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Interviewer: Hello, [P9 0:00:01].

P9: Hello.

Interviewer: Thank you for coming back to talk to me again. Can I ask you to introduce yourself for the recording, just so we know who we're talking to?

P9: Yes, P9 [..]. Four or five years voluntary, sort of, work and thinking and what have you, researching and a bit of comms into the effects of group work and various other creative arts, ideas, like improvised drama and the like. I set up an organisation at the back end of last year called [Horizons Creative Engagement]. I've been working primarily in care settings including voluntarily, [The Laughter Box] on Tyneside for Age UK and then, with Horizons, I've been doing stuff up in ____ [0:00:49] [[Care home]], at [Care home] around here for H Group and one or two other small things.

So building up some knowledge and, hopefully, expertise in the field. I've now, as a result of that, been asked to do staff training at various places and that's, sort of, been spreading around to here.

Interviewer: You could get feedback from your staff training actually, couldn't you, using ThoughtCloud? Have you thought about doing that?

P9: I haven't but I will do. [Coincidentally 0:01:19], it's interesting... Yes, I could, yes, I will [Crosstalk].

Interviewer: You don't have to.

P9: No, no, no, no. If you say so, I'll do it.

Interviewer: No, I'm just- That occurred to me just now.

P9: I think that's a really good idea because I do want feedback and it's authentic because you confirm that it's authentic, yes? It's like a random dope test. If I ____ [0:01:46].

Interviewer: Yes, I can sign it off

P9: So, ThoughtCloud equals-

Interviewer: Just closing that because I'm slightly worried about the noise out there.

P9: Management feedback. Yes, I got good feedback today on it, but to get solid stuff-

Interviewer: And feedback? You've been using ThoughtCloud for a while to gather feedback, can you briefly say again why again feedback is important to you? What motivates you to get it? Why is it a good thing? Or, why is it a bad thing?

P9: At the start it was very much about trying to ensure that it was objective feedback, because it's no good me- I tried various routes, like asking the universities to give me a PhD student or whatever, like a psychology student. I can update that because Northumbria have, kind of, half come on board. I have meetings next week with them but it might be a bridge too far, so to speak, because I'd have to give that student a minimum of two semesters' work. I'm too small a project at the moment to do that, it wouldn't be fair on the student.

There is also distance and there are also some other implications, but we'll talk about that with Dr [McGuinness 0:02:56] very soon. So... What was the question?

Interviewer: Just briefly why feedback? Why are you collecting it? What does it mean? Just very briefly, what-? I think you said originally-

P9: Get objective-

Interviewer: Objective feedback?

P9: Yes, yes, yes. It cuts me out of the equation and this does, effectively, so that when I stand up at the lecture- Northumbria University or at a public lecture, the Barlow Lecture, when I did that the [week 0:03:21] with the neurosciences, I feel as if I've got a little bit of- It's authentic, it makes me authentic. They check me out and all that sort of stuff, you know?

Interviewer: Excellent, sorry.

P9: And they check me out and all that sort of stuff, you know? Check or chuck me out.

Interviewer: Chuck you out?

P9: Chuck me out, yes. It stops them chucking me out.

Interviewer: Sorry about this.

P9: It's alright.

Interviewer: Okay. That's great, thank you for doing that. So really, just straight into how it's going with ThoughtCloud. Can you tell me about how ThoughtCloud has been used so far?

P9: Right. Ever since we met in March and you handed it over in that pub in, wherever it was. That shady pub in Newcastle. Which one was it?

Interviewer: The White [Swans 0:04:06].

P9: Yes, good.

Interviewer: Are we going there tonight?

P9: If you want to, yes.

Interviewer: If you're crazy.

P9: Yes. We got off to a slow start because I had to train the people up to be- Or I felt I had to be, for me, very comfortable with it.

Interviewer: They are the people that you're working with?

P9: The residents, yes.

Interviewer: The residents in the group?

P9: It took a week or two. I think you were present when we were testing it out at [Care home] and then it's become second nature, basically. You told me it didn't matter if it gets broken.

Interviewer: No.

P9: And I'll hand it around. They get very confused at times. People who I've trained up, [the downside, I suppose 0:04:48] trained up in the use of it, who then take a leap backwards, unfortunately, with their cognitive losses. I'm thinking about [Laura]. Remember Laura? Beautiful, bright Laura? Absolutely spot-on, gone really downhill. The last time I did it with her, I handed it around and she looked at it and she went, "Oh, yes. I really, really enjoyed that, it was great. I enjoyed the improvisation, I did this, it was great."

"So, would you like to select one of the smiley faces, then?"

Trying not to- Yes? She goes, "Oh, yes. Press the yellow one," which is, like, 'Poor', isn't it? Or something like that.

Interviewer: It's, 'Okay'.

P9: Okay. 'Okay', which is okay, but it didn't reflect. So I thought, "Oh, that's good. We're getting some negative feedback. That would be great," because, coming from Laura, that's okay. "So, Laura, do you want to explain why you chose the yellow one?" She went, "Yes, I like the colour." Oh, wow, and it's just so sad. She's now dressing the cat that sleeps in her room, the care home cat. She's always been over-anxious about it and her family told me that she was substituting-

She took out her own anxieties and projected them onto the cat, if you get what I mean? Does that make sense?

Interviewer: Yes.

P9: And then, last Thursday, [Louisa 0:06:06], who I don't think you've met, who is a very good worker up there, she said that she's now dressing the cat up as a child, trying to put nappies on it and things like that. So it's become a baby in her eyes. It's totally sad. She's still there but this is what happens with-

Interviewer: Is she still joining in the group?

P9: Very much so. At times she's crystal clear, you know? But yes, dead sad. So there's that, and that's the only other... Not criticism, but problem, with the system. We want objective assessments and what I've realised, of course, is that it's dead easy for me, or anybody else, to fraudulently corrupt the assessment, to 'great' every time because the speaking comes after the first thing you do. So I could press the button, 'great' and then hand it to them to talk.

Interviewer: Oh, yes, but there's no way to-

P9: So that was [Crosstalk 0:07:02] there isn't a way around it.

Interviewer: To guard against that, really.

P9: No.

Interviewer: I've seen other people be confused by it before and people have even discussed with me about which faces look happier and which way around they should be.

P9: Well, that's interesting, isn't it? I hadn't thought about that at all. Yes. Because if I go, "That's the happy one," I'm pointing. Whichever end I start at is the one they're, maybe, most likely to press or the other way around. I don't know how it works.

Interviewer: So would it be better if it was, like, all one colour, do you think?

P9: That's a really good point. I suppose, if they're choosing on colour, for some people it would be. But then, yes. And much bolder, I suppose, because they're quite-

Interviewer: So the faces are [bolder 0:07:45]. Or maybe we could put text on it? Would that..? Like, underneath, saying what you mean, or something like that?

P9: Yes, that would help, bold writing. And the colour. Now I don't know the answer to this because I'm not a dementia expert. It might be worthwhile but then, again, you don't use it always for dementia, but if we could change the colour, we could find out what's the best for people with bad eyesight, whether you

could change the colours to suit them. That would be very, very complex, wouldn't it?

Interviewer: Well, it's not beyond the realms of possibility, it's just extra development time to do that.

P9: Yes, but if you think about where it might be used in future, dementia homes, learning disabilities... People who are dyslexic, don't they prefer blue paper or something? Isn't there..?

Interviewer: Yes, I think for people with dyslexia, they wear purple glasses sometimes so that they can read.

P9: Oh, that's right. I'm sure there's one type of paper that works for them. So we could just find all of that out, find out what's- And see whether it could be... Oh, yes.

Interviewer: That could definitely go in there. You mentioned training up the residents. What has that involved? Has that been..?

P9: I've just been making them very relaxed, as you know, hence the 29%. I was joking about that with one of the managers today. And just getting them familiar with holding it and passing it around and not worrying about it at all and, kind of, understanding what it does and what it's for, but they all seem up for it. Actually, another advantage of it is that I think it gives them status, and that's what they need. They've lost all of their

status because of the illness, because the family takes over all the decisions.

So it's a way that I can raise the critical mass, as I keep saying, in the group, by saying, "Guess what's been happening with [Interviewer 0:09:27]?" And blah, blah, blah, over the last- And nothing much at the moment, because I haven't seen Interviewer for a while. But now we have, I'll have this to feed back to them and that seems to give them a big boost, because they've lost everything, they know they're in decline. Then to be doing something that's special, it's magic, it's really good.

Interviewer: So just having it there has contributed to the critical mass [crosstalk 0:09:52] or whatever it was, that name?

P9: Critical mass, yes. Does that make sense?

Interviewer: Yes. Well, I mean, it does as a metaphor.

P9: For me, as a metaphor- Does it relate to nuclear-? Is that critical mass [Crosstalk]?

Interviewer: Yes, I think that's what happens here when a nuclear bomb goes off.

P9: Yes, so apart-

Interviewer: So you have negative imagery but-

P9: Yes, come up with a better one for me. I hadn't thought about that, really, especially when I'm talking to someone who was a World War fighter pilot you [hear 0:10:18], "Aggh." But yes, the way that a group, I don't know how best to put it, the way the group comes together where the whole is greater than the individual parts and they all feed off each other, which is a bad image as well, if you think. And they feed off me, hopefully, when I go in, with my energy, hopefully, or any other member of staff.

Then I feed off them. I'm pleased when I start feeling that I'm getting buzz off them, that means everybody's buzzing off each other so there is something special going on in there. That creates the emotional memory which sticks with them and when you get- [Helen's 0:11:15] is the most recent, if you want to have a look at it.

Interviewer: We'll do that when we get to that-

P9: Yes, and she was, kind of, talking about that and it was fantastic, so have a look at what Helen said today. I can't remember it off the top of my head, but it was good.

Interviewer: Okay, well that sounds really good. So you trained up members of the group. Have you shown it to any members of the care homes or any of the other staff members?

P9: Not in any great detail. It's weird, they have other duties.

Interviewer: Because I think you talked about how, you know, how you're there when you do it, ways of, sort of, removing you from the equation?

P9: Last week, I walked out. I did the group with two members of staff who I was training up. I was training the same two people up today.

Interviewer: And that's training them up to do what you do?

P9: To do what I do, yes. At the end of it I said, "Look, you remember this? If you'd like to leave comments, I'm going to leave the room." I did and went and had a cup of coffee and C16 went around everybody and did it very well. She was telling me more about how she did it because we were talking about how you approach people. We were role-playing stuff today and I was saying, "Oh, yes. Thirty years ago I learned how to keep myself with a violent person, and it's to make yourself small."

If I'm caring for a kid in care when I was doing the training, and he's trying to kick his way through a glass door like that, and he's attacked three members of staff, I was told, "Make yourself small." Because, even though you feel physically small compared to him, at 17, 18, he's a big, strong guy and he's really angry and I would feel- He actually sees me, perceives me, as an adult and as bigger than he is. We are actually bigger and we don't realise that, so make yourself

small. So I sat at his feet, right there as he was kicking the door down. All he had to do-

Interviewer: When was this?

P9: Mad, it was the daftest thing I ever did. All he had to do was turn around and kick me in the head and it would have killed me. And he immediately just went ['doo' 0:13:00]. That might have been because he'd worn himself out on the window and the door. But the combination of the two- And then we walked back down the corridor and went in and he was completely calm. Before he'd been hitting both- We'd pin him down, restrain him.

So we did that in the group today. we role-played it. I thought I'd done the training bit. This is where working in that way is very dynamic and I'm learning from them and remembering stuff.

Interviewer: This is training staff?

P9: This is group-training staff. So I'm sitting in one of the high-backed chairs being Doris - 95 year old Doris and just getting into it and. C16 is wonderful, comes over and stands over me. I felt the intimidation. And that's what I do, I go around and I'll do things around the back of the chairs and things and I ____ [0:13:51] their noses and stuff like that but I thought, "No, no, you shouldn't," where you should be is down here in front of them, you know? It's incredible.

Interviewer: So that was-?

P9: [This afternoon 0:14:02].

Interviewer: A guide of a way of how to approach them with a tablet?

P9: Yes. That's right, sorry. Yes. So C16 said that last week, that was exactly what she did.

Interviewer: So she ____ around the room?

P9: She went around the group [Crosstalk] everybody [out of] there and she put it in front of them. Perfect. Much better than I would do if I was standing alongside them, so very, very good.

Interviewer: That's good.

P9: No problem.

Interviewer: You know, that's something I can probably actually share with other people as well, the way to structure, sort of, using it- That's really interesting. Have you had a look at that feedback that was gathered when you-?

P9: No.

Interviewer: No?

P9: No, because it's encased in there until [crosstalk 0:14:39].

Interviewer: Well it's now-

P9: _____. So I'll get it as soon as I get home, yes?

Interviewer: We'll have a look at that in a minute. Okay, that's great. So there have been other people who are using it. How are they finding using it?

P9: No problems at all.

Interviewer: Straightforward, you show them how to use it, off they go, quite happy.

P9: Yes.

Interviewer: Excellent. The next one is probably actually not as applicable, but are there particular types of events or activities that it works better at? That you would use it more frequently? I know your groups are set up differently, but it you're using it for training..?

P9: I haven't used it for training but I should, shouldn't I?

Interviewer: I know we said we would.

P9: I think that's the only setting I'm using it in on a regular basis.

Interviewer: Okay. And helpful do you feel it [has been]?

P9: It's absolutely wonderful, I have to say. It actually gives me energy as a worker because I know- The thing I had working in the Home Office for 30 years, I probably told you, I would go and see the research boffin at head office and I would say, "Can we research something I'm doing?" and he would say, "Yes," and we would negotiate something and then I would bring it back to the team and the management would just kill it off.

At least with management, I now know they don't want research going on because that might prove that the work that they're doing is rubbish and it gives me, I now know, power- I hadn't realised at the time because of them, to some extent, yes, it wrestles the power from them, so I don't know.

Interviewer: When you record what you're doing?

P9: Well, no, not [I'd say 0:16:11] when I record but just research. If you research something it's all- The stuff I can tell you, just

where people were conning the government, basically, departments, and I witnessed that. That's not- You know, I was working with young people at the time and it's to find out what's good. So this has been the first time I've been able to really say, "Hey, this is brilliant." So I get energised by it, which is great, because I know it's authentic.

I also know that it's working, the ideas should work and we've implemented them and they have worked. So hopefully that's really useful, it's great.

Interviewer: Excellent. Any barriers to using it that you experienced?

P9: No. The one I mentioned about the pressing of the button at the start, anybody can press that button so I can press it for the person, which wouldn't help very much.

Interviewer: So it's better if you support people using it or helping people along?

P9: It's difficult because of the dementia. Obviously the story I told about the yellow, "I like yellow, that's why I pressed it," you can never guarantee that they're going to know, so they have to have some support. But, by and large, people will enjoy it so it's easy to watch them go to the green and what have you, that's, kind of, expected.

Interviewer: I saw you're always encouraging people to press red if they want to, you know, so they're, like- Well, when I was there-

Because I, obviously, explained to them about it as well, I think when you showed them that you're, like, "Don't forget you can play red," so you always kept that-

P9: Yes, that's good. It's whether that works, though, and whether the dynamic is loaded in my favour in any case.

Interviewer: What do you mean?

P9: Well. 'A', you and I were the nice guys who went in, so I'm always- You know what I mean? 'B', because we're doing something different with them, because the rest of their week is so boringly horribly, you know? There are all those little things. And we have power and they don't have any and they naturally worry. In fact, there has been some research, about three months ago I was reading something which says that, in care homes, you just don't complain.

It's like anything, you know, a lot of people in work, you don't complain, you always toe the line and that's why all this corruption goes on, because people are scared to challenge. They know that if they challenge- And residents in care homes won't challenge because they know, or they think, the people will make their life- They're very, very vulnerable and their life could be made even more of a misery if don't, so they're not going to necessarily, that's mainly the concern.

Then again, I'm as confident as I can be, you saw the response, that when we do it, we can lift them because we're using these techniques, so it's a complex one.

Interviewer: No, absolutely. In fact, that's a problem I have generally with, you know, when people- I mean, not necessarily in the setting you're in, but when other services people rely on, like, how can you get them to-?

P9: Tell the truth? Accurate.

Interviewer: Well, yes. Or even just say something negative or create, like, an environment where people can feel safe to say something like that.

P9: Yes. Very, very difficult. Because the reality, particularly as the austerity and all that, it's just more and more pressure on people. You don't get an even playing field, or whatever the expression is.

Interviewer: Any thoughts on how you would do that?

P9: Do you want me to go political?

Interviewer: No, I don't [mean 0:19:34] that, I just mean in a practical sense, you know? How we create a comfortable space for people to really express what they think. I think that's something I really want to have to look at in more detail.

P9: Let me know if you come up with some ideas. I don't- As you know, I'm trying to be as honest as possible, as objective as

possible and get really excited when somebody says something negative. Like, the yellow was, “Oh, that’s a blow. Oh, well, no, that’s good,” and that actually did happen. It sounds stupid but it did happen. “I like yellow.” But one negative last week which was so helpful, I’ll give you this if I may.

I do two groups and, as I say, I’m taking a week off, because all these things, as you’ve rightly said, are getting, kind of, on top. So I was feeling a little bit flat and going week after week, for 10 months, to the same place and thinking, “Oh, I’m just not as fresh and I’m not doing the preparation as well as I’d want and I’ve got other jobs dotted about, so it’s just becoming a bit of a routine, actually, even though I’ve created that routine myself.”

We did two sessions and they were a bit- The first one was me primarily [poaching 0:20:57]. I got my stuff out and I thought, “What am I [going to do?] I’ll just read a poem.” So I read one of the uplifting ones and they seemed very keen, so I read about five or six or seven or eight of the poems because they seemed really- Okay, did that, and that set the tone for the rest of the session of two and a half hours, which was going to be quite flat.

I made the mistake, partly because I felt flat, of not really getting energised again. The next week I went back in and I thought, “They’ll enjoy this,” and I did something quite similar. We went to some quite deep places, which has its place, but you’ve got to keep it flexible. You’ve got to have highs and lows to keep it- Luckily, at the end I went around, “Would you like to-?” I got to C23, 98, 95 year-old C23? He’s doing very well since his wife died, it’s good.

I was ____ [0:21:51] him and he misheard the question. I can’t remember exactly what I’d asked, but instead of answering a

direct question about something, he misheard it and he said, “Oh, well what I think you should do is bring more of the-” he didn’t put it this way, but “High-energy stuff in, because it’s been very flat, it’s becoming very flat.” And I thought, “C23, you’re absolutely right. Brilliant. Absolutely brilliant.”

Interviewer: That is a negative.

P9: It was a negative. He was saying-

Interviewer: Did he press red?

P9: I can’t remember what he pressed. In fact... There’s a problem. I tend to go to the first person, get a general consensus, and press it. Then, because of the time it takes to go out and go in, I’d have to be rushing with staff at the door taking people out and things like that, because the staff just come in at about 11:50 and say, “Right, everybody out,” so we have go on with that because of medical priorities and things like that, so they have to get their medicine before they eat, or whatever.

So I’ll get one press if everybody feels happy, because I wasn’t expecting that negative, so it’s going to be the same routine, so it’s become a bit routine. So I didn’t get him to press a button but I think, because of those problems with the buttons, I’m more concerned now with what they actually say, that’s authentic, I can’t mess with that, not unless I become a ventriloquist and I can’t-

Interviewer: You can't do it.

P9: Only slightly I can't.

Interviewer: What has become a routine? You said just the, sort of- If every one of these is going well, green, and you handle that bit for them. So it's green and then [Crosstalk 0:23:24].

P9: Green and it's quicker to pass it around, obviously, and I'm not involved in going up to each one so they will talk more freely.

Interviewer: Oh, so you're doing one long recording?

P9: Yes.

Interviewer: Oh, okay, because I was thinking how can you go through the- You know, to do each individual recording, normally you have to go back and press it. Oh, right, that's interesting.

P9: Yes, it's a quicker way of doing it but it's not that bad. But just under the circumstances, the pressure of the organisation takes over. What I should do, I should stop at 11:40 and...

Interviewer: But then that's going to affect the work that you do.

P9: Yes, yes. But two and a half hours, it wouldn't really matter all that much. It's interesting, isn't it?

Interviewer: It is. I mean, I think, like, what you're also talking about with critical mass and things, if you have that buzz and it's all going really well, you're probably not going to want to stop early, either, are you?

P9: No, no.

Interviewer: It depends how the group's going, you know? Things can run on.

P9: Yes, and the build because of the way I structure it normally is to build. Start off slowly, have an up, go down. Yes, I do, I start slowly with the, "Unburden yourself, don't bring any baggage in," allow them to talk, then take it to high energy, then have a lull. Then, towards the end, I'll do some of the improvisation, sort of, stuff and go crazy so that, by the end, they're as high as kites, and then to the warm fluffies, which puts them even higher.

But when we listened to what Helen said it was fascinating because I'd said- I think either before- I was talking to- Yes, I just let her speak, I didn't have to say much. But before I'd said, you know, "They don't even remember my name," but she said, "Oh, they remember your name." See what she says, it's fascinating.

Interviewer: Okay. Well that's really interesting because that's you using it in quite a different way as well and that, kind of, leads into the next question. What are your thoughts on how it could be more effectively integrated into your current practices or your current-?

P9: Possibly, this is probably asking too much and probably not necessary, is getting the buttons done so only they can press it. They'd have to be on video, really, wouldn't they, to see them press it? Which you couldn't do-

Interviewer: What do you mean?

P9: So I can't press the button for them, or another member of staff can't say, "That was great."

Interviewer: How would that work? You record them pressing the button so you have, sort of, evidence that they pressed the button?

P9: Yes, that's it. Evidence that they'd pressed the button.

Interviewer: Okay but not, like- When you're talking about just doing one long recording as a- Would it be better if it were designed more around that concept?

P9: The long recording?

Interviewer: Yes, because I mean I'd say, in the main, the way it gets used is very quick recordings, you know, just, like a few seconds.

P9: I do long ones, don't I? Twelve minutes one of them, well, [C22 0:26:12] and I tried to do it, it was awful, transcribed it.

Interviewer: Oh, really?

P9: Oh, God. It took her over an hour to do eight minutes because she was one side of the table, I was on the other. It was the first one we did. I was reading it and she was typing it but it was, "They didn't say that." "Yes, they did," "No, they didn't." We were picking on the accents and I understand the accents because I know a little bit. It was so funny. Then I found the fastest way to transcribe is for me just to sit there and write it out and then type it up myself to cut C22 out of the equation. It was good of her to offer though.

Interviewer: How is the sound?

P9: Fine.

Interviewer: Are you sure?

P9: Oh, yes. Have you had problems with it?

Interviewer: Just some of the tablets, there's a bit of a warbling on the sound.

P9: No, no.

Interviewer: We'll double-check that because there might be- I've got a later, a new version that we can load on.

P9: Okay.

Interviewer: Okay. Can you tell me about-? That's interesting you've come on to the transcribing because you've been using the website for that. Can you tell me about your use of the website? So, logging in and reviewing your feedback? So far what have you been doing with that?

P9: No problem at all. All those problems you sorted out for me, sorry I didn't get back to you quickly enough to tell you. I'm just overjoyed. I've had no problems since and just- Sorry, it was probably me not understanding the system. Apart from the time it takes to transcribe, it's absolutely brilliant, absolutely wonderful.

Interviewer: So are you transcribing everything or..?

P9: As many as I can. It's very time consuming and, with all the contracts going on, that's been a problem, getting down and

doing it. So I was quite relieved when I couldn't get the ones from [C21 0:27:45], which is why I didn't come back to you and say, "What do I do? What do I do?" I just let it go because I've now got this week and I'll get stuck in. So it's- Yes, it's great, it's all posi- The main things have been from staff because the staff will tell me if it's rubbish.

What they've done is they're saying it's absolutely great, and all those questions I had at the very start, a year, a year and a half ago, "Will it last for the duration of the group?" "Will it last after lunchtime?" They're saying it will last for the week.

Interviewer: Wow.

P9: They walk in today a 98 year old, [97 0:28:22] year old, you'll hear C20 say later... She knocks on the door and it was me saying, "They don't remember me." The first thing the 98 year old- She says, "The group's not on this morning," and the other one did exactly the same thing. They'd remember that, but they can't remember a damn thing otherwise. It's just amazing. It's emotional, they've got an emotional commitment to this group and I'm leaving in a week's time.

Interviewer: Leaving?

P9: Yes, because once I've finished the training of staff, I go. They picked up on it a few weeks ago and they were saying, "This is not fair," and they were really-

Interviewer: Who? The group?

P9: Yes, and they were really upset this morning, there wasn't a group [Crosstalk 0:29:01].

Interviewer: So you've been doing it for how long?

P9: Since 5th January [Crosstalk].

Interviewer: So now you've trained the staff to a level where they're just going to take over?

P9: I'm not convinced it's at the level that they should be at but that is-

Interviewer: It is H Group?

P9: H Group, yes. So we'll see how that goes because my message to them is that- I don't know if this is right, I hope I'm picking this up wrongly. At the lecture I was giving at Northumbria University last Friday, one of the points I made, I said, "Yes, it seems to be working," all the stuff from Interviewer and all that and proving this, or giving it as much authenticity as possible. But, we have to bear in mind that groups can be really dangerous and damaging.

I quoted various doctors and professors of psychology and directors of- Psychology books.

Interviewer: Damaging to health?

P9: Damaging to staff and to-

Interviewer: Physically?

P9: Well it could be, actually, stress-related. A group is a fabulously uplifting critical mass thing if it's done by experienced, confident people. I suppose I must class myself as- If it's done by people who don't feel secure in that environment and if they're staff- You know about the staff problems that you can get. I don't know if you-? Yes, I think we referred to that earlier. You can get other staff being jealous of the staff that go in and are doing the fun things, as it seems, but equally very important things.

Or putting the structures, trying to put in structures, that would enable that not to- Sorry we did speak about it-

Interviewer: No it's fair enough, we didn't record it so it's good that you are saying it again.

P9: Okay, so it's about training up all the staff in whole building, if you like. New staff coming in as well, because there is a lot of turnover in care homes to make sure that staff know that the

staff who go through that door with me or with themselves- Everybody knows what's going on, will support them and not think that it's a skive. At [Care Home 0:31:08] I did voluntary stuff on top of the work I was doing, they gave me lunch, that was nice.

I would take two members of staff at a time, because that was all they could spare, and just spend half an hour, three quarters of an hour, with them telling them what it's all about. They've said, and I've got it on recording I think. Yes, I've even got the recording of C17 at [Care Home], who is the chef. So I want everybody involved or, see what she said, I don't think it was positive, as I recall. All that comes together and it gels whereas if you have separate little- You know, jealousies and rivalries and people not cooperating, it won't work as well. Does that answer the question?

Interviewer: Yes, that's good. You mentioned a structure there. What do you mean by structuring training?

P9: Oh, now then. I'd have to take that back to-

Interviewer: Is that like approaches to process?

P9: Yes, sorry, I can't quite remember now what you were saying. I can't remember the context, sorry ____[0:32:09].

Interviewer: That's alright. You mentioned your transcribing of the recordings. What's happening with the transcriptions? What

are you doing with them? Are you reflecting on them? Are you..?

P9: Oh, yes. But so far the feedback's been so good it's wonderful. A disadvantage- The staff will pick out more, because of the cognitive losses, the residents can't be as precise, so they tend to be generalised, not specific. That's a disappointment from my point of view, in a way, because I would love them to say, "Yes, I enjoyed it up to this 75%, but that exercise wasn't as good." But the nearest I get to that is C23, as I said before, the 95 year old, saying it should be, what did he say? It should be more upbeat.

Which is important, so I need to flow doing that. But some...
No, there are no major changes that seem to be necessary but I need to go through it in detail and to the ones I haven't heard, of course.

Interviewer: Cool. Anything else you'll do with the transcriptions. I mean, obviously it sounds like, at the moment, you're very much about developing what you're doing. Any other destinations for the transcriptions after that?

P9: Can't think at the moment, but we'll see because we've got cerebral palsy possible, that's one thing which I've stood back from. I've gone negotiating with the boss there at ____ [0:33:45] then I backed off because I thought, "Hang on a minute, I'm going too fast and I am not gemmed up on working with cerebral palsy." That could be bad for everybody concerned, I could be doing them a disservice. I need to go away and think about cerebral palsy.

I need to speak to the occupational therapists, to the managers. I need to do some training and then go in and test it out, don't go just blazing in. However, autism- I met somebody, a manager, who I'll be talking to very soon, about working with them as well. So, as Newcastle University said, or Professor [Risebrow 0:34:25], who's Birmingham University, said, this could be rolled out more widely to different age groups and different categories of people like those.

Interviewer: Cool. So, you feel like you're using it enough? Using it effectively?

P9: I hope so, yes.

Interviewer: And are there any barriers on that side of it? Because that's a, sort of, different system.

P9: What do you mean? Explain please.

Interviewer: I mean, we were just talking about the website.

P9: The website's great, yes. No problem.

Interviewer: No problems there. No barriers, that's good. How do you feel about how it is being used? Do you feel..? It sounds like you feel good.

P9: I love it.

Interviewer: What could be changed about it, if anything? It sounds like you're just singing its praises but-

P9: Yes.

Interviewer: Anything to change?

P9: To be completely objective, I would have the button- It would have to have, 'No there isn't, press the button'. That's the only thing, so if you were doing it elsewhere, you know you can trust me.

Interviewer: And the website?

P9: Actually, what I wanted to say is that I- Because that's not objective, because anybody can press the button, I'm going to disregard the button-pressing. Even though the majority of them are full marks, so I might just mention that but once we get rid of the tests. I go to what they say so I base my assessments and the stuff I will give to other people on what they say.

Interviewer: On that qualitative data rather than...

P9: Yes, and if I could send you a letter to print off and then sign, I'll get it into some sort of order. Just saying that you authenticate. You don't have to do anything, it's just that Newcastle University, or this department, I don't know what it really is, that this is an authentic reflection of what was said and if anybody has any concerns, contact you. You can look it up and say, "That's complete gibberish," or a random drug sample, in other words. That would be great. So can I do that at some stage?

Interviewer: Hmmhmm. Okay, and then what I would like to do is log in to the website and have a look at the things. I'd quite like you to do this.

P9: I have ideas.

Interviewer: Do you want a mouse? Would that be easier if you had a mouse rather than this..?

P9: No, no.

Interviewer: Is that thing okay?

P9: They don't address me anyway. What's the matter with you?

Interviewer: What [are you 0:36:53] doing?

P9: I'm useless with this.

Interviewer: What am I talking about? Maybe I'll come around there.

P9: ____ that's a computer. Oh, I wouldn't do that [Crosstalk].

Interviewer: I can lean over, like...

P9: Right, you lean over like that.

Interviewer: So you need to click.

P9: Click. Oh, this is different to mine, you just click.

Interviewer: That's what I mean, it's the Mac-

P9: Oh, is it? That's brilliant, yes, that's easy. 'P9, so I just-

Interviewer: You can, maybe- Is that your login ID? Yes? And then your password.

P9: Oh, I love that. C22 does that and I don't know what she's up to. I think it was that. Oh, good. Is that what you wanted? No, it didn't- That's what I usually use, and then I go to sign in.

Interviewer: Oh, yes. Okay, so sign in. No, that was- So, it's 'P9.

P9: Yes.

Interviewer: Can you try the password again?

P9: Why? What was..?

Interviewer: I don't know what happened there.

P9: Nothing. That's what I normally do.

Interviewer: There we go. Okay, I don't know why it didn't do it the first time. Okay, so-

P9: Oh, I see. Oh, right.

Interviewer: Oh, yes. The other thing I was going to give you was this.

P9: Oh, gosh.

Interviewer: I forgot to give you that. These are the buttons that are connected to the videos and this is what they mean. Well, not [Crosstalk 0:38:21].

P9: Oh, yes, yes.

Interviewer: You can probably ignore these.

P9: So colour this one and, oh gosh, yes.

Interviewer: So there are new ones, basically.

P9: Right.

Interviewer: This one is tagging. Are you familiar with tagging?

P9: No, no, of course not.

Interviewer: Tagging is just- It lets you- See this video here?

P9: Yes.

Interviewer: You've got tags and comments under every video and audio. Tags are a new thing. So that's got a picture of a window so if you wanted to, so you could find this quickly later, everything that has a window in it, you could do that and now there's a tag window and you could then- This would be an easier way for you to search through things. So you could tag it if it was [C21 0:39:01] or whoever, you could put a tag in.

P9: I see, right.

Interviewer: So that's what tagging is.

P9: E.g. if its name-?

Interviewer: Name or, you know, feeling or anything that you wanted, really.

P9: Or ____ [0:39:15], or feeling, yes, views, etc.

Interviewer: And that lets you make sense of it later.

P9: And you just put one- Yes, okay.

Interviewer: Well, you can add as many as you like, it will just keep adding them on.

P9: So actually I could test?

Interviewer: Yes.

P9: Would that be alright? So that you could go through and delete the tests so that we could get rid of the 29%?

Interviewer: Oh, the 29%?

P9: Would that help you [Crosstalk 0:39:43]?

Interviewer: Well, that's actually hidden. The thing is, it's not just- It's not just counting the things that you're seeing on here. Every button press is counted.

P9: Right. I understand.

Interviewer: Not every button press is connected to a- Not everyone then goes on to record an audio.

P9: Right. Yes, of course [Crosstalk 0:40:04].

Interviewer: Not every time. So there will be button presses that are being counted that are contributing to that number. Does that make sense?

P9: Yes, I think so. So where would I let you know? How would I let you know? In the comments thing or something ____ I could go? Is that what you mean? Is that what I mean?

Interviewer: I just mean there's nowhere you can address those, really.

P9: Oh, right.

Interviewer: Well, there might be in future.

P9: ____ [0:40:28] I just let you know. Did you now say you could take the test out of that? Or we just don't use that pie chart?

Interviewer: How would we find them? That's the- How do you know which ones are tests?

P9: Oh, it's just obvious when I open them up and hear me going, "Hello, this is Helen [Crosstalk]."

Interviewer: Oh, that. Well, yes, you could take those out.

P9: Yes, okay.

Interviewer: Yes, if you wanted to tag- Oh, yes. If they're already on here but that 29%, because there are button presses that are logged that might not have-

P9: Right, okay. If it came down to 5% or 10%, that would be alright.

Interviewer: Yes, we could take it- Yes, well if you can log the test ones and then I'll delete those. I mean, you should be able to delete those yourself but I just haven't added that in. Maybe I'll add that in.

P9: No, don't. Because I don't want them to be able to delete anything.

Interviewer: Really?

P9: Yes, because I want it to be 100% random. If I take drugs, I want you to know about it.

Interviewer: Okay, but like something like that could be deleted because- We probably shouldn't.

P9: That's rubbish, yes. So how do I tell you? I mean, I can write it on a piece of paper and just let you know and email you.

Interviewer: Well, you can just tag them, delete.

P9: Tag delete, yes. Tag-

Interviewer: That would be a way of using the tags. If you let me know if you've done that, then I'll delete. There should be a way of deleting them in here, we just haven't really added that in yet. But that's tagging, that would be one way of using tagging. The comments, you can add a comment, obviously, underneath here. The idea behind comments, really, is for you to respond to feedback.

P9: She was ill, she was absolutely right-

Interviewer: That would be a note to you but one way that I would like to see it here is- I don't think this is appropriate for the way you use it. It's tied into this 'Next' button. Now, this doesn't actually work. You can click it and it will log the fact that you've clicked it, but this is the next one, which is sharing publicity.

P9: Publicly.

Interviewer: Publicly, yes. Eventually the idea is that you click that and anyone coming to the web page could look and see which

companies are using ThoughtCloud, so Horizons and other people. Then, if you click on the name of that company, they would see any of the recordings that you make public. You're in control of that so you- I mean, I think we've talked about this before and you're not keen on that.

P9: Right, because that would be me selecting the good ones. Is that what you mean?

Interviewer: No, no. Well, I am not- Yes.

P9: Yes, then you publish them from them-

Interviewer: I think you probably would. Well there issues around consent from- But it's just what- It wouldn't be out of the question that you could go and ask people.

P9: Yes, I have to when I do but I need to get it done in writing. So, consent to public and publish for-

Interviewer: But then there are other issues around there because- To what extent can people consent because, if they do have-

P9: Dementia, so it has to go to their families as well, so I'd do [Crosstalk 0:43:23].

Interviewer: If that was something you wanted to do, if you wanted to make it public-

P9: Yes, I don't mind doing that at all.

Interviewer: Then you can use that.

P9: Well, it's got to be different-

Interviewer: It won't do it now.

P9: No.

Interviewer: It won't. I think you can click it and it will give you a warning saying, 'You're about to make this public'. But that ties into the comments, so if you were going to make it public, you might want to have a comment underneath just to say to people, you know, I don't know, whatever you wanted to say about it. This other thing probably doesn't plug in to what we're doing here either. This is-

P9: Can I just ask how- When will publicity be active? It's not active yet.

Interviewer: I don't think I'll activate it in this trial. I would give you a heads up.

P9: Okay, a heads up. But I'll get consent first in any case, that's quite [Crosstalk 0:40:10].

Interviewer: Then the other one is- This is if you have other people working with you. Like, in some of the other companies I work with, there are other staff members who maybe don't want to have access to everything, and that's what this is for. This is an eye with a line through it, and this is [one down] here. That just means that it's heading from anyone except you, but if you wanted to make it available, you can actually give a login to other people but we wouldn't want to give them the full access that you have, we could give them a lower down access level and then you click that to say it's alright for-

P9: So I do need consent, because I'm sharing it with you or-

Interviewer: Or whoever-

P9: Yes, [Matt 0:44:55] and [Rob].

Interviewer: Well, you say Matt and Rob worked for you, or with you.

P9: Yes, yes. ____ were paid, I just paid them.

Interviewer: I think they're expensive.

P9: Fibre. They're real fibre.

Interviewer: Well Matt's a psychology student, so maybe, you know, if you're looking for one of them?

P9: Jesus Christ, yes. Can you give me some money for the MA now?

Interviewer: I can give you a fiver.

P9: Good laugh, good laugh.

Interviewer: Okay, so really I'm just giving you that so when you do look at the- When we go through them, if you just think about any of these buttons-

P9: That's great. That's lovely.

Interviewer: When you look at any of them it's- I mean, you can hang on to this-

P9: I will.

Interviewer: It's helpful for me and if you think about if they're useful.
Because, you know, we can take these things out or you might think there are other things you want to add in, all of that.

P9: Yes.

Interviewer: Does that make sense?

P9: Yes. I think ____ [0:45:40].

Interviewer: Okay. So, on that note, why don't we have a look at some together?

P9: Yes, okay. Or are we going to listen to some together?

Interviewer: Or listen to some.

P9: Oh, right ____.

Interviewer: So, what are we looking for?

P9: If you go to the most recent, so it would be, [yippee, dippy, dippy, dippy, doo]. 'Select date'.

Interviewer: These are videos, remember.

P9: Oh, can we go to-? Oh, God. Yes, I always do that, actually.

Interviewer: Do you want to have a look at ratings, just out of curiosity?
You don't? You're not interested? No.

P9: Well, obviously. So that goes to that. Oh, hang on. Why isn't
there, 'Select'? You see, it's too slow for me, and I'm too quick.

Interviewer: So the date today is, it should be the ____ [0:46:12].

P9: It is the twelfth.

Interviewer: Twelfth.

P9: No.

Interviewer: Is it?

P9: Where am I? Seventeenth? It's the twenty ____? Where does it
say the twelfth? It doesn't give the date there?

Interviewer: You need to scroll down. The date is here, in the middle.

P9: Oh.

Interviewer: Did you know that you can scroll down all these dates?

P9: Yes.

Interviewer: In case- Yes, you know what you're doing.

P9: Yes ____ [0:46:36] clever people.

Interviewer: So we want the 12th? Today?

P9: Yes, please _____. I can't listen to that _____. Oh, shall I transcribe it _____, scribble down?

Interviewer: So you've got one recording for me today, is that right?

P9: Yes.

Interviewer: Four minutes seventeen?

P9: Yes, because we didn't do a group today.

Interviewer: Okay. So you want to play this?

P9: Yes. What's the date again?

Interviewer: It's the 12th.

P9: Oh, no. Oh, no.

Interviewer: Surely not. Let's try another one.

P9: Oh, shit.

[Silence 0:47:24-0:47:38].

Interviewer: Okay. Let's try one that we know has worked.

P9: Yes, go back to-

Interviewer: Not that.

P9: 6th June.

Interviewer: That's when you listened to them-

P9: [Crosstalk 0:47:48]. Anything before 6th June. I've got to transcribe that.

Interviewer: Anything before 6th June?

P9: Yes.

Interviewer: That's definitely working.

[Recording plays 0:48:01-0:48:12].

I don't know what happened.

P9: I have no idea. It's not the airline thing.

Interviewer: I don't know. There's just absolutely nothing there.

P9: Oh, shit.

Interviewer: Oh, no.

P9: Helen will do it again if she's around when I go in. We've only got one more opportunity to do it.

Interviewer: That one works, that's the 10th.

P9: That's May, it's here. Oh, hang on, 10th May. Yes, that's it. I've got that one transcribed, I think.

Interviewer: You've got that one? And that's back to me. So, 6th June was the latest you had.

P9: Oh, shit.

Interviewer: These are all silent. I have no explanation for why it's like that, don't know.

P9: We'll get it right next time. So, what we'll do. Shit.

Interviewer: You needed those, didn't you?

P9: Yes and no. Much more serious things happen in the world.

Interviewer: I really don't understand. It's like that tablet. That's one of the better ones. I mean...

P9: Shit.

Interviewer: Video works.

P9: Does the sound on the video work?

Interviewer: That's a good question. Hello?

P9: Yes.

[Silence 0:49:48-0:50:01].

Interviewer: Yes.

P9: Shit. Damn me.

Interviewer: I'm sorry, mate.

P9: It's okay. Don't apologise. It's just what happens in life.

Interviewer: It's a technical error.

P9: Yes. It doesn't matter, there's stuff I've got is good enough for me. Pity we haven't got Helen's, but hopefully should be on that last day. What I will do is get the staff all training up but that's a bit false.

Interviewer: Oh, and you had feedback collected by-

P9: All sorts.

Interviewer: Other people, oh.

P9: Don't worry about it too much, doesn't matter, doesn't matter.

Interviewer: I really don't understand. The file's there. It tells us that the time is there.

P9: Technology, eh? It doesn't matter. We'll just extend- Let's think... Yes, we'll just get more. That means I don't have to transcribe loads of crap over the next weekend. I have the full holiday.

Interviewer: That's what you were going to do tomorrow, wasn't it?

P9: Yes. Doesn't matter. Bloody shame though. Shit. Doesn't matter, we've got enough as it stands and anything I capture- I mean, they've got so much it will be boring for people.

Northumbria were saying- I went in and I said, "Look, at the talk, I'll show people these," and they said, "No, no. Keep it for your own purposes, for publication and stuff." I've been thinking, which is why MAs came into it, and all that sort of stuff, you know? So that's a damn shame but it doesn't matter, we'll get it, it's just a slight hiccup along the way in life.

Interviewer: It's disappointing. It's rubbish for you because you've trusted it and then it's let you down.

P9: No, it's okay. It's been a blessing. Will it work from now on in?

Interviewer: I'll need to have a look at it. I'll do it now, I'll try to fix it now.

P9: Don't worry, whenever.

Interviewer: Maybe we should stop recording at that point, because it's going to be hard to go through-

P9: Well no, go. Ask me the questions and I can still guide you on where we're at.

Interviewer: Well the last thing was just about the features, basically.

P9: Absolutely fine when they work.

Interviewer: Yes.

P9: I'm not worried about the features, really. Just the fact about the recordings and I'll get more ____[0:52:43] she told me that. It doesn't matter. So far, I'll try to remember what I can... No, I can't remember anything, really. Don't worry, don't worry.

Interviewer: I mean, maybe there will be- There's a file there, you know.

P9: You'll probably find that you'll probably get it- But not... It could just be the microphone is knackered I would think, perhaps? Could it be as simple as that?

Interviewer: Yes, I mean, if it's been damaged or something. No, the microphone's fine, we just used it.

P9: Oh, shit. Of course we did, yes.

Interviewer: That's the thing, there'd be no obvious reason right away why it's not working. I'm going to have to look at it.

P9: Okay, don't worry. Do you want to hang on to that, then? Actually, it's an opportunity to ____[0:53:47].

Interviewer: Well, we can- I'll try putting the latest version on, just in case it is a software thing. If it's not, then it might just be that this tablet is knackered. But I'll do that right now.

P9: If you give me- If you've got a new tablet, then? One that might [Crosstalk].

Interviewer: I suppose I shouldn't have taken the old one off you.

P9: Well that had a problem with a buzz, didn't it?

Interviewer: Yes, that's what I thought. Okay, P9. I'm just going to stop the recording there just because-

P9: Okay. Do you want to ask me more questions just because-?

Interviewer: Well, it was really just about these, you know, if we were going through the different bit of feedback, it was really just about how useful the different things would be.

P9: Very useful, they would be.

Interviewer: And the last question is, is there anything that you would like to add?

P9: Yes, the re-recordings.

Interviewer: Make it work.

P9: Make it work. Yes, that would help.

Interviewer: Yes, I really-

P9: Don't worry, don't worry.

Interviewer: I'm going to thank you very much and stop the recording.

P9: Thank you very much.

END AUDIO

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