certainly</i> , [you know	
5	320	[I-it's still <i>there</i>	
4	321	Isn't it (.) as <i>well</i> , a <i>really</i> -realistic er (.) <i>aim</i> .	
Ch	322	Any Other <i>Business</i> ?!	
	323	C? [EPS Specialist in Autism] <i>You're</i> going to?!	
Ch		Have you <i>done</i> that, or [(???)? [referring to training for parents around puberty]	Training around puberty

5	324	[That's, <i>that's</i> going ahead next week	EP justifies choice of training and target group, maintain respect
Ch	325	Ah	
7	326	Is it?	
5	327	Yeah.	
7	328	Is it for M and S [ASD Enhanced Resources] or K [Special School with ASD resource] and S?	
5	329	M (.) and S. [group members talk together for two seconds]/	
	330	What, <i>what</i> it actually <i>is</i> that (.) erm/ <i>because</i> it's an <i>area</i> that <i>lots</i> of parents <i>raise</i> (.) <i>with</i> me and I knew that this J [speaker] has <i>done</i> talks with Parent Partnership and people <i>before</i> / erm so we thought well, lets-lets get her <i>in</i> /	
	331	I <i>also</i> wanted to <i>try</i> and <i>get</i> the opportunity for parents at S Resource to <i>meet</i> together because they weren't (.) <i>getting</i> that opportunity.	
7	332	Right	
5	333	So I've <i>sent</i> out letter to all the <i>parents</i> / but there are <i>also</i> parents at M as well who are in a <i>similar</i> situation/ and there are <i>parents</i> in the <i>mainstream</i> at S as well. [several group members laugh]/	
	333	<i>However</i> we <i>had</i> to <i>limit</i> numbers to twenty-five, because J only wants a small <i>group</i> / what I'm <i>hoping</i> / er I <i>am</i> in fact extending it to the Y Sixes at K as it <i>happens</i> whol <i>actually</i> the <i>majority</i> of them are going to M, <i>this time</i> ./	
	334	Erm (.) but, so there's going to be <i>that</i> group/	
	335	M are <i>paying</i> J, S are <i>providing</i> the, the <i>base</i> / so <i>that's</i> why that is being <i>shared</i> in that way./	
	336	I'm <i>hoping</i> if it goes <i>well</i> to be able to persuade <i>them</i> at S, because there is a <i>need</i> within the <i>mainstream</i> ./ There were too <i>many</i> , I <i>couldn't</i> just <i>invite</i> , <i>obviously</i> , i-it <i>had</i> to be <i>everybody</i> or nobody so, you <i>know</i> , <i>watch</i> this space on <i>that</i> one	
7	337	Mmm	
5	338	and see how next week goes, I mean I hope, <i>hope</i> to	
9	339	(???)	
5	340	Well, <i>again</i> that would <i>depend</i> whether it would be, for example J, who is/ I <i>think</i> she's only working part-time now/ who is willing to <i>do</i> things and she's <i>done</i> odd/ she's done a talk at H [Special School] at the <i>Smile</i> Group.	
9	341	Yeah	

5	342	Erm, and I <i>know</i> she's done one for Parent Partnership./ there is <i>no reason</i> why we can't <i>develop</i> something home grown/ (.) and <i>that's</i> about <i>time</i> and who <i>does</i> it and all of <i>those</i> issues./	
	343	I've been <i>talking</i> with LQ, the School Nurse for S (.) you know/ so it <i>might</i> be something/ but then it would be by <i>area</i> / so <i>if</i> it was <i>our</i> team, for <i>example</i> , it would <i>be</i> the psychologist for the <i>area</i> might take it <i>on</i> .	It is a need
9	344	Yeah	
5	345	But it-it <i>is</i> a <i>need</i> / erm and <i>again</i> that's <i>another</i> thing, so/ this is a kind of a little <i>start</i> , and-and see how it <i>goes</i> .	
Ch	346	Thank you, C.	
5	347	Ok?	
Ch	348	Yep./ (2 secs) And the <i>Diagnostic</i> Report on the <i>agenda</i> .	Well done for getting through formal procedures
5	349	Yes.	
Ch	350	Ok./ (2 secs) <i>Then</i> it's matters <i>arising</i> ./ I <i>commend</i> everybody (???) [laughs]	
	351	Ok./ (3 secs). Erm, (3 secs) <i>reports</i> from the <i>sub-groups</i> ?/ <i>Provision</i> ./	Reports from sub-groups
	352	<i>Erm</i> (4 secs) [shuffles paper] <i>let</i> me <i>just</i> / if I can <i>update</i> everybody <i>thel</i> things <i>move on</i> !	
	353	<i>K</i> er there's been <i>quite</i> a number of <i>changes</i> in and around the <i>er K</i> provision./ There's a (3 secs) a <i>newly</i> appointed teacher-in-charge/ t- there's <i>been</i> erm	Provision (specialist)
5	354	That's <i>GH</i>	
Ch	355	<i>G?</i>	
5	356	<i>H</i>	
Ch	357	Yeah, <i>GH</i> ./	
	358	Erm (6 secs) as you're <i>aware</i> , <i>K</i> erm suffered from the <i>floods</i> er twelve months <i>ago</i> and <i>had</i> / had a, <i>really</i> quite a <i>difficult</i> twelve months, starting <i>from</i> , from a <i>year</i> ago, <i>really</i> / where they were <i>located</i> in a different <i>provision</i> and managing, managed that <i>exceptionally well</i> ! in difficult <i>circumstances</i> / and, <i>and</i> there've been <i>staffing</i> changes./	
	359	We <i>met</i> the other <i>day</i> , and there <i>seems</i> to <i>be</i> (.) a very <i>positive</i> (.) <i>atmosphere</i> / we're, we've <i>extended</i> the numbers to include, to <i>be</i> <i>twenty</i> young people (.) <i>and</i> there's/ erm <i>touchwood</i> , there's going to <i>be</i> (.) a <i>modernisation</i> of the	Found need for sensory, withdrawal and support, individualised work stations

Ch		<i>resource</i> (.) erm to <i>include sensory</i> er a <i>greater area of, for withdrawal and support!</i> (.) <i>some, lots more new equipment and individualised work stations!</i> and <i>generally a modernisation and a revamping of the provision.</i>	
5	360	It-it's been re <i>re-done</i> anyway because of-of the <i>floods</i> so they've <i>taken that opportunity.</i>	
9	361	Mmm, <i>ideal.</i>	
Ch	362	Erm (3 secs) continued <i>work between staff, governors and the, and the authority representatives</i> erm, and <i>that will continue</i> (3 secs) erm to <i>help modernise the curriculum offer, the methods and</i> (.) <i>the environment in which the, the education is being delivered!</i>	
	363	Erm (2 secs) a <i>very similar</i> pattern has taken place at S (.) and the buildings/ <i>has the building been completed at S? C?</i>	
5	364	Mmm, <i>yeah, yeah.</i>	
Ch	365	Erm and modernisation <i>again, improving the provision ten years on.</i>	
5	366	Well the whole <i>school's</i> going to be (.) <i>re-done, isn't it?</i> [laughs]	
Ch	367	The whole <i>school</i> will be one of the future schools	Announcing development, authority
5	368	I haven't a <i>clue</i> what's going on over there [quietly]	
Ch	369	<i>Building Schools for the Future</i> and I'm, I'm [very <i>pleased</i> to announce that	
5	370	[Two Thousand and <i>Eleven</i> , isn't it?	
Ch	371	Pardon?	
5	372	Two Thousand and <i>Eleven</i> or something?	
Ch	373	It-it <i>starts</i> in Two Thousand and Eleven.	
5	374	<i>Right</i> , ok, thank you.	
Ch	375	<i>Erm</i> , the most <i>important</i> thing <i>on</i> that (.) is that R as a <i>community</i> have been moved <i>up</i> the <i>agenda</i> for Building Schools for the Future/ so that (.) it will go ahead <i>now!</i> i-i-it needs two year's <i>planning</i> (.) and modernisation of <i>much</i> and <i>many</i> of our secondary schools in the authority and some of our special <i>schools!</i>	importance
	376	The gr- <i>really good</i> news <i>is!</i> we're <i>talking</i> a hundred million <i>pounds</i> here <i>really is!</i> the reason-the <i>reason</i> is it's a good news story about it moving up the <i>agenda</i> in that now no <i>matter</i> what <i>happens</i> in the next two or three years now with <i>the</i> (.) <i>possible</i> change of	

Ch		<i>government!</i> and I might not have <i>said</i> that twelve months ago but I am <i>now!</i> [intakes breath] <i>is</i> that there is a commitment to this <i>spend!</i>	
	377	If we'd been <i>not</i> moved up the agenda as a <i>community</i> (.) and a <i>new</i> (.) a <i>new</i> led/-erm <i>what's the word</i> [clicks fingers]?	Laughing when need help, deference, humour
1	378	Administration.	
Ch	379	<i>Pardon?</i>	
1	380	Administration.	
Ch	390	Thank you very <i>much</i> , <i>that</i> was the very term I [was <i>seeking</i> after[laughs]	
1,??s	391	[Several members of the group talk and laugh for three seconds]	
Ch	392	<i>So</i> (.) <i>th-that's</i> K <i>anyway</i> , and on to S.	
5		Mmm	
Ch	393	<i>S?!</i> (3 secs) <i>erm</i> , <i>again</i> regular review meetings, meetings between officers and <i>staff</i> , <i>erm</i> [extra <i>places</i>	
5	394	[They're <i>increasing</i> numbers to <i>twenty</i> and there has been (.) <i>some</i> agreement for er <i>increase</i> of <i>staff</i> and training of (.) <i>Higher Level</i> (.) <i>Teaching Assistant</i> appointments.	
Ch	395	Yes.	
5	396	Erm I <i>can't</i> remember the details off <i>hand</i>	
?	397	Oh	
5	398	[(???)	
Ch	399	[Two of the, <i>two</i> of the staff have been promoted and extra <i>training</i>	List of different developments (to prove work and progression)
5	400	<i>Yeah</i> , <i>yeah</i>	
Ch	401	and <i>also</i> at <i>S!</i> I'm <i>sorry</i> J I'm <i>flitting</i> a little bit but, <i>ok?!</i>	
	402	<i>Also</i> at <i>S!</i> as the young people <i>grow</i> (.) get <i>older!</i> as they often <i>do!</i> er moving into Key Stage <i>Five</i> and we-we're going to have to start talking about that and working with <i>you</i>	
5	403	That's another <i>area</i> , <i>isn't</i> it?	
Ch	404	as (.) <i>another</i> area of <i>development</i> .	Important people are doing these jobs (have confidence in what we are doing)
5	405	We're trying to do, well, <i>I'm</i> trying to do with colleagues an <i>audit</i> of-of <i>provision</i> and (.) <i>work</i> placement experiences.	
Ch	406	Ok?!	
	407	And (.) <i>still</i> (.) <i>on</i> with the <i>provision!</i>	
	408	<i>Erm</i> (1 sec) <i>JP</i> whose our Development Manager around <i>SEN</i> , and <i>HB</i> whose our Head of <i>ASSENT!</i> <i>that's</i> our special needs	

CH		<i>assessment team/ are doing some work around the Early Years assessment processes (2 secs)/</i>	
	410	<i>erm trying to speed that up, trying to make sure that we're offering equalities (.) and linking that up with (.) also the Enhanced (.) Resources at (.) A, A and R [Early Years Enhanced Resources]/ we still have those places, the enhanced nursery places (2 secs) t-and</i>	
1	411	<i>Are they staying, S?</i>	
Ch	412	<i>They are at the moment, yes.</i>	
1	413	<i>Just at the moment, yes?</i>	
Ch	414	<i>We did have that discussion last year</i>	
		<i>Mmm</i>	
	415	<i>but they, they've still got thirty-six places of which at the moment twenty-seven are taken, but some of those places are double places/ because some of the young people's needs require additional support/ and</i>	
1	416	<i>I don't know if this is the place to raise it, but we've had a couple of families coming through/ it happens at this time of year</i>	Time issue affecting Early Years placements
Ch	417	<i>Yeah</i>	
1	418	<i>if they're children that are young in their year/ and we're only meeting them, sort of now</i>	
Ch		<i>Yeah</i>	
1	419	<i>and they're already, they're already on a roll somewhere/ and they would need an enhanced place but because they are on roll somewhere (.) they can't then move into Enhanced.</i>	
Ch		<i>Right</i>	
1	420	<i>And I don't know where to take that discussion, it's just something that popped into my head./</i>	
	422	<i>So we're getting, you know (.) kids who are severely developmentally compromised</i>	Severely developmentally Compromise-ed
Ch	423	<i>Right</i>	
1	424	<i>either with ASD or not/ who would be ideally suited to Enhanced Resource, but they're somewhere.</i>	
12	425	<i>If I take all of that/ we had this conversation at the (.) er Panel meeting last week</i>	
1	426	<i>Right</i>	
12	427	<i>and apparently, children can be put on Enhanced providing they don't accept the placement where you're on roll.</i>	
1		<i>Right.</i>	
12	428	<i>Because so long as they don't accept that place</i>	

12		from the <i>school</i> and <i>turn</i> up from that <i>day</i> [there's always	
1	429	[But <i>if/ come</i> the beginning of, from the beginning of the <i>next</i> academic <i>year/</i> so from <i>September</i> anybody who <i>comes</i> and has already <i>started</i> there	
12	430	<i>That's</i> it, [they <i>can't</i> do it	
1	431	then they <i>can't</i> transfer <i>over</i>	
12	432	<i>that's</i> it, <i>that's</i> the issue	
1	433	and <i>that</i> doesn't seem to be an <i>equality</i> issue because we <i>can</i> move children (.) <i>from</i> <i>mainstream</i> when they're <i>older</i> (.) <i>in</i> to <i>special</i> (.) <i>as</i> needed	
???	434	So <i>why</i> <i>can't</i> they do it with [nursery?	Discrimin- ation for age
1	435	[Yeah, <i>discrimination</i> for <i>age</i>	
Ch	436	Would/ it <i>doesn't</i> seem to have any <i>logic</i> to it	
???	437	[No, no	
1	438	[No it <i>doesn't</i> ./	
	439	But I <i>don't</i> know where to <i>take</i> [it.	
12	440	[I can take that one <i>back</i> .	
Ch	441	Perhaps <i>that</i> would be a discussion located with/ is that, <i>are</i> you saying <i>that's</i> [for J's <i>team</i> ?	Where is the discussion located
12	442	[ <i>Early Years</i>	
Ch	443	[ <i>Early Years Management Group</i>	
12	444	Panel	
Ch	445	or <i>whatever</i> it's <i>affectionately</i> known as.	
1	446	And <i>often</i> there <i>aren't</i> places for them to go into Enhanced because obviously they've <i>filled</i> , or <i>are full</i> from <i>September/</i> but it's <i>that</i> issue of if there <i>are</i> places and we <i>can't</i> move them because they've [ <i>already</i>	
Ch	447	[Alright	
1	448	[started to go to	
Ch	449	Yeah	
???	450	So the kids are <i>not</i> [being	
1	451	[They're <i>already</i> in <i>mainstream/</i> they've <i>accepted</i> a nursery place, they've <i>accepted</i> a nursery place and they <i>can't</i> move to Enhanced Nursery (.) <i>because</i> if they're <i>in</i> full-time and they <i>can't</i> [(???)	
Ch	452	It's <i>certainly</i> an issue, it's <i>certainly</i> an issue that needs to be	
1	453	To take [ <i>forward</i>	
Ch	454	<i>Reviewed./</i>	
	455	O-ok?	
13	456	(???) <i>provision changes</i> given to <i>this./</i> What	

13		about all the (.) <i>children</i> you know, <i>diagnosed</i> with/ <i>patients</i> with ASD now is <i>rising</i> that we were [interruption when administrator from the centre hosting the meeting enquires about a car]	School doctor raises the issues of parents not being happy with mainstream provision and what can be done	
	457	Yeah and er the <i>number</i> of children with ASD is rising, there are <i>many</i> diagnosed now, yeah/ and for current <i>help</i> in S where it <i>looks</i> there is <i>specialised</i> unit for ASD/		
	458	but what about the <i>majority</i> (.) joining the <i>mainstream</i> schools?/ What of <i>provision</i> ?/ We've got a <i>lot</i> of, lot of <i>parents</i> not <i>happy</i> for many <i>schools</i> where these children have been <i>attached</i> to.		
Ch	459	Sure		
13	460	So, do <i>you</i> have any <i>plans</i> to-to <i>care</i> for them?		
Ch	461	(6 secs) <i>Shall</i> I		
5	462	Yes, yes.		
Ch	463	<i>answer</i> that? If <i>that's</i> ok, erm (2 secs) <i>right</i> [sighs]/ We <i>go</i> now?		
???		No. [several group members talk at once and laugh]		
	464	In a <i>nutshell</i> (.) erm (4 secs) in a <i>nutshell</i> erm/ (3 secs) <i>all</i> of our <i>schools</i> (.) <i>have</i> allocated to them (.) erm a-a <i>degree</i> of money for children (.) <i>who</i> experience (.) special educational <i>needs</i> , <i>learning</i> difficulties and <i>disabilities</i> .		Ch launches long explanation of how mainstream provision is resourced but does not talk about plans to care for the children's unhappiness
13	465	Yes.		
Ch	466	And <i>that's</i> part of their <i>budget</i> ./ And <i>that's</i> delegated/ <i>that's</i> <i>given</i> to the schools as part of their <i>running</i> costs/		
	467	and <i>all</i> of our schools there is an <i>expectation</i> that the, the <i>Headteacher</i> and the governing <i>body</i> will <i>deploy</i> that <i>r-money</i> , in a <i>way</i> / as to support children who <i>have</i> (.) special educational needs, learning difficulties and <i>disabilities</i> /		
	468	t-and the-there is a <i>duty</i> to <i>do</i> that/ and there is a <i>duty</i> on the <i>Children</i> and Young People's Service or Local <i>Authority</i> to <i>ensure</i> that schools do that <i>appropriately</i> / their governing body is doing that [taps on the table]./		
	469	(2 secs) <i>Morning</i> M [Headteacher of the Secondary Resource enters the room]		
15	470	Apologies		
Ch	472	Erm, so (3 secs) <i>so</i> , we <i>do</i> that./ <i>What</i> we <i>then</i>	Personable and friendly	

Ch		<p>do, is we <i>have</i> erm (.) <i>allocated</i> to schools, <i>delegated</i> to schools, something in the region of <i>three million pounds</i> or (.) <i>that's</i> given in <i>addition</i> to schools <i>specifically</i> for children with learning difficulties and <i>disabilities</i>!</p> <p>473 and we (.) <i>put</i> that resource into <i>schools</i>, and the governors (.) <i>then</i> deploy that amongst the <i>schools</i>./</p> <p>474 We <i>then</i> have <i>some</i> money which is <i>allocated</i> to schools for children who have <i>exceptional</i> needs/ and there is a <i>process</i> that we go through to <i>allocate</i> <i>that</i>! and <i>that's</i> something in the region of <i>five hundred thousand pounds</i> that is <i>also</i> allocated to <i>schools</i>, for additional <i>resources</i>! and we <i>have</i>, <i>also</i>, <i>centrally</i> (.) <i>funded</i> erm (2 secs) support (.) <i>from</i> our Inclusion <i>Support Services</i>!</p> <p>475 and the-<i>the main</i> one in-in our area here is the <i>Autism Communication Team</i>! which G (.) <i>leads</i>! erm (.) which is a <i>resource</i> which goes into <i>all</i> schools (.) and <i>supports</i> that activity!</p> <p>476 And we also have <i>er support</i> from, and <i>work</i> from the <i>Educational Psychology Service</i> and others/ members of our <i>Behaviour Support Service</i>!</p> <p>477 And <i>this</i> comes, this whole <i>cake</i>, erm is (2 secs) <i>support</i> for children with (.) <i>autistic spectrum disorder</i> in our mainstream schools/ and there are <i>others</i> from our <i>er Learning</i> er <i>GW</i> and the <i>Learning Difficulties Team</i>, the <i>er short-stay respite care</i>! and there's a whole <i>range</i> of, of <i>that</i> provision and <i>all</i> that gets <i>put</i> into the schools./</p> <p>478 There <i>are</i> issues about whether that's <i>sufficient</i>! there <i>are</i> issues about whether that's <i>deployed</i> in <i>the</i> (.) <i>the right way</i>! because one of the <i>things</i> erm (2 secs) one of the <i>criticisms</i> (.) <i>is</i> that (.) we perhaps <i>don't</i> put as much resources into the <i>secondary</i> age children as perhaps we <i>might do</i>! as the numbers have <i>increased</i> and that (.) <i>bunch</i> of young people has moved through their ages./</p> <p>479 Erm (4 secs) and we <i>also</i> have erm <i>other</i> resources and <i>provision</i> in our <i>special</i> schools, as <i>well</i>.</p>	
13	480	Yes	<p>Agrees there are issues about deployment especially in secondary</p> <p>Lots of ways schools are</p>

Ch	481	So it's (.) it's a very big <i>picture</i> and (.) and if I <i>may</i> one of the things which might be very useful to <i>do!</i> please <i>excuse</i> me because, because I <i>live</i> this daily I sometimes <i>forget!</i>	supported
	482	I <i>wonder</i> if, if perhaps <i>next</i> time/ <i>might</i> it be/ and this is just a <i>question!</i> might it be (.) <i>appropriate</i> for the <i>group</i> if I was to (.) <i>revisit</i> the full <i>provision!</i> to give the-the full <i>picture</i> perhaps, once a <i>year!</i> would <i>that</i> be?!	Suggestion Ch gives fuller picture
	483	Is <i>that</i> that <i>necessary</i> or <i>is</i> it? Do we <i>think</i> that's <i>not</i> ?	
6	484	It <i>is</i> for <i>me!</i> I mean I'm sure people in <i>education</i> not <i>quite</i> as (.)/ for <i>me</i> that would be <i>good!</i> because I think it <i>gives</i> you that <i>background</i> , and understands <i>where</i> we're all <i>coming</i> from.	Understanding
1	485	Mmm	
6	486	and it <i>is</i> difficult.	
Ch	487	Thanks, G? Sorry (???)	
4	488	Sorry, it could tie <i>in</i> very much with the <i>data</i> base/ which I'm going to speak about/ which would <i>give</i> numbers	
Ch	489	Right	
4	490	of children in <i>each</i> provision [I <i>have</i> that.	
Ch	491	[Ok	
1	492	[Because the problems we find at CDC because we work with individual <i>families!</i> is that in <i>mainstream</i> provision varies <i>greatly</i> in what schools are <i>willing</i> to put <i>in!</i> and I think <i>that's</i> what we see [those are the questions we get at CDC.	Outside looking in, provision seems to vary
Ch	493	[Ok, I'm <i>sorry</i>	
13	494	In-in the community <i>clinics</i> 'cos we bring them in from (.) <i>mainly</i> dealing with <i>schools</i> (.) and <i>that</i> is, you <i>feel</i> , there is <i>difference</i> between the <i>schools</i>	
1	495	Yes	
13	496	One <i>pleased</i> you have come/ one they <i>helpful</i> in this school and not the <i>other!</i> that appears to <i>me!</i> I don't <i>know</i> I mean, of <i>all</i> the ones that I <i>get!</i>	Helpful or not helpful
	497	It's <i>like</i> , like the <i>D</i> area/ which is I <i>cover</i> , and <i>M!</i> <i>D</i> there are <i>two</i> or <i>three</i> or <i>four</i> , five <i>primary</i> school in the different <i>area!</i> so if, when school in the <i>primary</i> school (.) <i>have</i> these children in the <i>D</i> area (.) with <i>ASD!</i>	
Ch	498	Yes	Dr: why can't the

13	499	in one <i>school</i> all the <i>children</i> with ASD, go to one school I say 'you live there'	children go to the school that is supportive
Ch	500	Yeah	
13	501	With that <i>provision</i> or-that-or thing <i>support</i> / that will be better that will be <i>better</i> than er scattered <i>among</i> other schools.	
Ch	502	Right./ That (.) I <i>think</i> that's a (.) I <i>think</i> that's an interesting <i>question</i> / and it's one that er a group of schools might <i>address</i>	
13		Mmm	How schools could deploy their money
Ch	503	Erm (.) I'll, I'll, I'll come <i>back</i> with something on that, in the sense that the <i>North West R</i> , consortium, which is one of the educ-one of the education <i>action zones</i> / which covers, actually, <i>there</i> [gestures] <i>that</i> part of the <i>town</i> / <i>they</i> have got some <i>money</i> , and what they have chosen to <i>do</i> is that they have advertised for a <i>post</i> for a <i>member</i> of <i>staff</i> who is going to <i>work</i> in very much the same way as members of our <i>Autism Communication Team</i> / but <i>particularly</i> and <i>specifically</i> in the schools that they're <i>responsible</i> for./	
	504	So (2 secs) t- <i>other</i> communities of schools (.) <i>can</i> / should they <i>choose</i> to <i>do</i> so/ behave in a similar way they-if they wanted to <i>do</i> that, if they've <i>made</i> that <i>decision</i> /	R deploys the money but the LA retains the duty to make sure
	505	Because the <i>money</i> (.) R as an <i>authority</i> (.) gives (.) <i>something</i> in the region of ninety seven point <i>four</i> per cent of it's <i>money</i> to the <i>schools</i> / And-but it <i>retains</i> the <i>duty</i> to make sure the very principles you're <i>talking</i> about/ it's the <i>equalities</i> issue.	
12	506	Yes	Health – families who say money is an issue
Ch	507	Erm	
1	508	And we <i>do</i> get families and you-you'll <i>know</i> this off by heart that families are coming in have been <i>told</i> by schools 'we can't <i>afford</i> [to put extra <i>provision</i> in for your <i>child</i> '].	
9	509	[Yes, yes, I mean that's the <i>whole</i> issue/ it's the <i>difference</i> between/ I mean you know you get <i>one</i> school that, that have a good understanding of <i>autism</i> within <i>that</i> <i>school</i> / and <i>then</i> you get <i>parents</i> come and <i>say</i> , 'well how <i>can</i> we/ you know I <i>wish</i> I could move my child to that <i>school</i> ' because <i>they</i> understand <i>autism</i> / and <i>that</i> school's <i>prepared</i> to put in the	
9	510		

9		<i>resources and the help for my child.</i>	
1	511	But there's a <i>limit</i> to how <i>many</i> resources <i>one</i> school can [put in place	
9	512	[ <i>Exactly</i>	
1	513	how many <i>kids</i> because you <i>get/</i> a school gets a <i>reputation</i> .	Schools can get over-stretched
Ch		Yep	
1	514	Families want to <i>go</i> there, and then <i>that</i> school is <i>over-stretched</i> .	
9	515	Mmm just as, like, a y-know, a <i>practical</i>	
Ch	516	Thank you	
9	517	response that you could <i>do</i> as I <i>say/</i> as you (.) probably <i>do already/</i> pass onto Parent <i>Partnership</i> and just <i>highlight</i> the role of the <i>SENCO</i> again.	
Ch	518	On <i>that</i> , thank <i>you/</i> the <i>other</i> thing that <i>has</i>	
1	519	<i>Not</i> all families get Parent <i>Partnership</i> ./ <i>All</i> you need is a <i>diagnosis</i> to say if there <i>are</i> issues/ <i>these</i> are the people you need to <i>speak to/</i> you're going to <i>get</i> that as a <i>standard</i> .	Parents want standard provision
Ch	520	Sure	
9	521	You <i>know</i> when they're coming back and you say they're raising issues <i>again/</i> when they're having <i>assessments</i> and stuff/ coming to see you./ [ <i>Sometimes</i> things get <i>filed</i> , in a <i>folder</i> .	
1	522	[(???)	Provision mapping if needs are unusual
Ch	523	Ok./ <i>Another</i> point on that, and <i>thank you/</i> is (.) <i>any</i> school, if they <i>feel</i> that they <i>have</i> (3 secs) <i>unusual</i> needs/ in terms of (.) special educational <i>needs/</i> they can <i>undertake/</i> with the auth-with the authority, something called a <i>provision</i> map./	
	524	And the Headteacher and the <i>governors</i> can look at their <i>resources</i> (.) and they can put a <i>bid</i> in/ to the Local <i>Authority/</i> for additional <i>funding/</i>	School should not say they cannot meet your child's needs because of funding issues (need to go to LA)
	525	and <i>some</i> of our schools have <i>done</i> that/ and (.) I'd (.) <i>really</i> like to go on <i>record</i> that if (.) what we <i>shouldn't</i> be <i>hearing/</i> from our <i>schools</i> to <i>families</i> is 'we <i>can't</i> meet because of <i>resource</i> and <i>money</i> '.	
1	526	<i>That's</i> what we [hear. /We get told that a <i>lot</i> .	
9	527	[ <i>That's</i> what they <i>get</i> told.	
Ch	528	<i>Well</i> , what I am saying is that is <i>not/</i> that is a <i>matter</i> for the <i>schools</i> to discuss with the Local <i>Authority</i> ./	
Ch	529	(4 secs) <i>Very</i> <i>important</i> , you know/ this is <i>not</i>	

Ch		about discussing the <i>budget</i> of the school/ are you <i>with me</i> / because the <i>Headteachers</i> , in the main wouldn't want <i>me</i> to be discussing <i>their</i> budgets with other members of the <i>par</i> -the are you <i>with me</i> ?/	
	530	The-the <i>relative</i> merits of <i>whether</i> or not they should have (.) <i>five</i> PE teachers or (.) <i>two science</i> teachers/ or whatever./	
	531	<i>That's</i> the (.) <i>governing</i> body's responsibility and its <i>rightly so</i> ./	
	532	and it's the (.) <i>Authority's</i> position to monitor that <i>work</i> .	There is a great deal that goes in
	533	(.) <i>So</i> , I-I've <i>kept</i> it under an hour, but there <i>is</i> a great deal that goes <i>in</i> ./ <i>Can</i> I, offer as a <i>suggestion</i> at our <i>next</i> meeting I (2 secs) <i>do</i> a <i>presentation</i> which <i>summarises</i> this, erm, the <i>whole</i> resource around <i>ASD</i> / <i>just</i> for information and <i>keeping</i> people up to date?/	
	534	As I say I-I <i>forget</i> , <i>that</i> , because I, because it's in my <i>head</i> all the time.	
1	535	(???) and once it's <i>done</i> , and then it's just an <i>update</i> .	
Ch	536	Perhaps an <i>annual</i> event.	
7	537	It could <i>also</i> include the ones, the <i>parents</i> who educate their children at <i>home</i> because they <i>feel</i>	
Ch	538	They <i>do</i>	
7	539	that the system doesn't/ <i>let</i> their child down.	
Ch	540	Thank you, yes.	
???	541	Mmm.	
7	542	There are quite a <i>few</i> .	Hard to decide entry and exit criteria for specialist resources
Ch	543	Ok	
1	545	S?/ <i>Can</i> I just check back on the (.) <i>provision</i> (.) stuff about entry and exit criteria, <i>did</i> we ever <i>get</i> those (???)?	
Ch	546	Well now, there you go (???) [laughter from group members]	
1	547	Was that the <i>wrong</i> thing to ask?	
Ch, 5	548	[No, no, no	
5	549	It's <i>just</i> going <i>round</i> / no we're <i>not</i> going round in circles./ <i>Delete</i> that [group members laugh]	
	550	Yeah we're nearly there, we're nearly <i>there</i> ./	
	551	[Shall I?	
Ch	552	[You take this one, C.	
5	553	We'd <i>hoped</i> / if H had've <i>been</i> here/ we <i>hoped</i> to actually to <i>present</i> them <i>today</i> / but it-it-it's <i>partly</i>	

5		been due to <i>staffing</i> changes at K [primary resource]/	
	554	in fact I was in <i>there</i> (.) er <i>that's</i> why I was late, because we were going out with them <i>again</i> this <i>morning</i> ./	
	555	Erm, so it-it's <i>just</i> looking at that and what, what they're <i>trying</i> to <i>do</i> in the two <i>resource</i> bases are to kind of <i>streamline</i> the-the <i>criteria</i> for <i>both</i> ./	
	556	It <i>sounds</i> really <i>easy</i> , and it <i>isn't</i> erm/ and (.) we're going to have to <i>go</i> with what we've <i>got</i> eventually because we're not <i>going</i> to get the perfect solution.	
	557	Erm, so there've <i>been</i> discussions, they're <i>ongoing</i> , and hopefully at the <i>next</i> strategy group meeting there will be <i>feedback</i> on it and it will be <i>clarified</i> .	
Ch	558	And <i>phrases</i> like 'we <i>must close</i> on this' [group members laugh]/ please <i>excuse</i> me, <i>banging</i> my fist on the tab-erm [more laughter]/	
	559	erm (6 secs) sorry I'm <i>just</i> looking through my, my <i>notes</i> ./	
	560	Ok, I think that's <i>pretty</i> much the provision <i>update</i> ./ I <i>think</i> there may be something (???)/	CPD
	561	Erm the <i>continuing</i> professional development <i>training</i> sub-group? G can you?	
4	562	Right.	
Ch	563	Do you <i>mind</i> if you/ can you just <i>take</i> a <i>moment</i> to (2 secs) <i>reflect</i> on a <i>couple</i> of the items?	
4	564	Yes, I <i>can</i> ./ I mean <i>first</i> of all what I'd <i>like</i> to say is that as a <i>group</i> we haven't <i>met</i>	Has included parent training group
5	565	No	
4	656	as <i>regularly</i> as we <i>used</i> to because what got <i>subsumed</i> into <i>this</i> group was the work around the erm [clears throat] <i>parent</i> training group/ I think that's taken <i>up</i> , it's fair to <i>say</i> , a <i>lot</i> of our <i>time</i> .	Still programme of training for TAS (colleagues in schools)
5	657	A <i>lot</i> of our <i>time</i> .	
4	658	Yes, <i>but</i> , <i>that</i> doesn't mean to say things haven't been going <i>on</i> and, erm, in terms of <i>professional</i> development for <i>other</i> colleagues in-in-in <i>schools</i> / that there is <i>still</i> <i>training</i> being offered/ a <i>programme</i> of training, for teaching assistants/ er which <i>runs</i> sort of on a <i>termly</i> basis/	
4	659	and <i>next</i> year we-we've got teaching assistants	

4		primary <i>and</i> secondary, <i>training!</i> but we're also going to offer erm a full day for (.) teachers,	Based on survey
5		Yeah	
4	660	which we're <i>going</i> to run with colleagues from the (.) Educational <i>Psychology</i> Service.	
5	661	Our <i>survey</i> that went into secondary schools <i>highlighted</i> that erm (.)/ I mean <i>many</i> of our schools I've had/ in fact <i>all</i> of them I <i>think</i> have had <i>updated</i> erm/ some form of training within the last three <i>years!</i>	
	662	<i>but</i> it's highlighted that <i>many</i> of the <i>central</i> courses were being attended by teaching <i>assistants!</i> so there's a <i>gap!</i> or <i>specialist</i> teachers/	
	663	so there was a <i>gap</i> for <i>subject</i> teachers i-in <i>secondary</i> schools, erm/ and so we <i>don't</i> know what the <i>take-up</i> will be but we're going to offer some <i>joint</i> training in that area./ That's in September, <i>October.</i>	Parents want training to be mandate -ory
4	664	<i>October.</i>	
6	665	C (.) this is probably a <i>very</i> silly question/ is there <i>any</i> possibility as a group that could be <i>encouraged</i> , or <i>raised</i> with Headteachers (.) for it to be <i>mandatory</i> training?/	
9	666	Sorry [you keep saying <i>offered</i> , we've <i>offered</i> training	
6		[ <i>Yeah</i>	
7	667	[I know	
5	668	[Around ASD I <i>don't</i> think, <i>no</i> , I don't <i>know</i>	
7	669	<i>Especially</i> at S	
Ch		When	
7	670	Because I <i>mean</i> at (.) <i>parents</i> evening, individual er <i>teachers</i> in the <i>mainstream</i> we see there (.) they <i>wish</i> they understood our children <i>better</i> and they said, we said 'haven't you had the <i>training</i> , then' and they said 'not <i>really</i> '.	
5	671	Right(.) <i>that's</i> something to discuss.	
15	672	I mean I <i>think</i> it's a case of what you <i>define</i> as- as the <i>training</i> really, <i>isn't</i> it?	
5		[ <i>Yeah</i>	
15	673	[I mean for <i>example</i> the training <i>you're</i> talking about is delivered/ <i>certainly</i> I can only speak for <i>our</i> school/ but it's certainly delivered every <i>year</i> and/	
	674	(.) it's delivered every <i>year</i> and (.) <i>shall</i> I say (4 secs) <i>highly</i> er (.) <i>encouraged</i> to that any body	

15		that's <i>joined</i> the school, in the previous twelve <i>months</i> , and offered to <i>everyone</i> else as a <i>refresher</i> ./	
5	675	Erm unfortunately I agree with you whole <i>heartedly</i> / I mean it would be <i>fantastic</i> if it was possible to say that <i>everybody</i> must <i>do</i> that/ but <i>when</i> you look at every other initiative that <i>has</i> to come <i>along</i> ,	Difficulty making that happen with other pressure on teachers
5		[??? [clears throat]	
15	676	[for <i>example</i> , if you look at the <i>current</i> er <i>time</i> we're <i>talking</i> / there's a brand new key stage <i>three</i> curriculum coming out for the whole, for every <i>child</i> ./	
	677	if we took <i>out</i> of the <i>time</i> that is, that is <i>available</i> for staff to do <i>training</i> , erm, and made them take on <i>board one</i> aspect/ the autism or <i>whatever</i> / it <i>might</i> be at the expensive of <i>the</i> / of them not having done the new key stage three (.) <i>curriculum</i> / and then not just <i>one</i> child suffers, every child suffers/	
	678	so it's that balancing of the <i>books</i> between <i>various</i> initiatives and <i>so on</i> ./ (.) I mean I <i>think</i> that it's <i>like</i> / I mean I can see where Mrs W's <i>coming</i> from, because quite <i>honestly</i> /	Sustaining understanding difficult even when training has been accessed
	679	erm (.) <i>if</i> you've done that training in <i>September</i> (2 secs) and somebody's talking to you in <i>March</i> or <i>April</i> , <i>how</i> much of it (.) are you <i>genuinely</i> going to remember?/	
1	680	And for <i>those</i> of you that, I mean (1 sec)	
15	681	It's when you <i>live</i> it, isn't it?	
5	682	When you <i>live</i> it.,	
	683	<i>Yeah</i> , when you've actually <i>got</i> [somebody in your <i>life</i> .	
15	684	[I mean we've actually <i>talked</i> about this/ in-in your line of work I'm not <i>aware</i> / you can undertake <i>training</i> and at the <i>time</i> it's <i>right</i> / if you <i>live</i> it (.) or if you're not <i>using</i> it every minute of every <i>day</i> then it <i>has</i> gone/	If you don't live it
	685	<i>that's</i> why we <i>try</i> to encourage people to <i>look</i> at, <i>within</i> their five day <i>allocation</i> .	
6	686	Whereas if it's a <i>set</i> in the <i>annual</i> / you <i>know</i> , in my (.) line of work you have <i>three set</i> mandatory training <i>days</i> / the authority <i>has</i> to allow you to have those days <i>away</i> ./ (.) They work that <i>out</i> / however they <i>do</i> that/ (.) but it's placed <i>in</i> the mandatory annual <i>update</i> ./	
	687		

6	688	Every year you get that, whether you know it off by heart	
15	689	Yes	
6	690	So <i>that's</i> and I can <i>understand</i> what you're saying but we've got some of the <i>highest</i> numbers in the <i>region</i>	
9	691	And it's gonna keep <i>rising</i> as more and more <i>children</i>	
6	692	and I <i>just</i> feel that <i>more</i> children are being placed in <i>mainstream</i> / more termed with the <i>condition</i> [another group member comments and laughs]	More children in mainstream
6	693	and if there's a way it could be/	
	694	I <i>know</i> I <i>totally</i> understand what you're saying, you <i>do</i> this you're cutting off something else	
9	695	Mmm, yes	Understand what you are saying
6	696	I know, <i>maybe</i>	
15	670	No, I <i>think</i> it's back to the <i>balance</i> ./ It's getting the <i>balance</i> is what we are <i>saying</i> ,	
6	671	Yeah	
15		erm	
6	672	I <i>know</i> looking at the numbers/ the <i>numbers</i> per school, per <i>Headteacher</i> and per <i>SENCO</i> , looking at it/	
	673	for their school/ I <i>totally</i> agree with that but I still feel that/	
	674	I don't know (2 secs) <i>how</i> as a Strategy Group (.) we could (2 secs) [ <i>encourage</i> that, you <i>know</i> [input into that	
15	675		
6	676	I feel <i>really</i> strongly.	Prioritising
4	677	I <i>think</i> it's <i>very</i> much <i>down to</i> / <i>not</i> just what M was saying/ but <i>about</i> whether schools are <i>willing</i> or <i>able</i> / because their <i>INSET</i> days, those <i>five</i> days are <i>often</i> / they're <i>booked</i> quite a long way in <i>advance</i> erm (2 secs)/	Pressure, planning
	678	Erm what we <i>can</i> offer training/ and it <i>is</i> about offering training/ you <i>know</i> you can't <i>force</i> people./	Can offer cannot force
	679	One <i>successful</i> thing we have <i>done</i> is we've offered a full day to a full <i>school</i> and that has gone down <i>very well</i> , but it's all <i>about</i> / whether or <i>not</i> school see that as a <i>priority</i> , whether they've got a <i>day</i> that they can <i>close</i> / I-I'm <i>not</i> sure that you can	
5	680	<i>Then</i> you've got issues as <i>well</i> of keeping up because of staff <i>ch-turn</i> over, which is often	

5		quite <i>high</i> ./ Erm	
Ch	681	I wouldn't want to <i>mandate</i>	
6	682	No	
Ch	683	(.) <i>schools</i> to have to <i>do</i> training on autism/ because if we <i>mandate</i> , we're likely to <i>alienate</i>	Danger of alienating schools who are increasingly autonomous
6	684	Alright, but <i>aren't</i> you alienating <i>parents</i>	
Ch	685	No	
6	686	from <i>that</i> school with children with <i>autism</i>	
Ch	687	No	
6	688	who <i>feel</i> that	
Ch	689	No	Different to alienating parents
6	690	Yes	
Ch	691	I understand your <i>point</i> , C, and, if-if I <i>may</i> , if I may finish,	
6	692	I'm sorry, <i>yes</i> .	
Ch	693	because it <i>isn't</i> , it isn't the Local Authority's <i>responsibility</i> to <i>mandate schools</i> ./ Schools are <i>increasingly</i> autonomous <i>bodies</i> ./ Our job I think, is to <i>help</i> schools, and to-to <i>pressurise</i> and- and <i>influence</i> er (3 secs) <i>for</i> (.) <i>schools</i> to recognise <i>need</i> if <i>their</i> <i>priority</i> ./	Ch takes control of outcome
	694	It's the <i>governors</i> , <i>the</i> governing body <i>responsibility</i> .	Can put pressure on
1	695	And <i>that</i> might be where these things need to be <i>addressed</i> .	Put pressure on Governors
Ch	696	It is <i>exactly</i> where this needs to be <i>addressed</i> . [several group members talk at the same time]	
7	697	For <i>instance</i> at S where they've got the <i>resource</i> , they're <i>now</i> in <i>September</i> going to be having the <i>day ending</i> at different <i>times</i> according to which <i>year</i> you're in./ Now <i>that</i> is <i>another</i> (2 secs) <i>break</i> in <i>routine</i> for our <i>children</i> ./ But we didn't <i>know</i> anything about the <i>meeting</i> until <i>after</i> it had <i>been</i> / but we could have <i>gone</i> and <i>discussed</i> it./	Parent saying they do not get to hear about changes in schools
	698	(.) It was on the <i>evening</i> of our <i>action</i> (.) when we went in to meet the <i>staff</i> ./ But we didn't <i>know</i> it had already <i>happened</i> ./ Our <i>parent's</i> evening finished at <i>four</i> o'clock and it had been at half past <i>three</i> ./ If we had <i>known</i> we would have <i>discussed</i> it with them/ because (.) <i>what</i> they hadn't <i>thought</i> of is <i>taxis</i> come, <i>don't</i> they? (.) <i>All</i> at the same time./ So <i>some</i> of these children are <i>finishing</i> at twenty to three/ I don't <i>know</i> , whatever time it is/ I don't <i>know</i> , didn't <i>think</i> because our child comes home in a <i>taxi</i> but the	Talking about individual communication issue And school not understanding needs

7		resources is now have to sit <i>down</i> and think 'what are we going to <i>do</i> ' because there are different <i>age</i> groups in the <i>taxis</i> so the <i>taxis</i> <i>can't</i> come at different <i>times</i> !	But based on misinformation
	699	so <i>she's</i> having to say now 'ok as far as the resource is concerned <i>it</i> finishes at three o'clock every day, if <i>your year</i> finishes <i>early</i> that' it's just so <i>confusing</i> .	
Ch	700	Well	Poor kids
7	701	Well these <i>poor</i> kids, you <i>know</i> I,	
5	702	Those are, those are individual issues, aren't they,	
7	703	<i>yeah</i> ,	
5	704	to, to [(???)	
7	705	[but I mean <i>this</i> is (.) the school where the priorities should <i>be</i> (.) for our children with <i>autism</i> because <i>that's</i> where the resource is/ so if <i>any</i> school should be thinking about children with autism it's <i>there</i> ! and I <i>really</i> don't feel that they <i>are</i> .	
1	706	I think the <i>dialogue</i> (.) with <i>governors</i> will be really <i>important</i> there.	
15	707	Can I just pick <i>that</i> up I/ i-its individual <i>school</i> , but as D knows/ <i>she</i> attended the <i>meeting</i> ! it was a consultation meeting and er <i>listening</i> to people's <i>views</i> ! it was kicked <i>out</i> straight away at that <i>meeting</i> ! and er that, <i>that</i> was end of <i>story</i> ! it's never <i>been</i> , it-its <i>not</i> happening, it's never <i>going</i> to happen.	
9	708	<i>We've</i> been told it's <i>happening</i> .	
15	709	Well it, it <i>as</i>	
7	710	You see [this is the <i>problem</i>	
6	711	[Is that within the <i>resource</i> or within (.) the [school overall?	
7	712	[No within the <i>whole</i> school./ They'll <i>finish</i> on different <i>times</i> on different <i>days</i> .	
15	713	Well, but	
7		Er	
15	714	<i>D's</i> been to the school/ I'm <i>not</i> gonna fight our case, I'll	
6	715	It was <i>me</i> attended the meeting, wasn't it M?	
15	716	<i>Yeah, yeah</i> but it-it <i>isn't</i> happening	
7	717	(???) communication	
Ch	718	Will-will you <i>please</i> excuse me?	
7	719	Yes	
Ch	720	I'm, I'm <i>ever</i> so sorry/ I-I <i>recognise</i> it's a very	

Ch		important <i>point!</i> I mean <i>maybe</i> (.) either at the <i>end</i> of our discussion, at the <i>end</i> of our meeting <i>today</i> or (.) just (.)/ if <i>this</i> is about S [resource] [	Especially important at school where there is a specialist resource
7	723	Well I'm <i>putting</i> a point across	
Ch	724	But your point is <i>wider</i> , I <i>understand</i> that.	
7	725	This is the <i>one</i> where (.) but <i>this</i> is the school where/ [this is the <i>one</i> where	
9		[(???)	
Ch	726	It <i>is</i> (.) the-the point I'm coming to is <i>about</i> [the issue	
1	727	[(???) that come to the <i>group</i> to <i>have</i> active dialogue with the governors in the <i>schools</i>	
9	728	We're <i>constantly</i> saying to families/ I mean obviously from my <i>own</i> experience communication was just the <i>key</i> thing for <i>me!</i> <i>constant</i> communication with <i>school!</i> and I, you know, was <i>very</i> fortunate that <i>my</i> school was quite prepared to communicate (.) in any way I <i>wanted!</i>	
	729	So many parents (.) come (.) <i>extremely</i> stressed out, <i>anyway!</i> coping (.) with (.) with their own <i>circumstance!</i> They <i>feel</i> that school are <i>seeing</i> them (.) as an over-anxious, over-(.)protective parent	Parents stressed and feel school sees them as over-anxious and over-protective
6	730	But <i>after</i> today with what S and M said, [we know where to go	
9		[Mmm	
6	731	<i>we</i> know where to	
9	732	but they <i>feel</i> that they just (1 sec) <i>having</i> to <i>justify!</i> So <i>w-we</i> always say to them, you know, <i>school</i> , governors/ we're constantly saying that, <i>don't</i> we?	Having to justify
6	733	I er always sat go to the SENCO [first, at school (???)	
9	734	[But <i>parents</i> don't find it <i>easy</i> when they're <i>already</i> in that position to go out and <i>do</i> that.	Communication not easy with governors
1	735	But, if-if there's an antagonistic dialogue anyway then a-all <i>families</i> need to do, just go/ I'm a, I'm a governor	
9		Mmm	
1	736	at <i>my</i> kids' school/ is if they just make contact <i>straight</i> , you know <i>contact</i> , just a <i>note</i> on the <i>desk!</i> S-it <i>could</i> be the SEN governor 'cos all, all [schools'll have an SEN governor	
9	737	[Yes [yeah [yep	
1	738	and make contact and <i>that</i> can be moderated	

1		straight through the <i>Head</i> or straight to (???)	
Ch	739	Th- <i>thank</i> you J/ that's a, that's a/ that's, <i>that's</i> a <i>help</i>	
6	740	Well I'd like to thank M for (???) personally	
9	741	Yeah, well <i>some</i> of us <i>would</i> , you see this is <i>it/</i> but it's not <i>everybody</i> feels they <i>can</i>	Not all parents can
1	742	Well I think it's <i>supporting</i> the <i>families</i> that you <i>meet</i> through your <i>group</i> to think it's not to have to fight, has to <i>fight</i> through the <i>Head</i> or fight through the <i>SENCO/</i> but <i>think</i> you can <i>by-pass</i> that if it's <i>not</i> going <i>well/</i> and then it can <i>come</i> back through the other <i>side</i> , it can <i>come</i> back from the <i>governors</i> to staff rather than just	Role of group
9	743	yeah	
1	744	<i>having</i> to go <i>through</i>	
9	745	yeah.	
Ch	746	That's a <i>helpful</i> contribution./ The issue about <i>training</i> and about the <i>mandating</i> of <i>that</i> (.) <i>actually</i> is a very difficult thing for a Local Authority to <i>do/</i> and I'm, <i>not</i> so sure it would necessarily <i>want</i> to <i>do/</i> because that <i>flies</i> in the <i>face</i> of what it's <i>trying</i> to <i>do/</i> which <i>is</i> to enable schools to be autonomous, independent <i>organisations</i> (.) which is where I was./	Back to where we were on agenda, reasserts control
	747	erm/ in <i>terms</i> of the <i>training</i> , G/ y-you <i>talked</i> about the (.) er teaching assistants' full day <i>training/</i> the-the <i>parent</i> group?	
4	748	Well I was <i>going</i> to	
Ch	749	Are you going to come [on to that later?	
4	750	[come on to that <i>later</i> if <i>that's</i> ok please.	
Ch	751	Ok. Thank <i>you./</i> Erm (1 sec) <i>anything</i> else under the CPD?	
5	752	No, <i>nothing</i> else, no.	
Ch	753	The assessment diagnosis sub- <i>group?/</i> Erm I'd got <i>H</i> and <i>J</i> here,?	Assessment and diagnosis
1	754	We <i>haven't</i> met as a group, but we've been having <i>some-some</i> discussions around 'Three DI' in <i>terms</i> of, in terms of a <i>possible</i> training (.) er <i>opportunity</i> for us in <i>firming</i> up our <i>diagnosis</i> (.)/ <i>not that</i> (.) the diagnosis needs <i>firming</i> up/ <i>what's</i> the word I'm <i>looking</i> for?/ <i>Accred-accrediting.</i>	
12	755	<i>Accrediting./</i> It's a <i>tool</i> for assessment and <i>diagnosis</i>	
Ch	756	Ok	
12	757	we've <i>finally</i> got, well we're <i>hoping</i> (???)	

Ch	758	Is <i>that</i> the/ is that one we <i>talked</i> about before? [several group members talk at the same time]	
	759	ADOS? Yeah	
12	760	It <i>looks</i> like we're gonna, we're gonna (???)	
1	761	But we're <i>not</i> , we <i>can't</i> , we <i>still</i> can't get a trainer for ADOS./ What we're looking for is an <i>accredited</i> tool so it <i>won't</i> change the fact that/ you know we're <i>still</i> very <i>strong</i> in terms of our diagnosis but we <i>haven't</i> got the accreditation <i>behind</i> us./	Accredited tool – have not got the accreditation at the moment
	762	Er, ADOS was identified through <i>this</i> (.) team as a-as a <i>good</i> tool erm and <i>one</i> that <i>everybody</i> thought would be <i>useful</i> to us, but we <i>just</i> can't get (.) <i>trained</i> ./ We can't <i>get</i> anybody to <i>train</i> us./ So we've erm <i>shifted</i> our focus <i>slightly</i> and we've <i>gone</i> for one called the 'Three DI'	
5	763	Three?	
1	764	Three DI.	
5	765	Oh right	
1	766	Which is a con-the ADOS is a contraction of the 3DI which is a <i>really</i> big thing/ and the ADOS is a-a-a <i>tighter</i> version of that./ Three DI is actually one of the other <i>big</i> diagnostic schedules, so <i>hopefully</i> the money/ we've been <i>told</i> the money <i>should</i> be available erm/	
	767	it's <i>only</i> training for PCT or is it general training?	
12	768	PCT staff	
1	769	So it's <i>looking</i> like it may <i>only</i> be CDC staff er in the first <i>tranche</i> for <i>training</i> / so <i>hopefully</i> next <i>term</i> .	Only for CDC staff at the moment
12	770	I don't <i>know</i> there's a one-off payment./ We've got to figure out a way of sustaining <i>future</i> staff that <i>need</i> training	
1	771	and also to include <i>other</i> staff, so the Ch [CAMHS] staff, the (.) Learning Disabilities (.) <i>Team</i>	
9	772	CAMHS aren't (.) CAMHS aren't <i>included</i> in that? [Ch?	
1	773	[Ch./ Er Ch <i>would</i> be, but because the (.) the <i>pot</i> of money is-is <i>small</i> erm it	
12	774	They <i>can</i> be included <i>in</i> it if they're prepared to <i>pay</i> for their own <i>training</i> .	
Ch	775	Sure	
12	776	<i>This</i> is coming from the <i>Strategic</i> Health Authority across Y [county]/ it aims <i>specifically</i> , got to <i>be</i> to train health (.) staff/ so if somebody/	Limitations on budget for training

12		R [town] R Primary Care Staff/ so if somebody from DASH, the D [town] trust	
1	777	which is CAMHS	
12	778	which is CAMHS	
1	779	not R	
12	780	wanted access it or if G wanted to access it from education or anywhere else they would have to cough up the five hundred pound individual fee to do that.	
Ch	781	(2 secs) (???) If this comes to pass, the Three DI training [and it looks like there are dates/ are you with me and that happens [(???)	
12	782	would it be possible, this is just/ would it be possible to let G know when your (.) colleagues are going because	
1	783	They're coming here, [it's a, it's come to us	
Ch	784	[you're bringing them in?	
12	785	They will come in for two days (.) [residential.	
Ch	786	[Ok./ If and when you formalise that and there may be a place available that we could	
12	787	Buy in	
Ch	788	sorry that Children and Young People's Services could buy in	'we' are the Children and Young People's Service
12	789	We'd be more than happy to	
Ch	790	I'd like to have that opportunity/ whether or not I'd like to offer that out to whoever would like it,	
12	791	because if we/ and th-the other big decision s-strategically erm S is that if we're gonna have (.) some of the PCT staff trained up in this (???) tool is (.)/ are we going to do that as a Children and Young People's Service	
Ch	792	[Er (.) sorry, carry on	
12	793	and do it wide because if-if I want them doing different tools	Using the same tool (limiting?) but making approach co-ordinated (excluding?)
Ch	794	exactly	
12	795	than Ch, and other people/ I mean (???) other people that diagnose only Ch (???)/ er but, you know (.) there needs to be a conversation about 'are we all going to use the same tool?'	
5	796	Occasionally Ge	
1	797	Occasionally G-Ge's team sometimes, yeah	
12	798	And if we are then we need to be doing it as a co-ordinated approach/ and not doing things apart.	
Ch	799	Thank you D, th-that's/ I completely agree with	(some power issues)

Ch		you./ G?	
4	800	I was going to say er <i>certainly</i> , erm, we're looking at good <i>practice</i> it should be a multi-disciplinary <i>team</i>	meant to be multi-disciplinary
1	801	Yeah	
4	802	so it <i>shouldn't</i> necessarily be just <i>health</i> or	
1	803	Well, we've got the issue of <i>V</i> , currently	
4	804	<i>Exactly</i>	
1	805	she's, she's <i>based</i> at CDC but currently she's erm she's not <i>health</i>	
4	806	She's employed by <i>education</i>	
1	807	So we've (.) <i>got</i> that issue she's working diagnostically <i>with</i> us, currently, but she <i>couldn't</i> be accredited so (.) there's, there's <i>lots</i> of (.) political	
12	808	It's <i>just</i> unfortunate, the way the <i>money's</i> worked/ you <i>know</i> if the <i>money</i> was coming out of (.) CDC <i>budget</i> then (.) [you <i>could</i> say	Should be solutions
Ch	809	[Ok./ Well (.) / I think there should be <i>solutions</i> to that	
12	810	<i>I'm</i> sure, well, we're going to find some <i>one</i> way or <i>another</i> [we'll <i>find</i> some	
Ch	811	[ <i>V</i> needs to be <i>on</i> this [training	
12	812	[(???) <i>exactly</i> what I <i>said</i> .	
Ch	813	then <i>that</i> should be put through to her <i>line</i> manager (.) who <i>finds</i> the <i>money</i> or	Outlines solutions
12	814	We will <i>do it</i> one way or <i>another</i>	
Ch	815	or goes to <i>her</i> director, or <i>his</i> director, to <i>find</i> the <i>money</i> , who goes to (.) the Executive Director/ are you <i>with</i> me?/ There <i>needs</i> to be a way, <i>doesn't</i> it, we need to <i>solve</i> that/ but we need to know in <i>advance</i> instead of/ if you <i>get</i> that we can deal with it	Numbers
12	816	<i>I'm</i> on to it.	
Ch	817	Ok, thank you, so if you <i>let</i> (.) <i>G</i> know.	
12	818	<i>Will</i> do	
Ch	819	Erm (.) <i>I'm</i> not <i>sure</i> whether (1 sec) we would want to (???)/ [several members of the group talk together] so if you <i>let</i> , if you <i>let</i> <i>G</i> <i>know</i> and then <i>G</i> can talk to us./	Makes joke when things are not straight forward
	820	Ok (2 secs)/ Anything <i>else</i> <i>J</i> ?	
1	821	Er no we <i>haven't</i> got anything else (???)	
Ch	822	Ok./ <i>I</i> also put autism <i>numbers</i> down <i>here</i> .	
4	823	And <i>I'm</i> looking for some.	
Ch	824	The Laurel and <i>Hardy</i> , you <i>know</i> ?/ The <i>reason</i> <i>I</i> put that that <i>down</i> , and to talk to <i>G</i> about it./ <i>I</i>	

Ch		<i>know you've been doing some work/ and you did some work for the Director about au-</i> <i>numbers of children with a diagnosis of autism.</i>	
5	825	Yes, we did Y and H [region]	
Ch	826	And we <i>have</i> that from the Y and H (.) regional figures, and <i>that</i> erm (.) but like <i>anything</i> as soon as it's been done it <i>changes</i> .	
5	827	Yes	
Ch	828	It's <i>never</i> a, you know it's not a <i>static</i> issue./ One of the issues for <i>me</i> however, <i>though</i> , is (.)/ <i>within</i> (.) the Children and Young People's Service within the Local Authority, the <i>education</i> part, we <i>have</i> an electronic management system which is affectionately known as <i>EMS</i> /	Database Numbers differ need to refine record keeping (what does this achieve? Objectify?)
	829	(2 secs) and the (.) <i>numbers</i> (2 secs) and the <i>children</i> who have a diagnosis of <i>autism</i> should be recorded on <i>EMS</i> and there is a (.) <i>wide disparity</i> (.) it's d (.) it's <i>different</i> , anyway, the <i>figures</i> are different between the <i>EMS</i> records and (.) the records that we <i>have</i> on our own <i>database</i> ./	
	830	So <i>one</i> of the things is <i>to</i> (.) <i>continue</i> to/ just as we continue to <i>refine</i> our record-keeping and our <i>data-base</i> , there is the process or <i>reconciliation</i> which we need to keep working <i>on</i> , through <i>schools</i> and through the <i>records</i> .	
4	831	Yeah and <i>that's</i> something which is <i>ongoing</i> , erm b-but we've sort of <i>undertaken</i> to try and update as-as <i>much</i> as we can.	
Ch	832	Ok./ That-that <i>that's</i> really why we <i>put</i> that on.	PDA
4	833	Thank you	
Ch	834	If that's ok./ Any (.) <i>questions</i> on that? Have I <i>explained</i> that alright?/	
	835	[Intakes breath] (2 secs) PDA./ C?	
5	836	Yeah	
Ch	837	Can <i>you</i> ? Do you <i>mind</i> if you?	Debate about label
5	838	No [(???)	
Ch	839	[It covers a <i>variety</i> of areas, <i>training</i> and development but, if you <i>don't</i> mind.	
5	840	It was on the <i>last</i> , the last <i>agenda</i> that er/ we were kind of <i>revisiting</i> the whole area of PDA which is Pathological <i>Demand Avoidance</i> er <i>Syndrome</i> erm/ and there's this <i>big</i> debate about whether it is seen as part of the erm the <i>autistic spectrum</i> or <i>not</i> erm/	
	841	It-it's <i>been</i> a particular interest of <i>mine</i> er but it	Who is responsible?

<p>5</p> <p>842</p> <p>843</p> <p>844</p> <p>845</p> <p>846</p> <p>847</p> <p>1</p> <p>848</p> <p>5</p> <p>849</p>	<p>came up because erm people in the Behaviour Support Service <i>actually</i> were asking (.) were they the ones who were (.) going to (.) work with these young people, and if they were, could they have some <i>training</i>./</p> <p>And so we <i>need</i> to re-look at it./ There are actually only <i>ten</i> (.) young people in the <i>authority</i> that have a diagnosis, it's very <i>rare</i> erm and the majority of <i>those</i> have been diagnosed at the <i>Nottingham</i> Centre/ although there <i>is</i> some diagnosis at CDC as well//</p> <p>Erm so there are a <i>lot</i> of issues <i>around</i> it, and rather than take/ if anybody's <i>interested</i> I'd happily let them <i>have</i> articles and things, that's absolutely <i>fine</i>/ but <i>rather</i> than take up too much time at <i>this</i>!</p> <p>what I <i>did</i>/ is I did an update of a <i>paper</i> erm which I presented with a <i>colleague</i> to our <i>service</i> around the <i>issues</i> erm and the sort of <i>arguments</i> that are going on <i>around</i> this./ I've <i>updated</i> that, and there's also a <i>copy</i> of a <i>recent</i> er an update of a paper from the <i>Nottingham</i> set-up, which was done last <i>year</i>./</p> <p>So again I can <i>provide</i>/ I <i>didn't</i> think it was/ worth circulating those to <i>everybody</i> because it was such a <i>small</i> area of interest, but I-I've got them if-if people <i>want</i> them./</p> <p>And then we had a <i>meeting</i>, erm was it yesterday, only <i>yesterday</i>? Goodness (???)/<i>yesterday</i> erm and we <i>exchanged</i> it from <i>bringing</i> it up at the <i>strategy</i> group, MN [Social Care] has expressed an <i>interest</i> and erm HG [SALT, CDC], as-as well, we <i>just</i>, we just sort of <i>got</i> together to say well <i>where-are</i>, where are we, with <i>this</i>, so we've got s-some sort of <i>policy</i>/ and-and <i>basically</i> erm we're <i>in</i> agreement with-the <i>paper</i> that was <i>presented</i>/ <i>generally</i> agreed th-that this was, this was <i>very</i> <i>rare</i>/ it can still be diagnosed by CDC/ H felt that it w-would be <i>unusual</i>, but the-the erm <i>experience</i> was <i>within</i> the service to <i>do</i> that.</p> <p><i>What</i> happened previously was that we were <i>getting</i> to the point where we knew they were but because it <i>wasn't</i> something we diagnosed would <i>then</i> send [them to Nottingham</p> <p>[sent to <i>Nottingham</i></p>	<p>What I have done (EP) but did not think worth circulating to everybody small area of interest</p> <p>Where are we?</p>
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1	850	and then the conversation we <i>had</i> was well, 'if-if we <i>know</i> that that's what it is why [(???)'	
5	851	why <i>do</i> that?	
1	852	because we can do it.	
5	853	Yeah./ C [CAMHS] at the <i>moment</i> don't, <i>don't</i> diagnose because it's <i>not</i> recognised under DSM as as a separate <i>category</i> / erm and there are <i>lots</i> of issues around that, for <i>parents</i> and <i>family</i> / but there <i>have been</i>	Ch asks for DSM to be explained
Ch	854	<i>What's</i> DSM?	
5	855	Sorry./ Yeah the-the <i>psychiatric</i> listing, yeah which sort of <i>said</i> 'this is a <i>recognised</i> '/ it's only <i>done</i> every ten years is it?	
Ch	856	DSM <i>Four</i> now	Nottingham set up (derogatory?)
5	857	<i>Five</i> must be <i>kind</i> of due, erm/ but I <i>mean</i> th-th- they are <i>still</i> trying to get it <i>included</i> / <i>maybe</i> the Nottingham sort of set are <i>still trying</i> to <i>do</i> that/ er but (.) <i>largely</i> what we <i>feel</i> is it's about individual er <i>description</i> of the <i>child</i> and the <i>child's needs</i> / and we <i>don't</i> want to get <i>too</i> hung up on whether this is actually a recognised er <i>syndrome</i> or <i>not</i> ./	Which category
Ch	858	Wh- <i>what</i> <i>wel</i> that is explained in the <i>paper</i> / (2 secs) erm (.) [intakes breath] erm we <i>generally</i> agree that we <i>felt</i> it should be within the category of <i>communication</i> and interaction/ so that puts it <i>in</i> with (.) the autistic spectrum <i>disorders</i> / if you like in <i>plural</i> ./	
Ch	859	And I <i>think</i> there's a <i>move</i> to <i>recognise</i> groups of-of students like this/ so within <i>R</i> we <i>felt</i> / I <i>think</i> that's <i>fair</i> <i>S</i> , <i>isn't</i> it?/ We <i>felt</i> that we <i>wanted</i> it to be within that <i>group</i> rather than the <i>behaviour</i> and emotional (.) erm, sort of <i>area</i> ./	Which service to be involved
Ch	860	[Intakes breath] So, <i>given</i> that, <i>that</i> then sort of <i>puts</i> it/ I mean <i>our</i> service would be involved if necessary <i>anyway</i> / but in term's of <i>G's</i> service, <i>i-it</i> would be kind of <i>their remit</i> erm to <i>offer</i> advice on that, rather <i>than</i> , say, Behaviour Support Service <i>i-in</i> the <i>first</i> instance./	
Ch	861	Erm as I say we've got <i>ten</i> young people at the moment and <i>obviously</i> we want to keep an <i>updated</i> list/ but we're <i>going</i> to (.) <i>communicate</i> with schools/ HB [SEN service leader] was going to <i>communicate</i> <i>that</i> erm (.) <i>when</i> you send <i>back</i> your <i>returns</i> to the office about categories that (.) <i>this</i> will now be included with	ASD as primary need

5		ASD as a <i>primary</i> need erm (.)/ so that we're going to put it <i>in</i> that category/ but to <i>mention</i> PDA so that we can <i>keep</i> a note of <i>numbers</i> [intakes breath] erm/	
	862	so we'll be <i>looking</i> within <i>statements</i> as well, to kind of reflect <i>that</i> er/ (1 sec) I <i>think</i> that's probably <i>it, isn't</i> it?/	
	863	Erm so <i>some</i> statements <i>may</i> need altering but as I say that's in a very-very <i>small</i> number of cases with <i>that</i> / the ASD would be the <i>primary</i> need, the PDA as the <i>secondary</i> need/ so it <i>would</i> alert us so that we can sort of <i>look</i> at that/ erm but <i>basically</i> we need <i>yeah</i> for-for/ there's <i>plenty</i> of advice <i>available</i> / er the <i>creative</i> approach that's <i>needed</i> , erm/ and that people are available, <i>obviously</i> to offer	
Ch	864	<i>Thank</i> you	
5	865	offer <i>advice</i> on <i>that</i> , so	
Ch	866	Any <i>qu-questions</i> on that [anybody?	
5	867	[so (.) <i>yeah</i> (.) I'm <i>happy</i> to go into more <i>detail</i> but I'm <i>not</i> sure <i>this</i> is the place to <i>do</i> it/ but <i>D</i> if you want <i>copies</i> of various [(???)	Providing papers for parents
9	868	[We've <i>got</i> a sub-group, <i>yes</i> ok.	
Ch	869	Ok./ Erm <i>according</i> to my (3 secs) <i>clock</i> it's about <i>twenty-two</i> (.) <i>past</i> , <i>something</i> like that./ I'm <i>aware</i> J that,	
1	870	I've got to <i>go</i> at <i>half</i> past	
Ch	871	that's seven minutes or <i>so</i> ./ I'm going to keep us <i>going</i> (4 secs) er (.) <i>alright</i> , is <i>that</i> ok for everybody?/ <i>Good</i> ./	Parents groups
	872	So the <i>parent-parent</i> group's <i>update</i> ?/ <i>Parent</i> representatives/ I'm <i>not</i> quite sure why I <i>put</i> that <i>in</i> like <i>that</i> , what would <i>that</i> be <i>about</i> / why did I <i>do</i> that?	
1	873	(3 secs) <i>Is</i> it that we	
Ch	874	<i>Did</i> I use the wrong <i>word</i> ? [Several group members respond together]	Support after diagnosis
6	875	<i>Feedback</i> ?	
9	876	<i>Feedback</i> from <i>parents</i> (.) and (.) <i>support</i> after diagnosis.	
5	877	<i>We</i> might have been to <i>do</i> with <i>that</i> .	
1	878	<i>Could</i> be.	
6	879	[Several group members talk at the same time] <i>Regarding</i> that [access] <i>currently</i> we're working with <i>Parent Partnership</i> in developing a <i>web-sire</i> , <i>linked</i> to the <i>Parent Partnership</i> site./ <i>This</i>	Parents website

6		would be for autism with an <i>emphasis</i> on newly diagnosed <i>parents</i> and <i>carers</i> .	With parent partnership
Ch 6	880 881	<i>Thank you.</i> Erm, it'll give <i>and</i> share information with <i>video</i> , audio and <i>pictures</i> for <i>all</i> parents to be able to <i>access</i> ./ Because of <i>that</i> / and it's in <i>very</i> early stages at the <i>moment</i> / erm (1 sec) parents, Parent Partnership <i>will</i> ask the group, and parents, <i>again</i> (.) <i>what</i> information they would either have <i>liked</i> to have seen in <i>their</i> diagnosis <i>or</i> / if they've <i>just</i> been diagnosed what they would <i>like</i> / what information they <i>would</i> like./ <i>So</i> , the <i>good</i> thing is is it's going <i>ahead</i> .	
Ch 6	882 883	<i>Excellent</i> I think er A, <i>has</i> been involved in <i>this</i> for a while as <i>well</i> .	Another signpost for parents
9	884	But possibly exploring alternative <i>methods</i> of <i>giving</i> the information as well,	
Ch 9	885 886	Yeah <i>not</i> just either on the <i>internet</i> , <i>possibility</i> of CD <i>Roms</i> or-or <i>video</i> .	
6	887	Yeah, yeah for people, <i>parents</i> , parents and <i>carers</i> that have <i>got</i> / if all the agencies, can <i>then</i> / it's <i>another</i> place to <i>direct</i> the parent <i>to</i> .	
Ch 6	888 889	Ok./ And (.) and you're <i>doing</i> that with Parent Partnership? <i>Working</i> with them at the <i>moment</i> ./ <i>On</i> that we've just <i>had</i> , we've <i>just</i> interviewed, with P er W [Service Leader for Parent Partnership] and er somebody <i>else</i> from <i>in</i> NH [Children and Young People's Services base] the <i>person</i> that (.) I <i>think</i> will be having the job of (.) <i>designing</i> the website <i>for</i> us.	
Ch	890	<i>When</i> (.)./ <i>Thank</i> you for that, that's very <i>useful</i> ./ <i>When</i> might we (.) <i>when</i> could we put that <i>on</i> to/ (2 secs) are you <i>with</i> me erm (.) perhaps in-in <i>six</i> months? Or <i>twelve</i> months? <i>Might</i> that be an <i>agenda</i> item, are you <i>with</i> me?/	
	891	<i>To</i> perhaps have a <i>look</i> at it and, you <i>know</i> , to <i>have</i> on the <i>table</i> , here.	
6	892	Yeah./ Oh in <i>six</i> months, yeah (???) we are <i>now</i> at the stage now of perhaps [we've <i>got</i> the person <i>there</i> .	
Ch 6	893 894	[So <i>perhaps</i> in the, in the <i>spring</i> term (.) [meeting? [Yeah, yeah	
			Could be an agenda item with a bit

Ch	895	J, if we could make a <i>note of that</i> , it <i>could</i> be an <i>agenda</i> item, are you <i>with</i> me? <i>With-with</i> a <i>bit</i> more <i>substance</i> to it if you <i>understand</i> me.	more substance to it, what Ch wants on the agenda
6	896	Yeah	
Ch	897	Ok./ Something <i>else</i> ? Anything <i>else</i> to do with <i>parent representation</i> , <i>anyone</i> ?/ H-have // <i>pardon</i> ?	
6	898	There's stuff on AOB [ <i>quiet</i> ]	
Ch	899	There's stuff on AOB? Any Other Business? Is it-this (.) to do with the different <i>groups</i> ?	
6	900	Yeah	
Ch	901	If // I <i>know</i> what	
6	902	We've <i>got</i> er	
Ch	903	we've other <i>groups</i> (???) developments	
5	904	We <i>brought</i> this up at the <i>last</i> one, didn't we?	
Ch	905	Did you	
5	906	With <i>this</i> , with <i>this</i> , you <i>know</i>	
4	907	I think this <i>may</i> have come about because I received an e-mail, from [S	
1	908	[From S, about the new <i>group</i>	
4	909	who <i>used</i> to come as the er the representative	
1	910	yeah	
Ch	911	of ASAP	
4	912	yeah./ It <i>explained</i> to me that she-she was no longer <i>part</i> of your group	Parents group divided
Ch	913	Right	
4	914	er <i>but</i> that <i>she</i> was <i>now</i> / she had set up <i>another</i> group	
Ch	915	Right, this is is 'Linking with autistic families'	
(???)s)	916	Yeah, yeah	
4	917	I <i>think</i> S's dilemma in her <i>e-mail</i> was (1 sec) whether or <i>not</i> she (.) would be <i>coming</i> as a <i>parent</i> representative/ and she asked my <i>advice</i> / which <i>is</i> / I think I probably <i>did</i> send that on/ and I suggested she-she <i>could</i> come (.) and <i>explain</i> the situation, because it <i>might</i> give us the opportunity to <i>look</i> at <i>representatives</i> (.) and who is <i>actually</i> representing <i>parents</i> because/ obviously we <i>don't</i> , we <i>can't</i> have it (.) too <i>big</i> , so we-we (.) <i>can't</i> just say oh <i>another</i> person/	We can't have this group too big
	918	but <i>she's</i> / <i>obvi</i> / <i>she's</i> (.) <i>declined</i> to do that, so./ I <i>did</i> ask her to e-mail you	
Ch	919	Ok	
8	920	and she hasn't done	
4	921	That <i>might</i> be what that update was	
6	922	Right	

5	923	The <i>issue</i> is <i>how</i> many parents	Biggest number of parents?
4	924	Yeah	
5	925	We can get (???) <i>isn't</i> it, so each of <i>you</i>	
6	926	Yeah	
5	927	<i>How</i> many you can you <i>then</i> get back./	
	928	A is ADAPT still <i>running</i> ?	
7	929	Just	
5	930	Ok (.) so you- <i>you</i> can <i>link</i> with with the people in <i>that</i> and-and <i>share</i> this information and that concern so it-it's <i>getting</i> to the [ <i>biggest</i> number of <i>parents</i>	
9	931	[I <i>know</i> at <i>moment</i> ADAPT cover quite a few families that are <i>being</i> (.) home tutored	
5	932	Right	
9	933	So <i>that's</i> a really <i>important</i> area that's developed	
Ch	934	A good <i>point</i>	
9	935	Yeah	
5	936	Excellent.	
4	937	I think the <i>main</i> thing is that (.) <i>whoever</i> is the parent <i>representative</i> i-if <i>they</i> can (1 sec) feed <i>back</i> to as many <i>different</i> groups [ <i>even</i>	
9	938	[Yeah, yeah	
4	939	whether <i>that's</i> via (.) <i>e-mail</i> ?	
7	940	[Well S actually <i>comes</i>	
6	941	Yeah [well we've got the Parent's <i>Inclusion</i> Forum as <i>well</i>	
5	942	Yeah	
6	943	So we (.) <i>pass</i> on to VIPs [and <i>other</i> groups.	
5	944	[Yeah, yeah	
7	945	and S comes to ADAPT so <i>she</i> can	
6	946	Yeah	
7	947	I will/ I can tell her and <i>she</i> can	
5	948	Yeah	
6	949	That would be <i>good</i> , yeah	
7	950	It's a <i>laugh</i>	
5	951	Yeah, yeah	
Ch	952	Yeah [laughs] [group members talk together and laugh for five seconds]	Parent wants to introduce an item
9	953	The only <i>other</i> thing	
Ch	954	Sorry? [J, you <i>wanted</i> to?	
9	955	from the <i>parents</i> was we <i>wanted</i> to <i>raise</i> the (.) er the/ the <i>fact</i> that we've <i>been</i> running a computer club for children with ASD.	
Ch	956	Right./ I'd <i>got</i> that.	

9	957	I <i>did</i> want to raise <i>that</i> .	
Ch	958	Erm./ Ok that's <i>good</i> so I (1 sec)/ would you like to <i>do</i> that, or have you just [ <i>done</i> it, or?	
9	959	[I don't <i>mind</i>	
Ch	960	Can you <i>tell</i> me about it, or?	
9	961	Well <i>we-we</i>	
Ch	962	If you <i>tell</i> me I'll <i>react</i> by listening.	
9	963	Right, well (.) the ASAP group had applied for <i>funding</i> for a computer club, because we <i>felt</i> that there was <i>very little</i> (1 sec) for our <i>children</i> .	
Ch	964	Yeah	
9	965	We were <i>very grateful</i> to KB from Extended Services <i>who</i> (.) <i>managed</i> to <i>get</i> us the <i>funding</i> and <i>very grateful</i> to S [resource] for allowing us to run the club <i>there</i> ./ (2 secs) And, it's <i>just</i> come to the <i>end</i> erm (.) and it's been <i>extremely successful</i> ./	
	966	K's done a-an <i>evaluation</i> showing that an exclusive social club for these children has <i>worked</i> remarkably well./ We want to <i>continue this</i> / there is a need for it/ the children <i>thoroughly</i> enjoyed it/ when we <i>get</i> the evaluation from er from K we'll <i>forward</i> it to J so everybody can see how it's <i>going</i> ./	
6	967	<i>Children</i> from <i>five</i> er to <i>fifteen</i> ?	
9	968	And there's currently no (.) <i>other</i> resource like this in the <i>area</i> because the RO School [National Autistic Society School] have currently <i>stopped</i> doing [their <i>social</i> group. [their <i>social</i> group.]/	Exclusive social group for children and funding
	969	We've we <i>have</i> applied for <i>funding</i> at the <i>moment</i> but we <i>do feel</i> that (.)/ <i>because</i> we can only have ten <i>children</i> , in <i>our</i> group (.)/ we need, you <i>know</i> it needs to be open to <i>more</i> children/ <i>more</i> children with ASD would <i>enjoy</i> this./	
	970	We <i>have</i> got <i>three</i> schools interested in us using their <i>venue</i> and <i>facilities</i> [names three schools]/ erm but <i>obviously</i> it's gonna <i>come</i> to a, a <i>cost</i> again./ We <i>do need</i> input with <i>funding</i> / <i>tutors</i> , experienced <i>staff</i> in <i>autism</i> , <i>outdoor</i> activities and <i>IT</i> / <i>because</i> we want to o-be able to <i>offer</i> (.) to children that <i>don't</i> want to <i>sit</i> in front of the <i>computer</i> the opportunity to play some <i>football</i> or <i>sit</i> down and do some <i>art</i> ./	Setting out rationale and planning
	971	We-we <i>recently</i> looked at/ we <i>met</i> with the <i>Headteacher</i> at the W [Special school] erm	

9		<i>fantastic er facilities/ she's very open to us using all three facilities</i>	
6	972	[ <i>very spaced, very well set out.</i>	
9	973	[ <i>but again, it's got to come down to the funding/ (.) and we just feel that we've done a pilot scheme in a way that has shown that it works, but we feel that somewhere along the line we need some sort of help with funding.</i>	deference
Ch	974	So [ <i>can I (.) say what I</i>	
6	975	[ <i>We're applying for funding currently</i>	
Ch	976	<i>I think I've heard, right?</i>	
9	977	Yep	
Ch	978	So, <i>you've(.) who've you applied for funding from?</i>	
9	979	Er <i>Big Lottery Awards for All.</i>	
Ch	980	Ok./ And (.) <i>if you're successful that'll be fine, and if not you're actually asking/ are you asking for (.) the Children and Young People's Service and Local Authority to help (.) with that funding?</i>	Applying principles by which we deploy our resources
6	981	Yeah.	
Ch	982	Right, so the way we'd do that is (.) we would take a <i>proposal, if you understand me/ and I, then look at that proposal seriously and then apply the principles by which we deploy our resources and explain that/ so (.) without the proposal I don't know whether we would go (.) are you with me? I [don't know</i>	
9	983	[ <i>Yeah, yeah</i>	
Ch	984	yet [ <i>intakes breath</i> ] erm (2 secs) <i>for instance./ When we've had some work in the past around similar activities/ what we have done is we have seeded, seed monied, things like breakfast clubs or after school clubs or homework clubs [intakes breath] erm (2 secs) to set them up/ and then they have become established resources that the families and the parents pay for./</i>	
	985	So, for <i>instance if it's/ and I'm just, I'm not suggesting that we go this way because I (.) don't know the details yet, but if something cost fifty quid</i>	
9		Mmm	
Ch	987	and (.) <i>a week (.) to run</i>	
9		Mmm	
Ch	988	and (.) <i>there are (1 sec) ten young people go/</i>	
	989	<i>then it would be a fiver a week and the families</i>	

Ch		and the people <i>pay</i> / are you <i>with me</i> ?/ And <i>that's</i> just as they do in <i>all</i> the, any <i>other</i> activities./	Equalities issues and fairness
	990	But it's about a <i>proposal</i> and it's about the <i>equalities</i> issues and <i>fairness</i> , but we would <i>look</i> at <i>that</i> / so (1 sec) I mean I <i>don't</i> know whether people <i>want</i> to (2 secs) did you say <i>K</i> ?	
9	991	KB er is the <i>lady</i> that we <i>initially</i> got in touch with and <i>she</i> er <i>helped</i> us with the <i>funding</i> / [has been <i>very</i> involved	
6	992	[ <i>She secured</i> it and held <i>on</i> (.) to it 'cos it was virtually pulled <i>out</i> at the last minute, yeah <i>from</i> us.	
Ch	993	Well that's	
6	994	Erm, and, she's also <i>had</i> some input in helping us with the awards for <i>all</i>	
9	995	Yes, she <i>has</i> .	
6	996	application as <i>well</i> .	
7	997	Right	
Ch	998	But <i>if</i> you're saying to me that this is a <i>good</i> thing and it <i>works</i> , and you/ are you <i>with me</i> / and you'd <i>like</i>	
9	999	Well we <i>feel</i> [that it (.) <i>it's</i>	
Ch	*00	[what we'd <i>like</i> to do is have it <i>continue</i> and we need to <i>explore</i> a way of <i>doing</i> it.	
9	1	it's <i>providing</i> , it's <i>meeting</i> the needs of the <i>user</i> (2 secs) the, you <i>know</i> the <i>children</i> with ASD, what-what they're <i>gaining</i> from <i>this</i> ./ You know they're <i>wanting</i> to come back every <i>week</i> erm (2 secs) erm, you <i>know</i> , i-it's something that, it-it's/ it <i>could</i> extend in time.	
5	2	How-how-how did you get <i>your</i> initial <i>cohort</i> ?/ Where were <i>they</i> from?/ The initial <i>group</i> , did you (.) were <i>they</i>	
9	3	(???) or Autism Communication <i>Team</i> and (.) Extended <i>Services</i> Funding.	
5	4	Right./ (.) <i>No</i> , I <i>mean</i> , I <i>mean</i> the actual <i>names</i> of [ <i>children</i>	
4	5	[of <i>children</i> [several members of the group talk at the same time].	
9	6	<i>That</i> was the unfortunate <i>thing</i> , because	
5	7	Yeah	
9	8	we <i>had</i> to <i>start</i>	
5	9	[well you have to <i>start</i> .	
9	10	[with <i>ten</i> children.	
5	11	yeah, yeah	

9	12	But it <i>had</i> , you <i>know</i> , it, it/ we put it outside the group	
5	13	[Can I?	
6	14	Again we fitted (.) an <i>activity</i> that'd shown the most <i>interest</i> for those <i>children/ that's</i> why it went in the <i>computer</i> suite.	
Ch	15	Sorry, G?	
4	16	Could I perhaps have a conversation with you <i>afterwards/ 'cos</i> <i>social</i> groups in <i>whatever</i> (.) <i>shape</i> or <i>form</i> are an area that <i>my</i> team (.) have identified within our <i>development</i> plan	In interests of service to support the parents
6		Mmm	
4	17	leading <i>on</i> from obviously, L who has worked with <i>yourselves</i> in the evening to do that <i>computer</i> club./ So, it <i>might</i> be quite <i>useful</i> for <i>us</i> to have some dialogue <i>outside</i> of this	
6	18	yeah	
4	19	meeting because we <i>are</i> <i>now</i> working (.) on a year round basis, the <i>Autism</i> Communication Team/ <i>support</i> workers and <i>everyone</i> are going to be working on a year round contract, <i>not</i> just term time <i>only/ so</i>	Ch takes control of the direction of the discussion
Ch	20	So	
4	21	It <i>might</i> link in with [what you have in <i>mind</i>	
Ch	22	[If I can pull <i>this</i> together/ it <i>sounds</i> to be a very (.) <i>sensible</i> <i>development</i> that has had some (.) <i>research</i> indicators that it's beneficial to the <i>users./</i>	
	23	There are issues about <i>equalities/ are</i> you <i>with</i> me?/ About <i>whose</i> children and <i>how</i> we make those determinations./ There are <i>issues</i> about <i>funding</i> from ext, whether that be from extended, <i>community</i> learning, Lottery <i>grants</i> , mmm	
6			
Ch	24	users <i>pay</i> (2 secs) <i>sorry</i> (.) yeah?/ [Intakes breath] (1 sec) but it would <i>seem</i> something that we would want to <i>do./</i>	
	25	So, G, C and D, A are <i>you</i> involved?	
7	26	No, no.	
Ch	27	But, <i>ok</i> .	
7	28	After <i>this</i> [laughs]	
Ch	29	Not <i>directly</i> , that's what I'm <i>saying</i> .	
7	30	yeah	
Ch	31	and actually <i>have</i> a conversation and see how we can move that <i>together./</i> It <i>might</i> be a case of putting <i>proposals</i> , if we need <i>funding/</i> but it	Saying thank you,

Ch		would be <i>located</i> within this <i>work</i> ./	respectful
	32	Ok (.) <i>thank you</i> .	
9	33	<i>Thank you</i> [ <i>quietly</i> ]	
5	34	C-just <i>linked to that</i> ! I mean you <i>probably</i> already <i>know</i> that-that	
		[5 and 4 talk at the same time]	
4	35	Linked to <i>that</i> er this <i>summer</i> (.) <i>the</i> Autism and Communication Team have <i>actually got</i> funding to <i>run</i> er a <i>summer</i> school for <i>siblings</i> (.) of <i>children</i> and young people with autism./	What ACT are doing, siblings, and how positive it is and what the restrictions have to be
	36	Erm, which we've <i>managed</i> to get through, <i>again</i> , extended services <i>funding</i> ! a <i>pot</i> that (.) is <i>open</i> for people to bid <i>into</i> ./	
	37	And erm, but we've <i>had</i> to <i>identify</i> an er (???)	
9			
4	38	we <i>couldn't</i> write a <i>letter</i> to every <i>family</i> in R/ i-it <i>wasn't</i> feasible, so we had an <i>area</i> , which is the North-West area, because <i>that's</i> where we're located./ We <i>chose</i> that, and we're in the <i>middle</i> now of getting <i>replies</i> back./ Erm and it's going to be a <i>week</i> , well <i>not</i> a whole <i>week</i> , but it's going to be a week of <i>activities</i> , visits <i>out</i> ! and the <i>support</i> workers from the <i>team</i> (.) are (.) going to be, be <i>doing</i> , <i>doing</i> that./ Just (.) that's something <i>else</i> .	
9	39	And it's something <i>again</i> if it <i>works</i> , it's something to <i>look</i> at in the <i>future</i> [to be able to offer <i>all</i> areas	
(???)s	40	Yeah [(???)	
9	41	if it <i>can</i> be accessible to <i>all</i> siblings.	
6	42	'Cos I've attended <i>training</i> days about [ <i>siblings</i> at Ch.	Training on supporting siblings
9	43	[er <i>yeah</i> .	
4	44	[Well <i>that's</i> where it <i>came</i> from, Ch er <i>training</i> .	
Ch	45	Ok, <i>thank you</i> ./	
	46	(5 secs) <i>thank you</i> for <i>that</i> ! it's <i>also</i> helped me tick off one on my Any Other <i>Business</i> .	
9	47	Ok	Blurring of my role – this item
Ch		(???)	
9		[Laughs]	
16	48	<i>Did</i> you want to know about other parents <i>groups</i> ?	
5	49	I didn't know <i>whether</i> to, yeah [laughs]	
Ch	50	Ok	
16	51	There –is, there <i>is</i> a group that started in KP?	
Ch	52	Yes, <i>that</i> was	

16	53	Erm, I <i>don't</i> know if it's got a <i>name</i>	
Ch	54	Yeah	
16	55	I know that <i>it</i> , they <i>have</i> met once.	
Ch	56	Great	
16		Erm	
Ch	57	Do we have a <i>contact</i> (.) <i>name</i> ?	
16	58	The erm <i>teacher</i> / <i>one</i> of the teachers at W High School is (1 sec) trying and find out <i>more</i> about the <i>group</i> and <i>he</i> er/ (.) so <i>he's</i> going to let <i>me</i> know./	
	69	But in <i>addition</i> to that (???) I did a focus <i>group</i> with <i>parents</i>	
Ch	70	Yeah	
16	71	erm (2 secs) they were all <i>at</i> / <i>pupils</i> at W High and (3 secs)/ <i>they</i> had a	
Ch	72	Are <i>you</i> the Educational Psychologist?	
16	73	I'm <i>the</i> Educational Psychologist in that <i>area</i> / in W and [D	Voices to be heard
Ch	74	[I <i>keep</i> asking you questions I know the <i>answer</i> to	
16	75	Yeah, <i>sorry</i> ./ Erm <i>and</i> (2 secs) I <i>recorded</i> the- the <i>conversation</i> but <i>they</i> wanted the opportunity for <i>that</i> conversation to be <i>heard</i> (1 sec) but (1 sec)/ so <i>that's</i> a conversation I need to have with <i>someone</i> about (3 secs) <i>how</i> can I let that (1 sec) be <i>heard</i>	Mechanisms to allow voices to be heard
Ch	76	Well,	
16	77	to a <i>wider</i> (.) audience.	
Ch	78	<i>thank</i> you./ Other, <i>any</i> groups (.) of parent <i>voice</i> (.) I think we <i>need</i> to (.) not <i>only</i> (.) <i>listen</i> to but make sure that they have <i>influence</i> ./	Formal
	79	<i>Equally</i> so there needs to be a <i>mechanism</i> for <i>that</i> to <i>happen</i> and <i>if</i> it/it is <i>either</i> partly at this <i>table</i> or partly in their local <i>community</i> / but it may <i>also</i> be linking with our colleagues in ASAP and ADAPT (.) <i>formally</i> through this (.) <i>mechanism</i> / but we need to know <i>who</i> , we need to know a <i>bit</i> more detail than <i>that</i>	
16	80	Yeah	
Ch	81	So, when you <i>get</i> that	
16	82	I just <i>wanted</i> to let you know that <i>that</i> had happened as <i>well</i> .	
Ch		Yes	
4	83	D can I just ask you <i>what</i> was the group that you <i>said</i> that you <i>attended</i> that was <i>more</i> of a (???) <i>group</i> ?	Different groups

6	84	I attend er the BEG which is B Asperger's Parent Group/ and they agre/ they (.) have a parents meeting and while that parents meeting is taking place it's like in an evening, there is a computer club and an Art club	together
Ch	85	Right	
6	86	All, all running [together	
9	87	[Children can go, yeah/ and they allow siblings as well as children.	
4	88	Yeah I thought you'd mentioned another one, to do [with	All disabilities
9	89	[VIP?	
6	90	No?/ The parents, the parents inclusion forum?	
4	91	No	Chaired by important people
6	92	Sorry, that's, that's er children with all disabilities	
4	93	Yeah?	
6	94	PW [Parent Partnership], TK [Strategy Leader for LA Inclusion, Voice and Influence], AB from VIPs, AB chairs it./	
	95	Erm they recently had a lady called (.) KC	
9	97	Yes, yes that's right.	
6	98	From C [LA] [formed an amazing (1 sec) thing in the area,	
Ch		[C, yes	
6	99	erm and what they're trying to do, is try to get to reach out to all the groups (3 secs) [looking at ways forward and it's [all disabilities.	
	100		
5	101	[(???)	
4	102	I was thinking of whether that might be the (.) forum for	
Ch	103	Yes [it would	
4	104	[for parents to say, yeah	
Ch	105	because it is, it is, it is	
9	106	MB was open for that (.) he would love contact, I'll pass that to him	
Ch	107	Right.	
9	108	Thank you	
Ch	109	Alright, J, are you still with us? [To the note taker]	
8	110	H-ha	Parent training programme
Ch	111	Phew [breathes out heavily, members of the group laugh]/	
	112	ok, erm. (2 secs) Parent training programme?	
4	113	Right	Briefing papers showing history
Ch	114	We've had (.) have you had two?	
5	115	We've had two, now./ To finish, yeah?	

4	116	Yep, what I've <i>done</i> (.) I'm not sure I (.) I've brought <i>two</i> papers <i>in</i> for the <i>meeting</i> / er <i>one</i> is sort of the most <i>recent</i> one which is a <i>briefing</i> report/ I've done it as <i>draft</i> / because [not <i>everyone</i> ,	
5	117	[We <i>haven't</i> had <i>chance</i> to	
4	118	No. (.) So <i>shall</i> I (.) take one of <i>these</i> (.) and (.)/ but I've <i>also</i> / do you want one? [to 5]	
5	119	Yep	
12	120	Goodbye	
4	121	<i>right</i> what I <i>wanted</i> (.) this, <i>this</i> is going to actually link <i>up</i> to something <i>else</i> from last <i>time</i>	
Ch	122	Right	
4	123	Er when I gave <i>out</i> (1 sec)	
Ch	124	[you gave out	
4	125	[Briefing Report number <i>one</i>	
Ch	126	<i>right</i>	
4	127	for people to <i>read</i>	
Ch	128	<i>yeah</i>	
4	129	which <i>was</i> , from the <i>autism</i>	
8	130	Sorry	
4	131	Yep	
8	132	I'll <i>try</i> to nip <i>out</i> for the (???) [note taker goes out to find report]	
4	133	That's the, <i>that's</i> the report	
Ch	134	<i>Thank</i> you	
4	135	Erm I'm <i>going</i> to give you <i>another</i> piece of paper that will go along <i>side</i> ./ <i>Briefing</i> Report number <i>one</i> and <i>Briefing</i> Report number <i>two</i> .	
Ch	136	Right	
4	137	Is that ok?	
Ch	138	Yeah	
4	139	Because <i>this</i> is just a bit of <i>history</i>	
Ch	140	Ok	
4	141	about <i>what</i> we first <i>decided</i> (.) to set <i>up</i> / [Chair coughs) (???) to set <i>up</i> the (.) <i>parent</i> training programme	
Ch		<i>yeah</i>	
4	142	and I just <i>got</i>	
9	143	have you <i>got</i> this one?	
4	144	Yeah	
		[members of the group talk at the same time]	
	145	Yes it was <i>just</i> for people who weren't <i>here</i> (3 secs) about <i>how</i> we (.) <i>started</i> (.) <i>how</i> we <i>got</i> to the stage of <i>having</i> the <i>parent</i> training programme. [people are talking in the	
			How we got to the stage (defend stake?)

4		background as they pass round copies of the papers]	
	146	Er <i>all</i> you should have in <i>front</i> of you, <i>Briefing Report number one</i> and <i>Briefing Report number two</i>	
Ch	147	Fantastic	
4	148	Ok./ <i>So Briefing Report one is history of how we got to</i> (.) <i>decide</i> that we would <i>set up</i> (.) the multi-agency parent <i>training</i> programme/ and [clears throat] we <i>met</i> after er the second programme, the <i>second</i> er second lot of <i>workshops</i> to, erm to <i>really</i> debrief ourselves	
5	149	Yeah	
4	150	what had/ to look at what had gone <i>well</i> and (.) what <i>hadn't</i> and it was <i>decided</i> that it would bring a brief/ well it's <i>quite</i> brief/ report <i>just</i> to say how things have <i>gone</i> /	
	151	erm (3 secs) so we've delivered the (.) RPTP/ I've got to <i>shorten</i> / er it <i>twice</i> now so we <i>did</i> it in the <i>autumn</i> term and the <i>spring</i> term and there <i>is</i> / we <i>had</i> erm thirty four <i>families</i> who <i>actually</i> accessed the <i>training</i> programme, out of er forty eight <i>invited</i> ./	
	152	We've made <i>arrangements</i> to run it <i>again</i> , next <i>term</i> / and (.) we've er <i>just</i> (.) <i>sent</i> out the <i>letters</i> and we've started to get <i>replies</i> / we've sent them out to (.) <i>twenty</i> families, 'cos our <i>waiting list is</i> (.) <i>thirty-one</i> ./ So we thought if we sent out to <i>twenty</i> , we've given a <i>cut off date</i> and we can invite the <i>rest</i> of the <i>families</i>	
5	153	Yeah	
4	154	to start in <i>September</i> .	
5	155	And we're <i>now</i> taking (.) <i>new names</i> , <i>aren't</i> we?	
4	156	We're <i>now</i> taking <i>bookings</i> (.) <i>yeah</i> .	
5	157	So <i>anybody</i> whose <i>interested</i> .	
5	158	It's by <i>D</i> <i>isn't</i> it?	
4	159	Yeah./ We produced a <i>flier</i> , which is just <i>general</i> information about the <i>programme</i> ./ So it <i>doesn't</i> give <i>dates</i> but it <i>tells</i> you what the <i>content</i> is, of the <i>course</i> ./ And it <i>gives</i> (.) a <i>telephone</i> number where you can (.) <i>phone</i> (.) to <i>put</i> your (.) <i>name</i> down./	Lot of detail on step-by-step
	160	And we've <i>sent</i> that out into (.) <i>schools</i> / I've sent it to (.) <i>people</i> who've expressed an <i>interest</i> , so that (.) <i>people</i> are <i>aware</i> ./	Issues we decided people wanted
	161	So, <i>what</i> I've I-I've sort of <i>split</i> the report, <i>really</i> ,	

4		into the issues arising which were things that we decided people wanted themselves	
5	162	People wanted bringing up.	
4	163	er (.) we didn't have an age range/ I mean one of the things we-we didn't er Early Bird Plus, although it was wonderful the drawback was, it was very prescriptive	
5		Mmm	
4	164	for children (.) families of children aged four to eight and then (.) nothing.	
5		Mmm	
4	165	So we decided we wouldn't have an age range but (.) again that's flown in the face of (.)/ this could have implications for the content (.) of workshops/ although it has been [it hasn't been an issue, but	
5	166	[It has it's been fine (.) it's been fine	
4	167	if we do get a lot of families of children, say, in their teens they may want something slightly [different	
5	168	[yeah (.) or that could be a spin off though.	
4	169	Yeah?! And we felt that was, you know there is this danger that we are creating another waiting list/ although we are trying very hard to get more families in/ 'cos in Early Birds Plus, again, only six families could be represented.	Early birds and refreshers
5	170	So what we're now also getting is people expressing an interest, they might have done the Early Bird training/ for example/ and then three or four years later want some refresher	
4		Mmm	
5	171	and chance to meet up and	successful
4		Mmm	
5	172	and we're actually getting through the numbers	
4	173	We are	
5	174	very quickly now, so at least people are having the chance to come (.) and benefit from the parent interaction.	
Ch	175	So we've had two, so the [next one	
4		[yeah	
5	176	[the next one's in September	
Ch	177	September?	
5	178	Yeah	
Ch	179	Erm and presumably (.) at some stage we'll (.) review what's happening and will it change or?	
5	180	There's been, there's been an evaluation that's	

5		under the <i>report</i> bit that we used to go <i>through</i>	
Ch	181	Oh	
4		[??? Sorry but	
5	182	yeah/ but the <i>evaluation's</i> come <i>back</i> really (.) <i>really</i> positive/ erm and then we <i>take</i> on board any comments from <i>parents</i> in the final session <i>anyway</i> , you know if we can <i>adapt</i> things	
Ch	183	Ok	
5	184	er, we <i>will</i> do./ But <i>some</i> of those issues'll come <i>up</i> I think in what, what G was saying erm, yeah.	
Ch	185	O (.) ok./ So, <i>sorry</i> G.	
5		G, yeah	
4	186	So the <i>report</i> really <i>is</i> if you like the <i>evaluation</i> , and <i>what</i> you know what we've <i>done</i> / but the issues <i>arising</i> that I wanted to flag up <i>here</i> / because I feel that this <i>group</i> is the, the <i>right</i> place and-and we felt it was.	Issues services want to bring up
5	187	<i>Other</i> colleagues wanted issues bringing <i>forward</i> .	
4	188	<i>Yes</i> ./ So, <i>first</i> of all the <i>age</i> ranges which we can (.) <i>look</i> at.	
5	189	Yes	
4	190	Yeah, erm there <i>is</i> a potential for the waiting list to <i>increase</i> but <i>again</i> we think we can <i>manage</i> that./	
	191	A <i>small</i> number of families <i>have</i> expressed concern that they <i>can't</i> attend the programme and that's due to <i>work</i> commitment on whatever day of the <i>week</i> /	
	192	and, you <i>know</i> , looking at <i>equality</i> of <i>opportunity</i> (.)/ erm in an ideal world we, we <i>could</i> have run it at a different time but	Capacity
13	193	Have you the <i>capacity</i> ?	
4	194	Well, <i>that's</i> why we put the <i>capacity</i> within services [ <i>that's</i> what we want to be brought <i>up</i> , [That's why what we <i>want</i> to be brought <i>up</i> . yeah.	
5	195		
4			
5	196	Because, because it's <i>not</i> as <i>easy</i> as <i>that</i> .	
4	197	Er (2 secs) the <i>evaluations</i> as we looked <i>through</i> them <i>all</i> indicated that <i>some</i> families or quite a <i>few</i> families would <i>want</i> (.) <i>follow-up</i> sessions or <i>family</i> support./	
	198	You <i>know</i> , it was <i>lovely</i> coming on the <i>course</i> , <i>meeting</i> other <i>families</i> , but (.) we need <i>more</i> ./ So (.) <i>again</i> I wanted to (.) flag <i>up</i> ./	
	199	<i>Within</i> the <i>team</i> that <i>run</i> this, there's <i>little</i> or no	

4	200	capacity to deliver-to deliver it consistently./ And here's the <i>biggie</i> ! but <i>again</i> I feel that this is the right <i>forum</i> ./ We <i>did</i> get a <i>grant</i> from Extended (.) <i>Services</i> to set <i>up</i> and <i>run</i> this because these things do <i>not</i> run on their <i>own</i> ./	building an argument
	201	<i>People</i> who deliver the <i>slots</i> have <i>not</i>	
5	202	We've not [coughs] [ <i>charged</i> ].	
		[ <i>charged</i> ./	
4	203	But it <i>has</i> incurred costs in <i>venue</i> , <i>premises</i>	
		erm/ it's incurred <i>administration</i> hours/ and quite	
		a <i>lot</i> of those which (.)/ you know <i>again</i> in all	
		<i>fairness</i> we <i>have</i> had to cost out the payout of	
5	204	<i>That's</i> that graph.	
4	205	<i>this</i> money out of the <i>grant</i> , yes./ Erm (.) but I	
		<i>wanted</i> to flag this <i>up</i> ./	
	206	There's <i>no</i> identified <i>budget</i> er, within <i>any</i> of our	
		services for any <i>additional</i> time for delivery/ so	
		we've <i>done</i> it in the part of the <i>day</i> job/ erm and	
		the Extended <i>Services</i> grant finishes in <i>June</i>	
		2008./ Well it <i>has</i> finished, so er (.)	
5	207	I <i>think</i> er	
4	208	I'll just put <i>over</i> on <i>er</i> [referring to the report]	
5		yeah	
4	209	I-I-I <i>just</i> feel/ I think this is <i>self-explanatory</i> , that	
		it <i>has</i> been evaluated as <i>successful</i> , and that	
		there is a <i>need</i> for this <i>initiative</i> ./	
	210	Erm it's the <i>lack</i> of ownership of the <i>programme</i> ,	Joins in to add
		I mean	
5	211	The <i>way</i> we're <i>doing</i> it is that it's/ is it <i>five</i>	
		services, and <i>one</i> team?/ We-we've <i>got</i> together	
		and we've worked <i>out</i> erm the <i>plan</i> , for the	
		workshop./ Everybody gives their <i>time</i> there's	
		<i>no</i> , there's no <i>charges</i> made for <i>that</i> ./ We're	
		running it <i>once</i> a <i>term</i> ./ We'd <i>love</i> to be able to	
		run it in the <i>evening</i> ! we'd <i>love</i> to be able to	
		offer alternative <i>times</i> ./ There are <i>lots</i> of (.) 'we'd	
		<i>love</i> tos'./	
	212	At the <i>moment</i> it's running on good <i>will</i> of the	
		services involved and-and <i>some</i> people are	
		more able to do <i>that</i> than <i>others</i> so it's, so it's to	
		be a <i>voice</i> for <i>some</i> of the others on-on the	
		<i>team</i> that felt that this, this is a big <i>issue</i> ./	
	213	Erm and-and <i>also</i> the <i>idea</i> of follow-up, because	
		it would be <i>great</i> to be able to have follow-up	
		meetings for the groups that have just <i>got</i>	
		together./	

5	214	Er so it's, it's around that <i>issue of funding</i> and er I think it's particularly KS isn't it from <i>STEPS</i> [Tier II CAMHS] was <i>talking about, really</i> , whether there was a need to put a <i>bid</i> in for this to <i>actually</i> be organised <i>by</i> somebody who took it all <i>forward?</i> !	
	215	Erm I don't have enough knowledge of budget and <i>finance</i> to <i>know</i> about that	
Ch		Ok	
5	216	but <i>he</i> was quite <i>strong</i> on that.	
9	217	A <i>fantastic</i> idea.	
5	218	You <i>know</i> , so [members of the group talk at the same time]	
	219	I <i>mean</i> it's going really <i>well</i> i-it, you <i>know</i> people are really positive about it.	Funding issues and good-will from services
9	220	But <i>why</i> can't we access this funding <i>year-on-year</i> then, G, <i>why</i> have this <i>set-up</i> thing?	
4	221	Well it's/ (.) I <i>suppose</i> , we <i>could</i> keep on <i>applying</i> for it but it it <i>isn't!</i> at the <i>moment</i> that's not enough to run those groups over the year	
9	222	So it's <i>not</i> enough.	More information about how it will work
4	223	But it's the <i>other</i> work that we've identified <i>from</i> it.	
5	224	We it isn't even just <i>that</i> because <i>actually</i> the services <i>involved</i> are not being <i>paid</i> , there's no <i>payment</i> being <i>made!</i> You see it's <i>something</i> that at the <i>moment</i> is (.) what in the case of my <i>own</i> circumstances is taken <i>out</i> of the other work that I <i>do</i> and that, that's <i>just</i> how it's <i>been</i> for <i>everybody</i> doing it at the <i>moment!</i>	
	225	And so, I was working out it's <i>roughly</i> , we <i>all</i> come for two <i>sessions</i> a <i>term!</i> there's the <i>planning</i> and the <i>delivery</i> and <i>there's</i> the <i>evaluation!</i> but on <i>top</i> of that <i>one</i> agency takes <i>control</i> to (.) be the <i>facilitator</i> , that, that's <i>one</i> (???)!	
	226	G and I did it <i>last</i> term [er [(???)	
4	227	Speech and <i>Language</i> Therapy have <i>done</i> it <i>this</i> term and er C [Tier One CAMHS] er A and T are doing <i>next</i> term!	
5	228	But <i>that</i> means <i>those</i> people are attending <i>every</i> session.	
4		Yeah	
5	229	Erm and linking <i>up</i> with <i>parents!</i> So it is a <i>big</i> <i>commitment</i> , and it's kind of saying ' <i>right</i> this	Not my expertise but

5		has been <i>really</i> good, it's been really evaluated <i>well</i> , where do we <i>put</i> it now?/ Is it time to and you know it's hard to [laughs] it's <i>not</i> my <i>area</i> of- of <i>expertise</i>	the strategy group might help
4	230	But we thought that the <i>strategy</i> group was the <i>place</i> to bring it.	Ch summarises
Ch	231	Well (.) so (.)/	
Ch	232	The <i>point</i> that I <i>think</i> you are <i>making</i> / <i>that</i> I think you're making [spoken quietly]/ the <i>point</i> that you're <i>making</i> is that <i>this</i> is a beneficial piece of <i>work</i> , you'd <i>like</i> it to continue, there are <i>developments</i> that you'd like to see in terms of <i>follow-up</i> and <i>increasing</i> the <i>numbers</i> and changing the <i>times</i> ./	
	233	It <i>does</i> need to be <i>costed</i> and (???) the <i>details</i> might <i>vary</i>	
4	234	Yeah	We would agree
Ch	235	and you'd <i>like</i> that further <i>discussion</i> to take <i>place</i> ./ And I and I think the <i>view</i> of the Autism <i>Strategy</i> Group is that we would <i>agree</i> with you./ <i>That</i> seems to be the	
9	236	It's <i>just</i> identifying some pot of <i>money</i> , that you could possibly <i>get</i> and [appointing the <i>co-ordinator</i> ].	
5	237	Yeah./ It's <i>that</i> type of thing.	
9	238	But on <i>two</i> days a <i>week</i>	
5		Yeah	
9	239	Then <i>you</i> could have <i>somebody</i> that <i>manages</i> that.	
4	240	but it's the <i>delivery</i> that's the [issue	
5	241	[Yeah, yeah	
Ch	242	But <i>in</i> our point of view is <i>that</i> we think should <i>happen</i> and to <i>continue</i> we would <i>like</i> it to <i>continue</i> .	Possibilities
4, 5	243	Yeah, yeah	
Ch	244	It may <i>not</i> do because you <i>may</i> not have the capacity.	Please excuse me to defer when there is some official dialogue
5	245	No, mmm	
Ch	246	So if <i>that's</i> the case then <i>out</i> of this meeting we can <i>discuss</i> with <i>budget</i> holders/ whether that <i>be</i> Community <i>Learning</i> , whether that <i>be</i> the <i>Director</i> , whether that <i>be</i> er <i>other</i> forms of <i>funding</i> /	
Ch	247	Er it may be <i>having</i> to <i>put</i> (.) <i>something</i> in to/ please <i>excuse</i> me/ the way we would <i>do</i> that within the Local <i>Authority</i> is we would <i>put</i>	

Ch	248	something affectionately known as the <i>bid</i> / whereby we might <i>put</i> within the Autism Communication <i>Team</i> (.) a (.) there would be a <i>bid</i> , put in by <i>you</i> ! (1 sec) but <i>you</i> , to the <i>Director</i> that would put five thousand <i>pounds</i> onto your <i>budget</i> / specifically <i>for</i> that as an <i>exercise</i> .	
9	249	Sorry, do you/ thinking out the <i>box</i>	
Ch	250	I <i>know</i> we <i>have</i> to, sorry, sorry, go on <i>D</i> .	
9	251	It was <i>just</i> suddenly/ <i>thinking</i> out the <i>box</i> / (2 secs) we've got a <i>problem</i> with <i>teachers</i> (.) that- that can't <i>afford</i> to (2 secs) <i>acce-access training</i> or don't <i>want</i> to access training or for-for <i>whatever</i> reason they're not buying <i>in</i> training that <i>really</i> we <i>know</i> they need because we're <i>getting</i> all these families <i>saying</i> 'school doesn't <i>want</i> my child <i>there</i> '.	
Ch	252	Right well <i>schools</i> are not <i>short</i> of money to purchase training if they <i>choose</i> to do so.	
9	253	Right well whatever they <i>choose</i> to do with the budget they've been <i>given</i> they're <i>not</i> always putting it in the <i>are-in</i> the area of <i>autism</i> .	Defends stake and view, don't shoot the messenger
Ch	254	Bit <i>its</i>	
6	255	So <i>that's</i> their choice./ But (2 secs) <i>why</i> don't we <i>extend</i> / (3 secs) and <i>don't</i> shoot the messenger who brought that <i>up</i> yeah	
Ch	256	<i>Why</i> don't we <i>extend</i> it <i>not</i> just to <i>parents</i> but to <i>anybody</i> who <i>wishes</i> to gain a <i>better</i> understanding of <i>autism</i> ./ <i>Actually</i> instead of delivering (.) <i>some</i> of the training into school/	
Ch	257	<i>why</i> don't we <i>extend</i> that a-area of six (.) <i>sessions</i> that's on a rolling <i>programme</i> if we could actually <i>find</i> some way of <i>funding</i> it,	
Ch	258	Thank you	
6	259	and <i>keeping</i> it quite <i>secure</i> that <i>then</i> whole schools can link <i>into</i> that so that's <i>extending</i> the-the <i>base</i> .	
5	260	You could, you could <i>extend</i> the idea./ This is <i>very</i> parent centred. Yes (???)	
6	261	The <i>material</i> that we're <i>using</i>	
5	262	<i>Careful</i> C	
Ch	263	Because <i>life</i> isn't just about <i>school</i> .	
5	264	No	Issues at home
6	265	<i>It's</i> about the issues that come up at <i>home</i>	
5	266	Yes	

5	267	and <i>that</i> was an identified <i>gap</i> that we were trying to <i>meet</i> erm	
	268	But if you <i>look</i> at the Early Bird <i>Plus</i> that was <i>modelled</i> there is, there was scope within Early Birds <i>Plus</i> for <i>family</i> to take <i>more</i> .	
4	269	School [representatives	
5	270	[School representatives./ We haven't gone there even though one, one family <i>did</i> bring somebody [laughing]	
4	271	[Laughs] Yeah, but	
5	272	again so we didn't even <i>look</i> at that, because we were <i>wanting</i> to get to <i>families</i> .	
4		Yes.	
Ch	273	I'm sorry I'm, we've got <i>five</i> minutes left.	
4	274	So <i>that's</i> where we are on <i>that</i> .	
9	275	But it was just the <i>idea</i> that if you're <i>really</i> gonna pool funding and if we're <i>really</i> gonna think <i>big</i> then you could add a <i>number</i> or things in it	Are you really going to go forward? (questioning commitment)
6	276	Yeah	
Ch	277	<i>The</i> I think that's a <i>wider</i> issue for our <i>training sub-group</i> , that's <i>all</i> , and so <i>forth</i> , etc./	
	278	<i>The issue</i> around <i>here</i> is that <i>if</i> in <i>fact</i> there is more funding <i>required</i> / are you <i>with</i> me/ then <i>out</i> of this meeting, then we need to have discussion with budget	Need discussion with budget holders
4	279	[Yeah	
Ch	280	[holders in order	
5	281	Yeah	
Ch	282	to try and <i>refine</i> that.	
13	283	<i>Whose</i> given the budget <i>now</i> ?	
5	284	There isn't a <i>budget</i> .	
Ch	285	Community <i>Learning</i>	
13	286	Community <i>Learning</i> ?	
Ch	287	Community <i>Learning</i> are the basis for the	
13	288	Is that from the <i>council</i> , or?	
Ch	289	It <i>is</i> it's the erm it's, it's <i>external</i> funding./ R [LA] receives considerable <i>monies</i> for er (.) <i>adult</i> education, community <i>learning</i> / and it's <i>money</i> that comes <i>in</i> to R and then its been <i>deployed</i> by the/ <i>because</i> we're working/ obviously, in <i>my</i> tiny head/ with <i>members</i> of the community and learning, their <i>development</i> / so <i>that's</i> why we've been able to, G has <i>skil-very</i> skilfully, <i>hooked</i> that onto that <i>funding</i> source.	
13	290	I-I feel <i>all</i> our department, I mean CDC from (???) point of <i>view</i> , what you are doing is like a	

13		<i>management of the parents, a managing the child through the parent/ so why PCT and other health, [why are they not contributing?/ And the, and the schools also and the education is also/ I feel education, health, PCT all should help contributing here, because actually I feel you're managing the children though the parents/ very important piece of, you know, of management.</i>	Managing parents and schools help with managing the child
5	291	<i>[(???) and-and-and the agencies that are involved are all from all</i>	Why not health?
13	292	<i>The agencies, all are contributing the council, education and health./ PCT for example.</i>	
Ch	293	<i>Please excuse me erm I'm sorry I'm trying to finish this meeting at one, so I'm going to stop that discussion./ Was there anything else you wanted to?</i>	
4	294	<i>No I-I-I just felt that, well we felt (???)</i>	
Ch	295	<i>What I'm going to do now is, I'm going to address the question I've raised earlier about locality teams./ And I'm going to delay (2 secs) til the end (.) the items six and seven [moves papers]/ I'm (.) just doing this I'm sorry./</i>	Takes control to finish agenda I am sorry – need to do it as part of own agenda
	296	<i>Straight on to Any Other Business about locality services./ I'm going to be, try to be brief on this./ Er The Children and Young People's Services have reorganised Social Care, Health Visitors, Welfare Service and the whole of Education has been reorganised into different o-o into a different structure/ and they have introduced seven locality teams./</i>	Describes what is happening in detail: locality teams
	297	<i>Erm and each one of those locality teams has got a-a number of Social Workers, Health Visitors and other agencies./ So that's how they, and they're having/ they're being pulled together under locality managers and team leaders/ it's a reorganisation for Children and Young People's Services./</i>	
	298	<i>That's taking place as we speak and (.) is rolling out so that these teams have been formed, people have been appointed, buildings are being built, people are being put together./</i>	
	299	<i>Now (3 secs) erm the (.) parents of children with an ASD diagnosis obtain social worker assessments./ Now (.) if that means contact with the children's Disability Service/ which is the team that MN heads up and is now managed by</i>	

Ch		PR within the <i>Borough Wide Services</i> , this is the <i>organisation</i> ! (.) t-erm (2 secs) then the <i>processes</i> for <i>that</i> are the <i>same</i> as they always <i>have been</i> ! in the <i>sense</i> that a referral can be <i>made</i> (.) to the Children's Disability Team, <i>colleagues</i> form M's team hold a/ go out and take the <i>visit</i> and then deal with <i>that</i> !.	Management personnel
	300	And <i>that</i> is I think <i>part</i> of the issue about (.) the <i>label</i> and the <i>diagnosis</i> ! And <i>that's</i> where it comes back <i>in</i> .	
6	301	<i>That's</i> currently not <i>happened</i> .	
9	302	They're being told that <i>their</i> child has <i>not</i> got a physical disability	
Ch	303	Right	
9	304	they <i>do not</i> fit into the <i>category</i> (.) of the Children's Disability Team.	
Ch	305	Right, but they <i>do</i> , they <i>do</i> if the young person has a diagnosis of <i>autism</i> .	
9	307	(2 secs) It's <i>not</i> happening that way, for <i>some</i> parents.	
6	308	<i>That's</i> why, that's <i>why</i> I'm bringing it S, because it currently <i>is</i> not happening! From, from <i>what</i> I've been <i>told</i> .	
9	309	Yeah.	
Ch	310	So, there's <i>two</i> elements to that <i>question</i> ! One is the explanation of the <i>locality services</i> , [which I've previously <i>done</i>	
6	311	Yeah, yeah (.) <i>thank</i> you	
Ch	312	and then there is (.) the <i>question</i> that you're <i>raising about</i> [access	
6	313	[access to a social worker <i>assessment</i> .	
Ch	314	which/ (.) <i>right</i> , well (.) and <i>that's</i> Children's Disability Team and social work assessment [as <i>opposed</i> to	
6	315	[well <i>it's</i> (.)	
9	316	[the thing <i>is</i>	
5	317	[it could be, it <i>depends</i> on your <i>label</i> , it would <i>depend</i> on your <i>label</i>	
9	318	As a parent! <i>Can</i> I (.) have a (.) <i>two</i> minutes?	
5		Yes	
9	319	As a <i>parent</i> , you're, you're <i>struggling</i> , whatever, you want financial <i>assistance</i> , you <i>ring</i> social services	
Ch		Right, [yeah	
9	320	[If you're able to <i>do that</i> / you <i>then</i> say, my child's got a label <i>of</i>	Please can I have an input as a parent

Ch 9	321	yeah ASD, <i>autism</i> , whatever your diagnosis <i>is/</i> then, and then if <i>you</i> say (.) <i>that</i> me-puts my <i>child</i> (.) as a <i>disabled</i> child	You have to say your child is disabled
Ch 9	322	Yes <i>you then</i> get put straight <i>through</i> (.) to the Children's Disability Team who <i>then</i> (.) somehow do an assessment	
Ch 9	323	Yes on occasions not <i>with</i> the child and family, and then pass back to you (.) that actually <i>your</i> child doesn't fit <i>into</i> our criteria because they <i>haven't</i> got a physical <i>disability</i>	
Ch 9	324	Right we <i>deal</i> with children with far <i>greater needs</i>	Parents feel Crushed  Depends on how it is put by parents       Parents say thank you – grateful to authority
Ch 9	325	Right than <i>yours./</i> Ho-that makes the parent and the family feel ' <i>right</i> '	
6 9	326 327	[and that's <i>wholly</i> crushing [yeah, <i>but</i> it's <i>accessing./</i> I've said to the pers- I have the <i>ability</i> to say to the person on the <i>phone,</i> 'Oh well I must have got the wrong <i>team</i> then./ Will you put me <i>through</i> to a <i>person</i> that will help <i>me</i> and my <i>family./</i> We have a child with <i>autism?/</i>	
	328	So they put me <i>again through</i> (.) to the disability <i>team</i> (.) 'cos I said <i>autism./</i>	
	329	It took <i>me</i> three <i>months, personally,</i> but <i>other</i> people are having [difficulties [ <i>some</i> difficulties.	
Ch 9	330	<i>accessing</i> the <i>services</i>	
Ch 9	332 333	Right because <i>then</i> when I get in <i>through</i> to the Children's Disability <i>Team</i> they <i>aren't</i> offering the <i>alternatives/</i> or (.) in <i>my</i> experience of <i>feedback</i> they're <i>not</i> being offered the alternatives.	
Ch	334	So, <i>that's</i> [the <i>conversation</i> which we're, we're <i>timetabling in.</i>	
6,9 Ch	335 336	[Yeah, yeah, yeah. It-it-it <i>that</i> discussion./ <i>Is</i> there, does <i>that</i> make sense?	
6,9 Ch	337 338	Yeah, yeah Ok./ <i>Thank</i> you.	
9 Ch	339 340	<i>Thank</i> you. Do <i>you</i> want to say anything [to 5]	

5	341	No I'm just (.) [ <i>supporting</i> that.	
Ch	342	[ <i>Supporting</i> that, ok./	
	343	<i>Right</i> , erm (3 secs) we've <i>dealt</i> with <i>that</i> ./ G, you've talked about (.) <i>Education</i> Trusts, if you want to. [Have I got that right?	G introduces new Trust
4	344	[I <i>did</i> , yes./ I-I really just <i>wanted</i> to make people aware/ I don't know just how much people <i>know</i> about this, but/ (2 secs) erm (.) that there is a new (.) <i>organisation</i> (.) erm called the [ <i>Autism</i> Education Trust.	
6	345	[Mmm mmm was there a the recent meeting in H, G?	
4	346	I <i>went</i> to the roadshow in H./What-what what's <i>happened</i> is the er the AEP (.) was given <i>funding</i> from the Department from <i>Children's</i> , <i>Schools</i> and <i>Families</i> last <i>November</i> ./ and erm to <i>look</i> at erm <i>basically</i> , <i>provision</i> and to (.) <i>get</i> views of <i>parents</i> , <i>professionals</i> , <i>whatever</i> ./	
	347	Without <i>labouring</i> it/ when I <i>went</i> to the/ I <i>brought</i> , I've got a <i>copy</i> of the yes, this is the <i>presentation</i> ./ and (.) I just <i>found</i> it sort of quite an <i>exciting</i> piece of <i>work</i> that I think is <i>going</i> to be very <i>important</i> ./	Exciting piece of work
	348	And they were <i>asking</i> if people wanted to express an <i>interest</i> from different <i>authorities</i> ./ whether, you <i>know</i> to, to, to <i>do</i> so erm [papers get passed round]	
	349	And what I was <i>going</i> to say was I-I I would be very <i>happy</i> ./ but I don't (.) <i>need</i> to be the <i>one</i> but to <i>put</i> myself forward just to keep <i>abreast</i> of	
Ch	350	Ok	
4	351	things./ I <i>don't</i> think it's (.) it's <i>not</i> going to be <i>onerous</i>	Would like to be the one
Ch	352	It would <i>seem</i> to me that you would be <i>entirely</i> (.) suitably <i>placed</i> to be (.) the <i>authority's</i> (.) <i>representative</i> [laughs] on that <i>link</i> .	Defends position wanting to do that
4	353	And I would be happy to just to be <i>that</i> ./ It's <i>not</i> going to be on any <i>steering</i> group or anything, but <i>just</i> to (.) <i>get</i> the <i>information</i>	
Ch	354	And <i>if</i> in <i>fact</i> something <i>crops up</i> where you might need (.) <i>parental</i> , <i>colleagues</i> , that would be <i>helpful</i> , <i>wouldn't</i> it?	
4	355	Yes./ <i>Is</i> that	
Ch	356	<i>That</i> would be <i>fantastic</i>	
4	357	is that <i>ok</i> ?	
Ch		Yes	

4	358	It was a <i>very</i> interesting day actually, so [members of the group talk together]	
Ch	359	Ok./ Can I just <i>check</i> ./ (2 secs) Any other business that I've <i>missed</i> , J, or anybody <i>else</i> ?	
5	360	Can I just bring <i>one</i> little thing up that I've just <i>remembered</i> ?	
Ch	361	Yes, of <i>course</i> .	
5	362	I'll be very <i>quick</i> ./ G and I <i>met</i> up with RN who is the <i>er newish</i> NAS [National Autistic Society] regional <i>representative</i>	NAS rep meeting
Ch		Right	
5	363	who is <i>very</i> (.) easy to <i>communicate</i> with etc <i>etc</i> / and we were talking <i>about</i> (.) <i>things</i> that are going <i>on</i> in R, and she's <i>keen</i> to get a handle on what's going <i>on</i> in different <i>authorities</i> /	
	364	and wondered if she would be able to <i>come</i> to <i>one</i> of these strategy group <i>meetings</i> ./ Now it's <i>just</i> to ask whether that's <i>appropriate</i> , and if it is <i>appropriate</i> , <i>can</i> she be <i>invited</i> ?	
Ch	365	Ok./ For my, for <i>my</i> in <i>my</i> shoes she's <i>more</i> than welcome (.)/ and if she can <i>help</i> us to (.) <i>improve</i> our work in R, that would be <i>great</i> .	My point of view, more than welcome
	366	And and <i>they've</i> got lots of things that they <i>offer</i> Mmm	
4			
5	367	that people <i>might</i> not be aware of, so./ Can we <i>do</i> that/ <i>have</i> we got her e-mail?	
4	368	<i>Might</i> have, yeah	
5	369	I'll <i>pass</i> that across to J, to [quiet talking from several group members].	
Ch	370	Ok./ (4 secs) erm for a <i>sense</i> of <i>completion</i> , can I have a <i>minute</i> ?	
8	371	<i>Which</i> one would you <i>like</i> ? [several group members quietly laugh]	
Ch	372	I have got a <i>copy</i> of something called <i>Adults with Autism Bill</i> and I'm <i>ever</i> so happy to <i>circulate</i> it./ It's second <i>reading</i> goes to the House of <i>Commons</i> on the seventeenth of <i>October</i> ./ (2 secs) The <i>full</i> consequences I'm <i>not</i> entirely <i>sure</i> , but I'll <i>just</i> read you the final <i>statement</i> ./ (.) It's <i>general</i> information is it <i>talks</i> about <i>autism</i> and refers to the <i>entire</i> autism <i>spectrum</i> (.) <i>including</i> , without <i>limitation</i> , <i>asperger's</i> syndrome./	Adults with autism bill (wanted a minute)
	373	It (.) <i>all</i> I'm <i>saying</i> , it-it/ I'm <i>happy</i> to <i>circulate</i> it, I want people to be <i>aware</i> of it/ it's <i>not</i> directly within our <i>remit</i> , but I think it has <i>implications</i> for	Entire autism spectrum including asperger's

Ch		(2 secs) erm the <i>thinking</i> around autism in, in <i>government</i> .	without limitation
4		Yeah	
Ch	374	So, if I may <i>gently</i> I'll <i>pass</i> that round./ And, and I'm pretty <i>certain</i> / I'll <i>stop</i> in a minute (4 secs) [looks through papers] colleagues have had <i>copies</i> of, in the <i>past</i> , but I might have had a <i>sleep</i> (1 sec) All Party Parliamentary Group on <i>Autism</i> ?	
5	375	I <i>still</i> have a copy of that.	
Ch	376	Because I think it's been discussed here <i>before</i> but I'm looking at <i>faces</i> and they [ <i>don't</i> indicate that's the <i>case</i> .	All party parliamentary group
5	377	[We brought it up [whisper]/ <i>yeah</i> , we brought it up [louder] (???) it can <i>be</i> / well, if you <i>got</i> it (???)	
Ch	378	Right, <i>thank you</i> ./ And the <i>date</i> of our next <i>meeting</i> looks like the fifth of November, 2008 [group members talk together and laugh]/ and on our agenda for next <i>time</i> (3 secs) if I <i>may</i> / I think we've <i>got</i> (2 secs) amongst <i>other</i> things, a <i>resource</i> update (.) from <i>me</i> ./	
	379	A big pic, are you <i>with</i> me, a <i>list</i> of all the stuff that I can <i>remember</i> that gets (.) put <i>in</i> ./ I would <i>quite</i> like to ask <i>P</i> (.) <i>R</i> to <i>do</i> a presentation on something called <i>Aiming High</i> ./	Agenda for next meeting set by Ch
	380	(6 secs) We would <i>also</i> (.) be able to report on a <i>fu-future</i> meeting (2 secs) erm around <i>asperger's</i> and <i>autism</i> and <i>labelling</i> and access to social work <i>provision</i> ./	
	381	(7 secs) There's, there's <i>yeah</i> (.) social work <i>provision</i> / then there's <i>the</i> social work, there's the social <i>group</i> and (.) the <i>training</i> (.) and the extend- the (2 secs)	
8	382	<i>parent's</i> group	
Ch	383	the <i>parent's</i> group./ I'm sorry I'm <i>not</i> just doing, I'm not doing <i>Matters Arising</i> in <i>advance</i> here but I <i>want</i> to make sure that I've <i>got</i> those five <i>big</i> points./	
9	384	And the <i>Parent Partnership</i> single point of <i>access</i> .	
6		Mmm	
Ch	385	Tell me <i>again</i> , D.	
9	386	<i>Feedback</i> from <i>Parent Partnership</i> , single point of <i>access</i> , the meetings that we've been <i>having</i> with <i>PW</i> .	Tell me again- parent wants to put on

APPENDIX V

Ch	387	Ok	different agenda item
9	388	<i>If</i> that's alright.	
Ch	389	Yeah.	
9	390	There <i>might</i> not be a lot to <i>feedback</i> .	
Ch	391	No, that's <i>fine</i> .	
9	392	We could move <i>further</i> but (???)	
Ch	393	Thank you <i>ever</i> so much for your <i>patience</i> and I'm <i>sorry</i> I've let this meeting run over ten <i>minutes</i> [group members laugh and start to talk to one another]	
		[Recording stops]	deference

\* Line numbers over 1000 are in purple

## APPENDIX V

### Gestalt narrative summary: Joe

This is a story in which I feel Joe wants to give away his character to other people to describe, such as his family and his teachers. He finds it hard to talk about what he thinks about himself. However, underneath the layers of what others are thinking and doing he describes himself as the imperfection in the worlds of others who would like their worlds to be perfect. He sees himself as being a lot to put up with, scared and anxious. He wants to understand autism better as he feels this is what creates his difficulties. However he also recognises some of the same things in those around him, but he does not want to upset people by saying this. He thinks it would frighten them.

Joe desires to help people understand him but when he is ignored he feels hurt, so he finds it hard to risk sharing the information he wants them to have. He knows that he becomes anxious when he is under pressure and finds it hard to process information. He knows that he can be difficult to be with but it makes him sad when people shout at him. The frustration that arises is like a star dying. He feels that he stands out as different, when he really wants to achieve success. Joe wants people to respond to his differences and to help him but he also wants to be the same as everybody else.

Joe so wants to have friends and to know whether people really are his friend, but the autism seems like a barrier to making friends and having a girlfriend, and he feels the autism *is* about him. Friends described him as weird *before* they knew he had a diagnosis. Joe does not think he is good at reading minds but in this story I thought Joe was insightful. He saw how, for those who wanted their own worlds to be perfect, it was hard for them to accept or to understand an imperfection like him. Yet he also knows how many ordinary people can and do understand him.

Joe feels that some family members and teachers either do not care, cannot be bothered or do not know *how* to understand him. Joe realises how scary understanding can be, and he worries about what he says because he knows it might offend or upset people. Even though he understands why people become frustrated with him it does not stop the hurt he feels at their reaction. He has learned who to go to for help and who it is safe to talk to. He is comfortable around people who say they are a bit mad or crazy. He even laughs at humour that makes fun of people, as do his friends.

I can see how Joe wants people to help him to be the same and that involves family, school staff and friends showing sensitivity to his needs, and that also means them wanting to understand his differences. For Joe these are all about the autistic spectrum. Yet my contribution to the story has been to keep telling Joe that his problems with friends and tests are similar for people who are not on the autistic spectrum. It has been to make the autistic spectrum and OCD less different, and more the same.

### Gestalt narrative summary: Edward

I think that in Edward's story his identity is strong and defended firmly. Edward knows that he is popular, confident and he is friends with everybody. He likes feeling that he is unique and an individual. He loves life. It is his world view and that of his friends that it is good to be different, an 'Apple Mac' rather than 'Windows', woolly and liking routines rather than being 'grey', heading towards old age. Those who think otherwise, who become part of groups that try to be the same, he finds funny. He will join a group, but not totally.

Edward's view of his diagnosis of asperger's syndrome is that it is only aspect of of himself. He likes it as it has a function. It helps him be different and it gives an explanation to who he is. He knows that he can get help through people knowing about the diagnosis and it enables him to understand other people. However, Edward is keen to say that it does not affect him that much and it is not obvious he has it. He has not sought to understand it and he does not broadcast that he has it to others. He knows that it can have negative associations, as though something is wrong with him, and this would make him vulnerable.

Edward sees those who do try to put people in groups as illogical, as plenty of people need different kinds of help. Edward finds many things people do around him make little sense. He shares this view with others. For example, when his mother and sister use sayings and when school staff tell lies, such as that you need French to get a job. However, he has a clear perspective about life that different things simply happen, and that problems are often exaggerated. People need to have their needs identified, like ADHD, so they can get the right help but it should not be a big issue. It is more important to know the person. Edward does not like to feel that his life is being predicted or controlled because he is in a certain category.

I made a connection with many of Edward's views, and I shared with him my own experience of my son having an autistic spectrum diagnosis. However, Edward was firm in saying that having asperger's syndrome was part of his character, resisting my suggestion that it could sometimes be a diagnosis that was no longer needed in adulthood. It did not really feature in Edward's plans for the future, however.

Edward's story is permeated with a rich analysis of the motivations and behaviour of others. Sometimes he is amused by the actions of others, sometimes he is saddened by them. His distanced descriptions challenged my understanding of theory of mind, because Edward seems skilled in being able to step outside situations to work them out from others' perspectives.

Edward's story seems to be about a young man who celebrates being different. This fits within the world view he confidently holds and shares with many of his friends. Asperger's syndrome is part of that difference, but Edward argues that it is not the only part. For Edward, the world is full of differences and the only problem is the faulty logic of people who start seeing categories and not people, even though the categories might have their uses.

**APPENDIX VI**  
**Raw Transcript: Feedback Interviews**

**Transcript: Interview feedback interview with Joe January 2009**

Speaker	Line	
C	1	So, what did you <i>think</i> , then <i>first</i> of all to the- my version of (.) your [story?
J	2	[What I'd (.) said?
C	3	Yes
J	4	What you'd <i>put</i> in the (.) thingy?
C	5	Yeah
J	6	You did <i>well</i>
C	7	<i>Well</i> , did you think <i>that</i> was-was
J	8	Well, you <i>didn't</i> really perceive me of as a <i>thickol</i> so <i>that's</i> quite good
C	9	<i>Oh</i> I <i>didn't</i> (.) [no
J	10	[That's <i>good</i> / erm (2 secs) I mean you've <i>obviously</i> written it as <i>how</i> I <i>said</i> it/ <i>which</i> was <i>true</i> .
C	11	<i>What</i> about the er (1 sec) you know the <i>story</i> part of it er, I sort of did a <i>summary</i> of how I (.) <i>saw</i> things./ Can you <i>remember</i> , we-did you read [(???)
J	12	[Sort of a <i>diary</i> ?
C	13	Did you <i>read</i> , <i>kind</i> of that-that <i>does</i> sound like <i>me</i> ?
		The recording stops for an interruption.
C	14	When I <i>asked</i> you the question ' <i>how</i> do you see yourself' you found it very <i>difficult</i> .
J	15	I <i>do</i> find it difficult to summarise myself (3 secs)/ yeah, it's like walking through <i>treacle</i> ./ I <i>mean</i> (.) it's very <i>hard</i> to do it (.) sometimes <i>impossible</i> ./ And <i>that</i> was quite impossible.
C	16	And (.) and <i>that</i> was the picture I <i>got</i> , and you sort of <i>said</i> 'well, you need to ask <i>other</i> people' <i>what</i> they think about you.
J	17	It's <i>good</i> if other people if other people <i>summarise</i> (.) <i>what</i> they think of me because it <i>helps</i> / although this <i>sounds</i> , this <i>sounds</i> sort of (.) <i>lamel</i> / it's, it s (3 secs) it just helps me think about <i>how</i> I think about <i>me</i> , what other <i>people</i> think about me.

C	18	From <i>my</i> perspective it <i>felt</i> like (1 sec) you, in a way/ (.) <i>this</i> was about you and your <i>identity</i> , who you <i>are</i>
J	35	
J		Hu-hmm
C	19	You're still coming, working <i>out</i> who you think you <i>are</i>
C	38	
J	20	<i>That's</i> right./ Other <i>people</i> paint the picture <i>for</i> me
C	21	<i>Exactly</i>
J	22	and I'm more <i>bothered</i> about what <i>other</i> people think, other people's <i>views</i> / [laughs] <i>not</i> necessarily other people's <i>intentions</i> but other people's <i>views</i> / (.) which <i>helps</i> me paint my picture.
J	39	
C	23	Or <i>stops</i> you from painting [your picture
J	24	[Or <i>stops</i> me from painting (.) it <i>depends</i> who it <i>is</i> , really, who gives me the <i>opinion</i> .
J	41	
C	25	So <i>that's</i> that was <i>part</i> of what I was saying about what I <i>sensed</i> (.) from what <i>you</i> were <i>telling</i> me?
J	43	
J	26	Correct
C	27	<i>Oh</i> good [quiet]
C	44	They <i>ought</i> to give you <i>the</i> er [clicks fingers] (1 sec) what is it the er <i>doctoral</i> certificate
C	28	[Laughs} Yeah the er
J	29	<i>Not</i> qualification, <i>obviously</i> , but
C	30	But I <i>didn't</i> want you to be <i>upset</i> that, you <i>know</i> I was thinking if I read <i>that</i> / but <i>then</i> (2 secs) I <i>think</i> that (.) <i>seemed</i> to be what you were saying to me.
J	45	
C	46	
J		Yeah
C	31	Erm (3 secs) the, the <i>other</i> part of it was erm, the thing that you <i>did</i> seem to identify with, was, was the <i>asperger's</i> / as <i>though</i> you, it was almost as <i>though</i> you <i>were</i> / (1 sec) <i>that</i> was <i>becoming</i> part of how you felt you <i>were</i> / was <i>important</i> .
J	47	
C	48	
J		Yeah/
C	32	<i>I'd</i> / hang on where <i>are</i> we now? So, the asperger's seemed to be important to you/ and the <i>sci</i> -you know the <i>sci</i> -you were <i>interested</i> in the <i>scientific</i> versions of
J	50	
J	33	Oh <i>yeah</i> , I'm a <i>scientist</i>
C	34	<i>Yeah</i> / erm (2 secs) and I <i>think</i> (.) in a way it's seen as a <i>pathology</i> , it's <i>seen</i> as though there's something <i>wrong</i> with you if you've

		got it [intakes breath]
J	35	Well <i>really</i> there <i>isn't</i> necessarily anything <i>wrong</i> with me it's like (.) a <i>variation</i> of
J	36	normal/ I'm <i>normal</i> transferred into a <i>new</i>
		normal.
C	36	If there <i>is</i> such a thing as normal.
J	37	<i>Everything's</i> normal./ Even <i>weird</i> things are
		<i>normal</i> .
C	38	So, what I'd sort of said about <i>you</i> is (.) that
		in <i>some</i> ways you're (.) <i>looking</i> at th-this
		version of <i>asperger's</i> which is it's, it's a
		<i>disability</i> , there's something <i>wrong</i> with you
		but on the <i>other</i> hand
J	39	It's <i>normal</i>
C	40	you've (.) got this other <i>story</i> that you <i>could</i>
		have/ and you, you [there's a bit of <i>confusion</i>
J	41	[I'm <i>both</i>
C	42	but that, that's not just for <i>you</i> , that's for a <i>lot</i>
		of people
J	43	who <i>struggle</i> to understand, to get (.) a <i>grip</i>
		of it, really.
C	44	Yeah/
		So that was <i>part</i> of it./ Now, I've <i>added</i> to it a
		<i>little</i> bit, over Christmas, because I think
		there's something <i>else</i> going on for <i>you</i> , you
		know and <i>that</i> is, you know <i>school</i> forms a
		<i>story</i> for people doesn't it?
J	45	Yeah, what <i>happens</i> at school.
C	46	And the <i>thing</i> about <i>school</i> er from the
		<i>government</i> as well/ another <i>story</i> , or a
		<i>repertoire</i> , a <i>story</i> erm that (.) of <i>standards</i>
		and <i>results</i> ./ This is what you should <i>do</i> at
		<i>school</i> , and it's about <i>achievement</i> ,
J		Yeah
C	47	and I felt that you are <i>constrained</i> , you are (.)
		put under <i>pressure</i> by that <i>story</i> as well.
J	48	What by the <i>fear</i> of (1 sec) people <i>making</i>
		me get <i>results</i> ?
C	49	Just, it's <i>what</i> you're telling <i>yourself</i> because
		<i>that's</i> the message you hear <i>around</i> (.) in
		<i>school</i> ./ What do you <i>think</i> ?
J	50	Well it's <i>true</i> ./ <i>Generally</i> teachers bring
		<i>selfishness</i> into a new <i>light</i> ./ they <i>use</i> their
		own (.) <i>selfishness</i> to other peoples'
		<i>advantage</i> .'Cos they like to feel really <i>good</i>
		for getting really <i>good results</i> ./ If you <i>get</i> what

	71	I <i>mean</i> ? So the <i>teachers</i> feel good for getting good results and so do the <i>kids</i> ! Are you getting-are you <i>getting</i> that?
C	51	Yeah, yes./ I <i>think</i> so./ But so <i>how</i> does that impact on <i>you</i> ? Because I felt that <i>did</i> impact
	73	Oh y-because I don't like being forced to get good results./ Because I've been <i>forced</i> to get good results in the <i>past</i> and I've got really (1 sec) <i>terrible</i> results, before./ It's been (.)a <i>pressure</i> .
	74	
	75	
	76	
	77	
	78	
	52	You <i>know</i> what you were saying about <i>exams</i> and (.) you <i>don't</i> want to let them <i>down</i> , but you <i>don't</i> want them <i>near</i> you to <i>help</i> you, because that puts you under <i>more</i> pressure
	79	
	80	
	81	
J	53	Yeah, it <i>does</i> put a lot of <i>strain</i> (1 sec) on the <i>brain</i> .
	82	
C	54	So have I <i>been</i> ?/ You're <i>quite</i> in- in <i>agreement</i> really with what I've put.
	83	
J	55	Oh <i>yeah</i>
C	56	Ok
J	57	I <i>don't</i> want you to <i>fail</i> this course.
C	58	[Laughs] I don't want you to say 'yes' because you want to agree/ if <i>you</i> think that
	84	
J	59	No, it's <i>true</i>
C	60	I've got it <i>wrong</i> , I need you to <i>tell</i> me./ If-if you're not happy [with [I will <i>tell</i> you if there is something <i>wrong</i> .
	85	
C	61	<i>Right</i> , ok.
J	62	Like with you're, you're <i>view</i> of your <i>identity</i> [Joe points to a picture behind my ahead of a member of staff]
	86	
	87	
C	63	Mrs L? [I start laughing]/ That is <i>wrong</i> , isn't it?
	88	
J	64	That is <i>wrong</i> [laughing]
	89	
	90	Recording is interrupted again.
	91	
C	65	<i>Shall</i> we record this? [Laughs]
J	66	No <i>don't</i> (.) when, when you put (.) and it <i>stops</i> me having a <i>girlfriend</i> (.)/ which is <i>true</i>
C	67	No, I think <i>you</i> think it does.
J	68	Yeah (1 sec)./ <i>Maybe</i> just a <i>bit</i> though, I'm er (.) spotty.
C	69	So it <i>might</i> not be entirely to <i>do</i> with (.)
J	70	Probably

C	71	But a <i>lot</i> of people your age <i>are</i> , have acne <i>don't</i> they?/ It <i>clears</i> up.
J	72	I'm <i>just</i> a poor boy mistaken for a homosexual
J		
C	73	Oh (???)
J	74	I <i>am</i>
C	75	<i>Joe</i>
J	76	sometimes, and I'm <i>not</i> even <i>effeminate</i> .
C	77	(2 secs) No you're <i>not</i> .
J	78	It's because of my quirky little <i>ways</i> (.)/ <i>people</i> need to find a new <i>word</i> ,
C	79	Well they <i>do</i>
J	80	like <i>normal</i> [laughs]
C	81	and <i>maybe</i> (.) it's [ <i>about</i> as other people grow <i>up</i> , isn't it?/ And <i>start</i> being a bit more <i>mature</i>
J	82	[(???) yeah./ That's the <i>shame</i> with the world our age.
C		Mmm
J	83	People aren't <i>mature</i> enough, to be able to <i>deal</i> with things./ But
C	84	I've <i>reached</i> another <i>conclusion</i> to <i>do</i> with that, I'll tell you in a <i>minute</i> when you've read <i>that</i> .
		Joe reads some of the <i>gestalt</i> narrative and asks me to summarise some of the sections
C	85	Well the <i>first</i> part is (.) [what we've already <i>talked</i> about
J	86	[What we've already <i>talked</i> about
C	87	You <i>don't</i> want to (2 secs) er (.)/ but you <i>think</i> autism creates some <i>difficulties</i> for you.
J	88	Yep
C	90	You <i>recognise</i> it in other people but you don't want to upset them by <i>saying</i> it/ 'cos you think it would <i>frighten</i> them.
J	91	Yep
C	92	[Intakes breath] Er (.) you <i>want</i> to help people understand you but if they <i>ignore</i> / when they <i>seem</i> to <i>ignore</i> what you're saying that <i>hurts</i> you (.) and sometimes you don't want to <i>risk</i> saying it./
	93	Er [intakes breath] you get anxious, when you're under <i>pressure</i> ,
J		Yeah

C	94	you find it hard to process <i>information</i> ?/ And you said it's like a star <i>dying</i> .
J	95	<i>Yep</i>
C	96	It makes you <i>sad</i> when people <i>shout</i> at you.
J	97	I don't <i>like</i> it.
C	98	Erm (.) <i>you</i> feel that you stand out as <i>different</i> ./ But you <i>want</i> success and I've <i>added</i> to that a <i>bit</i> about (.) <i>schools</i> and what they <i>tell</i> people that they need to do (.) to be successful.
J	99	Sometimes they don't <i>always</i> listen./ They <i>do</i> sometimes.
C	100	When er I've written it up in more <i>detail</i> I've talked a lot about I think there's some conflict <i>in</i> you about being (.) the <i>same</i> (.) as other <i>people</i> but being <i>different</i> to other people as well.
J	101	It's <i>nice</i> to be different./ It's like a <i>breath</i> of fresh <i>air</i> [that doesn't make (.) any <i>sense</i> .
C	102	[But (.) it <i>does</i> (2 secs) but in <i>some</i> ways ( 1 sec) I feel, from what you were <i>saying</i> (.) in your <i>narrative</i> is that <i>you</i> erm (4 secs) you, you fa-fall <i>into</i> that <i>teenage</i> (.) thing, as <i>well</i> ./ You <i>want</i> to be it, but you <i>don't</i> want to be it.
J	103	Mmm./ I don't <i>call</i> myself a teenager I call myself a young <i>adult</i> ./ Because, I don't <i>want</i> (.) to be a <i>teenager</i> but I'm not ready to be an adult yet so I'm a <i>young</i> adult.
C	104	Mmm./ You <i>know</i> like whey you were, when you and <i>Edward</i> were talking <i>together</i> and you were doing some, the <i>joke</i> thing
J	105	I <i>like</i> jokes
C	106	and about <i>laughing</i> at (.) but, but a lot of <i>teenage</i> humour is about <i>laughing</i> at other <i>people</i> / and <i>yet</i> you're really, you're the <i>victim</i> of that in some [ways
J	107	[In <i>some</i> ways
C	108	So it's, there's sort of a bit of <i>conflict</i> that's going <i>on</i> because you <i>like</i> to do it, because <i>that's</i> what everyone <i>else</i> does.
J	109	[Laughs] My mum's friend <i>D</i> is also the victim of <i>teenage</i> bullying, [in some ways [continues to laugh]
C	110	[/s he? Oh <i>is</i> he? [Interrupted talk]
C	111	What <i>else</i> have I put?/

	112	I've put that I think (.) you're <i>insightful</i> ./ And that means that y-somebody with <i>asperger's</i> , according to, you know, the triad of <i>impairment</i> (.) <i>thing</i> , isn't meant to have very good theory of <i>mind</i> ./ Isn't meant to understand what other people are <i>thinking</i> ./ But I think you're <i>very</i> insightful, I think you're <i>very good</i> at [thinking,
J	113	[I see straight <i>through</i> people
C	114	you <i>do</i> [know
J	115	[ <i>like</i> when I was having an argument with my dad the other day/ 'cos, 'cos we're <i>having</i> a bit of trouble at the minute.
C		Right
J	116	<i>Yeah</i> XXXXXXXXXXXX [Joe asked me to delete this sentence]
C	117	Right
J	118	and we were having quite a big <i>argument</i> , and I <i>went</i> 'nobody else see-nobody else can see it, but I can./ I know when I see straight <i>through</i> you'./ I can see straight through my
	119	<i>mum</i> ./ I can see when they're both in <i>pain</i> , when they're <i>not</i> in pain, when they're trying to <i>hide</i> something, when they're <i>not</i> trying to hide something. [laughs quietly]
		[Discussion about what Joe would like to be included and excluded from the previous extract]
C	120	Erm (2 sec) you think that <i>some</i> family members and some teacher either don't <i>care</i> , <i>can't</i> be bothered or don't know <i>how</i> (.) to understand you./ And <i>you</i> know (.) how <i>scary</i> that can be, you <i>worry</i> about what you say (.) because it might offend or <i>upset</i> people
J	121	Oh, I'm normally scared when I <i>might</i> have upset somebody as <i>well</i> .
C	122	Erm (.) you understand <i>why</i> people might have become <i>frustrated</i> with you, but that doesn't stop you from being hurt when they <i>react</i> the way that they <i>do</i> .
J	123	<i>Yeah</i> I can <i>tell</i> when somebody might <i>get</i> (.) a bit frustrated with me, and they <i>generally do</i> ./ I still don't <i>like</i> it even though I can

		predict it, <i>using</i> the force [laughs]
C		Mmm [laughs]
J	124	It's called <i>insightful</i> -fulness, <i>is</i> it?
C	125	Being <i>insightful</i> (.) yeah./ <i>Understanding</i> what other people are [thinking.
J	126	[Yeah./ It's <i>called</i> <i>insightfulness</i> .
C	127	Mmm./ Er (.) but you've <i>learned</i> who to go to for <i>help</i> , <i>who</i> it's safe to <i>talk</i> to./ Er (.) you feel comfortable around people who say <i>they're</i> a bit mad or <i>they're</i> a bit crazy [laughs] <i>because</i> of (.) it <i>sort</i> of (.) <i>extends</i> normality a bit [it (????)]
J	128	[It <i>could</i> do, er
C	129	[It's a different <i>story</i> that (.) it's making it <i>ok</i> .
J	130	It's <i>good</i> to be (.) it's <i>good</i> to be a bit (.) <i>weird</i> sometimes, when you're <i>not</i> (.) <i>normally</i> like that.
C	131	Yeah./ We <i>talked</i> about the humour thing (4 secs) [intakes breath]/ in a <i>way</i> yo-you're seeking help to be the <i>same</i> as other people/ 'cos when <i>we've</i> talked together it's been about ' <i>how</i> can I (.) be part of that <i>friendship</i> group?'
J	132	<i>That's</i> true
C	133	Erm (3 secs) but at the <i>same</i> time (.) you <i>need</i> people to understand your differences
J	134	To be <i>able</i> to get along
C	135	Yeah, so it, it, it's <i>more</i> than ' <i>oh</i> , I've got to learn how to be the <i>same</i> ' 'cos <i>other</i> people have got to learn (.) how people can be <i>different</i> .
J	135	Mmm
C	136	Erm (.) <i>you</i> seem (.) <i>when</i> we've been talking you seem to have put it into a big <i>pot</i> called the autistic spectrum.
J	137	Big <i>pot</i> ?
C	138	Well, er er <i>that's</i> a (.) metaphor er
J	139	<i>Chamber</i> pot? [laughs]
C	140	[laughs] You seem to link it <i>all</i> with (.) <i>autism</i> .
J	141	Yeah, it's <i>like</i> a <i>chain</i> then?
C	142	<i>Yeah</i> , in a way, like a, <i>yeah</i> ./ Whereas, I <i>suppose</i> , <i>because</i> it's been not just <i>you</i> speaking but <i>me</i> speaking as <i>well</i> // I've been keeping trying to <i>put</i> the point of view
J		Yeah
C	143	that there are <i>other</i> people that have <i>all</i> the

J	143	same difficulties, that are <i>not</i> autistic-it's not necessarily [to do with autism
C	144	[Everybody has a <i>bit</i> of OCD
J	145	Yeah
C	146	Even er [taps on table] (2 secs) normal people (.) like <i>you</i> .
J	147	But <i>I</i> wouldn't say you're (2 secs) you know <i>I</i> wouldn't say I'm any <i>less</i> , more <i>normal</i> than you are [Joe.
C	148	[Well you're as <i>barmy</i> as we <i>all</i> are
J	149	Yes
C	150	but (.) there's nothing <i>wrong</i> with that.
J	151	No./ So (.) it's (.) it's <i>complex</i> isn't it?
C	152	Be-being different makes us all the <i>same</i> .
J	153	(3 secs) Yes
C	154	It <i>unites</i> us
J	155	That's one of my <i>conclusions</i> -it's going to be one of my <i>conclusions</i>
C	156	<i>Yep./</i> Yeah, it <i>unites</i> us as people/ like the United Nations which <i>doesn't</i> unite countries, <i>just</i> (.) brings us all to <i>war!</i> (.) which we don't <i>want</i> .
J	157	<i>Is</i> (.) have I got anything <i>wrong</i> , Joe, <i>from</i> your <i>perspect-would</i> you be <i>upset</i> or er (1 sec) <i>unhappy</i> with anything of (.) <i>what</i> I've just <i>said</i> , that I might write <i>down</i> .
C	158	<i>Er</i> um. (3 secs)/ Well I <i>like</i> the fact that you're very good at coming to <i>conclusions</i> , and I <i>think</i> that you're <i>conclusions</i> are (.) <i>correct</i> .
J	159	Right/ (.) Is there anything that I've <i>missed</i> out that you would like me to put <i>in</i> ?
C	160	Erm (2 secs./ Well I'm <i>guessing</i> that you've put in that I struggle with <i>friendships!</i> or is <i>that</i> not <i>part</i> of this?
J	161	I <i>have</i> in the, <i>yeah</i> , in the <i>analysis</i> bit I've <i>tr-</i> I've <i>just</i> used the transcripts to <i>base</i> it all on, so/ there <i>is</i> stuff about <i>friendships</i> <i>in</i> there.
C	162	And that like, <i>like</i> you put in <i>this</i> there <i>is</i> that fear that I might have <i>upset</i> somebody over <i>something</i> , that they might not be <i>friends</i> any more (.) or they might be a bit <i>funny</i> one day./ Yeah, <i>stuff</i> like that.
J	163	And <i>I</i> think <i>in</i> the transcript I've said something like 'but <i>that</i> happens to everyone your <i>age</i> './ So all he time I'm trying to say something like 'yeah but' [laughs]

J	163	No but [laughs]
C	164	So, I'll <i>turn</i> it off. [recording ends]

Transcript: Interview feedback interview with Edward January 2009

Speaker	Line	
C	1	What did you <i>think</i> about the story and the transcripts?/ Is there anything you want me to <i>change</i> (1 sec) or that you did not agree with?
E	2	Well (.) I didn't find anything that was <i>wrong</i> or incorrect./ (2 secs) <i>No</i> , er (.) I'm not unhappy about <i>anything</i> being in there./ (.) It's <i>exactly</i> what I said.
C	3	What about the <i>story</i> ? (2 secs) What did you think about <i>my</i> version of your story?
E	4	<i>Well</i> (.) it <i>did</i> summarise things pretty much./ I try and be my (2 secs) very very individual person.
C	5	How do you feel about the <i>process</i> of doing the research and, and how it went?/ Did it feel ok?
E	6	(3 secs) I see it as sort of helping you out (.) giving you the information you need and (1 sec) sort of helping <i>me</i> out at the same time.
C	7	What does it feel like having this research done <i>to</i> you, though?/ Do you feel like a <i>co-researcher</i> , as though you've got an active <i>part</i> in the research process?
E	8	I don't <i>feel</i> like, I'm <i>just</i> (.) <i>you</i> know, a guinea pig, I'm <i>just</i> (.) <i>you</i> know (2 secs)/ yeah (.) fine, yeah. (3 secs).
C	9	You seemed <i>proud</i> of the metaphor you used, you <i>know</i> , about being an apple mac and not (.) just a <i>windows</i>
E	10	Yeah I am./ Micro-soft <i>is</i> just a company./ (.) Did you know that at Bill Gates' house on his <i>desk</i> , he uses an apple mac?/ It responds to voice commands... [Interruption]
C	22	I wondered if the really <i>positive</i> way you are able to see yourself as an individual and (.) in a <i>way</i> , the anti-the asperger's syndrome as a <i>positive</i> thing, part of being different, had anything to do with your family?/ You <i>know</i> , that your sister has significant needs, and your <i>brother</i> ?
E	23	I'm <i>sure</i> it has./ <i>Really</i> , what people <i>have</i> to understand is (1 sec) they become their own

E		<p><i>person</i> through the way they've been brought up./</p> <p>24 I made a <i>decision</i> that if you learn to have power over your <i>own</i> life you'll grow up to be a successful person and my family background has helped a <i>lot</i>./</p> <p>25 My <i>brother's</i> a raving lunatic and my older sister, <i>she's</i> got cerebral palsy./ I've got <i>one</i> sister who gets really <i>sad</i> and <i>another</i> who is, well, really <i>happy</i>.</p> <p>26 Your ability to stand <i>back</i> from it all seems to help, and yet (2 secs)/ you know theory of <i>mind</i> (.) that people with <i>autism</i> find it hard to know what others are <i>thinking?</i>! (.) Well I felt that you (.) <i>and</i> Joe had really good insight into what others were thinking.</p> <p>27 <i>Thank</i> you (.) I think I <i>do</i>./ But the <i>thing</i> with Joe is that he worries too <i>much</i> about what other people are thinking.</p>
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